University of Pikeville
Patton College of
Education

2022-2023 Case Study of Educator Preparation Program Impact for CAEP Standard R4

Completed in 2023-2024

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Introduction

The Patton College of Education prepares an annual mixed-method case study to help determine completer effectiveness and impact on P-12 learning. We also analyze data from our employer and completer satisfaction surveys. By analyzing data from multiple measures, we are better able to use the results to drive needed changes within our initial teacher certification programs.

The introduction to the August 2023 National Education Association Report, Great Teaching and Learning, states, "Student learning is influenced more profoundly by the quality of the teacher than by any other school factor. Ensuring that every student has access to a great school demands that we focus on the quality of teachers" (Retrieved from https://www.nea.org/resource-library/great-teaching-learning). Our focus remains on training high-quality teachers for P-12 schools, and we know the value of data analysis in helping us monitor our progress. Therefore, the completion of our case study is important to the continuous improvement of our programs.

Since our state does not currently provide us with completer effectiveness data, we work closely with two surrounding districts who provide us with anonymous data related to the teaching effectiveness and the impact on P-12 learning for our completers. This arrangement is mutually beneficial as we use the data analysis to improve our initial certification teacher education programs, which will help us prepare well-trained teachers for P-12 classrooms.

We completed our first case study in 2018-2019, and the process has evolved over the years. Leadership changes at the districts often determine the anonymous completer data that we are given. Therefore, it is important to note that because we do not always receive the same yearly data, we complete each case study separately since we are collecting data from completers with one to three years' experience. However, all our case studies are basically conducted for the same purposes, which are identified below.

The Patton College of Education is always focused on the continuous improvement of our teacher education programs and seek to stay current on research-based instructional practices, evidence analyses, and our next steps forward. We are grateful for the close partnerships with our P-12 school districts that enable us to use completer data to help drive program improvements.

Purpose of the Study

1. To collect and analyze data to determine if our initial teacher education program completers effectively contribute to P-12 student-learning growth (CAEP R4.1).
2. To collect and analyze data to determine if our undergraduate teacher education program completers apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve (CAEP R4.1)
3. To collect and analyze data to determine if employers are satisfied with the

completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families (CAEP R4.2).

4. To collect and analyze data to determine if completers perceive their preparation as relevant to the responsibilities they encounter on the job and that their preparation was effective (CAEP R4.3).
5. To use the case study results for the continuous improvement of our undergraduate teacher education programs (CAEP R5.4).

Methods

Participants

We received anonymous completer data from two districts to help determine teaching effectiveness and impact on P-12 learning. Administrator walkthrough observations, summative evaluations, and MAP reading and math assessments during the 2022-2023 academic year were provided by one of the districts and summative evaluation data from the other district. Due to the limited number of completers from one district, the anonymous summative evaluation data from both districts were combined.

There were a total of twenty completers for the 2022-2023 academic year, and we analyzed the data related to the percentage of our 2022-2023 completers who met licensure requirements for teacher certification and were employed in a P-12 classroom.

Walkthrough observation data were from thirteen 2020, 2021, and 2022 completers. Data were collected during the 2022-2023 academic year. Data were provided for seven elementary, four middle grades, and two secondary completers. Therefore, we studied walkthrough observation data from completers at all grade levels.

The MAP assessment is administered at the elementary and middle grades levels, and we received math data from eight completers, which consisted of seven at the elementary level and one from middle grades math. In addition, we received reading data from the MAP assessment from ten completers, which consisted of seven at the elementary level, and three at the middle grades level. The data consisted of anonymous data demonstrating beginning-of-the-year and end-of-the-year MAP administrations to determine growth.

Because we analyzed data from completers from the past three years, we do not compare data from the previous case studies. Therefore, each case study focuses on the analysis of data gathered during each academic year; however, three years of completers are included in the data study.

Other Information

We had 20 completers in 2022-2023, and we also analyzed the percentage of these completers who met licensure requirements for teacher certification as well as the percentage who were employed upon graduation.

In addition, we surveyed principals of the schools where our completers had one to three years of teaching experience. The employer survey was aligned to the KTPS/InTASC Standards to help us determine employer satisfaction with completer preparedness. During the 2022-2023 school year, a principal survey was administered statewide as a pilot project of the Kentucky Association of Colleges of Teacher Education (KACTE), which replaced our traditional employer survey, and we analyzed the data for this case study to determine completer impact on P-12 learning.

