

Impact on P-12 Learning and Development

AY 2024-2025

The Kansas State Department of Education (KSDE) does not share any student or teacher data with EPPs. In order to meet CAEP Standard R4, Kansas State University College of Education (KSUCOE) is in the process of conducting a longitudinal case study in which we sample from all of our initial-level licensure programs. This study spans over multiple academic years, starting in 2025-2026 (with the first group of completers from 2024-2025). The data gathered from this research serve to demonstrate that our program completers:

- (a) effectively contribute to P-12 student-learning growth
- AND
- (b) apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve (CAEP Standard R4.1).

Methodology

This study uses a longitudinal cohort design. For each cohort, Year 1 participants are completers in their first year of teaching, and the same participants are surveyed in Years 2 and 3 as they advance into their second and third years of teaching.

For each year, we administer a sequence of mixed-method surveys at two points within the academic year (i.e., a total of six surveys are administered per cohort across three years). The fall survey includes both structured items and open-ended questions. In the fall semester, completers provide self-assessments of their effectiveness and respond to open-ended prompts describing how they measure growth in P-12 student learning and the instructional activities or assessments they use to show evidence of student learning growth. In the spring semester, completers report their effectiveness based on their principal's or other administrators' evaluations. Together, these data capture both completers' self-perceptions and their reports based on school-based evaluations, providing complementary perspectives on their effectiveness in practice.

The present report focuses on qualitative evidence addressing the first component of CAEP Standard R4.1, specifically completers' contributions to P-12 student-learning growth. Evidence related to completers' application of professional knowledge, skills, and dispositions (the second component) is addressed separately in the "Indicators of Teaching Effectiveness" report.

To examine completer impact on student learning, we draw on open-ended survey responses from participants. These responses capture how completers perceive and measure student growth, as well as the instructional and assessment practices they use to support and document that growth in their classrooms. Specifically, our analysis addresses the following questions:

- RQ1. How do completers perceive growth in P-12 student learning?
- RQ2. How do completers measure and demonstrate growth in P-12 student learning?

Results

Participant Characteristics

All participants are program completers in their first, second, or third year of teaching who are recent graduates of KSU-COE teacher licensure programs. Cohort 1 consists of 19 completers who graduated in the 2024-2025 academic year and are in their first year of teaching during the 2025-2026 academic year (Table 1). The cohort is primarily composed of undergraduate elementary education completers (10), with additional representation across multiple licensure areas, including Elementary Unified (K-6) (1), Mathematics (6-12) (2), and one completer each in Biology (6-12), Chemistry (6-12), English Language Arts (6-12), Family and Consumer Sciences (6-12), Music (PK-12), and Speech/Theatre (6-12). This distribution reflects a range of program areas within the initial-level licensure programs.

Table 1. Participant Information: Cohort 1 - Year 1 (2024-2025 completers)

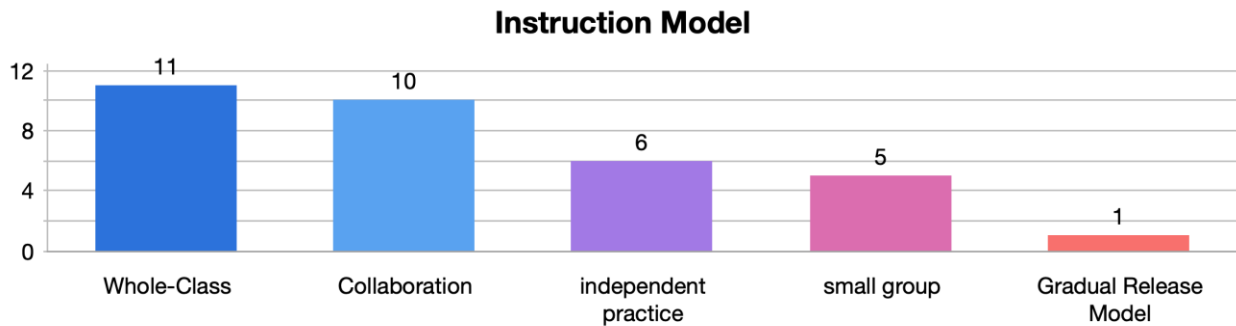
Licensure Area	Cohort 1
Elementary (PreK-6)	10
Elementary Unified (K-6)	1
Mathematics (6-12)	2
Biology (6-12)	1
Chemistry (6-12)	1
English Language Arts (6-12)	1
Family & Consumer Science (6-12)	1
Music (PreK-12)	1
Speech/Theatre (6-12)	1
Total	19

