WALDEN UNIVERSITY

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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

March 2024

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Candidate Competency at Completion

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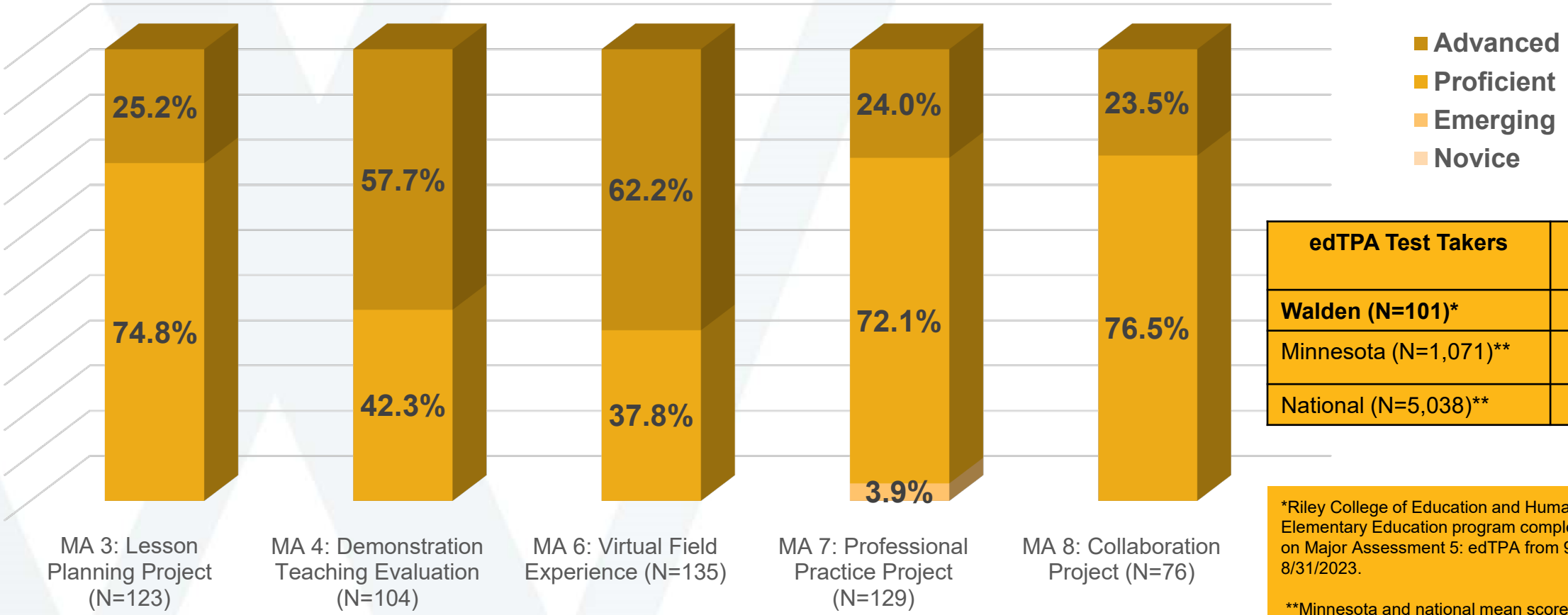
BS IN ELEMENTARY EDUCATION
STUDENT PERFORMANCE ON MAJOR ASSESSMENTS



edTPA Test Takers	Mean Score
Walden (N=101)*	**37.4**
Minnesota (N=1,071)**	40.6
National (N=5,038)**	42.3

*Riley College of Education and Human Sciences BS in Elementary Education program completer Performance on Major Assessment 5: edTPA from 9/1/20212-8/31/2023.