Finally, we analyze data from our completer satisfaction survey, and participants in the survey include completers with one to three years of teaching experience. We realize that completer satisfaction survey data do not provide impact data, but we include them in the case study because the survey provides data related to how well our completers perceive that their teacher preparation program prepared them to meet the KTPS/InTASC Standards within their P-12 classrooms. The UPIKE Institutional Research and Effectiveness Director administers the completer surveys to completers with one to three years of teaching experience.

Procedures

First, we examined the data to demonstrate candidate competency and employment at program completion. This included the percentage of completers who met licensure requirements and who were hired as classroom teachers upon graduation. Next, we gathered and analyzed the anonymous completer data related to teaching effectiveness and impact on P-12 learning that were provided by the districts for completers with one-to-three years' experience. This included walkthrough observation data from one district and final ratings on the summative evaluations from both districts collected during the 2022-2023 academic year for 2021, 2022, and 2023 completers. This anonymous data was received for completers at all teaching levels—elementary, middle, and secondary.

Next, we analyzed MAP math and reading data, which is administered at the elementary and middle grades levels, from one district. We compared beginning-of-the-year and end-of-the-year data from the P-12 students of our completers with one to three years of experience. As an additional step, we examined the data from our employer (principal) and completer surveys because these instruments are aligned with the KTPS/InTASC Standards. Finally, we used the results to help determine next steps for improvement for our undergraduate teacher education programs.

Data Analysis and Results

Data to Demonstrate Candidate Competency and Employment at Program Completion

All twenty of our 2023 completers met licensure requirements for teacher certification in Kentucky. This included meeting state-required benchmark scores on the Praxis Core Academic Skills for Educators and/or the ACT in reading, writing, and mathematics. The completers also met state-required benchmark scores on the Praxis Subject Assessments required within individual

program areas to demonstrate content knowledge and the Praxis Principles of Learning and Teaching to demonstrate pedagogical knowledge. Thus, all twenty completers had the ability to be hired in teaching positions for which they were certified. Employment data demonstrated that 90% of our 2023 completers gained teaching jobs as classroom teachers specific to their individual program licensure area upon graduation. (See Table 1 below.)

Table 1

CAEP Accountability Measures 3 and 4
Initial Certification Teacher Education Programs

2023 Completers **Candidacy Competency at Program Completion**	
Preparation Program Grade Levels	**% Met Licensure Requirement for Teacher Certification**
14 Elementary	100%
2 Middle Grades	100%
4 Secondary	100%
2023 Completer Employment Data **Ability of Completers to be Hired in Education Positions for Which They Have Prepared**	
# Completers	**% Employed Upon Graduation as Classroom Teachers in the Trained Program Areas**
20	95% (19/20)

Data from P-12 School Districts

Tables 2 and 3 below reflect administrator walkthrough observation data completed during the 2022-2023 academic year from one school district for our completers with one to three years of experience as well as the averages for each indicator by completion year (CAEP R4.1). Table 2 shows the results by year of completion and Table 3 shows combined results and both individual averages and averages by indicators.

The walkthrough observation instrument was co-developed by education professionals at the district level and provided data related to the following indicators: 1) learning targets posted and reviewed with students (KTPS/InTASC *Instructional Practice*), 2) authentic engagement in learning (KTPS/InTASC the *Learner and Learning* and *Instructional Practice*), 3) higher level questioning (KTPS/InTASC the *Learner and Learning* and *Instructional Practice*), 4) assessment strategies (KTPS/InTASC *Instructional Practice*), 5) student feedback (KTPS/InTASC the *Learner and Learning* and *Instructional Practice*), 6) technology use (KTPS/InTASC the *Learner and Learning* and *Instructional Practice*), 7) classroom environment (KTPS/InTASC the *Learner and Learning*) along with an overall rating. The instrument included specific rating descriptors for each assessed indicator ranging from 0 to 3.

