

Georgetown College Education Department
Impact of Completers of Initial Programs

Beginning in 2020, the Alumni Survey asks: How well did Georgetown College prepare you to meet the following KTPS standards?

Percentage of EPP completers of initial programs responding “Very Well” to “Adequately Well”

Impact on P-12	2022 Alumni Survey n= 2	2021 Alumni Survey n=5	2020 Alumni Survey n=89
1a. Learner development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	100%	80%	94.38%
1b. The teacher shall design and implement developmentally appropriate and challenging learning experiences.			87.64%
2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	100%	80%	91.01%
3a. Learning environments: The teacher shall work with others to create environments that support individual and collaborative learning.	100%	60%	92.13%
3b. The teacher shall work with others to create environments that encourage positive social interaction, active engagement in learning, and self-motivation.			89.89%
4a. Content knowledge: The teacher shall understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches.	50%	60%	89.89%
4b. The teacher shall create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			91.01%
5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	50%	80%	89.89%
6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.	100%	80%	88.77%
7. Planning for instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	100%	80%	91.01%

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8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	50%	80%	89.89%
9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	100%	100%	93.26%
10a. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to take responsibility for student learning.	100%	80%	91.01%
10b. The teacher shall seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.			93.25%
10c. The teacher shall seek appropriate leadership roles and opportunities to advance the profession.			92.14%