Findings

For context, our completers described using a variety of instructional models to ensure they impact student learning. Whole-class learning (11 segments) and collaboration (10 segments) were the most frequently cited models (Table 2). One teacher described the use of collaborative small group work: “Following the introduction of a historical topic, I have students split into small groups, where they are given the opportunity to share with each other in their own words what the event was and any additional knowledge they may have.” Small group work (5 segments), a type of collaboration, and independent practice (6 segments) were cited less frequently. One completer also specifically mentioned the Gradual Release model (1 segment), explaining: “In a whole-class lecture, I work through an example in my lecture (‘I do’). Then, I have students give me feedback or volunteer to say what step comes next (‘we do’). Then, I let small groups work on a problem together (‘you do’).” These results indicate that our completers understand the importance of using a variety of instructional models to support student success.

Table 2. Instructional Models

	Segments	Percentage
Whole-Class	11	33.33
Collaboration	10	30.30
Independent practice	6	18.18
Small group	5	15.15
Gradual Release Model	1	3.03
TOTAL	33	100.00



Building on the variety in instructional strategies, completers described a range of in-class activities used to facilitate student learning (Table 3). In-class activities were cited at the highest frequency (9 segments). The code “activity” was used to capture hands-on or participatory classroom events. For example, one completer described an activity: “Students create a food web of organisms that live in the Tallgrass Prairie using diet and predator information on cards.” Another teacher described using whiteboards to work through problems collaboratively: “Through the use of whiteboards and markers, I was able to assess my students quickly and effectively by using review problems one at a time.”

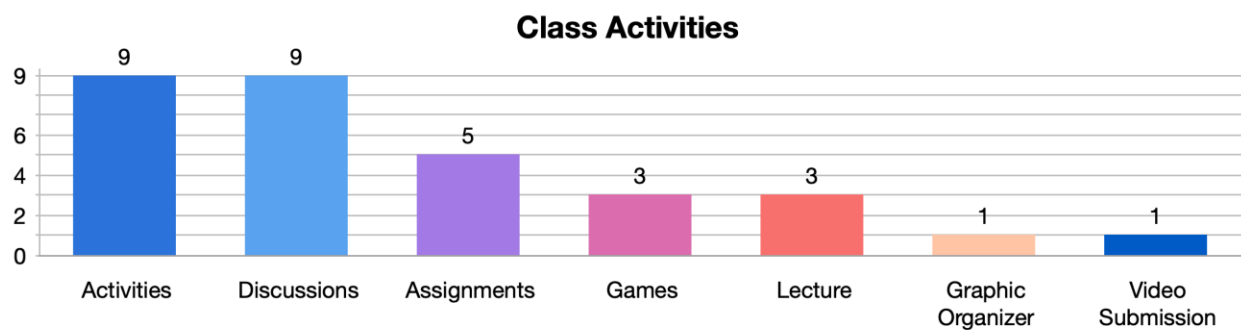
At the same frequency, completers described class discussion (9 segments). One teacher explained the role of discussion: “I incorporate collaborative strategies to deepen student understanding. After reading and discussing a shared text as a class, focusing on key ideas, vocabulary, and comprehension, I often use a jigsaw structure, where students become ‘experts’ on specific people, battles, or events and then teach their peers.”

At lower frequencies, completers described assignments (5 segments), games (3 segments), and lecture (3 segments). At the lowest frequencies, completers described graphic organizers (1 segment) and video submissions (1 segment). For example, one music teacher described how video recordings demonstrate student growth over time: “During our Recorder Unit, students submit videos to me on their student learning hub, Seesaw, and if suggestions are made on their songs, they submit another one without deleting their previous trials. This allows parents, themselves, and me to see their progress and trends in their strengths and weaknesses.”

This variety in instructional approaches demonstrates completers' understanding of the importance of engaging students. Higher-engagement strategies such as activities and discussion appear more frequently, while less interactive approaches such as lecture appear at lower rates. These patterns suggest that completers are applying pedagogical principles in practice to support student learning.

