

**University of Pikeville  
Patton College of  
Education**

**2023-2024 Case Study of Educator Preparation  
Program Impact for CAEP Standard R4**

**Completed in 2024-2025**

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## **2023-2024 Case Study of Educator Preparation Program Impact for CAEP Standard R4**

### **Introduction**

The Patton College of Education engages in an in-depth case study each year to investigate the teaching effectiveness and impact on P-12 learning of our completers. Additional measures include completer and employer satisfaction data. Therefore, we analyze completer data from several sources to determine the effectiveness of our teacher education programs and to use the data to drive continuous improvement efforts.

With so many changes in educator preparation pathways to certification and a renewed focus on teacher quality, we believe that a comprehensive review of our completer data is warranted and the results must be used to drive needed changes. In an *Education Week* article, “Teacher Preparation, Explained: Alternative Routes, Enrollment Trends, and More,” Will says, “Few dispute that teachers should be ready for the classroom on day one of their careers. But how they’re prepared for the job varies widely” (January 2024). While educator preparation programs do appear to differ extensively, it is our goal to evaluate our initial certification teacher education program based on the performance of our completers. However, our state does not provide completer effectiveness data for EPPs. Therefore, we have developed partnerships with two nearby districts where the majority of our completers find jobs. These districts provide us with anonymous data to help us determine our completers’ teaching effectiveness and impact on P-12 learning. These partnerships are beneficial to us as we use the data to help drive program improvements and beneficial to the districts as teachers are better prepared to work within their schools.

Consequently, we have discovered the completion of a yearly case study involving the preparedness of our completers has contributed considerably in our continuous improvement efforts. Our first case study was completed in 2018-2019, and the process has slowly changed as leadership changes have been made in the school districts. These changes often determine the types of anonymous data that we are able to acquire from the districts. Each case study is actually looking at data from completers from the past three years, so we look at each study individually. However, we have used the same basic processes and have conducted each case study for the same basic purposes (see below).

Continuous improvement is constantly a priority for the Patton College of Education, and the continuous improvement process consistently involves the evaluation of multiple sources of data, which is true for this case study. We deeply appreciate the connections that we have with our P-12 partners to help us evaluate our completers’ teaching effectiveness and impact on P-12 learning.

### **Purpose of the Study**

1. To collect and analyze data to determine if our initial certification 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 initial certification 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 our 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 our 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 initial certification teacher education programs (CAEP R5.4).

## **Methods**

### **Participants**

We had twenty initial certification teacher education program completers in 2023-2024 (which was the same for the previous year), and all twenty completers met criteria for state licensure. Nineteen of the completers completed the teacher certification process and were hired in P-12 schools. Our case study included completers with up to three years of experience, so 2022-2023 and 2021-2022 completers were also included in the study. Because we analyzed data from completers from the past three years, we do not formally compare data from the previous case studies; however, we do review the data to look for trends. 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.

### **Procedures**

Initially, we analyzed the data from our 2023-2024 completers to demonstrate candidate competency at program completion and subsequent employment in teaching jobs related to their program preparation. To complete this part of the process, we used the percentage of completers who met licensure requirements and were hired as P-12 teachers.

Then, we investigated the anonymous completer data provided by the districts for completers with up to three years of teaching experience. This data included anonymous data from summative evaluations from the two districts. This data was collected during the 2023-2024 academic year, but included data from our 2022, 2023, and 2024 completers. The data also contained data from completers at all levels, including secondary, middle, and elementary.

Next, we looked at the anonymous reading and math data resulting from the MAP test from the students being taught by our completers in one of the districts who shared the anonymous data. To analyze this data, we made comparisons between student scores in both math and reading from the beginning of the year (fall) to the end of the year (spring).

After the analysis of the student MAP data, we analyzed our employer satisfaction data because our employer satisfaction evaluation is aligned specifically to the KTPS/InTASC Standards. Therefore, we analyzed the data, especially related to instruction practice and content knowledge, as another source of data to demonstrate teaching effectiveness in addition to employer satisfaction. We also analyzed our completer satisfaction data to help determine the perceptions of our completers regarding how well they felt prepared for their job responsibilities.

Finally, we used the results of our data analyses to determine next steps for program improvement, which is the overall goal of our case study.

