

Campbellsville University School of Education Annual Report 2021-2022

Council for the Accreditation of Educator Preparation (CAEP) Accountability Measures

4.1 EPP's current CAEP Accreditation Status and Reviewed Program

Programs approved by CAEP and Kentucky Education Professional Standards Board:

Initial

Art Education P-12 (Baccalaureate)

Biological Science (8-12) (Baccalaureate and Master's)

Chemistry (8-12) (Baccalaureate and Master's)

Elementary Education (P-5) (Baccalaureate and Master's)

English (Baccalaureate and Master's)

Health and Physical Education (P-12) (Baccalaureate and Master's)

Integrated Music (Baccalaureate)

Interdisciplinary Early Childhood (Baccalaureate and Master's)

Learning and Behavior Disorders (Baccalaureate and Master's)

MAT in Middle Grades Science (Master's)

MAT in Middle Grades English (Master's)

MAT in Middle Grades Social Studies (Master's)

MAT in Middle Grades Mathematics (Master's)

Mathematics (Baccalaureate and Master's)

Middle Grades (Baccalaureate)

Social Studies (Baccalaureate and Master's)

Spanish (Baccalaureate)

Advanced

Director of Pupil Personnel (Post Master's)

Director of Special Education

English as a Second Language (P-12) (Endorsement)

Environmental Education (Endorsement)

Gifted and Talented (P-12) (Endorsement)

Learning and Behavior Disorders (Post Master's)

MAEd in Educational Administration (Principal) (Master's)

MAEd in Educational Administration (Principal) (Post-Master's)

MAEd in School Counseling (P-12) (Master's)

MAEd in School Counseling (P-12) (Post Master's)

MAEd in School Counseling (P-12)

Moderate and Severe Disabilities

Moderate and Severe Disabilities (Post Master's)

Planned Program for Rank 1 (Post Master's)

Planned Program for Rank 1 (Master's)

Rank 1/Standard Certificate in School Counseling (Post Master's)

Supervisor of Instruction (Post Master's)

Teacher Leader (Master's)

Superintendent (Post Master's)

MAEd in Educational Administration (Supervisor of Instruction) (Master's and Post Master's)

MAEd in Educational Administration (Superintendent) (Post Master's)

Ed. S. in Educational Administration (Principal, DPP, Supervisor of Instruction) (Post Master's)

Ed. S. in Educational Administration (DPP, Supervisor of Instruction, Superintendent)

4.2 CAEP Accountability Measures

Measure 1 (Initial): Completer Effectiveness (R4.1)

Completer impact in contributing to P-12 student-learning growth AND completer effectiveness in applying professional knowledge, skills, and dispositions

The EPP measured completer impact by piloting a focus group interview for the 2021-2022 academic year. In previous years, the SOE completed a case study with selected completers. The EPP invited 16 recent completers of all programs that are employed by the three largest employers of our completers. Three of the completers were able to attend. This meeting occurred March 28th, 2023. The EPP had the following completers in attendance:

Completer 1 (1st grade, P-5/Special Ed), Completer 2 (3rd grade, P-5, Special Ed), Completer 3 (Middle Grades Math, 7th grade). Completters were asked to discuss the impact of the EPP on their abilities related to each of the 10 InTASC standards and dispositions. They were asked to share strengths and areas of improvement for the program. Finally, completers provided pre/post data to demonstrate how they contribute to student learning growth. Candidates submitted MAP scores or I-Ready scores. Although the participants were few in number, their feedback was valuable. The pilot was a success and the EPP will work to improve the process in the future.

Key findings include:

InTASC Standard 1

Graduates stated that overall, they felt their program helped them in understanding the learner through the creation of relationships to establish trust and provide support to all learners. However, accommodations for ELLs and more general education teacher preparation for working with students with special needs is an area to strengthen in our teacher preparation.

InTASC Standard 2

The graduates stated that they felt well-prepared in knowledge of the content and lesson plan design for what they are accountable to teach but would have loved more scaffolding in creating lesson plans specifically for multi-level students as this an area they feel they are consistently expanding. They reflected on how in their Social Studies Methods course they were able to specifically see the standard progressions on the content standards so this did allow some scaffolding specifically in teaching Social Studies. They would have loved this in their other methods courses as well.