Table 3. Class Activities

	Segments	Percentage
Activities	9	29.03
Discussions	9	29.03
Assignments	5	16.13
Games	3	9.68
Lecture	3	9.68
Graphic Organizer	1	3.23
Video Submission	1	3.23
TOTAL	31	100.00



RQ1. How do completers perceive growth in P-12 student learning?

While describing their use of assessments and measures of student impact, completers articulated their perceptions of student growth, which were coded under the category “What are teachers looking for?” (Table 4). Completers most frequently emphasized application (23 segments), indicating that student growth is not limited to understanding content but includes the ability to apply knowledge meaningfully. At the next highest frequencies, completers identified understanding (16 segments), content-specific skills (14 segments), and student growth (14 segments) as important indicators. These responses suggest that completers recognize that student success may be defined differently across content areas. For example, one completer explained: “Within my technical theatre class, student growth is measured by being able to

identify key concepts and apply them across a variety of assignments to demonstrate their cognitive understanding.”

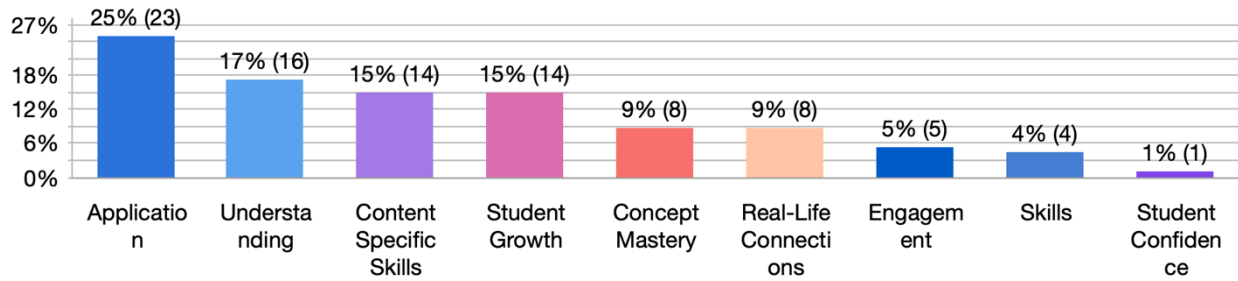
At moderate frequencies, completers identified concept mastery (8 segments) and real-life connections (8 segments) as indicators of growth. One teacher described using larger summative assessments to evaluate students’ ability to apply knowledge to real-world contexts: “Large scale writing project or presentation project that demonstrates the student’s understanding of the text, and how it applies on a deeper level to real-world concepts or issues.” These responses further emphasize that completers value not only understanding but also mastery and application in authentic contexts.

At lower frequencies, completers referenced engagement (5 segments), skills (4 segments), and student confidence (1 segment). Taken together, this range of responses suggests that completers hold a multifaceted understanding of student growth, incorporating cognitive, skill-based, and affective dimensions of learning.

Table 4. What are teachers looking for?

	Segments	Percentage
Application	23	24.73
Understanding	16	17.20
Content Specific Skills	14	15.05
Student Growth	14	15.05
Concept mastery	8	8.60
Real-life Connections	8	8.60
Engagement	5	5.38
Skills	4	4.30
Student Confidence	1	1.08
Total	93	100.00

What are teachers looking for?

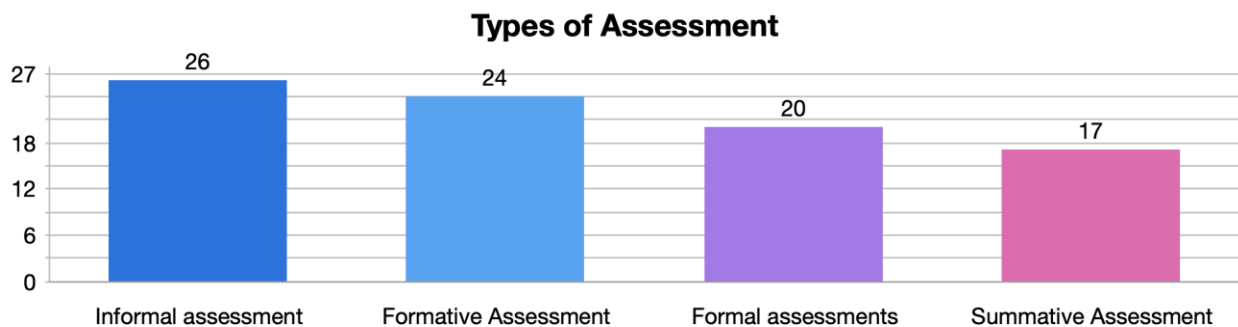


RQ2. How do completers measure and demonstrate growth in P-12 student learning?