## Data Analysis and Results

### *Data to Demonstrate Candidate Competency and Employment at Program Completion*

While all twenty of our 2024 completers met licensure requirements for teacher certification in Kentucky, one student did not complete the process for applying for teacher certification. All twenty students met state-required benchmark scores on the Praxis Core Academic Skills for Educators and/or the ACT in reading, writing, and mathematics, the Praxis Subject Assessments required for teacher certification, and the Praxis Principles of Learning and Teaching. Therefore, all nineteen who completed the teacher certification process had the ability to be hired in teaching positions for which they were certified. Approximately 95% of our completers were employed as classroom teachers upon graduation. (See Table 1 below.)

**Table 1**

<b>CAEP Accountability Measures 3 and 4</b> <b>Initial Certification Teacher Education Programs</b>	
<b>2024 Completers</b> <b>Candidacy Competency at Program Completion</b>	
<b>Preparation Program Grade Levels</b>	<b>% Met Licensure Requirement for Teacher Certification</b>
10 Elementary	100%
6 Middle Grades	100%
4 Secondary	100%
<b>2024 Completer Employment Data</b> <b>Ability of Completers to be Hired in Education Positions for Which They Have Prepared</b>	
<b># Completers</b>	<b>% Employed Upon Graduation as Classroom Teachers in the Trained Program Areas</b>
20	95% (19/20)

### ***Completer Data from P-12***

Anonymous summative evaluation data for thirteen of our completers with one to three years of teaching experience are shown in Table 4 below. Data was collected from two districts during the 2023-2024 academic year. Approximately 54% of the data are from completers who teach at the elementary level, 15% from completers who teach at the middle grades level, and 31% from completers who teach at the secondary level. One of the middle grades completers taught science, and the other taught social studies. Two of the secondary grades completers taught English, one taught science, and the content was not identified for one completer. Therefore, the summative evaluation data are from a broad range of completers who taught at all levels and in a variety of content areas during the 2023-2024 academic year although the content is not identified in the data table below due to the limited number of completers.

Although the teacher evaluation instruments from the districts are slightly different, the possible rating on both are: 1) *ineffective*, 2) *developing*, 3) *accomplished*, or 4) *exemplary*. In addition, both instruments are aligned with the *Kentucky Framework for Teaching (KyFFT)*, a research-based document adapted for Kentucky from the *Danielson Framework for Teaching*, and focus on the areas of planning/preparation, learning environment, instruction, and professionalism. The anonymous summative evaluation data results from the annual evaluation process required by the Certified Evaluation Plan in each district. The summative evaluations in both districts are completed by the school administrators. Yearly Certified Evaluation Training is required to help ensure data reliability; therefore, the summative evaluation data provides valid and reliable data to determine the teaching effectiveness of our completers.

**Table 2**

<b>Completers</b>	<b>Grade Level and Content</b>	<b>Summative Evaluation Overall Ratings</b>
Completer 1	Secondary	Accomplished
Completer 2	Elementary	Accomplished
Completer 3	Middle Grades	Accomplished
Completer 4	Middle Grades	Accomplished
Completer 5	Elementary	Accomplished
Completer 6	Elementary	Accomplished
Completer 7	Elementary	Accomplished
Completer 8	Elementary	Accomplished
Completer 9	Elementary	Accomplished
Completer 10	Secondary	Accomplished
Completer 11	Elementary	Accomplished
Completer 12	Secondary	Accomplished
Completer 13	Secondary	Accomplished

Data demonstrated that 100% of our completers with one to three years of experience scored at the *accomplished* level during the 2023-2024 academic year. Therefore, we drew the conclusion that our completers demonstrated teaching effectiveness in P-12 classrooms as indicated by the summative evaluation ratings related to planning/preparation, learning environment, instruction, and professionalism. (CAEP R4.1)

Table 3 shows data from the P-12 students' Measures of Academic Progress (MAP) Assessment. This assessment is a nationally normed test from the Northwest Evaluation Association (NWEA). It is administered three times yearly to elementary and middle grades students by one of the school districts to measure learning progress in reading and math. All shared data was anonymous and did not identify any P-12 students. Nine of our completers were included in this part of our study.

