

# CAEP Annual Reporting Measures AP

## Measure 4: Satisfaction of Completers

### Completer Perceptions

---

**Please note: DE Educator Preparation Scorecards are published every two years by the Delaware Department of Education. The 2018 Scorecards included below are the most recent. The 2020 Scorecards will be available in October 2021.**

#### Evidence Overview

**Description of Evidence:** The evidence section below presents data from the **Perception Domain** of the scorecards to document the **satisfaction of completers** with the relevance and effectiveness of their preparation from WilmU.

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. Governor Jack Markell signed these reforms into law through Senate Bill 51 and its accompanying amendments to Regulation 290.

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

<b>Table 1: Delaware Educator Preparation Scorecard Domains</b>	
<b>Recruitment</b>	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.
<b>Candidate Performance</b>	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.
<b>Employment &amp; Placement</b>	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.

**CAEP Annual Reporting Measures AP**  
**Measure 4: Satisfaction of Completers**  
**Completer Perceptions**

<b>Retention</b>	The Retention domain scores the educator preparation program's track record of preparing program graduates who continue to serve in public education in Delaware.
<b>Graduate Performance</b>	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.
<b>Perceptions</b>	The Perceptions domain scores the educator preparation program's performance based on feedback collected from program graduates and their supervisors.

# CAEP Annual Reporting Measures AP

## Measure 4: Satisfaction of Completers

### Completer Perceptions

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

Perceptions Metrics Preparedness, Graduate Survey	
Metric Description	Reported here is an index of the perceptions that recent graduates have regarding how well their educator preparation program prepared them for their roles as educators.
Minimum Standard	2.80
State Target	3.80
Historical Performance	Average = 3.47 10 <sup>th</sup> percentile = 3.24 90 <sup>th</sup> percentile = 3.74
Description of Calculation	First, answer choices on the survey were 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 graduate’s responses on the survey is calculated. Next, the median of the graduates’ averaged responses 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.
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 has 15 graduates in 2014-15 through 2016-17 school years. Of these, 11 responded to the survey. First, the average of the responses is calculated for each of the 11 respondents. Then, the median of the average responses is taken for this program. If, for example, the median of the average responses is 3.3, this program would earn 50.0% of the available points for this metric, or $(3.3 - 2.8) / (3.8 - 2.8)$ using the formula $([Value - Minimum Standard] / [Target - Standard])$ .

### Evidence

Click on this link to view WilmU’s Scorecards [Delaware Educator Preparation](#). The Perceptions Domain scores each preparation program’s performance based on **feedback collected from program graduates**. The results from these surveys in addition to **alumni testimonials** are below. Specific evidence is further disaggregated for each advanced program below.

# CAEP Annual Reporting Measures AP

## Measure 4: Satisfaction of Completers

### Completer Perceptions

---

#### School Counseling

Below are links to the full Employer Survey and the Educator Preparation Scorecard for School Counseling highlighting the **Perceptions and Retention domains (CAEP Standard 4.1)**.

#### **Perceptions Domain:**

Click on this link [Master of Education: Elementary and Secondary School Counseling Program Scorecard](#) to view the most recent Scorecard and this link [Master of Education: Elementary and Secondary School Counseling Perceptions Survey](#) to view the full survey results from 2019. Below is a screenshot of this domain rating which is the same for 2015 (pilot year), 2016 and 2018. The rating for all three years was not available due to low response rates. Business rules which are outlined above exclude programs that had fewer than 10 graduates respond or had less than a 30% response rate.

PERCEPTIONS		DOMAIN RATING
<b>ABOUT THIS DOMAIN</b> The Perceptions domain scores the educator preparation program's performance based on feedback collected from program graduates and their supervisors.		<b>Not Available</b>  <b>DOMAIN POINTS EARNED</b> 0.00 out of 0.00 points
METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
<b>Preparedness, Graduate Survey</b> Reported here is an index of the perceptions that recent graduates have regarding how well their program prepared them for their roles as educators.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points
<b>Preparedness, Supervisor Survey</b> Reported here is an index of the perceptions that supervisors have regarding the preparedness level of the recent graduates they supervised.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points

