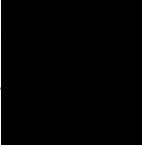





University of Pikeville
Patton College of Education

2021-2022 Case Study of Educator Preparation
Program Impact for CAEP Standard R4

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2021-2022 Case Study of Educator Preparation Program Impact for CAEP Standard 4

Introduction

Each year, the Patton College of Education prepares a mixed-method case study to exam evidence to determine the impact that our initial teacher certification programs have on P-12 education related to completer effectiveness, satisfaction of employers, and satisfaction of completers according to CAEP Standard 4. Examining data from multiple measures

CAEP Accountability Measures 3 and 4
Initial Certification Teacher Education Programs

2022 Completers Candidacy Competency at Program Completion	
Preparation Program Grade Levels	% Met Licensure Requirement for Teacher Certification
7 Elementary	100%
4 Middle Grades	100%
1 Secondary	100%
2022 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
12	100% (12/12)

All twelve of our 2022 completers met licensure requirements for teacher certification. This included meeting state-required benchmark scores on the Praxis Core Academic Skills for Educators and the Praxis Subject Assessments required within individual program areas to demonstrate content knowledge. Our completers also met benchmark scores on the Praxis Principles of Learning and Teaching. Therefore, all twelve completers had the ability to be hired in teaching positions for which they were certified. In addition, according to our employment data, 100% of the 2022 completers were hired upon graduation as classroom teachers specific to their individual program licensure area. (See Table 1.)

Data from P-

Table 2

Walkthrough Observation Data for Completers Collected During the 2021-2022 Academic Year
By Year of Completion

Table 5

Comparison of 2020-2021 Beginning-of-the-Year (Fall) to End-of-the-Year (Spring) P-12 MAP Testing in Reading and Math for Completers	
Math	
# Completers with Available Data	13
% Completers with Increases in MAP Mathematics Scores from Fall to Spring	62%
% Completers with Static Mathematics Scores (= or < 2%) from Fall to Spring	0%
% Completers with Decreases in MAP Mathematics Scores from Fall to Spring	38%
Reading	
# Completers with Available Data	13
% Completers with Increases in MAP Reading Scores from Fall to Spring	31%
% Completers with Static Reading Scores (= or < 2%) from Fall to Spring	0%
% Completers with Decreases in MAP Reading Scores (>2%) from Fall to Spring	69%

Note: Percentages are rounded.

Data showed that eight (47%) of the 17 completers had an increase in their MAP scores from fall to spring. The average increase was 10.7 points, with a range of 2 to 20 points. The majority of completers (12) had an increase in their scores, with an average increase of 10.7 points. The remaining five completers had a decrease in their scores, with an average decrease of 1.4 points. The majority of completers (12) had a static score, with an average static score of 100. The remaining five completers had a decrease in their scores, with an average decrease of 1.4 points.

exceptionally prepared) are combined to simplify data analysis. The response rate was 62% in 2020, and it increased to 67% in 2022. In 2021, average principal ratings for the preparedness of our completers to meet the KTPS/InTASC Standards within P-12 classrooms for the *Learner and Learning* category was 3.72 and 3.13 in 2022. For *Content Knowledge*, the average preparedness rating was 3.68 in 2021 and 3.24 in 2022. For the standards within the KTPS/InTASC category of *Instructional Practice*, the average rating was 3.61 in 2021 and 3.18 in 2022. The average preparedness rating for *Professional Responsibility* was 3.63 in 2021 and 3.16 in 2022. Therefore, the 2022 average ratings for the four categories ranged from 3.13 to 3.24 on a 4-point scale. No standard received an average rating below 3.0 in 2022. Thus, data demonstrated that 74% or higher of the employers who participated in the survey rated our completers as being either *exceptionally* or *fully prepared* to meet the KTPS/InTASC Standards in their P-12 classrooms. (See Table 7.)