Table 2

Walkthrough Observation Data for Completers Collected During the 2022-2023 Academic Year By Year of Completion							
2020 Completers	**Learning Targets**	**Authentic Engagement**	**Higher Level Questions**	**Assessment Strategies**	**Student Feedback**	**Technology Use**	**Classroom Environment**
Completer 1	2.8	2.6	2.0	2.6	3.0	1.6	3.0
Completer 2	1.8	2.6	2.5	2.6	2.6	2.6	3.0
Completer 3	2.7	2.4	2.6	2.4	3.0	1.4	3.0
Completer 4	2.8	2.8	2.8	2.8	3.0	1.0	3.0
Completer 5	2.2	2.3	2.2	2.4	2.5	1.2	3.0
2020 Completer Averages by Indicators	**2.5**	**2.5**	**2.4**	**2.6**	**2.8**	**1.4**	**3.0**
2021 Completers	**Learning Targets**	**Authentic Engagement**	**Higher Level Questions**	**Assessment Strategies**	**Student Feedback**	**Technology Use**	**Classroom Environment**
Completer 6	2.2	2.3	2.2	2.4	2.5	1.2	3.0
Completer 7	1.6	2.1	1.3	1.6	2.5	2.1	2.8
Completer 8	2.0	2.1	1.7	2.0	2.4	1.4	3.0
2021 Completer Averages by Indicators	**1.9**	**2.2**	**1.7**	**2.0**	**2.5**	**1.2**	**2.9**
2022 Completers	**Learning Targets**	**Authentic Engagement**	**Higher Level Questions**	**Assessment Strategies**	**Student Feedback**	**Technology Use**	**Classroom Environment**
Completer 9	2.8	2.5	2.3	2.3	2.5	1.0	3.0
Completer 10	1.7	1.7	0.8	1.1	2.2	1.8	2.7
Completer 11	3.0	2.8	2.4	2.6	2.7	1.0	3.0
Completer 12	2.7	2.2	2.3	1.9	2.6	1.0	3.0
Completer 13	2.8	2.8	2.8	3.0	2.5	0.7	3.0
2022 Completer Averages by Indicators	**2.6**	**2.2**	**2.1**	**2.2**	**2.5**	**1.1**	**2.9**

Note: *Completers must have been teaching for at least one year to have been included in the study.*

Table 3

Combined Walkthrough Observation Data for Completers Collected During the 2022-2023 Academic Year								
Completers	**Learning Targets**	**Authentic Engagement**	**Higher Level Questions**	**Assessment Strategies**	**Student Feedback**	**Technology Use**	**Classroom Environment**	**Total Averages by Completer**
Completer 1	2.8	2.6	2.0	2.6	3.0	1.6	3.0	**2.5**
Completer 2	1.8	2.6	2.5	2.6	2.6	2.6	3.0	**2.5**
Completer 3	2.7	2.4	2.6	2.4	3.0	1.4	3.0	**2.5**
Completer 4	2.8	2.8	2.8	2.8	3.0	1.0	3.0	**2.6**
Completer 5	2.2	2.3	2.2	2.4	2.5	1.2	3.0	**2.3**
Completer 6	2.2	2.3	2.2	2.4	2.5	1.2	3.0	**2.3**
Completer 7	1.6	2.1	1.3	1.6	2.5	2.1	2.8	**2.0**
Completer 8	2.0	2.1	1.7	2.0	2.4	1.4	3.0	**2.1**
Completer 9	2.8	2.5	2.3	2.3	2.5	1.0	3.0	**2.3**
Completer 10	1.7	1.7	0.8	1.1	2.2	1.8	2.7	**1.7**
Completer 11	3.0	2.8	2.4	2.6	2.7	1.0	3.0	**2.5**
Completer 12	2.7	2.2	2.3	1.9	2.6	1.0	3.0	**2.2**
Completer 13	2.8	2.8	2.8	3.0	2.5	0.7	3.0	**2.5**
Total Averages by Indicators	**2.4**	**2.4**	**2.1**	**2.3**	**2.6**	**1.4**	**3.0**	

The walkthrough observation instrument uses a 0-3 scale with 3.0 being the highest possible rating. When looking at the 2022-2023 walkthrough observation data, 2020 completers were rated the highest for the indicators related to authentic engagement, higher level questions, assessment strategies, student feedback, technology use, and classroom environment when compared to completers from 2021 and 2022; however, there was very little variance among scores for the three groups for most indicators. 2022 completers were rated the highest for the indicator related to learning targets. Table 3 demonstrates the total average by indicator, which shows an average of 3.0 for classroom environment, which was the highest overall average. In contrast, the indicator related to technology use received an average rating of 1.4, which was the lowest overall rating, which indicated an identified area of growth for our teacher preparation program. The average ratings for all other indicators ranged from 2.1 for higher level questions to 2.6 for student feedback. In addition, each individual average rating ranged from 2.0 to 2.6 for twelve of our completers (CAEP R4.1).