#### **Alumni Testimonials and Recognition:**

School Counseling Alumni Testimonials 2017, 2018, 2019
I could not imagine having gone through any other program to further my career. My experience at Wilmington University was one of a kind due to the excellence that was displayed by the staff within the Masters of School Counseling program. I would not only recommend Wilmington University to friends, family, and colleagues, but more specifically I would recommend the Masters of School Counseling program itself. <b>Mark Moore, 2017 Graduate</b>
My school counseling program prepared me to master everything I come into contact with in my current job. I am able to relate my experiences back to the program. <b>Sarah Yacucci, 2018 Graduate</b>
I was in the Masters of School Counseling program from 2016-2019. In my time at Wilmington University I was welcomed countless professors who all had a desire to educate and develop quality school counselors. All of the professors I worked with were professional, diligent, respectful, as well as caring for each individual in the program with me. I never had any issues with reaching out to a professor for clarification or extra help with the material. Professors did a great job of delivering relevant information that is up to date. <b>2019 Graduate</b>

CAEP Annual Reporting Measures AP  
Measure 4: Satisfaction of Completers  
Completer Perceptions

## COUNSELOR OF YEAR PAYS HOMAGE TO WILMU

### Tammy Taylor, a counselor at South Dover Elementary School, is Delaware's School Counselor of the Year.

She started on her career path at Wilmington University, earning a B.S. in Behavioral Science in 2001. She continued her studies at WilmU, completing her master's in Elementary and Secondary School Counseling in 2004.

"Wilmington University was my top choice to complete my undergrad and graduate degree," she says. "The support from faculty members, meaningful internships and the rigorous course work completely prepared me for my profession as a school counselor."

Taylor was honored for her work in meeting the academic, social and emotional needs of students at South Dover. Her work includes monthly classroom counseling lessons on such topics as kindness and caring, preventing bullying, managing stress and anger, promoting personal safety and resolving conflicts.

She received the award during the Delaware School Counselor Association (DSCA) Spring Conference in April at Dover Downs. Taylor will go on to represent Delaware in the American School Counselor Association's competition to become the National School Counselor of the Year. The national winner will be announced in January.



Tammy Taylor

- **Maribeth Courtney, 2018 DE National Distinguished Principal of the Year**  
MEC Elementary and Secondary Counseling  
Maribeth Courtney has served as principal of Evan G. Shortlidge Academy for the last six years, where she has worked diligently to improve instructional practices... [Read more...](#)
- **Laura Malmstrom, 2018 DE School Counselor of the Year**  
MEC School Counseling  
The 2018 Delaware School Counselor of the Year from Sarah Pyle Academy. [View more...](#)
- **Cheryl M. Carey, 2016 DE School Counselor of the Year**  
MEC School Counseling  
Showell's Carey named DE School Counselor of the Year. [View more...](#)

# CAEP Annual Reporting Measures AP

## Measure 4: Satisfaction of Completers

### Completer Perceptions

Master of Education Reading

Below are links to the full Employer Survey and the Educator Preparation Scorecard for Reading highlighting the **Perceptions and Retention domains (CAEP Standard 4.1)**.

#### **Perceptions Domain:**

Click on this link [Delaware Survey Results 2016-2019](#) to view the full survey results, and this link to view the most recent [Reading Scorecard](#). Below is a screenshot of this domain rating which is the same for 2015 (pilot year), 2016 and 2018. The rating for all three years was not available due to low response rates. Business rules which are outlined above exclude programs that had fewer than 10 graduates respond or had less than a 30% response rate.

2015, 2016, 2018 Ed. Prep. Scorecard Reading - Perceptions

PERCEPTIONS		
ABOUT THIS DOMAIN		
The Perceptions domain scores the educator preparation program's performance based on feedback collected from program graduates and their supervisors.		
<b>DOMAIN RATING</b> Not Available		
<b>DOMAIN POINTS EARNED</b> 0.00 out of 0.00 points		
METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
<b>Preparedness, Graduate Survey</b> Reported here is an index of the perceptions that recent graduates have regarding how well their program prepared them for their roles as educators.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points
<b>Preparedness, Supervisor Survey</b> Reported here is an index of the perceptions that supervisors have regarding the preparedness level of the recent graduates they supervised.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points

#### **Alumni Testimonial:**

##### **Pam Alfaro (name redacted)**

The program was flexible and convenient for my work schedule, and I enjoyed being able to complete it online. The courses primarily focused on language development, the major components of reading, developmental writing, reading research, lesson planning, diverse learners and evidence based practices and strategies for teaching reading, which helped me better meet the needs of my students in reading and literacy across content areas.

The program allowed me to delve deeper into reading research, curriculum, instruction and assessment, which I was able to apply immediately to my instructional practices. I also completed assignments that prepared me to better analyze and report data and present strategies and programs to fellow teaching staff. One of the best examples of this was the creation of a comprehensive literacy plan for my school. Within this plan, I was able to address the needs of teachers and students in pre-k through 4<sup>th</sup> grade. The courses also prepared me for the Reading Praxis. After completing the program, I did not feel the need to do additional test preparation and was confident in my ability to do well before taking the exam.

