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

CAEP Accountability Measure 4 (Initial): Ability of Completers to Obtain Employment

2020-2021 Academic Year Data (September 2020 – August 2021)

	Number of Completers	Professional Learning and Teaching (PLT) Passing Rate	Praxis Content Passing Rate	Employed
Initial Level Candidates	20	100%	95%	95%

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

The above table represents SC Completer licensure assessment data and employment rates for candidates completing in the 2020-2021 academic year. Additionally, all 26 completers passed the Kansas Teacher Work Sample (KTWS) and the Kansas Clinical Assessment Tool (KCAT). Successful completion of the KTWS and the KCAT are requirements for education completers.

The K-TWS measures the teacher candidate's ability to design, deliver, and reflect on an entire unit of study through four distinct sources of evidence which are:

Task #1 (five subtasks). Contextual Demographic Information and Learning Environment Factors In this Task the teacher candidate will demonstrate an understanding of the students in the class and how student characteristics are used for planning instruction and establishing a classroom environment conducive to learning
Task #2 (six subtasks). Designing and Planning Instruction In this Task the teacher candidate will demonstrate the ability to design a unit of study for the students in the classroom. Within this unit of study, the teacher candidate is required to plan for the use of assessment, technology, reading strategies, integration of content, differentiation, and resources.
Task #3 (five subtasks). Teaching, Learning, Assessment, and Implementation In this Task the teacher candidate will demonstrate the skills of lesson delivery and assessment of student learning over the course of the entire unit of study that was designed in Task 2. Two lessons from this unit of study will be developed in detail in order to be observed as well as video recorded.
Task #4 (three subtasks). Reflection and Professionalism In this Task the teacher candidate will demonstrate the ability to critically examine and reflect on his or her teaching

performance and the impact of instruction on the students. In addition, Task 4 is also intended for the teacher candidate to evaluate professionalism and commitment to lifelong learning.

The Kansas Clinical Assessment Tool is a rubric-based assessment for teacher candidates to be used during their student teaching experience. The assessment has 45 items designed to assess candidate proficiency on the ten Kansas State Department of Education (KSDE) Professional Educational Standards which align with the each of the ten Interstate New Teacher Assessment and Support Consortium (InTASC) Performance Standards. The ten standards measured by the K-CAT represent four areas of teacher candidate development (Exhibit 1).

Exhibit 1. K-CAT Development Areas and Standards

Development Area	K-CAT Standard
The Learner and Learning	(1) Learner Development
	(2) Learning Differences
	(3) Learning Environments
Content	(4) Content Knowledge
	(5) Application of Content
Instruction and Practice	(6) Assessment
	(7) Planning for Instruction
	(8) Instructional Strategies
Professional Responsibility	(9) Professional Learning and Ethical Practice
	(10) Leadership and Collaboration

Measure 4: Ability of completers to be hired in education positions for which they are prepared

As per the chart above, 95 of 2020-2021 initial candidates were hired and placed in teaching positions for which they have been prepared and aligned to their teaching credentials and degree.