InTASC Standard 3

The graduates stated they had a wonderful foundation in classroom management. They reflected on how their classroom management course did a wonderful job preparing them to see the various facets of the classroom in the lens of seating arrangements to facilitate different learning goals, they felt they really were encouraged to envision a variety of ways to build classroom culture in their classroom for support and classroom learning. They would love to have had some more collaborative learning opportunities where they consider peer pairings to facilitate student engagement in the classroom throughout the program. They are also still growing in using cooperative learning strategies and to motivate unmotivated students in taking responsibility for their learning and progress.

InTASC Standard 4

The primary teacher expressed how she would like more tools for phonics building to be shared in the ED351 class. She said that extended training provided by the state in early phonics instruction has been very helpful and that she would love for future teachers to have these tools introduced to them in this course. She says she spends about two hours a day teaching phonics and she knows learning how to plan for literacy centers, mini-lessons, and phonics hands-on tasks were areas she thought we could grow in the content focus of our ED351 course.

InTASC Standard 5

The graduates stated that our program did well on assisting students to apply the content of our courses to the real world. One recommendation for future courses would be to continue including varied perspectives in the content that is taught. For instance, they enjoyed seeing different ways to teach students how to add in their math methods course.

InTASC Standard 6

The graduates shared they loved their assessment course and did feel this provided an excellent inclusive look at assessment formation. They feel that the district and school implement specific assessments across grade levels and this may be introduced more in the courses. They could always use more informal and formal assessment examples throughout the program.

InTASC Standard 7

Backward design model discussions could be more intentional in the progression of our courses as this is the method these teachers mentioned their planning includes. Although this perspective played a role in the design of our unit and lesson plan documents they felt that our professors across the program could reference this design more. They also discussed how much of the assessments they use are not all created by themselves but especially with Tier 2 Intervention lessons they must use scripted programs so more exposure to potential program formats that are evidence based they may use for this type of instruction would have been helpful.

INTASC Standard 8

Students expressed they would love more intentional instruction on literacy and math center designs. Also more implementation of potential manipulatives that can be used in teaching content. They loved this about their math methods course and would love to see this in other course plans as well.

InTASC Standard 9

They reflected on the PPDs they had while in the program and how helpful these were. They also reflected on how the PPGP process for us did in fact prepare them for this responsibility in their teaching.

INTASC Standard 10

They felt that our program prepared them well for collaboration with their colleagues and PLCs. They enjoyed the collaborative partnerships provided in their clinical experience.

Disposition & Assessment Evidence

Dispositions

Candidates felt that our disposition document was a good mirror for their current responsibilities.

They have experienced great growth in their classroom environment due to the model of building relationships with students. They feel that areas they will continue to grow in is to connect to student interest more in their instruction and they have struggled with consistency among expectations as they realize the diversity of their student needs.

The candidates each had a moment to shine as they were confident on their positive student impact and provided mainly diagnostic data as evidence.

This group share time was multi-beneficial as they shared information to help us with our programs, but they also shared ideas of implementation that their peer teachers could borrow and implement in their future.

Examples of completer impact on students include:

One completer shared MAP data from September and January which showed evidence of one student that increased in math by 13 points and another student that increased in reading by 23 points.

Another completer shared iReady test scores from August to March showing 125% student growth for all students.

The third completer shared that iReady test scores from September to March showed all students but one increased in math and all but three students increased in reading.

**Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement
(R4.2, R5.3, RA 4.1)**

The EPP measures satisfaction of employers with principal survey data. The state of Kentucky KITEP piloted a survey of principals on 3/17/2023. Prior to this pilot survey, each EPP sent surveys to individual principals. To avoid this confusion, KITEP requested that each EPP refrain from contacting the principals individually. As of 4/12/2023, approximately 160 of 1000 principals responded to the survey. Due to this low response rate, Kentucky decided to keep the survey open until 6/1/2023. For this reason, data on employer satisfaction will not be available to EPPs until August 2023.