**Table 3**

<b>Comparison of 2023-2024 Beginning-of-the-Year (Fall) to End-of-the-Year (Spring) P-12 MAP Testing in Reading and Math for Completers from 2021, 2022, 2023</b>	
<b>Math</b>	
# Completers with Available MAP Math Data	9
% Completers with Increases in MAP Mathematics Scores from Fall to Spring	56%
% Completers with Decreases in MAP Mathematics Scores from Fall to Spring	44%
<b>Reading</b>	
# Completers with Available MAP Reading Data	9
% Completers with Increases in MAP Reading Scores from Fall to Spring	44%
% Completers with Decreases in MAP Reading Scores (>2%) from Fall to Spring	56%

Note: Percentages are rounded.

Math data from the MAP test indicated that approximately 56% of our completers experienced increases in the percentage of their students who met or exceeded benchmark scores from fall to spring. In addition, approximately 44% experienced decreases in the percentage of their students who met or exceeded benchmark scores in math from fall to spring.

Reading data from the MAP test indicate that approximately 44% of our completers experienced increases in the percentage of students who met or exceeded benchmark scores while approximately 56% experienced decreases in the percentage of students who met or exceeded benchmark scores from fall to spring.

In summary, approximately 56% of our completers experienced increases in the percentage of their students who met or exceeded benchmark scores on the MAP test for math, and approximately 44% in reading. Therefore, MAP test data from the 2023-2024 academic year indicated that our completers who were included in this part of the study impacted P-12 students learning with what appeared to be a greater impact in the content area of math.

Next, we analyzed employer satisfaction evaluation data (see table below) from the past three years (2022, 2023, 2024). However, our survey instrument is aligned with the KTPS/InTASC Standards and provides specific data as to how well the employers perceive that our completers were prepared for their job responsibilities relative to the following areas: 1) Learner and Learning, 2) Content Knowledge, 3) Instructional Practice, and 4) Professional Responsibilities. Therefore, we use the data to determine employer satisfaction as well as teaching effectiveness for specific indicators. Employers were asked to rate the completers' preparedness using the ratings of *exceptionally prepared* (exemplary-level 4), *fully prepared* (accomplished-level 3), *partially prepared* (developing-level 2), or *unprepared* (ineffective). Thus, completers were rated on a scale of 1-4 with 4 being the highest possible rating. The response rate was 67% in 2022, 87% in 2023, and 62% in 2024; therefore, we believe that the data provided us valuable information for our completers.

Since determining the teaching effectiveness of our completers is a major focus of this case study, we closely analyzed the data from the indicators related to instructional practice. Overall, completers received average preparedness ratings of 3.11 in 2022, 3.14 in 2023, and 3.05 in 2024 (on a 4-point scale) for all the indicators related to instructional practice, which means that the average rating in this area equated to our completers being *fully prepared* for all three academic years. It should be noted that 90% of our 2024 completers were rated as either *exceptionally* or *fully prepared* for the indicator related to planning for instruction, and 81% of our completers were rated at the same levels on the indicator related to instructional strategies.

Overall, completers received average preparedness ratings of 3.24 in 2022, 3.23 in 2023, and 3.19 in 2024 (on a 4-point scale) for all the indicators related to content knowledge. In 2024, 95% of our completers were rated as *exceptionally* or *fully prepared* for the specific indicator related to understanding content knowledge, and 81% received the same ratings for application of content. Similarly, overall preparedness ratings for the learner and learning averaged 3.13 in 2022, 3.27 in 2023, and 3.24 in 2024. Approximately 86% of our completers were rated *exceptionally* or *fully prepared* for the indicators related to learning differences and learner development while 90% were rated at the same levels for the indicator related to learning environments. Therefore, based on this data, employers are satisfied with the preparedness of our completers, and data from specific indicators (e.g., instructional practice, content knowledge, and the learner and learning) provide evidence that employers believe that our completers are teaching effectively.

**Table 4**

**Patton College of Education University of Pikeville  
Teacher Education Program  
Employer Satisfaction Evaluations**

Survey Administered Spring	2022	2023	2024
Number of Responses	20	20	21
Response Rate	67%	87%	62%



