

## 2022-2023 KSDE Accountability Measures

### 1. Completer Effectiveness

Benedictine College administers the Teacher Strengths Survey Instrument (TSS) initially developed by KAPCOTE institutions. The instrument was validated by the Educational Advisory Committee in Fall 2019 and piloted for the first time in Spring 2020 to program completers and their administrators. The surveys ask the participant to judge the quality of their teacher preparation program and impact the first-year teacher has on P-12 student learning and growth.

Completers responses about how they assess the impact of their teaching on P-12 learners include:

*I keep notebooks and other documents registering where each of my students are and where we want them to be in my (low incidence) classroom. I assess their abilities and comprehension through one-on-one data, through the para, or observing peer modeling. Many of the things we do in class are hands on. Any papers my students complete go into their personal binder and is used to compare pre-content and post-content abilities. Once the student can complete the goal successfully 3 times*

*I do lots of assessments throughout the lesson and unit to assess their knowledge and see where each student is at and what we can do to get them on track.*

*During PLC time, we set SMART goals for students to be 80% proficient on the standards we are testing on. Students who recently scored lower than grade level receive intense intervention during the unit. On grade level students receive supports and above grade level students receive enrichment opportunities. After the test, we are able to break down the test by standard to see which students reached proficient on each standard or if they need more intervention. We then create an intervention plan for the students who need reteaching and then reassess those students after an appropriate amount of time.*

### **Applying Professional Knowledge, Skills, and Dispositions**

Response rates for first-year teachers were 8/42 (19%): six elementary and two secondary. Principals of first- and second-year teacher response rate was 6/42 (14%). Four were principals of elementary teachers, one secondary, and one special education. This demonstrated a small degree of representativeness across all three licensure areas in proportion to the number of overall completers in each.

Candidates reported highest level of preparation in utilizing methods of teaching and instruction (2.15/3.0) and effective instructional technology (2.21/3.0) The indicator with the lowest score was in understanding the needs of my learners (1.69/3.0). These results correspond with previous survey results in which candidates and their employers viewed equity and the ability to modify instruction to support all learner needs as an area for further growth in first and second-year teachers.

2022-2023 1<sup>st</sup> Year Teacher Survey Results rating their level of preparation from teacher preparation program in seven areas on a scale of 0 (Novice) to 3 (Accomplished Expert):

	<b>Mean Score on 3-point scale</b>
<b>Q7 Managing my Classroom</b> <i>InTASC Standard 3</i>	2.2
<b>Q8 Planning Units and Lessons</b> <i>InTASC Standard 7</i>	1.8

<b>Q9 Understanding my Learners</b> <i>InTASC Standard 1, 2</i>	2.0
<b>Q10 Utilizing methods of teaching and instruction</b> <i>InTASC Standard 8</i>	2.1
<b>Question 11 Assessing and tracking student performance</b> <i>InTASC Standard 6</i>	2.3
<b>Question 12 Technology integration</b> <i>Cross-cutting, InTASC Standard 3, 5, 7, 10</i>	2.2
<b>Question 13 Equity/All learners</b> <i>InTASC Standard 1, 2,3, 4, 7, 9 Cross-cutting</i>	2.1
<b>Overall Average</b>	2.1 (Accomplished-Apprentice Range)

Completer satisfaction was also denoted by the following comments:

*The preparation that I received from Benedictine was helpful for me as a teacher. The training on building a lesson plan and the emphasis on the classroom as a community both have been relevant in my classroom.*

*Benedictine helped me see the importance of forming the whole child and gave me the knowledge base to confidently teach my subject. The areas that I have struggled with most are classroom management and differentiation.*

*1.) Classroom management was what I was most prepared for. I received excellent scores in this category each time I was evaluated this year. 2.) Data reading and grouping. I know my students well and I know how to build effective assessments to assess learning. 3.) I felt I wasn't prepared for IEP/504 meetings. I had to reach out for help on how to professionally write in those documents. However, I did know how to advocate for my students.*

## **2. Satisfaction of Employers and Stakeholder Involvement**

2022-2023 Principal Survey Results rating of completers.