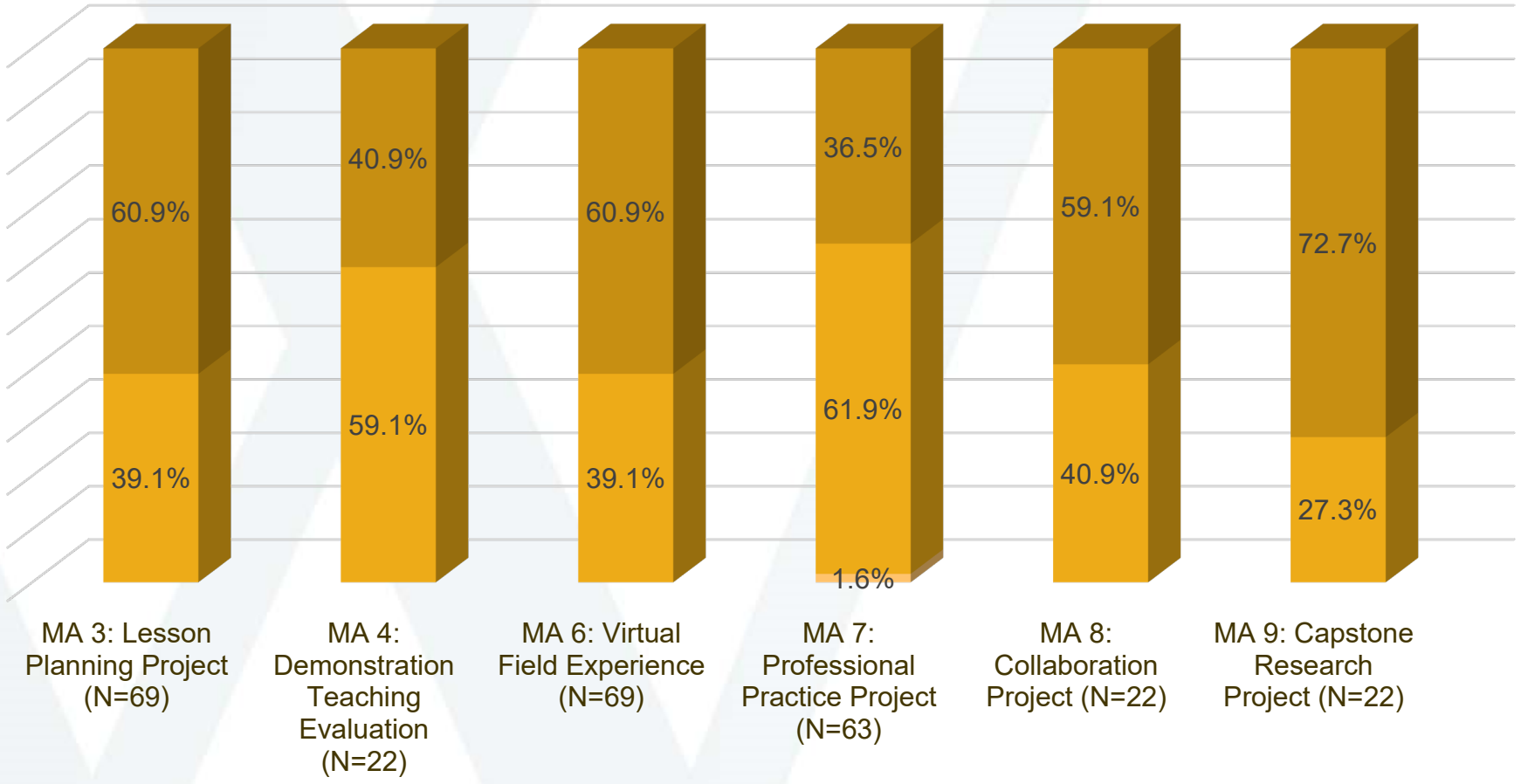
**Minnesota and national mean scores as reported in Performance Summaries provided by Pearson. The edTPA mean score is based on candidate performance on 15 rubrics grouped into three performance categories: Planning, Instruction, and Assessment.

Source: Riley College of Education and Human Sciences BS in Elementary Education Major Assessment Data 9/1/2022-8/31/2023.

BS IN ELEMENTARY EDUCATION
MAJOR ASSESSMENT DESCRIPTIONS

Assessment	Description
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



edTPA Test Takers	Mean Score
Walden (N=17)*	**40.5**
Minnesota (N=1,071)**	40.6
National (N=5,038)**	42.3

*Riley College of Education and Human Sciences BS in Elementary Education program completer Performance on Major Assessment 5: edTPA from 9/1/20212-8/31/2023.