<b>The Learner and Learning</b>	<b>3.13</b>	<b>3.27</b>	<b>3.24</b>
<b>Standard 1. Learner development.</b> 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.	<b>3.20</b>	<b>3.25</b>	<b>3.19</b>
Exceptionally/Fully Prepared	80%	86%	86%
Partially Prepared/Unprepared	20	14	14
<b>Standard 2. Learning differences.</b> 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.	<b>3.15</b>	<b>3.30</b>	<b>3.19</b>
Exceptionally/Fully Prepared	75%	100%	86%
Partially Prepared/Unprepared	25	0	14
<b>Standard 3. Learning environments.</b> 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.	<b>3.05</b>	<b>3.25</b>	<b>3.33</b>
Exceptionally/Fully Prepared	80%	86%	90%
Partially Prepared/Unprepared	20	14	10
<b>Content Knowledge</b>	<b>3.24</b>	<b>3.23</b>	<b>3.19</b>
<b>Standard 4. Content knowledge.</b> The teacher shall: a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<b>3.26</b>	<b>3.20</b>	<b>3.33</b>
Exceptionally/Fully Prepared	74%	86%	95%
Partially Prepared/Unprepared	26	14	5
<b>Standard 5. Application of content.</b> 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.	<b>3.21</b>	<b>3.25</b>	<b>3.05</b>
Exceptionally/Fully Prepared	79%	86%	81%
Partially Prepared/Unprepared	21	14	19
<b>Instructional Practice</b>	<b>3.18</b>	<b>3.14</b>	<b>3.05</b>
<b>Standard 6. Assessment.</b> 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.	<b>3.11</b>	<b>3.05</b>	<b>3.00</b>
Exceptionally/Fully Prepared	74%	71%	76%
Partially Prepared/Unprepared	26	29	24
<b>Standard 7. Planning for instruction.</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon	<b>3.16</b>	<b>3.15</b>	<b>3.10</b>

knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.			
Exceptionally/Fully Prepared	79%	71%	96%
Partially Prepared/Unprepared	21	29	4
<b>Standard 8. Instructional strategies.</b> 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.	<b>3.26</b>	<b>3.23</b>	<b>3.05</b>
Exceptionally/Fully Prepared	84%	71%	81%
Partially Prepared/Unprepared	16	29	19
<b>Professional Responsibility</b>	<b>3.16</b>	<b>3.45</b>	<b>3.29</b>
<b>Standard 9. Professional learning and ethical practice.</b> 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.	<b>3.16</b>	<b>3.45</b>	<b>3.29</b>
Exceptionally/Fully Prepared	79%	100%	95%
Partially Prepared/Unprepared	21	0	5
<b>Standard 10. Leadership and collaboration.</b> 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.	<b>3.16</b>	<b>3.45</b>	<b>3.29</b>
Exceptionally/Fully Prepared	79%	100%	86%
Partially Prepared/Unprepared	21	0	14

Data from the Completer Satisfaction Evaluation was analyzed next (see table below). For this evaluation completers with up to three years of teaching experience are surveyed regarding how well they felt that our teacher preparation program prepared them for their job responsibilities in P-12 schools related to the following areas: 1) Learner and Learning, 2) Content Knowledge, 3) Instructional Practice, and 4) Professional Responsibilities, which are aligned with the KTPS/InTASC Standards. The completers who participate in the survey are asked to rate their preparedness using the following ratings: *exceptionally prepared* (exemplary-level 4), *fully prepared* (accomplished-level 3), *partially prepared* (developing-level 2), or *unprepared* (ineffective). Thus, the rating scale is from 1 to 4 with 4 being the highest possible rating. The response rate was 52% in 2022, 71% in 2023, and 60% in 2024; therefore, we believe that the data provided us valuable information from our completers.

**Table 5**

**Patton College of Education University of Pikeville**

## Teacher Education Program Completer Satisfaction Evaluations

Survey Administered Spring	2022	2023	2024
Number of Responses	22	24	25
Response Rate	52%	71%	60%
<b>The Learner and Learning</b>	<b>3.33</b>	<b>3.09</b>	<b>3.44</b>
<b>Standard 1. Learner development.</b> 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.	<b>3.32</b>	<b>3.13</b>	<b>3.48</b>
Exceptionally/Fully Prepared	91%	83%	96%
Partially Prepared/Unprepared	9	17	4
<b>Standard 2. Learning differences.</b> 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.	<b>3.32</b>	<b>2.83</b>	<b>3.32</b>
Exceptionally/Fully Prepared	91%	70%	84%
Partially Prepared/Unprepared	9	30	16
<b>Standard 3. Learning environments.</b> The teacher shall work with others to create environments that: c) Support individual and collaborative learning; and d) Encourage positive social interaction, active engagement in learning, and self-motivation.	<b>3.36</b>	<b>3.30</b>	<b>3.52</b>
Exceptionally/Fully Prepared	86%	91%	100%
Partially Prepared/Unprepared	14	9	0
<b>Content Knowledge</b>	<b>3.39</b>	<b>3.28</b>	<b>3.54</b>
<b>Standard 4. Content knowledge.</b> The teacher shall: c) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and d) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<b>3.59</b>	<b>3.30</b>	<b>3.64</b>
Exceptionally/Fully Prepared	91%	83%	96%
Partially Prepared/Unprepared	9	17	4
<b>Standard 5. Application of content.</b> 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.	<b>3.18</b>	<b>3.26</b>	<b>3.44</b>
Exceptionally/Fully Prepared	82%	91%	92%
Partially Prepared/Unprepared	18	9	8