For the 22-23 academic year, the EPP fully implemented the Teacher Education Advisory Council (TEAC) plan. Every program at the initial and advanced levels has an advisory council. An EPP faculty member invited community partners, including recent completers, teachers, administrators, and local community members to meet in the spring to analyze data and trends for the relevant program. After data analysis, the TEACs made relevant recommendations and suggested programmatic improvements. At the April faculty meeting, the EPP faculty member shared these recommendations with the faculty and the faculty voted on each recommendation. In fall 2023, the EPP will implement the recommendations as appropriate.

Measure 3 (Initial and Advanced): Candidate competency at completion (R3.3)

Initial Program Data

The EPP measures candidate competency at completion with PRAXIS subject assessment scores, portfolio scores, and dispositional assessment scores. Included here is a summary and analysis of initial and advanced program data. For initial programs, data includes PRAXIS subject assessment means (passing scores vary by content) and pass rates, PRAXIS PLT means (passing score 160) and pass rates, CAP 4 and 7 portfolio means (scale 1-4), and dispositional data (scale 1-5). The CAP 4 and 7 portfolio is aligned to the InTASC standards. The CAP 4 and CAP 7 IECE portfolio is aligned to the Kentucky Teacher Standards. Many programs have small numbers of candidates, so only programs with 10 or more are analyzed.

2021-2022 PRAXIS Subject Assessment

Exam	# Candidates	Mean	Pass Rate
5002	18	166	100%
5003	18	170	94%
5004	18	161	89%
5005	18	164	94%
5023	31	179	100%

2021-2022 PRAXIS PLT

Exam	# Candidates	Mean	Pass Rate
5622	18	172	94%
5623	5	179	100%
5624	13	166	100%

CAP 4 Portfolio

P-5 (n=18)

Holistic	Standard 1&2	3	4	5	6	7	8	9	10
3.18	2.97	3.25	3.17	3.11	3.26	3.28	3.19	3.33	3.47

100% of candidates met the benchmark of 2 for each standard.

MASE (n=12)

Holistic	Standard 1&2	3	4	5	6	7	8	9	10
3.27	3.21	3.5	3.33	3.23	3.05	3.16	3.2	3.36	3.33

100% of candidates met the benchmark of 2 for each standard.

IECE (n=31)

Holistic	Standard 1	2	3	4	5	6	7	8	9	10
2.94	2.97	2.71	2.9	2.94	2.94	2.94	3	2.94	2.94	2.97

Dispositional Assessment

CU faculty evaluate each candidate. In the P-5 program (n=18), the mean for each disposition indicator was 4.32. 100% of candidates met the benchmark of a 3 on each indicator.

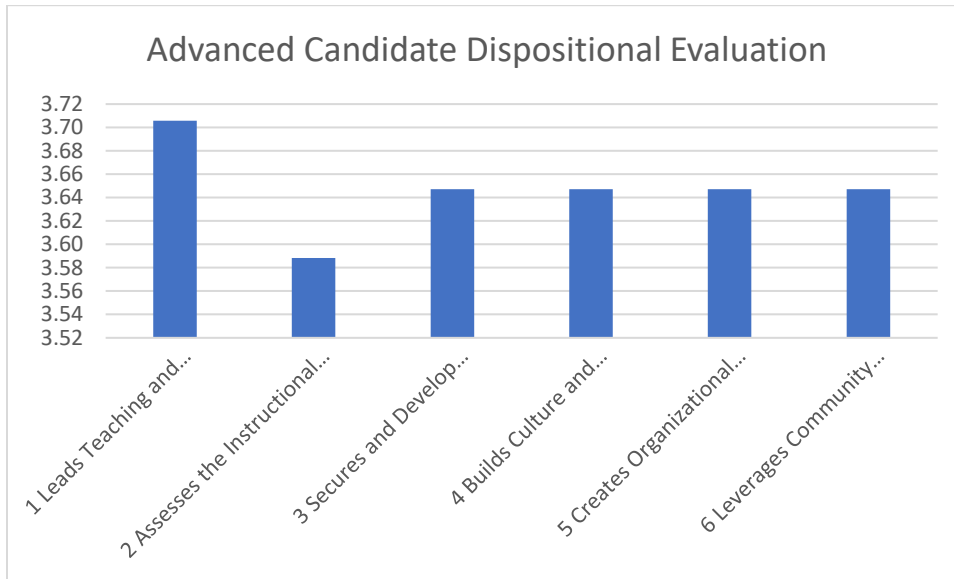
In the IECE program, the mean for each disposition indicator was 3.2. 100% of candidates met the benchmark of a 3 on each indicator.