Completers described using a mix of informal (26 segments) and formal (20 segments) assessments, as well as a balance between formative (24 segments) and summative (17 segments) approaches (Table 5). This distribution indicates that completers assess student learning across a variety of contexts and time points. For example, one completer described how these approaches work together: “In mathematics, I measure student growth through the use of independent practice as formative assessments, and the use of end-of-lesson comprehension checks to determine whether students have mastered the content.”

Table 5. Types of Assessment

	Segments	Percentage
Informal Assessment	26	29.89
Formative Assessment	24	27.59
Formal Assessments	20	22.99
Summative Assessment	17	19.54
Total	87	100.00

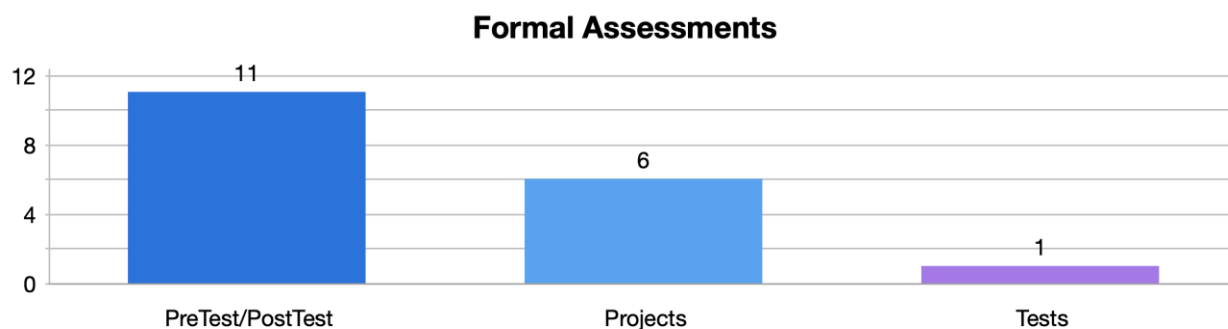


Completers discussed using the pretest/posttest model (11 segments), projects (6 segments), and tests (1 segment) to assess students (Table 6). For example, one teacher described a project-based assessment: “At the end of the Tallgrass Prairie unit, students create a model to support the claim

that ‘Reintroducing bison results in long-running and resilient increases in grassland diversity.’ Using both visuals and text (building science communication skills), students have to synthesize an explanation that supports their claim.” Another teacher described the use of a pretest/posttest approach: “For new units, I give a pre-test assessment and then at the end give the same test as a post-test assessment.” A third teacher described a formal written assessment: “Typically we will end with a written assessment based on a broader question that allows students to provide feedback in a manner in which they can share an opinion or thought, but they then have to provide evidence and reasoning.” This variety of formal assessments demonstrates completers’ emphasis on authentic learning, extending beyond traditional testing formats. The frequent use of the pretest/posttest model further indicates a focus on monitoring student growth and progress over time.

Table 6. Formal Assessments

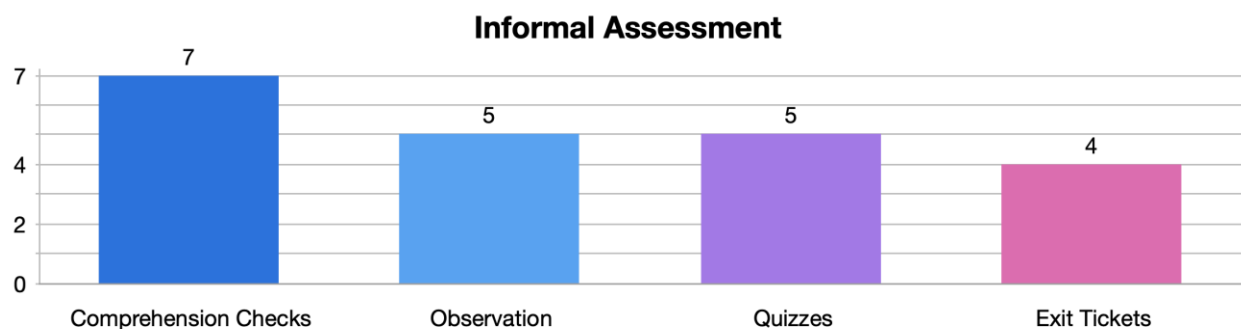
	Segments	Percentage
PreTest/PostTest	11	61.11
Projects	6	33.33
Tests	1	5.56
Total	18	100.00