<b>Instructional Practice</b>	<b>3.39</b>	<b>3.24</b>	<b>3.56</b>
<b>Standard 6. Assessment.</b> 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.	<b>3.45</b>	<b>3.26</b>	<b>3.56</b>
Exceptionally/Fully Prepared	95%	87%	96%
Partially Prepared/Unprepared	5	13	4
Survey Administered Spring	2022	2023	2024
<b>Standard 7. Planning for instruction.</b> 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.	<b>3.27</b>	<b>3.17</b>	<b>3.52</b>
Exceptionally/Fully Prepared	82%	78%	96%
Partially Prepared/Unprepared	18	22	4
<b>Standard 8. Instructional strategies.</b> 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.	<b>3.45</b>	<b>3.36</b>	<b>3.60</b>
Exceptionally/Fully Prepared	91%	91%	100%
Partially Prepared/Unprepared	9	9	0
<b>Professional Responsibility</b>	<b>3.52</b>	<b>3.57</b>	<b>3.72</b>
<b>Standard 9. Professional learning and ethical practice.</b> 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.	<b>3.64</b>	<b>3.59</b>	<b>3.76</b>
Exceptionally/Fully Prepared	95%	100%	100%
Partially Prepared/Unprepared	5	0	0
<b>Standard 10. Leadership and collaboration.</b> The teacher shall seek appropriate leadership roles and opportunities to: d) Take responsibility for student learning; e) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and f) Advance the profession.	<b>3.41</b>	<b>3.55</b>	<b>3.68</b>
Exceptionally/Fully Prepared	86%	100%	100%
Partially Prepared/Unprepared	14	0	0

Average completer preparedness ratings for the learner and learning were 3.34 in 2022, 3.09 in 2023, and 3.44 in 2024. Average ratings for content knowledge were 3.39 in 2022, 3.28 in 2023, and 3.54 in 2024. Average ratings from completers for instructional practice were 3.39 in 2022, 3.24 in 2023, and

3.56 in 2024. Average completer ratings for preparedness to assume professional responsibility were 3.52 in 2022, 3.57 in 2023, and 3.72 in 2024. We noticed that there was only small fluctuations in average ratings for each identified area from 2022 through 2024. Therefore, based on the data, the majority of our completers indicated that they were *exceptionally* or *fully prepared* for their job responsibilities in P-12.

### **Discussion of Findings and Implications for Improvement**

The Patton College of Education engaged in an extensive study of the available completer data for the 2023-2024 Case Study, which was completed during the 2024-2025 academic year. The case study provided us with invaluable data for CAEP Standard R4 in addition to CAEP Standard R5 as we used data for the continuous improvement of our teacher education programs.

Data from multiple assessment measures were analyzed for the 2023-2024 Case Study to help determine program impact for CAEP Standard R4. First, state licensure requirements for teacher certification were met by all twenty completers (although one did not complete the certification process), and 95% secured teaching positions when they graduated (see Table 1).

Anonymous data from the summative evaluation data (see Table 2) indicated that all thirteen completers with available data scored at the *accomplished* level as determined by the school administrators. Therefore, the summative evaluation data for our completers with up to three years of teaching experience validates the effective teaching practices of our completers.

Anonymous data from the MAP test for reading and math from the students of our completers with up to three years of teaching experience revealed that 56% of the completers' P-12 students demonstrated increases in the percentage of students meeting benchmark scores in math and 44% in reading when comparing the fall MAP test administration scores to the spring administration scores (see Table 3).

Data from the Employer Satisfaction Evaluation (see Table 4) demonstrated that the majority of employers who completed the survey indicated that our teacher education program were exceptionally or fully prepared to meet the KTPS/InTASC Standards related to the learner and learning, content knowledge, instructional practice, and professional responsibility. In addition, the indicators related specifically to the learner and learning, content knowledge, and instructional practice provided evidence that our completers were demonstrating effective teaching practices as perceived by their employers.