Table 4 reflects the next data set, which is 2022-2023 summative evaluation data from sixteen completers with one to three years of teaching experience from two different school districts. Eight of the thirteen completers taught at the elementary level, three at the middle grades level, and five at the secondary level. The ratings on the teacher evaluation instrument include: 1) *ineffective*, 2) *developing*, 3) *accomplished*, or 4) *exemplary*. Although the instruments are different, both are aligned with the *Kentucky Framework for Teaching (KyFfT)*,

a research-based document adapted for Kentucky from the *Danielson Framework for Teaching.* In addition, the KyFfT is aligned with the KTPS/InTASC Standards. The anonymous data results from the annual evaluation process required by the Certified Evaluation Plan in each district. Yearly Certified Evaluation Training is required to help ensure data reliability.

Table 4

Completer Summative Evaluation Data Collected During the 2022-2023 Academic Year		
Completers	Grade Level and Content	Overall Ratings
Completer 1	Elementary	Accomplished
Completer 2	Elementary	Exemplary
Completer 3	Middle Grades Math	Accomplished
Completer 4	Elementary	Accomplished
Completer 5	Middle Grades Social Studies	Exemplary
Completer 6	Elementary	Accomplished
Completer 7	Secondary English	Accomplished
Completer 8	Elementary	Accomplished
Completer 9	Middle Grades Science	Accomplished
Completer 10	Secondary Social Studies	Accomplished
Completer 11	Elementary	Accomplished
Completer 12	Secondary Biology	Accomplished
Completer 13	Elementary	Accomplished
Completer 14	Secondary Social Studies	Accomplished
Completer 15	Secondary Science	Accomplished
Completer 16	Elementary	Accomplished

Fourteen (87.5%) of the sixteen completers scored at the *accomplished* level while two completers scored at the exemplary level (12.5%). Both completers who scored at the *exemplary* level had three years of teaching experience. There were no completers who scored at the *developing* or *ineffective* levels. Therefore, overall summative evaluation data from the sixteen completers with one to three years of teaching experience indicated that our completers demonstrated effective teaching practices within their P-12 classrooms (CAEP R4.1).

Table 5 reflects data from the P-12 students' Measures of Academic Progress (MAP) Assessment (CAEP R4.1). The MAP Test is a nationally normed test from the Northwest Evaluation Association (NWEA), and it is administered three times yearly to elementary and middle grades students within one of the school districts to measure learning progress and standards mastery in reading and math. All shared data was anonymous and did not identify any P-12 students.

Seven completers from this data set were teaching math at the elementary school level, and one taught at the middle grades level. The MAP math data was from students of our

completers from the 2022-2023 academic year, and we compared the first administration of the MAP test in the fall with the last administration in the spring. (See Table 5.)

Table 5

Comparison of 2022-2023 Beginning-of-the-Year (Fall) to End-of-the-Year (Spring) P-12 MAP Testing in Reading and Math for Completers from 2020, 2021, 2022	
Math	
# Completers with Available MAP Math Data	8
% Completers with Increases in MAP Mathematics Scores from Fall to Spring	38%
% Completers with Static Mathematics Scores (= or < 2%) from Fall to Spring	12%
% Completers with Decreases in MAP Mathematics Scores from Fall to Spring	50%
Reading	
# Completers with Available MAP Reading Data	10
% Completers with Increases in MAP Reading Scores from Fall to Spring	70%
% Completers with Static Reading Scores (= or < 2%) from Fall to Spring	0%
% Completers with Decreases in MAP Reading Scores (>2%) from Fall to Spring	30%

Note: *Percentages are rounded.*

Data indicated that three (38%) of the eight completers' P-12 students experienced increases in MAP mathematics scores from the fall to spring testing administrations. However, seven (70%) of the ten completers' P-12 students experienced increases in MAP reading scores from fall to spring. Four (50%) of the thirteen completers' P-12 students demonstrated decreases in math, and three (30%) experienced decreases in reading as demonstrated by MAP scores from fall to spring. In summary, approximately 70% of our completers' P-12 students saw increases in MAP reading scores, and 38% demonstrated increases in MAP math scores. Thus, data shows that our completers appeared to have a greater impact on reading instruction.

Next, we analyzed data from the statewide principal survey, which was a pilot project of the Kentucky Association of Colleges of Teacher Education (KACTE), which replaced our traditional employer survey for the 2022-2023 academic year. The survey was administered to the principals of the schools where our completers with one to three years of experience were teaching. Since this was a statewide survey, we were able to make comparisons of our EPP data with data from other institutions across the state.

