

Mental Health Data

The data in the table below caught the attention of the EPP's faculty and the P-12 stakeholders attending the annual data sharing session in August of 2017. The data informed conversations led to the analysis and action that followed.

Exit Survey Data in 2011-2017

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

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Differentiate Instruction for students with mental health needs	28.99 %	42.64 %	23.93 %	2.76 %	1.69 %	652

Analysis: Working with the needs of diverse learners and mental health concerns are areas that EPP wants to improve. The unit used the data to make an informed decision to add one credit to EDUC 240 Educating Exceptional Students. The additional credit allows more time for content and field experiences related to working with various types of learners. Teacher candidates have meaningful learning experiences in EDUC 283 Understanding Cultural Diversity in Education and EDUC 240 Educating Exceptional Students, but the unit wants to do more as a whole to increase the percentages of agreement related to working with diverse learners, differentiation of instruction, and mental health concerns.

Action: The EDUC 240 instructor participated in the state's recommended mental health training for educators. The EPP's Dean required all faculty to attend mental health training sessions in 2018-2019 with the EPP's Director of the Special Education Program and a school counselor from a partnering school district who had also been through the state training. The training experience led by two experienced co-teachers increasing faculty awareness of mental health concerns and opened new conversations among faculty.

One credit was added to the EDUC 240 Educating Exceptional Students course in the Fall of 2018. The intent was to improve the efforts for teacher preparation in mental health. Progress is being made as the percentages of candidates who agree they feel prepared in these areas has risen. Please look at the next two tables below to see the improvement.

Exit Survey Data in 2019-2020

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

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Spring 2020 Differentiate Instruction for students with mental health needs	54.22 %	31.33 %	12.05 %	2.41 %	0 %	83
Fall 2019 Differentiate Instruction for students with mental health needs	51.02%	36.73%	12.24%	0%	0%	49
Spring 2019 Differentiate Instruction for students with mental health needs	20.48%	59.04%	15.66%	4.82%	0%	83

None of the teacher candidates who completed the Exit Survey in the Spring of 2019 had the benefit of the revised version of the three credit EDUC 240 Educating Exceptional Students. After the EPP faculty received mental health training and the EDUC 240 instructor was provided more time with teacher candidates, the Fall 2019 and Spring 2020 data were much improved.