The program addressed every aspect of the ILA standards for preparation of literacy professionals. Overall, the program helped me to build on my previous knowledge and reflect on my teaching practices. The experiences, in the program, also helped me to use what I learned to provide a more enriched learning environment for students and support for teachers in reading curriculum, instruction and assessment. The work I completed, through this program, has had a great impact as it continues to shape and guide my practices as an educator.

# CAEP Annual Reporting Measures AP

## Measure 4: Satisfaction of Completers

### Completer Perceptions

---

#### **Brent Carter (name redacted)**

M.Ed. Reading

I just wanted to say thank you for the last couple of years in the program. I really enjoyed each class and funny enough I have missed the learning process this summer. I have decided to continue my educational career. I do not know, at this point, what I want to continue with, but I know I want it to be in the field of education working with students that need me the most. I wanted to also say I received a job as an academic interventionist for my school. Brand new position that was created with grant money...I get to make it my own and I couldn't be more excited! Again, thank you so much, my experience was incredible.

#### Master of Education School Leadership

WilmU in concert with the Delaware Department of Education Teacher Leader Effectiveness Unit partnered to create a draft survey as part of EPP Workgroup in 2017 for School Leadership. A scorecard was also generated by the DEDOE for review. However, the decision was made to pause this work based on feedback received during the 30-day review period.

Since then, WilmU continues to work with Delaware program leaders in discussion forums and individual program meetings about moving forward with the scorecard reports and survey. As a result, WilmU received permission on July 16<sup>th</sup>, 2019, "to use the draft of the survey created in 2017 and modify to its own needs." Similarly, WilmU has adopted and aligned the NELP standards to its school leadership program. As a result, the survey is currently being revised to the NELP and will be launched fall 2019. Data will be available at the on-site visit.

#### **Alumni Testimonials and Recognition:**



#### **Wilmington University Student Taryn Roane Receives Philadelphia City Citation**

**Hard work and dedication pays off in  
prestigious city recognition.**

Wilmington University student Taryn Roane has received the Community Education Award from the Philadelphia City Council for her commitment to educational leadership and community outreach.

In August 2011, Vare was labeled a "falling school." Roane was hired as its founding principal and helped to form the team that began the process of turning the school around and making it a safe place to learn. Today, Vare is recognized as a hub for the community and an academically focused learning institution.

"I owe many of the university's professors and deans my most humble gratitude for their commitment to my educational experience," says Roane, "The people I've learned from, the warm environment I've experienced, and the practical content I've been able to apply truly contributed to this acknowledgement from the community I serve."

Taryn Roane received her bachelor's degree in Education, a master's degree in School Leadership, and is currently completing her doctorate in Educational Leadership at Wilmington University.

Some of the positive changes Roane and her team developed at Universal Vare Charter School include:

- The Food In-School Pantry in Universal Companies, where families can grocery shop inside the school. This endeavor feeds an average of 45-50 families each month.
- Parenting Classes and family youth groups offered each week through the Families and Schools Together program.
- An in-house behavioral health provider through Intercultural Services.
- English Language Learner adult courses.
- 225 additional minutes of reading and math interventions.
- College and GED courses through Harcum College.
- An after school (activities) program.
- An extended school year.

# CAEP Annual Reporting Measures AP

## Measure 4: Satisfaction of Completers

### Completer Perceptions

---

#### **Germer Y Ledford (name redacted)**

##### **M.Ed. in School Leadership**

After seven years as a special education teacher, I knew I wanted to make a greater impact on student outcomes. I began my search for an Educational Leadership program at Wilmington University after having a great experience obtaining my Master of Education in Elementary Special Education degree. The flexibility in the class delivery options, affordability, and the reputation of the program throughout the profession led me to enroll in the Master of Educational in School Leadership program at Wilmington University. The education I received was much more than the reasons I enrolled.

Throughout the program I was prepared by applying theory to real world issues in education. I was prepared through projects building my collaborative skills and gave me opportunities to lead amongst future leaders. Ultimately, I graduated from the program with a sound command of the Action Research process needed to effect change in student outcomes.

My experience in the Wilmington University Master of Education in School Leadership program prepared me to tackle tough issues in education, provided me with the resources to access as a Principal, and developed a network of supports to ensure my continued success as a School Principal. Wilmington University's Master of Education in School Leadership program is the reason I am a successful School Principal today.