Table 6 demonstrates the data from this survey, which was administered to twenty-three principals of our completers. There were twelve responses from elementary principals, seven responses from middle grades principals, and one response from a secondary principal for a total of twenty responses, which was a response rate of approximately 87%.

Table 6
Kentucky Association of Colleges for Teacher Education [KACTE]
Principal Survey of Program Graduates

Scale: Scale: 1 = Ineffective, 2 = Developing, 3 = Accomplished, 4 = Exemplary

	ELEMENTARY EDUCATON		MIDDLE GRADES EDUCATION		SECONDARY EDUCATION	
	UPIKE	Non-UPIKE Private EPP	UPIKE	Non-UPIKE Private EPP	UPIKE	Non-UPIKE Private EPP
Number of Responses	12	225	7	86	1	74
The Learner and Learning	**3.25**	**2.84**	**Data Redacted <10**	**3.02**	**Data Redacted <10**	**2.87**
InTASC/KTPS 1	**3.25**	**2.83**		**3.09**		**2.85**
Recognize all learners' strengths and interests when planning instruction.	3.25	2.83		3.09		2.85
Exemplary / Accomplished	92%	72%		79%		66%
Developing / Ineffective	8	28		21		34
InTASC/KTPS 2	**3.25**	**2.82**		**2.91**		**2.93**
Foster an inclusive learning environment that integrates culturally relevant content.	3.25	2.82		2.91		2.93
Exemplary / Accomplished	92%	70%		81%		72%
Developing / Ineffective	8	30		19		28
InTASC/KTPS 3	**3.25**	**2.86**		**3.06**		**2.83**
Create an environment that supports individual and collaborative learning.	3.25	2.86		3.06		2.83
Exemplary / Accomplished	92%	73%		74%		62%
Developing / Ineffective	8	27		26		38
Content Knowledge	**3.25**	**2.83**		**3.06**		**2.94**
InTASC/KTPS 4	**3.25**	**2.83**		**3.11**		**3.07**
Understand the central concepts and structures of the discipline taught.	3.25	2.83		3.11		3.07
Exemplary / Accomplished	92%	72%		83%		78%
Developing / Ineffective	8	28		17		22
InTASC/KTPS 5	**3.25**	**2.82**		**3.00**		**2.80**
Make connections between concepts and differing perspectives to engage learners.	3.25	2.82		3.00		2.80
Exemplary / Accomplished	92%	66%		77%		70%
Developing / Ineffective	8	34		23		30
Instructional Practice	**3.21**	**2.76**		**2.90**		**2.72**
InTASC/KTPS 6	**3.08**	**2.75**		**2.89**		**2.63**
Use multiple methods of assessment to design instruction.	3.08	2.75		2.89		2.63
Exemplary / Accomplished	75%	66%		69%		57%
Developing / Ineffective	25	34		31		43
InTASC/KTPS 7	**3.25**	**2.76**		**2.86**		**2.80**
Plan instruction that supports every student in meeting learning goals.	3.25	2.76		2.86		2.80
Exemplary / Accomplished	92%	66%		66%		62%
Developing / Ineffective	8	34		34		38

Scale: 1 = Ineffective, 2 = Developing, 3 = Accomplished, 4 = Exemplary

	ELEMENTARY EDUCATON		MIDDLE GRADES EDUCATION		SECONDARY EDUCATION	
	UPIKE	Non-UPIKE Private EPP	UPIKE	Non-UPIKE Private EPP	UPIKE	Non-UPIKE Private EPP
InTASC/KTPS 8	**3.31**	**2.78**	**Data Redacted <10**	**2.97**	**Data Redacted <10**	**2.73**
Use a variety of instructional strategies to help learners understand the content.	3.25	2.79		2.94		2.71
Exemplary / Accomplished	92%	69%		66%		57%
Developing / Ineffective	8	31		34		43
Model national and/or state technology standards to improve learning of all students.	3.33	2.69		3.03		2.78
Exemplary / Accomplished	92%	68%		79%		63%
Developing / Ineffective	8	32		21		37
Use multiple instructional modalities to positively impact student learning	3.33	2.86		2.94		2.73
Exemplary / Accomplished	92%	73%		71%		62%
Developing / Ineffective	8	27		29		38
Professional Responsibility	**3.50**	**2.89**		**3.06**		**2.84**
InTASC/KTPS 9	**3.50**	**2.84**		**2.94**		**2.85**
Evaluate the effect of one's actions on others.	3.50	2.84		2.94		2.85
Exemplary / Accomplished	100%	71%		69%		69%
Developing / Ineffective	0	29		31		31
InTASC/KTPS 10	**3.50**	**2.94**		**3.17**		**2.83**
Seek opportunities to collaborate with others to support student learning.	3.50	2.94		3.17		2.83
Exemplary / Accomplished	100%	79%		84%		73%
Developing / Ineffective	0	21		16		27