Table 6

Patton College of Education University of Pikeville
Teacher Education Program
Employer Satisfaction Evaluation

Survey Administered Spring	2020	2021	2022
Response Rate	62%	63%	67%
The Learner and Learning	3.44	3.72	3.13

Standard 1. **Learner development.** The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development

Partially Prepared/Unprepared	9	0	26
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.	3.36	3.63	3.21
Exceptionally/Fully Prepared	91%	95%	79%
Partially Prepared/Unprepared	9	5	21
Instructional Practice	3.41	3.61	3.18
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.	3.36	3.47	3.11
Exceptionally/Fully Prepared	95%	95%	74%
Partially Prepared/Unprepared	5	5	26
Survey Administered Spring	2020	2021	2022
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.	3.41	3.74	3.16
Exceptionally/Fully Prepared	87%	100%	79%
Partially Prepared/Unprepared	13	0	21
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.	3.45	3.63	3.26
Exceptionally/Fully Prepared	91%	100%	84%
Partially Prepared/Unprepared	9	0	16
Professional Responsibility	3.43	3.63	3.16
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.	3.45	3.74	3.16
Exceptionally/Fully Prepared	91%	100%	79%
Partially Prepared/Unprepared	9	0	21

Standard 10. **Leadership and collaboration.** The teacher shall seek appropriate leadership roles and opportunities to:259.13 46.32 13.44 reW*ñBT/

Content Knowledge	3.74	3.60	3.39
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Standard 4. [Content knowledge](#). The teacher shall:

- c) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and

Discussion of Findings and Implications for Improvement

The 2021-2022 Case Study investigated data from several measures to determine program impact for meeting CAEP Standard R4. All our completers met state requirements for certification, and this included passing the required Praxis exams to demonstrate both content and pedagogical knowledge. All fourteen 2022 completers were hired in teaching positions upon graduation.

Data from the 2022 Employer Satisfaction Evaluation demonstrated that average ratings for the four assessed areas—the *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*--ranged from 3.13 to 3.24 on a 4-point scale. The instrument is aligned with the KTPS/InTASC Standards, and no standard received an average rating below 3.0 in 2022. Thus, data demonstrated that 74% or higher of the employers who par

The district that provided the anonymous data that was analyzed for this case study advised us to view the data in the context of the impact that the pandemic had on P-12 learning as students were adjusting to being back in school. Consequently, we are taking this information into account regarding our completers' teaching effectiveness and impact on P-12 learning.

Continuous Improvement Efforts

Continuous improvement efforts are ongoing in the PCOE, and we use the results from this study to help determine completer effectiveness and program impact. Because we receive no data from the state regarding completer effectiveness, we will continue to work with our districts and our completers.

We identified 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.

Only 31% of our completers saw increases in MAP reading scores from the fall to spring for their P-12 students while 62% saw increases in MAP math scores.

Employers rated our completers lowest in the area of *assessment* related to KTPS/InTASC Standard 6. Although the average rating was 3.11 on a four-point scale, approximately 26% were rated as *partially prepared*.

Completers rated *application of content* related to KTPS/InTASC Standard 5 as the lowest area of preparedness. Again, the average rating was 3.18 on a four-point scale, but approximately 18% rated themselves as *partially prepared* related to this standard.

Based on our data analysis, we identified the following next steps. A more comprehensive plan can be found in our PCOE Goal Action Plan, which we update yearly.

- o Next Steps

We will provide authentic teaching experiences for our undergraduate pre-candidates and candidates through our P-12 model classroom. Education faculty will utilize the model classroom for most of our education courses so that pre-candidates and candidates will participate in more authentic teaching experiences (i.e., interactive whiteboard, flexible grouping, center rotatio

Pre-candidates and candidates will use the research-based Explicit Instruction Model when planning and presenting P-12 instruction. They will understand the importance of using a research-based model of instruction to positive student outcomes.

Education faculty will explicitly instruct teacher candidates how to meet the learning needs of individual students through differentiation, modifications, and accommodations where appropriate. Teacher candidates must demonstrate proficiency through planning and presenting P-12 instruction to meet the individual learning needs of students before they can successfully exit the TEP.

Education faculty will explicitly instruct teacher candidates to:

- Develop higher-level questions for P-12 instruction
- Integrate student use of technology in instruction
- Identify HQIRs
 - Why they are needed
 - What does the research say?

Reference

K. Walsh, et al (2021, March). State of the states: Teacher preparation policy. NCTQ. Retrieved from