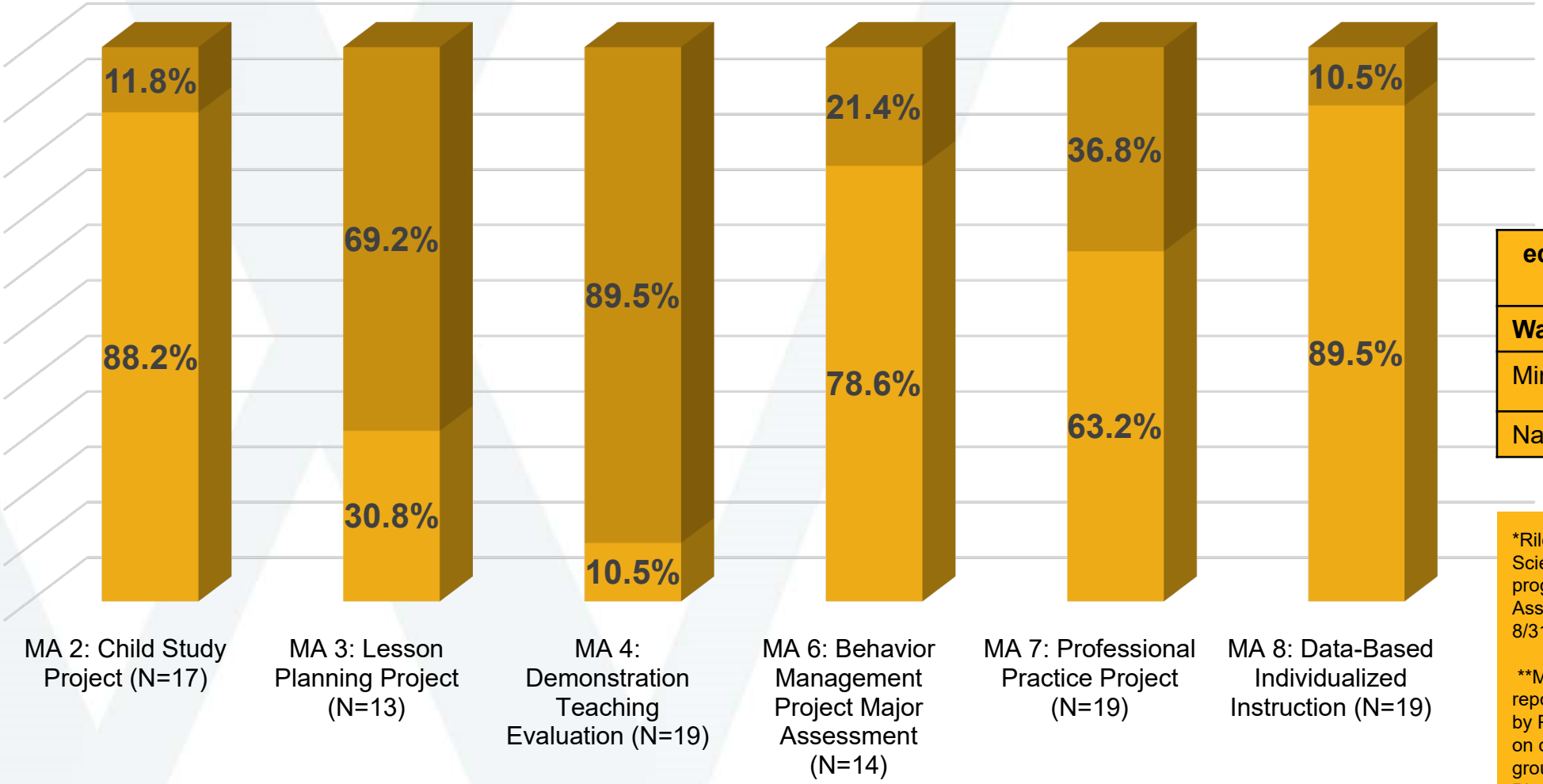
**Minnesota and national mean scores as reported in Performance Summaries provided by Pearson. The edTPA mean score is based on candidate performance on 15 rubrics grouped into three performance categories: Planning, Instruction, and Assessment.

Source: Riley College of Education and Human Sciences BS in Elementary Education Major Assessment Data 9/1/2022-8/31/2023.

MAT IN ELEMENTARY EDUCATION
MAJOR ASSESSMENT DESCRIPTIONS

Assessment	Description
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



edTPA Test Takers	Mean Score
Walden (N=18)*	**38.4**
Minnesota (N=369)**	40.9
National (N=3,301)**	42.6

*Riley College of Education and Human Sciences BS in Elementary Education program completer Performance on Major Assessment 5: edTPA from 9/1/20212-8/31/2023.