One hundred percent of the twelve principals for elementary completers who responded to the survey indicated either exemplary or accomplished for the following indicators related to Professional Responsibility: 1) *Evaluate the effect of one's actions on others*; 2) *Seek opportunities to collaborate with others to support student learning*. All other indicators except one received either exemplary or accomplished ratings from 92% of the elementary principals. Seventy-five percent of the elementary principals rated exemplary or accomplished for the following indicator related to Instructional Practice: *Use multiple methods of assessment to design instruction*. Percentages of exemplary or accomplished ratings from elementary principals were higher for all indicators when compared to other private EPPs.

One hundred percent of the principals for middle grades and secondary completers indicated either exemplary or accomplished for the following indicators related to Professional Responsibility and the Learner and Learning: 1) *Evaluate the effect of one's actions on others*; 2) *Seek opportunities to collaborate with others to support student learning; 3) Foster an inclusive learning environment that integrates culturally relevant content.* In addition, principals for our middle grades completers had a higher percentage of exemplary and accomplished ratings when compared to other private institutions for all indicators except the following related to Instructional Practice: 1) *Model national and/or state technology standards to improve learning by all students*. There was one response from a principal of a secondary completer, and ratings were exemplary or accomplished for eight of the

twelve indicators. The indicators rated developing by the secondary principal were related to Content Knowledge and Instructional Practice: 1) *Understand the central concepts and structures of the discipline taught*; 2) *Use multiple methods of assessment to design instruction*; 3) *Plan instruction that supports every student in meeting learning goals*; 4) *Use a variety of instructional strategies to help learners understand the content*. Although we identified the areas of strength and growth, the data was limited to one secondary principal.

Lastly, we examined data from the Completer Satisfaction Evaluation, which is a survey-type instrument that is administered annually by the Office of Institutional Research and Effectiveness at the University of Pikeville (CAEP R4.3). The possible ratings for the Completer Satisfaction Evaluation include level 1 (*unprepared*), 2 (*partially prepared*), 3 (*fully prepared*), and 4 (*exceptionally prepared*), which reflect how well our completers perceive that their preparation program prepared them to meet the KTPS/InTASC Standards within their schools and classrooms.

Table 7

Patton College of Education University of Pikeville
Teacher Education Program
Completer Satisfaction Evaluations

Survey Administered Spring	2021	2022	2023
Number of Responses	25	22	24
Response Rate	61%	52%	71%
The Learner and Learning	**3.53**	**3.33**	**3.09**
Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	**3.52**	**3.32**	**3.13**
Exceptionally/Fully Prepared	100%	91%	83%
Partially Prepared/Unprepared	0	9	17
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**3.44**	**3.32**	**2.83**
Exceptionally/Fully Prepared	96%	91%	70%
Partially Prepared/Unprepared	4	9	30
Standard 3. Learning environments. The teacher shall work with others to create environments that: a) Support individual and collaborative learning; and b) Encourage positive social interaction, active engagement in learning, and self-motivation.	**3.64**	**3.36**	**3.30**
Exceptionally/Fully Prepared	100%	86%	91%
Partially Prepared/Unprepared	0	14	9
Content Knowledge	**3.60**	**3.39**	**3.28**
Standard 4. Content knowledge. The teacher shall: a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and	**3.64**	**3.59**	**3.30**

b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			
Exceptionally/Fully Prepared	100%	91%	83%
Partially Prepared/Unprepared	0	9	17
Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**3.56**	**3.18**	**3.26**
Exceptionally/Fully Prepared	100%	82%	91%
Partially Prepared/Unprepared	0	18	9
Instructional Practice	**3.45**	**3.39**	**3.24**
Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	**3.56**	**3.45**	**3.26**
Exceptionally/Fully Prepared	96%	95%	87%
Partially Prepared/Unprepared	4	5	13
Survey Administered Spring	2021	2022	2023
Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**3.36**	**3.27**	**3.17**
Exceptionally/Fully Prepared	92%	82%	78%
Partially Prepared/Unprepared	8	18	22
Standard 8. Instructional strategies. The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	**3.44**	**3.45**	**3.36**
Exceptionally/Fully Prepared	96%	91%	91%
Partially Prepared/Unprepared	4	9	9
Professional Responsibility	**3.60**	**3.52**	**3.57**
Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	**3.64**	**3.64**	**3.59**
Exceptionally/Fully Prepared	100%	95%	100%
Partially Prepared/Unprepared	0	5	0
Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a) Take responsibility for student learning; b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c) Advance the profession.	**3.56**	**3.41**	**3.55**
Exceptionally/Fully Prepared	96%	86%	100%
Partially Prepared/Unprepared	4	14	0

