

Measure 3: Initial Candidate Competency at Completion (R3.3)

The EPP triangulates multiple data sources collected during the 2022-2023 academic year to determine candidate competency upon program completion. Data sources include candidate completion data, Praxis scores, dispositional data, and observational scores from student teaching to ensure candidate competency to have positive impacts on diverse P-12 students through content knowledge, pedagogical skills, and technology integration, all driven by culturally responsive practice.

In order to successfully fulfill graduation requirements, candidates must pass all key assessments across the initial programs. Key assessments, EPP-created evaluations that meet all five areas of CAEP's criteria for evaluation, strategically assess candidate progression across all 10 InTASC indicators to ensure that all candidates can apply critical concepts and principles in their discipline and pedagogical knowledge. Candidate completion of the program means they have demonstrated competency in all 10 InTASC areas. In particular, during the student teaching semester (CED 499 for initial undergraduates and CED 897 for initial MAT candidates), clinical educators and cooperating teachers conduct a final evaluation which assesses all 10 areas of the InTASC rubric. Achieving the target score on this evaluation indicates candidates are proficient in effective teaching and on the lives of diverse students in their classrooms. Candidate scores on other assessments are also compared over three assessment cycles and disaggregated by race, ethnicity, and gender.

Another data source the EPP uses to illustrate candidate preparation upon completion is the Kentucky Teacher Preparation Feedback Report accessed from the KYSTATS website at <https://kystats.ky.gov>. While program completion requires candidates to successfully pass all institutional assessments, in order for the EPP to recommend candidates for certification, they must also pass the Praxis Principles of Learning and Teaching and content area Praxis exams. Examining the percentage of initial completers obtaining certification illustrates EPP candidates are successful on both EPP key assessments and the Praxis exams. The EPP boasts high percentages and growth in the portion of completers who earn certification. For instance, over the past three cycles 100% of all candidates in Arts and Humanities, Science, World Languages, and Physical Health have earned certification. Candidates in Mathematics have shown the most substantial growth in certification, moving from a 58% certification rate during the 2019-2020 academic year to a 100% certification rate from 2020-2021 and 2021-2022. One area of notice for the EPP is the three-cycle decline in both the total number of Career and Technical Education (CTE) candidates (19, 17, and 8 over the past three cycles) and the percentage of CTE candidates earning certification (100%, 88%, and 83%).

Three cycles of Praxis PLT results indicate the EPP prepares its students well in the principles candidates over three years, 99% or 427/432 of the EPP's candidates passed the PLT exam. Compared to candidates from all EPPs in the state, the EPP notes similar results. The institutional pass rate for K-6, 5-9, and 7-12 PLT exams over the past three cycles was 82/86 (95%) for the 2021-2022 academic year, 142/144 (99%) for the 2020-2021 academic year, and 151/151 (100%) for the 2019-2020 academic year. The pass rate for the same exams for students in other state EPPs was 98%, 99%, and 99% over the same three academic years, respectively. Examining the summary pass rate across all Praxis exams, the EPP recognized a 2% rate decline from 2019-2020 to 2020-2021 and a 5% decline from 2020-2021 to 2021-2022. The average of all other state EPPs experienced similar declines. The EPP also disaggregates

Praxis data by race, ethnicity, and sex. The total numbers of candidates of color and male candidates are not large enough to draw any valid conclusions.

The EPP requires that Dispositions are completed for all candidates. These are completed by course instructors and clinical educators. Additionally, any faculty or advisor can complete a Disposition at any time if they deem it necessary. The major topics of dispositional scoring are Advocacy for Students, Commitment to Positive Classroom Culture Commitment to Student Growth, Communication and Collaboration, Critical Thinking, Cultural Competency and Equity, Reflective Practice, and Professionalism and Ethical Decision Making. For each area, there are multiple statements related to the topic, and instructors determine if they strongly disagree (1.0), disagree (2.0), have no evidence to determine (3.0), agree (4.0), or strongly agree (5.0) with the statement in relation to the candidate. At the culmination of the form are overall scoring options, which include “progresses in the program”, “does not progress”, or “progresses with a Professional Improvement Plan (PIP)”. The candidate will be given the opportunity to appeal to the Professional Education Advisory Committee (PEAC) in the event that they disagree with the advisor. Results across all disposition averages in all courses across all three cycles indicate that all mean scores fall at or above the 3.0 threshold.