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-12F1 20 78.7 reW*(o)3(d)-4
classrooms. The UPIKE Institutional Research and Effectiveness Director administers the completer surveys to completers with one to three years of teaching experience.

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 ga(w)5(h)-4(o)3(w)5(n)-4 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.)

Note:

a research-based document adapted for Kentucky from the 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.

Completers	Grade Level and Content	Overall Ratings
	Elementary	Accomplished
	Elementary	Exemplary
	Middle Grades Math	Accomplished
	Elementary	Accomplished
	Middle Grades Social Studies	Exemplary
	Elementary	Accomplished
	Secondary English	Accomplished
	Elementary	Accomplished
	Middle Grades Science	Accomplished
	Secondary Social Studies	Accomplished
	Elementary	Accomplished
	Secondary Biology	Accomplished
	Elementary	Accomplished
	Secondary Social Studies	Accomplished
	Secondary Science	Accomplished
	Elementary	Accomplished

Fourteen (87.5%) of the sixteen completers scored at the level while two completers scored at the exemplary level (12.5%). Both completers who scored at the level had three years of teaching experience. There were no completers who scored at the or 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

	ELEMENTARY EDUCATON		MIDDLE GRADES EDUCATION		SECONDARY EDUCATION	
	UPIKE	Non-UPIKE Private EPP	UPIKE	Non-UPIKE Private EPP	UPIKE	Non-UPIKE Private EPP
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%				

twelve indicators. The indicators rated developing by the secondary principal were related to Content Knowledge and Instructional Practice: 1) ; 2) ; 3) ; 4) . 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 ( ), 2 ( ), 3 ( ), and 4 ( ), 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%
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.			
Exceptionally/Fully Prepared	100%	91%	83%
Partially Prepared/Unprepared	0	9	17
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.			
Exceptionally/Fully Prepared	96%	91%	70%
Partially Prepared/Unprepared	4	9	

b) Create learning experiences that make these aspects of the discipline

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.

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-

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 . For indicators related to , elementary completers received an average rating of 3.25 and an average rating of 3.21 for indicators related to 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 and , and 75% for . In addition, 100% of the principals of our elementary completers rated them at the exemplary or accomplished levels for the indicators related to

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

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 .9 627.94 T5000612 792 ET*nBT/F3 12 P

Reference

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