

KANSAS WESLEYAN UNIVERSITY TEACHER EDUCATION PROGRAM

CAEP Annual Reporting Measures

Section 4, Measure 2

SOAR Assessment - Semester Scores Comparison	Average Score by semester (4 point scale)	
	FA17N=10	Sp18 N=7
KSDE Standard 1: The candidate understands 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, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	3.2	2.9
	2.9	2.8
	3.2	3.1
	3	3
KSDE Standard 2: The candidate uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.		
	3.1	2.8
	2.8	2.7
	2.7	2.3
	3.2	3
KSDE Standard 3: The candidate works with others to create learning environments that support individual and collaborate learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation		
	3.2	3.1
	3.2	2.9
	3.3	3
	3	2.7
	3	3
KSDE Standard 4: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content		
	2.9	2.8
	3.1	3
	3.1	2.9
	2.9	2.7
KSDE Standard 5: The candidate understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical creative thinking.		
	2.9	2.7
	3.4	3.1
	3	2.8
	2.9	2.8
KSDE Standard 6: The candidate understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.		
	3.1	2.9
	3.1	3
	3.1	3
	3.1	3
	2.9	2.7
KSDE Standard 7: The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.		
	2.8	2.8
	3	2.9
	3.2	2.9
	3	2.9
	2.9	2.8
KSDE Standard 8: The candidate understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.		
	2.9	2.8
	3.1	2.9
	3	2.8
	3	3
KSDE Standard 9: The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.		
	3.2	3.2
	3.3	3
	3	2.9
	3.7	3.4
KSDE Standard 10: The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other professionals, support staff, and community members to ensure learner growth, and to advance the profession.		
	2.9	3
	3	3
	2.9	2.9
	2.5	2.5
	2.5	2.6

This table provides the K-CAT Summative Assessment scores recorded by average each semester from Fall 2017-Present. Each averaged score is broken by KSDE Standard and set on a 4 point scale. This data provides a reliable study on the impact of Kansas Wesleyan University's Teacher Education Program graduates impact on P-12 learning and development.

KANSAS WESLEYAN UNIVERSITY TEACHER EDUCATION PROGRAM

CAEP Annual Reporting Measures

Section 4, Measure 2

K-CAT Assessment - Semester Scores Comparison	Average Score by semester (4 point scale)	
	Fa18 N=3	Sp19 N=14
KSDE Standard 1: The candidate understands 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, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.		
Learner Growth and Development	3	3.2
Individual Differences in Readiness for Instruction	2.8	3
Assess for learning needs and performance	2.6	3.2
Cultural Context	2.6	3
KSDE Standard 2: The candidate uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.		
Understanding student learner differences	2.8	3
Differentiation in instruction	2.9	3
Collaboration with others to meet learner needs	2.6	2.4
Instruction designed to meet learner needs	3	3.1
KSDE Standard 3: The candidate works with others to create learning environments that support individual and collaborate learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation		
Individual and collaborative learning	2.7	3.3
Behavioral management	2.8	3.2
Active Engagement in learning	2.9	3.2
Teacher and student use of technology	2.6	3
Post Social Interaction	3	3.1
KSDE Standard 4: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content		
Central concepts and structures of content	2.8	3
Evaluation of content	2.8	3.1
Inquiry	2.7	3.1
Differentiation for accessible learning	2.3	3
KSDE Standard 5: The candidate understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical creative thinking.		
Interdisciplinary instruction with effective communication, collaboration, and critical thinking	2.4	3
Lesson Plans integrating CCRS	2.7	3.2
Concept based instruction with authentic learning experiences	2.2	3
Use of technology	2.6	3
KSDE Standard 6: The candidate understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.		
Multiple Measures to monitor and assess	2.5	3
Learner self-assessment	2.3	3.2
Learner awareness	2.7	3.2
Feedback to students and use of data	2.7	3.2
Data driven decisions	2.4	3
KSDE Standard 7: The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.		
Instruction planning to meet learning goals	2.6	2.9
Differentiation in instruction	2.8	3.1
Learning experiences that are cross-curricular	2.7	3.1
Learning motivation	2.7	3.1
Use of technology	2.6	3
KSDE Standard 8: The candidate understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.		
Instructional strategies	2.4	3
Assessment and monitoring	2.7	3
Understanding content	2.7	2.9
Knowledge application	2.9	3.1
KSDE Standard 9: The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.		
Professional learning	2.7	3.2
Use of data to evaluate practice	2.4	3.1
Differentiation of instruction	2.3	3.3
Ethical Practice	2.9	3.7
KSDE Standard 10: The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other professionals, support staff, and community members to ensure learner growth, and to advance the profession.		
Leadership and student learning	2.4	3.1
Learning community	2.8	3.1
Collaboration	2.8	3.1
Context of learners	2.3	2.6
Technology	2.4	2.8

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