Our completers used more formative and informal assessments than summative and formal assessments, indicating their understanding that assessment occurs throughout instruction and is not limited to formal or summative moments (Table 7). Within informal assessments, completers cited comprehension checks (7 segments), observations (5 segments), quizzes (5 segments), and exit tickets (4 segments) at similar rates. For example, one teacher described using observation to assess how students are progressing in collaborative groups: “I set a timer and monitor the room. I use this informal assessment to see which teams are understanding the concept and which ones are struggling.” Another completer described how comprehension questions can show student growth: “After doing the lesson, we revisit the same question and discuss what we can add to their answers now that they have more knowledge.” These results suggest that completers use a range of informal assessment strategies to capture and respond to student learning.

Table 7. Informal Assessment

	Segments	Percentage
Comprehension Checks	7	33.33
Observation	5	23.81
Quizzes	5	23.81
Exit Tickets	4	19.05
Total	21	100.00



Eliciting Student Learning Data

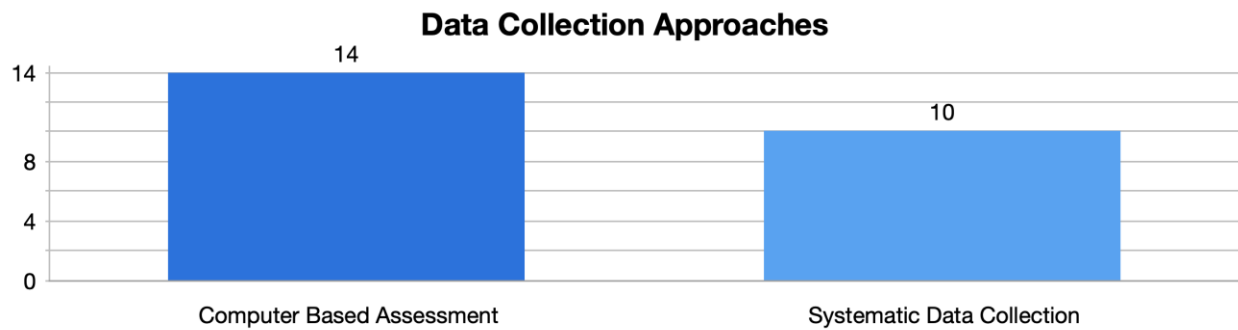
In addition to the main findings, completers described several important aspects of the data collection process related to assessment and measuring their impact as teachers (Table 8). Computer-based assessments were frequently referenced (14 segments). For example, completers mentioned “iReady computation checks,” while another reported: “We also use FastBridge progress monitoring to keep track of student growth.” These tools were described as supporting ongoing progress monitoring throughout the year.

Completers also described systematic data collection practices (10 segments), often in conjunction with these tools. For example, one teacher described a regular monitoring process: “I progress monitor them every two weeks to see how they are doing.” Another explained: “I use common formative assessments in math as well. Our whole grade level uses the same one, and I can see what they are understanding and what they are missing. They can even do corrections to clear up their misconceptions.” Together, these responses suggest that completers use structured and technology-supported approaches to collect and track student learning data over time.

Table 8. Data Collection Approaches

	Segments	Percentage
Computer Based Assessment	14	58.33
Systematic Data Collection	10	41.67

Total	24	100.00
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Completers also described using assessment data to inform instructional decisions (Table 9). References to data-based decision-making appeared across responses, including descriptions of how data were used to identify student needs and guide instruction. For example, one completer explained: “At the beginning of the year, middle, and end of year, my students engage in FastBridge assessments to help deliver data that helps myself as well as the intervention team create groups of MTSS intervention for both math and reading. This data also can show growth and/or gaps that need to be filled in order to help guide that student to success.”

More specifically, some responses described using data to implement interventions (3 segments) or provide scaffolding for student improvement (1 segment). These practices indicate that completers move beyond data collection to actively using assessment results to adjust instruction and support student learning.

Table 9. Data-based Decisions

	Segments	Percentage
Interventions	3	75.00
Scaffolding	1	25.00
Total	4	100.00