In addition, data from the Completer Satisfaction Evaluation (see Table 5) demonstrated that the majority of completers who participated in the survey indicated that they were either exceptionally or fully prepared to meet the KTPS/InTASC Standards related to the learner and learning, content knowledge, instructional practice, and professional responsibility. The 2024 data showed that at least 84% of the completers who responded to the survey felt *exceptionally* or *fully prepared* for each indicator on the survey, and 100% of the respondents indicated preparedness at this level on four of the indicators.

## Continuous Improvement Efforts

Continuous improvement of our teacher education programs is a priority. We believe the completion of our yearly case study and the data analyses work session provides us with significant data to drive needed improvements. Our state does not provide us with any data to help us determine completer impact on P-12 learning and teaching effectiveness; therefore, the partnerships that we have with our surrounding school districts are vital to our assessment of completer effectiveness and impact (CAEP R4).

The findings from our 2023-2024 Case Study completed in 2024-2025 demonstrate that our completers are demonstrating teaching effectiveness and impacting P-12 learning, and both our employers and completers indicate that our program is effective in preparing our completers for P-12 classrooms.

Based on our findings from this case study, we identified the following areas for growth:

1. 56% of our completers experienced increases, but 44% experienced decreases in the percentage of their students who met benchmark scores on the MAP test in math from the fall to the spring test administration.
2. 44% of our completers experienced increases, but 56% experienced decreases in the percentage of their students who met benchmark scores on the MAP test in reading from the fall to the spring test administration.
3. While 76% of our employers indicated that our completers were exceptionally or fully prepared in the area of assessment, there were 24% were indicated that our completers were partially prepared; therefore, this is a targeted growth area.
4. While 84% of our completers indicated that they were exceptionally or fully prepared in meeting KTPS/InTASC Standard 2: Learning Differences, 16% indicated that they were partially prepared; therefore, this is a target growth area. *(Note: This was a targeted growth area from last year, and we made good progress since 30% indicated only partially prepared last year.)*

The following next steps were developed to address our identified growth areas:

*(Note: The complete list of next steps based on our comprehensive data review are included in our 2024-2025 PCOE Goal Action Plan. We monitor our progress in implementation of our next steps and update our GAP yearly.)*

- Next Steps
  - Add specific experiences in 300-level pedagogy courses (during peer teaching) that allow students opportunities for growth in planning for students with diverse needs. This should include the professors creating the demographics and special needs of the fictional group for which students will be planning instruction rather than having the students create this information. Students will then plan and implement instruction to meet those needs during peer teaching. (Growth Area #4)
  - Incorporate the principles of the Universal Design for Learning (UDL) in

lesson planning and teaching in EDU 650 Instructional Design (e.g., multiple means of engagement, multiple means of representation, and multiple means of action and expression) to better meet the diverse needs of P-12 students. (Growth Area #4)

- Ensure that students are designing assessments, using principles of backward design, during lesson planning and peer teaching that align to their learning targets. (Growth Area #3)
- Consistently use the collaboratively developed observations/reflections rubric and require students to do the following:
  - Make connections among the KTPS/InTASC Standards and their classroom observations.
  - Identify the levels of thinking, instructional strategies, and assessments being observed. (Growth Areas #1 and #2)
  - Demonstrate good written communication skills.
- Incorporate more required readings that require meaningful oral and written responses to address critical thinking, comprehension, and applications to P-12 instruction, especially in methods courses for science, social studies, and reading. (Growth Area #2)
- Emphasize KAGAN strategies and the Question Matrix to address knowledge of instructional strategies and questioning techniques during opening training for Clinical II. (Growth Area #2)
- Ensure that both placements for elementary teacher candidates are from at least two different subject areas (placement must include observations of both math and reading instruction). (Growth Areas #1 and #2)

Implementation and monitoring of our next steps will be done through the progress monitoring of our Goal Action Plan. An end-of-the year report will help drive our continuous improvement efforts.

## Reference

M. Will (2024, January). *Education Week*. "Teacher preparation, explained: Alternative routes, enrollment trends and more." Retrieved from [Teacher Preparation, Explained: Alternative Routes, Enrollment Trends, and More](#).