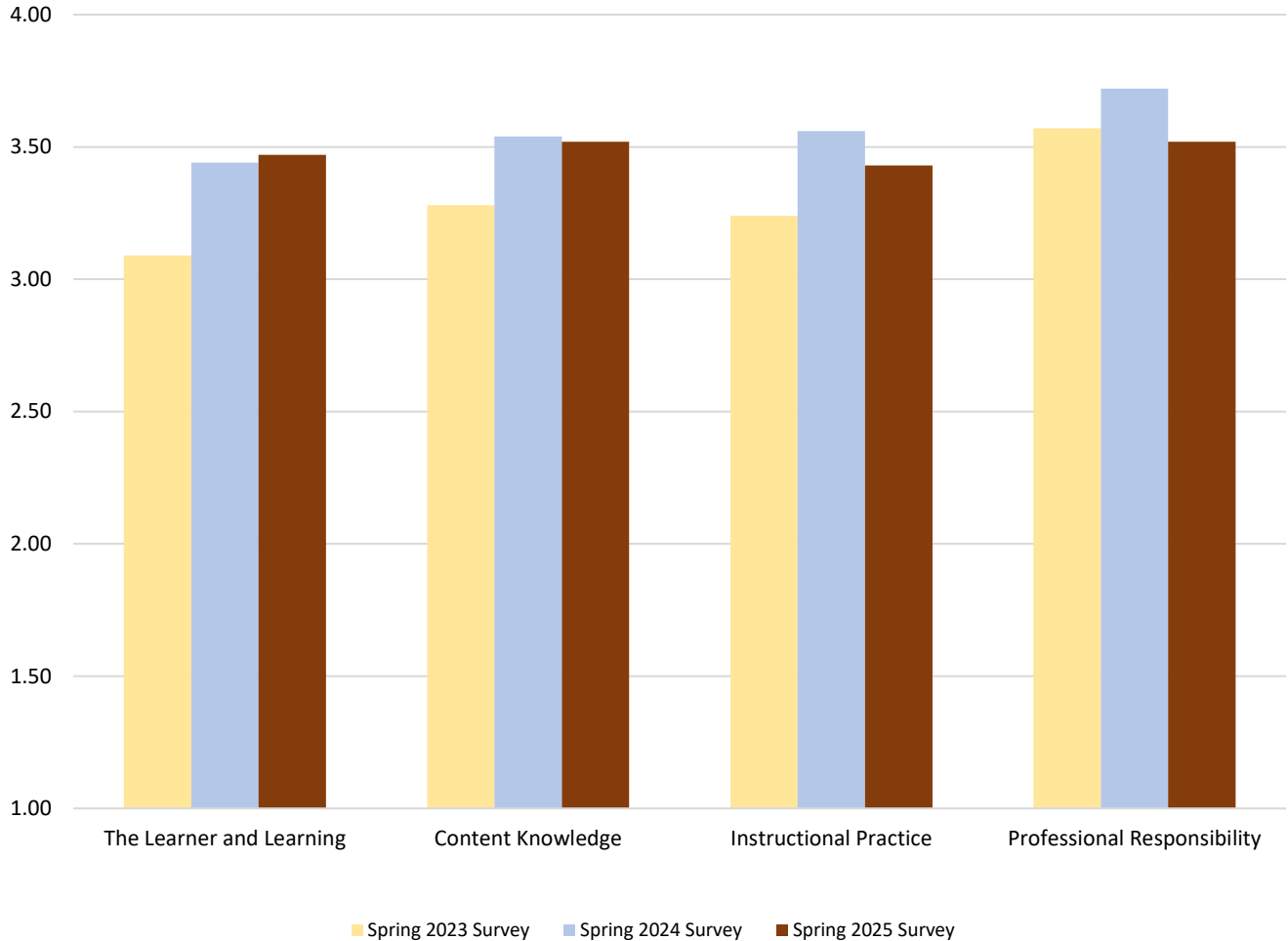


Patton College of Education University of Pikeville
 Teacher Education Program
 Completer Satisfaction Evaluations

Rating How the Program Prepared Candidates to Meet the Kentucky Teacher Performance/InTASC Standards



Rating Scale:

1 Unprepared	2 Partially Prepared	3 Fully Prepared	4 Exceptionally Prepared
UPIKE’s Undergraduate Teacher Education Program did not prepare me to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE’s Undergraduate Teacher Education Program partially prepared me to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE’s Undergraduate Teacher Education Program fully prepared me to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE’s Undergraduate Teacher Education Program fully prepared me to meet the KTPS/InTASC Standards at an exceptional level , and I actively seek opportunities for professional growth to continue to improve in these areas.

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Survey Administered Spring Responses Rate	2023	2024	2025
	71%	60%	55%
The Learner and Learning	3.09	3.44	3.47
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.	3.13	3.48	3.37
Exceptionally/Fully Prepared Partially Prepared/Unprepared	83% 17	96% 4	93% 7
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.	2.83	3.32	3.37
Exceptionally/Fully Prepared Partially Prepared/Unprepared	70% 30	84% 16	85% 15
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.	3.30	3.52	3.67
Exceptionally/Fully Prepared Partially Prepared/Unprepared	91% 9	100% 0	100% 0
Content Knowledge	3.28	3.54	3.52
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 b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.30	3.64	3.52
Exceptionally/Fully Prepared Partially Prepared/Unprepared	83% 17	96% 4	96% 4
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.	3.26	3.44	3.52
Exceptionally/Fully Prepared Partially Prepared/Unprepared	91% 9	92% 8	100% 0
Instructional Practice	3.24	3.56	3.43
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.	3.26	3.56	3.41
Exceptionally/Fully Prepared Partially Prepared/Unprepared	87% 13	96% 4	89% 11

Scale: 1 = Unprepared, 2 = Partially Prepared, 3 = Fully Prepared, 4 = Exceptionally Prepared

Prepared by the Office of Institutional Research and Effectiveness, May 2025

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Survey Administered Spring	2023	2024	2025
<p>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.</p> <p style="text-align: right;">Exceptionally/Fully Prepared Partially Prepared/Unprepared</p>	<p>3.17</p> <p>78% 22</p>	<p>3.52</p> <p>96% 4</p>	<p>3.41</p> <p>93% 7</p>
<p>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.</p> <p style="text-align: right;">Exceptionally/Fully Prepared Partially Prepared/Unprepared</p>	<p>3.36</p> <p>91% 9</p>	<p>3.60</p> <p>100% 0</p>	<p>3.48</p> <p>93% 7</p>
Professional Responsibility	3.57	3.72	3.52
<p>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.</p> <p style="text-align: right;">Exceptionally/Fully Prepared Partially Prepared/Unprepared</p>	<p>3.59</p> <p>100% 0</p>	<p>3.76</p> <p>100% 0</p>	<p>3.44</p> <p>85% 15</p>
<p>Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:</p> <ul style="list-style-type: none"> 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. <p style="text-align: right;">Exceptionally/Fully Prepared Partially Prepared/Unprepared</p>	<p>3.55</p> <p>100% 0</p>	<p>3.68</p> <p>100% 0</p>	<p>3.59</p> <p>96% 4</p>