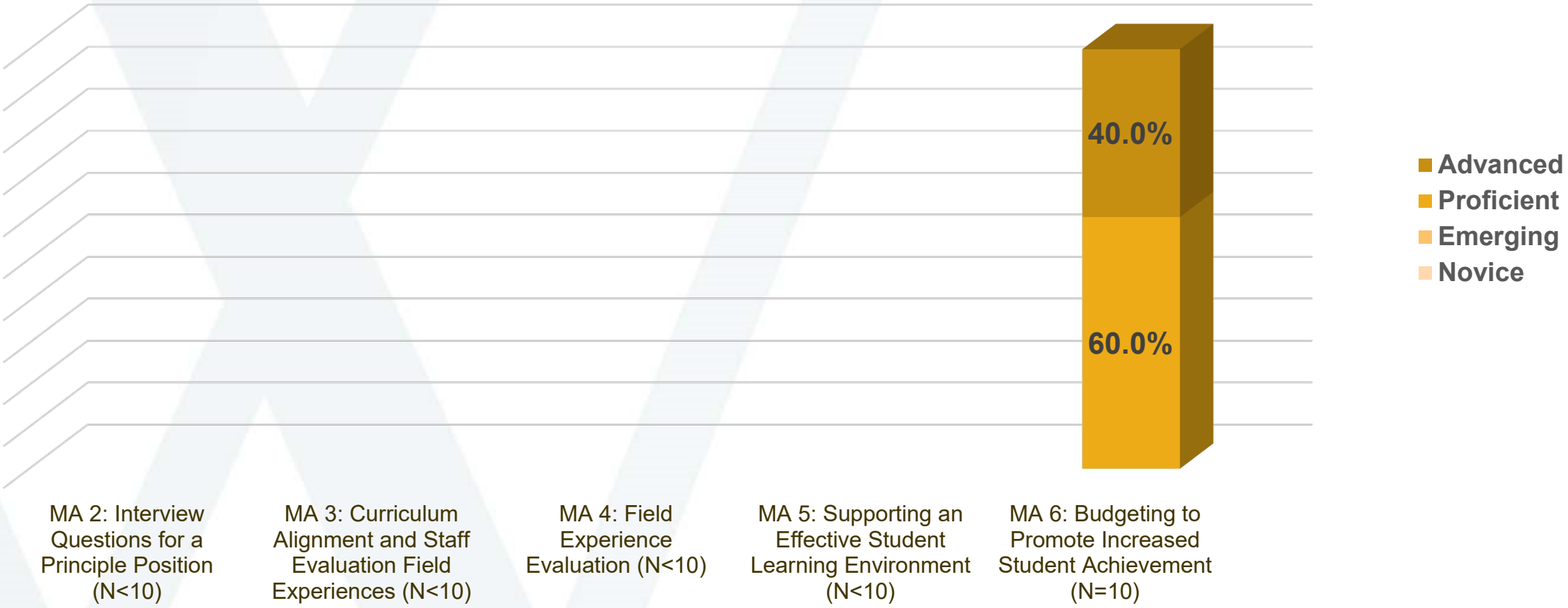
**Minnesota and national mean scores as reported in Performance Summaries provided by Pearson. The edTPA mean score is based on candidate performance on 15 rubrics grouped into three performance categories: Planning, Instruction, and Assessment.

Source: Riley College of Education and Human Sciences Master of Arts in Teaching—Special Education Major Assessment Data 9/1/2022-8/31/2023.

MASTER OF ARTS IN TEACHING: SPECIAL EDUCATION MAJOR ASSESSMENT DESCRIPTIONS

Assessment	Description
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.

EDS & MSED PRINCIPAL LICENSURE PROGRAMS
STUDENT PERFORMANCE ON MAJOR ASSESSMENTS



Source: Riley College of Education and Human Sciences Ed.S. & MSED—Principal Licensure Program Major Assessment Data 9/1/2022-8/31/2023.

EDS AND MSED—PRINCIPAL LICENSURE PROGRAMS
MAJOR ASSESSMENT DESCRIPTIONS

Assessment	Description
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.

2022-2023 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 2022–2023 Exit Surveys for the BS in Elementary Education, MAT in Special Education, and MAT in Elementary Education programs are reported below.

BS IN ELEMENTARY EDUCATION
2022–2023 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

		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. Effectively teach the subject matter in my licensure area.	108	0	0.0%	5	4.6%	26	24.1%	77	71.3%	95.4%
b. Select instructional strategies to align with learning goals and standards.	108	0	0.0%	4	3.7%	26	24.1%	78	72.2%	96.3%
c. Design activities where students engage with subject matter from a variety of perspectives.	107	0	0.0%	5	4.7%	21	19.6%	81	75.7%	95.3%
d. Account for students' prior knowledge or experiences in instructional planning.	108	0	0.0%	5	4.6%	25	23.1%	78	72.2%	95.4%
e. Design long-range instructional plans that meet curricular goals.	108	0	0.0%	3	2.8%	30	27.8%	75	69.4%	97.2%
f. Regularly adjust instructional plans to meet students' needs.	108	1	0.9%	2	1.9%	25	23.1%	80	74.1%	97.2%
g. Plan lessons with clear learning objectives/goals in mind.	108	0	0.0%	1	0.9%	25	23.1%	82	75.9%	99.1%
h. Design and modify assessments to match learning objectives.	108	0	0.0%	2	1.9%	28	25.9%	78	72.2%	98.1%
i. Provide students with meaningful feedback to guide next steps in learning.	108	0	0.0%	1	0.9%	34	31.5%	73	67.6%	99.1%
j. Engage students in self-assessment strategies.	108	0	0.0%	4	3.7%	30	27.8%	74	68.5%	96.3%
k. Use formative and summative assessments to inform instructional practice.	108	0	0.0%	1	0.9%	31	28.7%	76	70.4%	99.1%
l. Understand issues of reliability and validity in assessment.	107	0	0.0%	3	2.8%	26	24.3%	78	72.9%	97.2%
m. Analyze appropriate types of assessment data to identify student learning needs.	108	0	0.0%	6	5.6%	24	22.2%	78	72.2%	94.4%
mm. Differentiate assessment for all learners.	108	0	0.0%	2	1.9%	25	23.1%	81	75.0%	98.1%
n. Use digital and interactive technologies to achieve instructional goals.	108	0	0.0%	1	0.9%	25	23.1%	82	75.9%	99.1%
o. Engage students in using a range of technology tools to achieve learning goals.	108	0	0.0%	3	2.8%	25	23.1%	80	74.1%	97.2%
p. Help students develop critical thinking processes.	107	0	0.0%	2	1.9%	23	21.5%	82	76.6%	98.1%
q. Help students develop skills to solve complex problems.	108	0	0.0%	3	2.8%	27	25.0%	78	72.2%	97.2%
r. Understand how interdisciplinary themes connect to core subjects.	108	0	0.0%	2	1.9%	34	31.5%	72	66.7%	98.1%
s. Know where and how to access resources to build global awareness and understanding.	108	0	0.0%	6	5.6%	28	25.9%	74	68.5%	94.4%
t. Help students analyze multiple sources of evidence to draw sound conclusions.	108	0	0.0%	4	3.7%	25	23.1%	79	73.1%	96.3%
u. Provide effective instruction to multilingual learners that uses a student's native language as a resource to enhance learning.*	64	1	1.6%	2	3.1%	14	21.9%	47	73.4%	95.3%