The response rates were 61%, 52%, and 71% respectively for 2021, 2022, and 2023. All ratings on the completer satisfaction survey are based on a four-point scale with 4 being the highest possible rating. Average ratings for each of the Kentucky Teacher Performance Standards for completers from the past three years have ranged between 3.18 and 3.64 for all indicators except Standard 2: Learning Differences, which received an average rating of 2.83 in 2023.

Discussion of Findings and Implications for Improvement

We completed an in-depth study of the available completer data for the 2022-2023 Case Study, which was completed in the 2023-2024 academic year.

Data from several assessment measures were analyzed for the 2022-2023 Case Study to help determine program impact for CAEP Standard R4. State requirements for teacher certification were met by all twenty completers, and 90% of them gained teaching positions upon graduation.

The 2022-2023 Case Study Completer ratings from the walkthrough observations showed an average of 2.4 for learning targets compared to an average of 2.3 in 2021-2022. For authentic engagement the average was 2.4 compared to 2.5 in the previous year's case study. There was an average of 2.1 for higher level questioning compared to 2.0 in 2021-2022. Assessment strategies received an average rating of 2.3 compared to 2.5 in the previous year. The average rating for student feedback was 2.6 and for technology integration, the average rating was 1.4 as compared to 1.5 respectively in 2021-2022. The average rating for classroom environment was 3.0 compared to a rating of 2.8 in the previous year. The ratings were based on a scale of 0-3 with 3.0 being the highest possible score. Therefore, technology use was the only indicator that was scored below a 2.0 in 2022-2023, which was identified as a targeted area for growth. On the walkthrough instrument, a level 1 rating indicates that P-12 students are not using technology, and the teacher is the primary user while a level 2 indicates that P-12 students use technology to solve problems. Therefore, an average rating of 1.4 indicates that P-12 student use of technology was observed for nearly one half of the completers during walkthrough observations, which was only 0.1 from last year's rating. Although student use of technology is identified as a targeted growth area for our instructional program, overall data from administrator walkthroughs for our completers with one-to-three years' experience during the 2022-2023 academic year, overall ratings demonstrate that our completers are implementing effective teaching practices within their P-12 classrooms.

Table 8

Comparison of Combined Walkthrough Observation Data for Completers Collected During the 2021-2022 and 2022-2023 Academic Years

Completers	Learning Targets	Authentic Engagement	Higher Level Questions	Assessment Strategies	Student Feedback	Technology Use	Classroom Environment
2021-2022 Total Averages by Indicators	2.3	2.5	2.0	2.5	2.7	1.5	2.8
2022-2023 Total Averages by Indicators	2.4	2.4	2.1	2.3	2.6	1.4	3.0

Data from the 2023 Principal Survey (employer satisfaction) administered by KACTE and aligned with the KTPS/InTASC Standards demonstrated an average rating of 3.25 for elementary-level completers related to the *Learner and Learning*. For indicators related to *Content Knowledge*, elementary completers received an average rating of 3.25 and an average rating of 3.21 for indicators related to *Instructional Practice. Finally for indicators related to Professional Responsibility,* elementary completers demonstrated an average of 3.50. The survey was based on possible ratings of 1-4 with 4 being the highest possible score. Thus, data demonstrated that 92% of principals who participated in the survey rated our elementary completers as exemplary or accomplished for indicators related to the *Learner and Learning* and *Content Knowledge*, and 75% for *Instructional Practice*. In addition, 100% of the principals of our elementary completers rated them at the exemplary or accomplished levels for the indicators related to *Professional Responsibility*. Again, there were too few middle and secondary principals to report the data. (See Table 6.)

2022 Completer Satisfaction Evaluation data reflected average ratings for the four assessed areas—the *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*--ranged from 3.09 to 3.57 on a 4-point scale, and all average ratings were above 3.0 for all standards. In addition, at least 70% of the completers who participated in the survey indicated that they are *exceptionally* or *fully prepared* for each standard. (See Table 7.)