Principals rated BC completers on seven categories of teaching competencies to denote satisfaction with their first-year hires. Completers were scored in one of four categories of proficiency: Exemplary, Accomplished Apprentice-Target, Apprentice-Developing, or Novice.

Across all categories of teaching competencies, BC completers were rated:

- 43% -Exemplary
- 36% - Accomplished Apprentice
- 15% - Apprentice-Developing
- 6%- Novice

Employer satisfaction was also denoted by the following comments about completers:

*(Candidate) was well-prepared in the basics of lesson planning and classroom management. He/she strives to build strong community with families and colleagues.*

*(Candidate) brings strong skills in innovation and using technology. I have been very impressed with his/her willingness to ask questions and seek out input when needed. He/she knows her students and desires growth. I will continue seeking to hire BC teachers like him/her.*

*(Candidate) does a wonderful job in the classroom, especially with grasping the basics of assessment and being inclusive to all students.*

### **3. Candidate Competency at Completion**

The EPP measures candidate competency at completion through the following measures: graduation rate and the ability of completers to meet licensing requirements through the PPAT and Praxis exam scores.

#### **Graduation Rates**

Due to the requirements for entrance to and completion of the School of Education programs of study, all candidates must satisfy the degree requirements for their program or else be excused from the program.

Graduation Numbers:

- 2022-2023 – 100% (n=42)
- 2021-2022 – 100% (n=44)
- 2020-2021 – 100% (n=45)
- 2019-2020 – 100% (n=57)
- 2018-2019 – 100% (n=53)

#### **Licensing Requirements**

Completers of the undergraduate teacher preparation program complete the approved program course requirements (including a minimum of 12 weeks of student teaching) and the state required teacher work sample (PPAT replaced KPTP in 2020). In order to achieve state licensure, completers also take the required Praxis exams in their content area.

Completers of the graduate teacher preparation program complete the approved program course requirements (including practicum experiences totaling over 200 hours). In order to achieve state licensure, completers also take the required SLS Praxis Exam. Note: not all advanced graduates have taken the Praxis SLS exam in the past. Beginning in 2024, this is being implemented as the comprehensive exam to ensure all completers complete this key assessment.

**Praxis Exam Results**

	<b>Initial</b>	<b>Advanced</b>
2022-2023	98%	100% (n=4)
2021-2022	95%	100% (n=3)
2020-2021	94%	100% (n=2)
2019-2020	96%	100% (n=1)
2018-2019	100%	100% (n=9)

### PPAT Results- Initial Programs

Year	1 <sup>st</sup> Time Pass Rate	Pass Rate After Re-Submissions
2022-2023 (n=42)	97%	100%
2021-2022 (n=44)	97%	97%
2020-2021 (n=45)	95%	100%

### KPTP Results

2019-2020 (n=57)	100%
2018-2019 (n=53)	98%

#### 4. 1<sup>st</sup> Year Job Placement Rates

Successful completion of the undergraduate teacher preparation program and graduate Master's in School Leadership program prepare completers with the knowledge, skills, and dispositions to successfully fulfill the positions for which they have been prepared.

Undergraduate job placement rates for first-year teachers\*:

2022-2023	97%
2021-2022	95%
2020-2021	93%
2019-2020	88%
2018-2019	82%
Five-Year Average	91%

*\*Not all completers seek first-year employment due to graduate school, mission work, and/or vocation decisions.*

Advanced program job placement rates are difficult to track. Completers have the ability to be hired to serve in school leadership roles, although the timing and career decision is up to the individuals.

From the past five cohorts of advanced program (MASL) graduates, 7/29 (24%) have been hired into school leadership positions where they are directly applying the knowledge, skills, and dispositions of their earned degrees.