

2023-2024 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 judge my effectiveness by looking at how engaged my students are during lessons and how much they improve over time. If they can explain concepts back to me in their own words, I know the teaching has made an impact.

I use both formal assessments and informal check-ins to see if my students are meeting their learning goals. I also compare their performance at the beginning of a unit to their growth at the end. When students show progress and more confidence, I feel my teaching is on the right track. I've gotten better through the year making minor adjustments to teaching based on student observations.

I pay close attention to classroom discussions and student work samples to measure whether my instruction is connecting with learners. I track who still needs additional support and adjust lessons accordingly. When students show mastery after intervention, I take it as a sign that my teaching strategies are working.

Applying Professional Knowledge, Skills, and Dispositions

Response rates for first-year teachers were 9/51 (19%): six elementary and three secondary completers. Principals of first- and second-year teacher response rate was 6/51 (11%). 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 managing their classroom (2.4/3.0), assessing and tracking student performance (2.2/3.0), and planning units and lessons (2.1/3.0). The indicator with the lowest score was in understanding the needs of my learners (1.9/3.0). 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. Typically the technology indicator is scored in mid-level strength, but this year is near the bottom in strength of application. This is an area the EPP will observe in future data to observe any notable trends.

2023-2024 1st 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
Q7 Managing my Classroom <i>InTASC Standard 3</i>	2.4
Q8 Planning Units and Lessons <i>InTASC Standard 7</i>	2.1
Q9 Understanding my Learners <i>InTASC Standard 1, 2</i>	1.9
Q10 Utilizing methods of teaching and instruction <i>InTASC Standard 8</i>	2.0
Question 11 Assessing and tracking student performance	2.2

<i>InTASC Standard 6</i>	
Question 12 Technology integration <i>Cross-cutting, InTASC Standard 3, 5, 7, 10</i>	2.0
Question 13 Equity/All learners <i>InTASC Standard 1, 2,3, 4, 7, 9 Cross-cutting</i>	2.0
Overall Average	2.1 (Accomplished-Apprentice Range)

Completer satisfaction was also denoted by the following comments:

Every class in my program focused on building a community where every student belongs. I learned specific strategies for building relationships with students, colleagues, and families, which has made my classroom a safe and supportive place for learning. Beginning in student teaching, I was challenged to begin learning how to connect with families and parents, and I continue to work on that as a new teacher.

I am really grateful for the emphasis on building community and including all learners. My methods classes emphasized differentiation and flexibility in instruction, and I feel prepared to adapt instruction so that every student has the chance to grow and succeed. One of the greatest strengths of my degree program was the emphasis on lesson planning. I learned how to design lessons that are engaging,

standards-based, and address what learners need to know, understand, and be able to do. This has been a strong foundation for my first year as I balance curriculum expectations and how to implement district materials and tests.

2. Satisfaction of Employers and Stakeholder Involvement

2023-2024 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:

39% -Exemplary
38% - Accomplished Apprentice
17% - Apprentice-Developing
6%- Novice

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

(Candidate) entered the profession with strong organizational skills and the ability to structure instruction effectively. He/she has shown talent in maintaining an orderly learning environment where kids are engaged.

(Candidate) demonstrates creativity and confidence in integrating technology into instruction. I find him/her willing to try new things and troubleshoot when things do not go to plan.

(Candidate) demonstrates understanding of using assessment to guide instruction and ensures that learning opportunities are accessible to every student. He/she models a thoughtful and inclusive approach to teaching.

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:

2023-2024 – 100% (n=51)

2022-2023 – 100% (n=42)

2021-2022 – 100% (n=44)

2020-2021 – 100% (n=45)

2019-2020 – 100% (n=57)

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 and PPAT is now being replaced with the KTWS in 2025). 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

	Initial	Advanced
2023-2024	96%	85% (n=11/13)
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	1st Time Pass Rate	Pass Rate After Re-Submissions
2023-2024 (n=51)	94% (n=48/51)	94%
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%
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4. 1st 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*:

2023-2024	94% (48/51)
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, 8/35 (22%) have been hired into school leadership positions in the year following graduation where they are directly applying the knowledge, skills, and dispositions of their earned degrees.