*This item is new and only has Spring 2023 data.

BS IN ELEMENTARY EDUCATION
2022–2023 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?

		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. Effectively teach students from culturally and ethnically diverse backgrounds and communities.	108	0	0.0%	5	4.6%	27	25.0%	76	70.4%	95.4%
b. Differentiate instruction for a variety of learning needs.	108	0	0.0%	5	4.6%	17	15.7%	86	79.6%	95.4%
c. Differentiate for students at varied developmental levels.	107	0	0.0%	5	4.7%	20	18.7%	82	76.6%	95.3%
d. Differentiate to meet the needs of students from various socioeconomic backgrounds.	108	1	0.9%	4	3.7%	27	25.0%	76	70.4%	95.4%
e. Differentiate instruction for students with IEPs and 504 plans.	108	0	0.0%	7	6.5%	23	21.3%	78	72.2%	93.5%
f. Differentiate instruction for students with mental health needs.	108	1	0.9%	5	4.6%	29	26.9%	73	67.6%	94.4%
g. Differentiate instruction for gifted and talented students.	108	0	0.0%	4	3.7%	32	29.6%	72	66.7%	96.3%
h. Differentiate instruction for English-language learners.	108	0	0.0%	3	2.8%	25	23.1%	80	74.1%	97.2%
i. Access resources to foster learning for students with diverse needs.	108	0	0.0%	3	2.8%	25	23.1%	80	74.1%	97.2%

BS IN ELEMENTARY EDUCATION
2022–2023 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.	108	1	0.9%	2	1.9%	24	22.2%	81	75.0%	97.2%
b. Use effective communication skills and strategies to convey ideas and information to students.	108	0	0.0%	2	1.9%	22	20.4%	84	77.8%	98.1%
c. Connect core content to students' real-life experiences.	108	0	0.0%	2	1.9%	21	19.4%	85	78.7%	98.1%
d. Help students work together to achieve learning goals.	108	1	0.9%	1	0.9%	24	22.2%	82	75.9%	98.1%
e. Develop and maintain a classroom environment that promotes student engagement.	108	1	0.9%	1	0.9%	22	20.4%	84	77.8%	98.1%
f. Respond appropriately to student behavior.	108	2	1.9%	2	1.9%	24	22.2%	80	74.1%	96.3%
g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	108	0	0.0%	1	0.9%	24	22.2%	83	76.9%	99.1%
h. Help students regulate their own behavior.	108	3	2.8%	2	1.9%	29	26.9%	74	68.5%	95.4%
i. Effectively organize the physical environment of the classroom for instruction.	108	1	0.9%	1	0.9%	24	22.2%	82	75.9%	98.1%

BS IN ELEMENTARY EDUCATION
2022–2023 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.	108	0	0.0%	4	3.7%	23	21.3%	81	75.0%	96.3%
b. Access the professional literature to expand my knowledge about teaching and learning.	108	0	0.0%	5	4.6%	24	22.2%	79	73.1%	95.4%
c. Collaborate with parents and guardians to support student learning.	108	0	0.0%	3	2.8%	26	24.1%	79	73.1%	97.2%
d. Collaborate with teaching colleagues to improve student performance.	108	0	0.0%	1	0.9%	20	18.5%	87	80.6%	99.1%
e. Use colleague feedback to support my development as a teacher.	108	0	0.0%	2	1.9%	20	18.5%	86	79.6%	98.1%
f. Uphold laws related to student rights and teacher responsibility.	108	0	0.0%	2	1.9%	23	21.3%	83	76.9%	98.1%
g. Act as an advocate for all students.	108	0	0.0%	2	1.9%	21	19.4%	85	78.7%	98.1%