Advanced Program Data

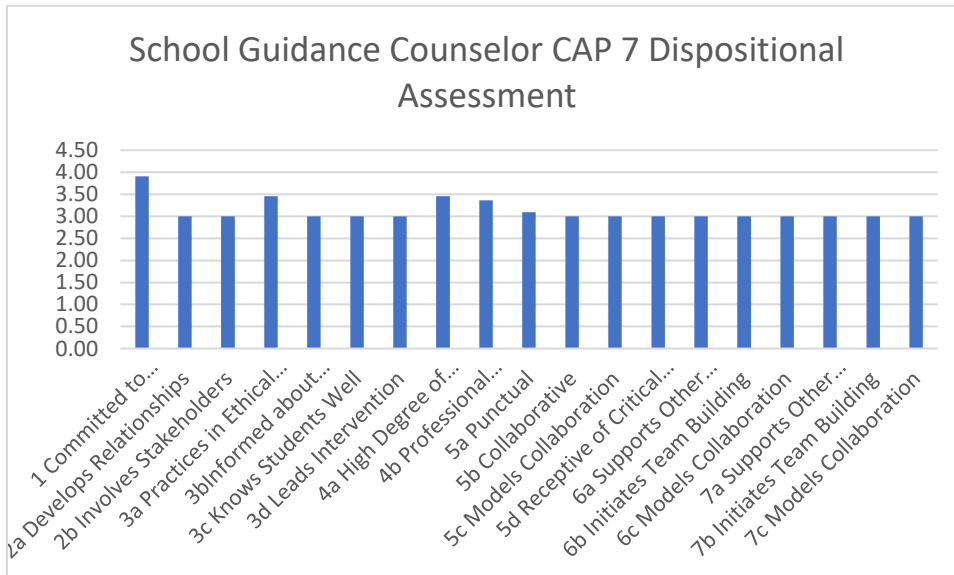
For advanced programs, the EPP analyzed PRAXIS exam scores.

Program	Test code	# Candidates taking exam	Mean Score	Pass rate
MSD	5545	11	177	100%
LBD	5543	16	173	100%
GTE	5358	10	160	80%
ESL	5362	13	180	100%
Administration	6990	24	171	100%

Advanced program candidates (other than teacher leader) are evaluated on dispositions related to PSEL standards.



100% of advanced candidates in administrator programs (n=17) scored above the minimum passing score of 3.



100% (n= 14) of School Guidance Counselor candidates scored above the minimum of 3 on the CAP 7 dispositional assessment.

Measure 4 (Initial and Advanced): Ability of completers to be hired in education positions for which they have been prepared

Initial Program

According to data obtained from Kentucky's Educator Professional Standards Board, 89% of 2021-2022 undergraduate initial program completers are employed in a position for which they have been prepared. 96% of graduate initial program completers are able to be hired in positions for which they were prepared.

Advanced Program

Advanced program completers employed in their degree field are as follows:

TLMASE 8%

Principal: 15%

4% School Counselor Master's

100% of our candidates are eligible for positions in their field, (80% of ESL completers), however, there are factors to consider in these employment numbers. CU has completers from all over the US completing the program. This data was provided by the state of Kentucky, so we have no way to accurately track completers employed outside Kentucky. Second, we must realize that many of our advanced program candidates stay in their current positions as the purpose of program completion was not necessarily the pursuit of a different job, but they wanted to expand their skills and receive a rank change in Kentucky. According to state data, the number of completers and are employed (but not necessarily in a position in which they were trained are as follows:

School Principal: 71%

Gifted and Talented: 45%

ESL: 75%

School Counseling

Rank 1 6th year non-degree: 33%

Rank 2 5th year non-degree: 13%