#### **Jack (John) Lamplugh (name redacted)**

##### **M.Ed. School Leadership**

I believe in the transformational power of education, and Wilmington University's Masters in School Leadership program unequivocally supports my philosophy. From the first course through the last, classes are presented in a forward, critical thinking format. The program and particularly the course sequence, is instrumental in intrinsically molding and developing its students into contemporary, informed and prepared leaders. There is an emphasis on case study evaluation and employing learned theories to solve actual school challenges. I utilize my learning daily, continually reflecting back to classroom discussions and instructor directives. I have grown as both a leader and an instructor, feeling empowered to collaboratively share my new understandings with colleagues.

Throughout my studies, I developed friendships with both faculty and students. At Wilmington University, students are treated as colleagues, cooperatively and respectfully sharing ideals, opinions and assessments. The faculty provides never-ending support, guidance and assistance throughout every step of the program. They are always available and provide quick informative and constructive feedback. Faculty members are prepared, knowledgeable and well-versed concerning cutting-edge pedagogical and leadership research.

Wilmington University's Masters in School Leadership program offers a variety of opportunities to complete educational pursuits. I had concerns managing family, work, and school in unison but Wilmington's convenient offerings of in-person, on-line and hybrid courses ease the burden of balancing such concerns. The workload is challenging but the university and faculty offer guidance and support throughout the journey.

I bear much gratitude to Wilmington University and its exceptional faculty and programs for educating, guiding and supporting me on my mission to obtain a Masters in School Leadership.

#### **Joseph D. Maurizio (name redacted)**

##### **M.Ed. School Leadership**

I recently graduated from Wilmington University with a master's degree in School Leadership. I found my courses to be most informative and have prepared me for an administrative position that I recently accepted as an assistant principal. My course studies focused on the Professional Standards for Educational Leaders and cover each standard



# CAEP Annual Reporting Measures AP

## Measure 4: Satisfaction of Completers

### Completer Perceptions

---

in detail with a hands-on pragmatic approach. I worked closely with each professor to ensure a deep understanding of scenarios and outcomes regarding each specific professional learning standard. My professors in each of the courses were extremely helpful exchanging dialogue to enable me to master the syllabi requirements. All professors responded to my inquires in an extremely timely manner by both email and phone correspondence. I was able to establish healthy working relationships with my professors that helped foster my growth as a student.

I also have enjoyed the opportunity to serve on the MED SL Advisory Committee. Serving on this committee has enable me to see the inner workings of the accreditation requirements and how the course study is directly aligned with those conditions. My ability to network and broaden my professional resources has also benefitted from my time as part of the committee.

#### **Elizabeth Winterburn (name redacted)**

##### **M.Ed. School Leadership**

While at Wilmington University I had the opportunity to learn, grow and develop my leadership skills to become a school administrator.

While in the program, I was given many opportunities that I feel have helped to shape my administrative career that I know would not have happened if I attended another university. I was also regularly inspired by my professors at Wilmington who I feel helped every student and were always accessible and available. Having attended other universities, I understand the importance and the commitment to the students provided by Wilmington University.

As a student I had the opportunity to work with the program chair, Dr. Joseph Massare. Dr. Massare consistently demonstrates a strong commitment to the students and staff at Wilmington University. He has an outstanding work ethic and is a true leader. He also exhibits excellent interpersonal and communication skills. Daily he inspires teachers and new administrators, imparting both his experience and guidance. His leadership skills of faculty and staff are both admirable and commendable. Under his mentoring and leadership, I was quickly promoted to district administration as well as inspired to become an adjunct instructor for the Master's of School Leadership Program.

- **Dr. Stanley Spoor, 2017 National Association of Secondary School Principal**  
M.Ed. School Leadership  
Dr. Stan Spoor is named ASD's new Human Resources Director...[Read more](#)
- **Richard Evans, 2012 DE Assistant Principal of the Year**  
M.Ed. School Leadership  
Richard Evans of Sussex Central High School named Delaware's 2012 Assistant Principal of the Year by the Delaware Association of School Administrators. [Read more...](#)
- **Dr. Courtney Voshell, 2014 DE Assistant Principal of the Year**  
M.Ed. School Leadership  
Wilmington University Alumna Selected as Delaware's Assistant Principal of the Year. [Read more...](#)
- **Jennifer Nauman, 2016 DE National Distinguished Principal of the Year**  
M.Ed. School Leadership  
WilmU alumna and Richard A. Shields Elementary School Principal Jenny Nauman prides herself on knowing every detail about her school. [Read more...](#)