MAT IN SPECIAL EDUCATION
2022–2023 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

		Disagree		Tend to Disagree		Tend to Agree		Agree		Benchmark
	Total N	Number	Percent	Number	Percent	Number	Percent	Number	Percent	% Tend to Agree + % Agree >=80%
a. Effectively teach the subject matter in my licensure area.	21	0	0.0%	0	0.0%	14	66.7%	7	33.3%	100.0%
b. Select instructional strategies to align with learning goals and standards.	21	0	0.0%	0	0.0%	13	61.9%	8	38.1%	100.0%
c. Design activities where students engage with subject matter from a variety of perspectives.	21	0	0.0%	0	0.0%	13	61.9%	8	38.1%	100.0%
d. Account for students' prior knowledge or experiences in instructional planning.	21	0	0.0%	0	0.0%	13	61.9%	8	38.1%	100.0%
e. Design long-range instructional plans that meet curricular goals.	21	0	0.0%	1	4.8%	12	57.1%	8	38.1%	95.2%
f. Regularly adjust instructional plans to meet students' needs.	21	0	0.0%	0	0.0%	12	57.1%	9	42.9%	100.0%
g. Plan lessons with clear learning objectives/goals in mind.	21	0	0.0%	1	4.8%	11	52.4%	9	42.9%	95.2%
h. Design and modify assessments to match learning objectives.	21	0	0.0%	0	0.0%	14	66.7%	7	33.3%	100.0%
i. Provide students with meaningful feedback to guide next steps in learning.	21	0	0.0%	0	0.0%	15	71.4%	6	28.6%	100.0%
j. Engage students in self-assessment strategies.	21	0	0.0%	1	4.8%	13	61.9%	7	33.3%	95.2%
k. Use formative and summative assessments to inform instructional practice.	21	0	0.0%	0	0.0%	14	66.7%	7	33.3%	100.0%
l. Understand issues of reliability and validity in assessment.	21	0	0.0%	1	4.8%	12	57.1%	8	38.1%	95.2%
m. Analyze appropriate types of assessment data to identify student learning needs.	21	0	0.0%	4	19.0%	11	52.4%	6	28.6%	81.0%
mm. Differentiate assessment for all learners.	21	0	0.0%	2	9.5%	11	52.4%	8	38.1%	90.5%
n. Use digital and interactive technologies to achieve instructional goals.	21	1	4.8%	2	9.5%	11	52.4%	7	33.3%	85.7%
o. Engage students in using a range of technology tools to achieve learning goals.	21	1	4.8%	2	9.5%	10	47.6%	8	38.1%	85.7%
p. Help students develop critical thinking processes.	21	0	0.0%	2	9.5%	10	47.6%	9	42.9%	90.5%
q. Help students develop skills to solve complex problems.	20	0	0.0%	3	15.0%	8	40.0%	9	45.0%	85.0%
r. Understand how interdisciplinary themes connect to core subjects.	21	0	0.0%	0	0.0%	14	66.7%	7	33.3%	100.0%
s. Know where and how to access resources to build global awareness and understanding.	21	0	0.0%	1	4.8%	13	61.9%	7	33.3%	95.2%
t. Help students analyze multiple sources of evidence to draw sound conclusions.	21	0	0.0%	2	9.5%	10	47.6%	9	42.9%	90.5%
u. Provide effective instruction to multilingual learners that uses a student's native language as a resource to enhance learning.*	4	n<5								

*This item is new and only has Spring 2023 data.

MAT IN SPECIAL EDUCATION
2022–2023 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?

		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. Effectively teach students from culturally and ethnically diverse backgrounds and communities.	21	0	0.0%	2	9.5%	10	47.6%	9	42.9%	90.5%
b. Differentiate instruction for a variety of learning needs.	21	0	0.0%	1	4.8%	11	52.4%	9	42.9%	95.2%
c. Differentiate for students at varied developmental levels.	21	0	0.0%	1	4.8%	11	52.4%	9	42.9%	95.2%
d. Differentiate to meet the needs of students from various socioeconomic backgrounds.	21	0	0.0%	5	23.8%	8	38.1%	8	38.1%	76.2%
e. Differentiate instruction for students with IEPs and 504 plans.	21	0	0.0%	4	19.0%	9	42.9%	8	38.1%	81.0%
f. Differentiate instruction for students with mental health needs.	21	1	4.8%	6	28.6%	6	28.6%	8	38.1%	66.7%
g. Differentiate instruction for gifted and talented students.	21	2	9.5%	5	23.8%	7	33.3%	7	33.3%	66.7%
h. Differentiate instruction for English-language learners.	21	2	9.5%	2	9.5%	9	42.9%	8	38.1%	81.0%
i. Access resources to foster learning for students with diverse needs.	21	0	0.0%	2	9.5%	10	47.6%	9	42.9%	90.5%

