

EASTERN KENTUCKY UNIVERSITY

College of Education and Applied Human Sciences

2025 Impact Study

Initial Programs



INTRODUCTION

EKU's Educator Preparation Program (EPP) evaluates the professional competency of its initial completers at the point of program completion to ensure they meet state and institutional standards for entry into the teaching profession. This introduction provides general context by defining key terms, explaining cohort selection, and outlining the common data sources and tools used in the analysis.

Initial completers are those who obtained an initial education license from the EPP. Cohorts are selected to represent completers who are approximately two and four years into their teaching careers, allowing enough experience to recognize what aspects of their preparation were most effective and where gaps remain. The EPP identifies cohorts using the Kentucky Education Professional Standards Board (EPSB) Completer and Enrollment Report, Graduate Assignment and Certification Inquiry (GACI), and Program Completers Employment Report. For this cycle, the 2019–2020 and 2021–2022 completer cohorts are included.

The EPP coordinates data collection and analysis in collaboration with faculty, staff, and state partners. These findings provide insight into the effectiveness of the EPP and reinforce its ongoing commitment to data-informed decision-making and continuous improvement.

MEASURE 3: CANDIDATE COMPETENCY AT PROGRAM COMPLETION

The EPP triangulates multiple data sources to determine candidate competency upon program completion. These include candidate completion data, Praxis scores, dispositional evaluations, and student teaching observations. This multi-measure approach ensures candidate demonstrate competency to have positive impacts on diverse P-12 students through content knowledge, pedagogical skills, and technology integration, all driven by culturally responsive practice.

The EPP requires that Dispositions are assessed 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, Social Contexts, 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.

Candidates are required to successfully complete all key assessments across their initial program. These assessments align with CAEP's five evaluation criteria and measure competency in all 10 InTASC indicators, ensuring candidates apply critical concepts in both content and pedagogy. 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. Candidates who meet the target score demonstrate proficiency in effective teaching including inclusive and effective teaching practices.

In addition to these program assessments, Praxis exam results further demonstrate candidate competency and readiness for certification. The Title II data for the EEP's program completers demonstrates their competency through Praxis exam pass rates (see Figure 1). Over the past three years, candidates at the end of the programs have consistently performed at or above the state average, with institutional pass rates over 90%. In the most

recent year for which data is available (2022-2023), these candidates achieved a 92% pass rate, aligning with the statewide pass rate. These high pass rates reflect the effectiveness of the EPP in ensuring candidates are well-equipped with the knowledge and skills necessary for success in P-12 classrooms. Notably, 100% of completers who took the Praxis Principles of Learning and Teaching (PLT) exams in the 2024-2025 school year passed. To be recommended for certification, candidates must successfully pass all institutional assessments as well as Praxis PLT and content area exams. The School of Education (SOE) dedicates time for data days to thoroughly review Praxis performance and identify areas for targeted improvement. Similarly, last year literacy faculty proactively examined preliminary student data for the newly required Praxis 5205 Teaching Reading test. This year, all 63 completers passed the new exam. These efforts ensure continuous refinement of the program to address emerging needs and maintain high standards of candidate preparedness. These strategies illustrate a robust system for data-driven decision-making and continuous improvement, ensuring that candidates remain well-prepared to meet certification and classroom demands.

Figure 1: This figure illustrates Praxis exam pass rates for assessments taken by at least 10 candidates who completed their programs. The data highlights strong performance in Praxis exam pass rates, demonstrating consistent competency across certification areas.

Table 1: Praxis Pass Rates by Test (EKU and KY)

Test	EKU Pass	EKU Total	EKU Pass Rate	KY Pass	KY Total	KY Pass Rate
Elementary Ed Math	61	62	98.39%	750	781	96.03%
Elem Ed Reading	62	64	96.88%	765	787	97.20%
Elem Ed Science	60	64	93.75%	724	785	92.23%
Elem Ed Social Studies	59	64	92.19%	720	777	92.66%
MS Social Studies	10	11	90.91%	67	70	95.71%
Music	7	10	70.00%	43	49	87.76%
K-6 PLT	67	67	100.00%	815	836	97.49%
5-9 PLT	27	27	100.00%	188	188	100.00%
7-12 PLT	32	32	100.00%	308	310	99.35%
Social Studies	15	15	100.00%	92	99	92.93%
Special Education	16	16	100.00%	148	150	98.67%
Teaching Reading: Elem	63	63	100.00%	745	745	100.00%