

## 2021-2022 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:

*Effective use of small group learning time in my room is creating both student growth and increasing depth of understanding. Evidence is shown quarterly through data taken for IEP goals.*

*My students' iReady reading scores overall went up significantly from August to January. Additionally, a classroom survey denotes that all of my students used at least one positive adjective to describe our classroom environment and only 3 used the word negative.*

*At the beginning of the year I assessed each student. I continually update how they have grown from what I observe in my work with them week to week.*

Principals of first year graduates rate Benedictine College first year teachers as 2.1/3.0 on the six indicators aligned to InTASC Standard 6 (assessment and student learning).

### Applying Professional Knowledge, Skills, and Dispositions

2021-2022 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):

	Mean Score on 3-point scale
<b>Section 1 Managing my Classroom</b> <i>InTASC Standard 3</i>	2.5
<b>Section 2 Planning Units and Lessons</b> <i>InTASC Standard 7</i>	2.1
<b>Section 3 Understanding my Learners</b> <i>InTASC Standard 1, 2</i>	1.8
<b>Section 4 Utilizing methods of teaching and instruction</b> <i>InTASC Standard 8</i>	2.1
<b>Section 5 Assessing and tracking student performance</b> <i>InTASC Standard 6</i>	2.2
<b>Section 6 Technology integration</b> <i>Cross-cutting, InTASC Standard 3, 5, 7, 10</i>	2.4
<b>Section 7 Equity/All learners</b> <i>InTASC Standard 1, 2, 3, 4, 7, 9 Cross-cutting</i>	2.5
<b>Overall Average</b>	2.22 (Accomplished-Apprentice Range)

Candidates reported highest level of preparation in managing their classroom (2.5/3.0) and engaging equitably with all learners (2.5/3.0) The indicator with the lowest score was in understanding the needs of my learners (1.8/3.0). 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.

Completer satisfaction was also denoted by the following comments:

*The TEP at BC further created in me an ability to build relationship with students and colleagues, a necessary characteristic teaching success here. The TEP helped me to understand the workload of teaching, gave me ideas of how to be effective in the classroom and in planning/collaboration time with colleagues. Because I felt like I was prepared for the teaching job itself, I felt confident in adding other extra-curricular responsibilities to my plate.*

*Benedictine helped make me into the educator that I am today by providing me with the tools to create an equitable classroom community. I felt as prepared as possible for a job that is truly unpredictable.*

*I felt prepared enough to set up the classroom based on the student's IEP's. I was also prepared to be flexible with other educators and families. I was prepared to collaborate with various administrators and community programs to support my students best.*

## 2. Satisfaction of Employers and Stakeholder Involvement

2021-2022 Principal Survey Results rating of completers.

Principals of first- and second-year teacher response rate was 6/44 (14%). Four were principals of elementary teachers, one secondary, and one special education. 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:

44% -Exemplary  
35% - Accomplished Apprentice  
16% - Apprentice-Developing  
5%- Novice

Principal Evaluation of 1<sup>st</sup> Year Teachers Aligned to InTASC Standards

	Mean Score on 3-point scale
<b>Section 1 Managing my Classroom</b> <i>InTASC Standard 3</i>	2.3
<b>Section 2 Planning Units and Lessons</b> <i>InTASC Standard 7</i>	2.5
<b>Section 3 Understanding my Learners</b> <i>InTASC Standard 1, 2</i>	1.9
<b>Section 4 Utilizing methods of teaching and instruction</b> <i>InTASC Standard 8</i>	2.0
<b>Section 5 Assessing and tracking student</b>	2.2

<b>performance</b> <i>InTASC Standard 6</i>	
<b>Section 6 Technology integration</b> <i>Cross-cutting, InTASC Standard 3, 5, 7, 10</i>	2.1
<b>Section 7 Equity/All learners</b> <i>InTASC Standard 1, 2,3, 4, 7, 9 Cross-cutting</i>	2.2
<b>Overall Average</b>	2.17 (Accomplished-Apprentice Range)

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

*(Candidate) was a prepared student who knows the importance of continuing to learn in her role.*

*(Candidate) is an outstanding first year teacher, particularly in the areas of technology, building relationships, and collaborating with colleagues.*

### 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:

2021-2022 – 100% (n=44)

2020-2021 – 100% (n=45)

2019-2020 – 100% (n=57)

2018-2019 – 100% (n=53)

2017-2018 – 100% (n=49)

#### 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.

#### Praxis Exam Results

	Initial	Advanced
2021-2022	95%	100% (n=3)
2020-2021	94%	100% (n=2)
2019-2020	96%	100% (n=1)
2018-2019	100%	100% (n=9)
2017-2018	96%	100% (n=8)

#### PPAT Results- Initial Programs

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

#### KPTP Results

2019-2020 (n=57)	100%
2018-2019 (n=53)	98%
2017-2018 (n=49)	100%

#### 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\*:

2021-2022	95%
2020-2021	93%
2019-2020	88%
2018-2019	82%
2017-2018	88%
Five-Year Average	89%

*\*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, 6/25 (24%) have been hired into school leadership positions where they are directly applying the knowledge, skills, and dispositions of their earned degrees.