MAT IN SPECIAL EDUCATION
2022–2023 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.	21	0	0.0%	0	0.0%	14	66.7%	7	33.3%	100.0%
b. Use effective communication skills and strategies to convey ideas and information to students.	21	0	0.0%	1	4.8%	11	52.4%	9	42.9%	95.2%
c. Connect core content to students' real-life experiences.	21	0	0.0%	2	9.5%	9	42.9%	10	47.6%	90.5%
d. Help students work together to achieve learning goals.	21	0	0.0%	2	9.5%	10	47.6%	9	42.9%	90.5%
e. Develop and maintain a classroom environment that promotes student engagement.	21	0	0.0%	0	0.0%	11	52.4%	10	47.6%	100.0%
f. Respond appropriately to student behavior.	21	0	0.0%	1	4.8%	13	61.9%	7	33.3%	95.2%
g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	21	0	0.0%	0	0.0%	11	52.4%	10	47.6%	100.0%
h. Help students regulate their own behavior.	21	0	0.0%	3	14.3%	9	42.9%	9	42.9%	85.7%
i. Effectively organize the physical environment of the classroom for instruction.	21	0	0.0%	1	4.8%	12	57.1%	8	38.1%	95.2%

MAT IN SPECIAL EDUCATION
2022–2023 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.	20	0	0.0%	1	5.0%	11	55.0%	8	40.0%	95.0%
b. Access the professional literature to expand my knowledge about teaching and learning.	20	0	0.0%	1	5.0%	11	55.0%	8	40.0%	95.0%
c. Collaborate with parents and guardians to support student learning.	20	0	0.0%	0	0.0%	10	50.0%	10	50.0%	100.0%
d. Collaborate with teaching colleagues to improve student performance.	20	0	0.0%	0	0.0%	10	50.0%	10	50.0%	100.0%
e. Use colleague feedback to support my development as a teacher.	20	0	0.0%	0	0.0%	10	50.0%	10	50.0%	100.0%
f. Uphold laws related to student rights and teacher responsibility.	20	0	0.0%	0	0.0%	10	50.0%	10	50.0%	100.0%
g. Act as an advocate for all students.	20	0	0.0%	0	0.0%	10	50.0%	10	50.0%	100.0%

MAT IN ELEMENTARY EDUCATION
2022–2023 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

		Disagree		Tend to Disagree		Tend to Agree		Agree		Benchmark
	Total N	Number	Percent	Number	Percent	Number	Percent	Number	Percent	% Tend to Agree + % Agree >=80%
a. Effectively teach the subject matter in my licensure area.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
b. Select instructional strategies to align with learning goals and standards.	27	0	0.0%	0	0.0%	10	37.0%	17	63.0%	100.0%
c. Design activities where students engage with subject matter from a variety of perspectives.	27	0	0.0%	0	0.0%	6	22.2%	21	77.8%	100.0%
d. Account for students' prior knowledge or experiences in instructional planning.	27	0	0.0%	0	0.0%	6	22.2%	21	77.8%	100.0%
e. Design long-range instructional plans that meet curricular goals.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
f. Regularly adjust instructional plans to meet students' needs.	27	0	0.0%	0	0.0%	6	22.2%	21	77.8%	100.0%
g. Plan lessons with clear learning objectives/goals in mind.	27	0	0.0%	0	0.0%	4	14.8%	23	85.2%	100.0%
h. Design and modify assessments to match learning objectives.	26	0	0.0%	0	0.0%	7	26.9%	19	73.1%	100.0%
i. Provide students with meaningful feedback to guide next steps in learning.	27	0	0.0%	0	0.0%	8	29.6%	19	70.4%	100.0%
j. Engage students in self-assessment strategies.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
k. Use formative and summative assessments to inform instructional practice.	27	0	0.0%	0	0.0%	6	22.2%	21	77.8%	100.0%
l. Understand issues of reliability and validity in assessment.	27	0	0.0%	1	3.7%	7	25.9%	19	70.4%	96.3%
m. Analyze appropriate types of assessment data to identify student learning needs.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
mm. Differentiate assessment for all learners.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
n. Use digital and interactive technologies to achieve instructional goals.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
o. Engage students in using a range of technology tools to achieve learning goals.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
p. Help students develop critical thinking processes.	26	0	0.0%	0	0.0%	7	26.9%	19	73.1%	100.0%
q. Help students develop skills to solve complex problems.	26	0	0.0%	0	0.0%	8	30.8%	18	69.2%	100.0%
r. Understand how interdisciplinary themes connect to core subjects.	27	0	0.0%	0	0.0%	5	18.5%	22	81.5%	100.0%
s. Know where and how to access resources to build global awareness and understanding.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
t. Help students analyze multiple sources of evidence to draw sound conclusions.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
u. Provide effective instruction to multilingual learners that uses a student's native language as a resource to enhance learning.*	22	0	0.0%	0	0.0%	8	36.4%	14	63.6%	100.0%

*This item is new and only has Spring 2023 data.

