

Keeran School of Education Completer Effectiveness

The Keeran school of Education demonstrates candidate growth and completer effectiveness based on performances on key assessments that are aligned to the Kentucky Teacher Performance Standards (InTASC) and the Kentucky Teaching Framework. All candidates must take the Praxis Content Exam(s) in their content area(s) and the Praxis Principles of Teaching and Learning. These examinations are intended to ensure completer effectiveness in the areas of Content and Pedagogical Knowledge. Tables 1-4 display cohort averages of teacher candidates completing their degrees during the past 3 academic calendar years.

Table 1

PLT Stage III (160)			
Cohort	Elem.	Middle	High
2017-2018	178	192	160
2018-2019	173	169	169
2019-2020	175	180	179

Table 2

Elementary Praxis II				
Cohort	Math (165)	Science (150)	Social Studies (149)	Reading (164)
2017-2018	181	173	167	173
2018-2019	171	172	161	171
2019-2020	168	167	159	168

Table 3

Middle School Praxis II				
Cohort	Math(165)	Science (150)	Social Studies (149)	Language Arts (164)
2017-2018	NA	NA	183	175
2018-2019	168	NA	167	167
2019-2020	173	NA	183	162

Table 4

High School Praxis II		
Cohort	Social Studies (153)	Math (160)
2017-2018	NA	162
2018-2019	157	NA
2019-2020	157	NA

As another measure of completer effectiveness, KSE requires each candidate to be observed and assessed using the Kentucky Framework for Teaching (Danielson Model) instrument. The evaluation instrument uses the scale of 1-Ineffective, 2-Developing, 3- Accomplished, and 4- Exemplary. The Personal Growth and Evaluation System required by the Kentucky Department of Education uses the

Kentucky Framework for Teaching (KFT) evaluation instrument for all employees in the public school systems. During student teaching, candidates are observed six (6) times-4 times by the University Supervisor and 2 times by their Cooperating Teacher- using the Kentucky Framework for Teaching. The Personal Growth and Evaluation System (Danielson Model) has the key components displayed in the image below. Further descriptors of the Kentucky Framework for Teaching and Evaluation system can be found at

<https://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>.

Kentucky Framework for Teacher Student Teacher Cohort Average Scores

Educator Components	19/20	18/19	17/18	Average
Demonstrating Knowledge of Content and Pedagogy	3	3	3.03	3.01
Demonstrating Knowledge of Students	3.07	3	2.94	3
Selecting Instructional Outcomes	2.93	3.13	3.06	3.04
Demonstrating Knowledge of Resources	3.03	3.23	3.06	3.11
Designing Coherent Instruction	3	3.03	3.09	3.04
Designing Student Assessment	2.87	3.63	2.91	2.8
Creating an Environment of Respect and Rapport	3.1	3.2	3.09	3.13
Establishing a Culture for Learning	3	3.13	3.06	3.06
Managing Classroom Procedures	2.77	2.73	2.94	2.81
Managing Student Behavior	2.83	2.7	2.74	2.76
Organizing Physical Space	3.1	2.96	3.03	3.03
Communicating with Students	3	3.07	3.09	3.05
Using Questioning and Discussion Techniques	2.9	2.9	2.89	2.9
Engaging Students in Learning	2.97	3.13	3.17	3.09
Using Assessment in Instruction	2.8	2.86	2.91	2.86
Demonstrating Flexibility and Responsiveness	2.93	3.03	3.03	3
Reflecting on Teaching	3.1	3.2	3.17	3.16
Maintaining Accurate Records	3.07	2.67	3.03	2.92
Communicating with Families	2.93	2.67	2.94	2.85
Participating in a Professional Community	3.1	2.63	3.06	2.93
Growing and Developing Professionally	3	2.83	3.06	2.96
Demonstrating Professionalism	3.1	3.4	3.09	3.2

***1-Ineffective 2- Developing 3- Accomplished 4- Exemplary**

****2-Acceptable level of performance 3- Expected Level of Performance**