Anonymous summative evaluation data showed that approximately all of the sixteen completers who had available data scored at the *accomplished* level or higher. Thus, summative evaluation data for our completers with one-to-three years' experience show that our completers are demonstrating effective teaching practices in their P-12 classrooms. (See Table 4.)
Anonymous MAP data from the completers with one to three years of experience showed that 38% of the completers' P-12 students demonstrated increases in MAP mathematics scores and 70% showed increases in MAP reading scores when comparing fall to spring MAP testing administrations during the 2022-2023 academic year. (See Table 5.)

Continuous Improvement Efforts

The Patton College of Education always focuses on continuous improvement of their teacher education programs. We use the results of our yearly case study to determine program impact and teaching effectiveness for CAEP Standard R4. We do not receive any data from our state to demonstrate CAEP R4, so we plan to continue collaboration with our surrounding districts to help us determine completer impact on P-12 education.

Based on the 2022-2023 Case Study results, our completer are having a positive impact on P-12 education. Anonymous summative evaluation ratings for sixteen completers from two school districts scored with accomplished or exemplary, which are the highest two possible ratings. In addition, the overall average from the administrator walkthrough data was 3.0 for establishing a learning environment was 3.0 and 2.6 for providing student feedback based on a 3-point scale with 3.0 being the highest possible rating.

Based on this case study, we targeted the following areas for growth:

- From the administrator walkthrough data, technology use was the only indicator that received a rating below 2.0 on a three-point scale with an average rating of 1.4. This was 0.1 of a percent lower than last year's average. Technology was also an identified area for growth from the 2021-2022 Case Study; therefore, no progress was made in this area. Therefore, an emphasis on P-12 student use of technology is a targeted growth area.
- Only 38% of our completers saw increases in MAP mathematics scores from the fall to spring for their P-12 students while 70% saw increases in MAP reading scores. This was the opposite of 2021-2022 Case Study as MAP mathematics scores were the highest. Therefore, we will focus on improving instruction regarding mathematical instructional practices for elementary and middle-grades teacher candidates.
- Based on data from the KACTE statewide principals survey, improving instruction to improve teacher candidate knowledge of instructional practices will be a targeted growth area.
- Based on completer survey data, KTPS Standard 2: Learning Differences will be a targeted area for growth.

Based on targeted areas for growth, we developed the following next steps. Our complete list of next steps based on our comprehensive data review are located in our PCOE Goal Action Plan (GAP). We monitor our progress in implementation of our next steps and update our GAP yearly.

- Next Steps
  - In EDU 205 Technology in Education, we will require students to demonstrate knowledge and application of P-12 student use of technology in addition to teacher use of technology. Students will be required to plan and implement P-12 instruction that integrates technology applications appropriate for P-12 students to enhance learning in all EDU courses that address lesson planning and peer teaching. Students must demonstrate the use of content-specific technology applications appropriate to enhance P-12 learning in their content methods courses.
  - All EDU courses that require peer teaching will consistently incorporate common research-based practices that engage students in improving pedagogical knowledge of instructional practices, including assessment, lesson planning, technology integration, and using a variety of instructional strategies. All EDU faculty will use the same scoring rubric and will calibrate the use of the rubric at the beginning of the academic year. In addition, EDU 300 and EDU 310 Mathematics in the Elementary and Middle Grades will place a renewed emphasis on expanding student knowledge and application of instructional strategies for teaching specific mathematical concepts. While we do review the math content in EDU 300 and 310, students will be required to demonstrate a variety of instructional strategies during lesson planning and peer teaching before they are admitted to Clinical I.
  - There will be common expectations among all education faculty for students to

demonstrate knowledge of and address learning differences when planning instruction and peer teaching before they enter their clinical year. Education faculty will work collaboratively to develop common expectations that require students to demonstrate their knowledge and pedagogical skill in addressing learning differences when planning and implementing effective P-12 instruction before they begin Clinical I. Education faculty will develop a guiding questions check sheet for students to use when planning P-12 instruction to clearly communication the common expectations for all EDU courses.

- Education faculty will reassess and realign the required field experiences required in EDU courses to deepen both content and pedagogical knowledge and skills with diverse populations before entering Clinical I.

Reference

K. Walsh, et al (2021, March). State of the states: Teacher preparation policy. NCTQ. Retrieved from https://www.nctq.org/publications/State-of-the-States-2021:-Teacher-Preparation-Policy