MAT IN ELEMENTARY EDUCATION
2022–2023 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?

		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. Effectively teach students from culturally and ethnically diverse backgrounds and communities.	27	0	0.0%	0	0.0%	11	40.7%	16	59.3%	100.0%
b. Differentiate instruction for a variety of learning needs.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
c. Differentiate for students at varied developmental levels.	27	0	0.0%	0	0.0%	10	37.0%	17	63.0%	100.0%
d. Differentiate to meet the needs of students from various socioeconomic backgrounds.	27	0	0.0%	0	0.0%	10	37.0%	17	63.0%	100.0%
e. Differentiate instruction for students with IEPs and 504 plans.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
f. Differentiate instruction for students with mental health needs.	27	0	0.0%	0	0.0%	10	37.0%	17	63.0%	100.0%
g. Differentiate instruction for gifted and talented students.	27	0	0.0%	0	0.0%	9	33.3%	18	66.7%	100.0%
h. Differentiate instruction for English-language learners.	27	0	0.0%	0	0.0%	8	29.6%	19	70.4%	100.0%
i. Access resources to foster learning for students with diverse needs.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%

MAT IN ELEMENTARY EDUCATION
2022–2023 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.	27	0	0.0%	0	0.0%	6	22.2%	21	77.8%	100.0%
b. Use effective communication skills and strategies to convey ideas and information to students.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
c. Connect core content to students' real-life experiences.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
d. Help students work together to achieve learning goals.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
e. Develop and maintain a classroom environment that promotes student engagement.	27	0	0.0%	0	0.0%	4	14.8%	23	85.2%	100.0%
f. Respond appropriately to student behavior.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	27	0	0.0%	0	0.0%	5	18.5%	22	81.5%	100.0%
h. Help students regulate their own behavior.	27	0	0.0%	1	3.7%	7	25.9%	19	70.4%	96.3%
i. Effectively organize the physical environment of the classroom for instruction.	27	0	0.0%	0	0.0%	6	22.2%	21	77.8%	100.0%

MAT IN ELEMENTARY EDUCATION
2022–2023 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.	26	0	0.0%	0	0.0%	8	30.8%	18	69.2%	100.0%
b. Access the professional literature to expand my knowledge about teaching and learning.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
c. Collaborate with parents and guardians to support student learning.	27	0	0.0%	0	0.0%	7	25.9%	20	74.1%	100.0%
d. Collaborate with teaching colleagues to improve student performance.	27	0	0.0%	0	0.0%	5	18.5%	22	81.5%	100.0%
e. Use colleague feedback to support my development as a teacher.	27	0	0.0%	1	3.7%	5	18.5%	21	77.8%	96.3%
f. Uphold laws related to student rights and teacher responsibility.	27	0	0.0%	0	0.0%	5	18.5%	22	81.5%	100.0%
g. Act as an advocate for all students.	27	0	0.0%	0	0.0%	4	14.8%	23	85.2%	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 on evaluations completed during field placements in 2022–2023:

"[The candidate's] strongest asset is her ability to connect and build relationships with those around her. It was very evident that she is a pillar in her community. I have observed her interactions with others in and outside the school setting. This will be a major contributing factor to her future success."

"[The candidate] demonstrates an understanding of how good schools operate and has the personality and skill set to be a strong school leader. She is very knowledgeable with her content and is able to partner with teachers and help them grow in the profession. She keeps an even temperament and is always professional. She is going to be a strong school leader. I hope to work with her again.

"[The candidate] was a pleasure to work with. She did an exceptional job collaborating with our staff in many different ways. She was extremely flexible throughout her journey with me. She was easy-going and she was very excited to meet the new students and staff. She has great time-management skills and organizational skills which will be extremely beneficial as she continues her educational leadership licensure."

"Overall, the candidate is professional, showed a willingness to do the job and compassion for people, which is most needed in this role."

"[The candidate] shows a great vision and enthusiasm at evaluating learning data to assess and address student needs. He has a propensity for drilling down on the data as a first step at identifying interventions as well as enrichment activities that will help all students succeed."

"[The candidate] has the seeds, and some experiences, in being an outstanding educational leader. More opportunities to be involved with community stakeholders would be a benefit."

[The candidate] was a pleasure to work with. She is an eager learner and extremely engaged in the leadership process. She will be an excellent asset to any school/district.