

Indicators of Teaching Effectiveness

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). In the fall semester, completers provide self-assessments of their effectiveness in applying the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve in P-12 classrooms, as well as their contributions to P-12 student learning growth. In the spring semester, completers report their effectiveness based on their principal's or other administrators' evaluations. This approach captures both completers' self-perceptions and their reports based on school-based evaluations, providing complementary perspectives on their effectiveness in practice and enhancing the validity of the findings.

The present report provides evidence addressing the second component of CAEP Standard R4.1, specifically completers' application of professional knowledge, skills, and dispositions in P-12 classrooms. Findings related to P-12 student-learning growth (the first component) are addressed separately in the "Impact on P-12 Learning and Development" report.

Our survey instruments are aligned with the InTASC Model Core Teaching Standards (2011), the Kansas Educator Evaluation Protocol (KEEP) performance standards (2021), and the International Society for Technology in Education (ISTE) Standards for Educators (Crompton, 2023) (Table 1). These standards define the proficiencies for which our candidates are prepared (aligned with CAEP Standard R1). Accordingly, aligning survey items to these frameworks allows us to assess whether completers are able to apply the professional knowledge, skills, and

dispositions they were prepared to demonstrate in P-12 classrooms, thereby addressing the second component of CAEP Standard R4.1. Furthermore, most Kansas school districts follow the KEEP Framework, which facilitates school-based evaluation reports.

Table 1. Survey Item, Scale of Measurement, and Standard Alignment

Fall Survey (Self-Assessment) Likert Scale: 1-4 (1 = “Not Effective”)	Spring Survey (Administrator-Based) Likert Scale: 1-4 (1 = “Not Effective”)	Standards
1. I understand how learners grow and develop and recognize that development varies across individuals. I implement experiences that promote learner growth and development.	1a. Based on my most recent evaluation, I 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.	InTASC-1, KEEP-1.1
	1b. Based on my most recent evaluation, I use my understanding of Learner Development from the previous question (above) to design and implement developmentally appropriate and challenging learning experiences.	InTASC-1, KEEP-1.1
2. I understand individual difference and multiple perspectives, including attention to learner’s personal family, and community experience to create learning environments that enable learners to meet high standards.	2. Based on my most recent evaluation, I use my understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	InTASC-2, KEEP-1.2
3. I work with others to create environments that support individual and collaborative learning, and I encourage positive social interaction, active engagement in learning, and self motivation.	3. Based on my most recent evaluation, I work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	InTASC-3, KEEP-1.3
4. I understand the central concepts, tools of inquiry, and structures of the discipline I teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4a. Based on my most recent evaluation, I understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach.	InTASC-4, KEEP-2.1
	4b. Based on my most recent evaluation, I use my understanding of Content Knowledge from the previous statement (above) to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	InTASC-4, KEEP 2.1
5. I 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.	5. Based on my most recent evaluation, I 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.	InTASC-5, KEEP-2.2
6. I use multiple types of formative and summative assessment data to engage learners in their own growth, to monitor learner progress, and to guide my decision making.	6. Based on my most recent evaluation, I understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to	InTASC-6, KEEP-3.2

	guide both my and my students' decision making.	
7. I plan developmentally appropriate instruction, that supports every student in meeting rigorous learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	7. Based on my most recent evaluation, I 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.	InTASC-7, KEEP-3.1
8. I vary my role in the instructional process (e.g. instructor, facilitator, coach) in relation to the content and purpose of instruction to build skills to apply knowledge in meaningful ways.	8. Based on my most recent evaluation, I 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.	InTASC-8, KEEP-3.3
9. I engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	9. Based on my most recent evaluation, I engage in ongoing professional learning and use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.	InTASC-9, KEEP-4.1
10. I take on leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	10. Based on my most recent evaluation, I seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	InTASC-10, KEEP-4.2
11. I continually improve my practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	11. I continually improve my practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	ISTE 1
12. I seek opportunities for leadership to support student empowerment and success to improve teaching and learning.	12. I seek opportunities for leadership to support student empowerment and success to improve teaching and learning.	ISTE 2
13. I inspire students to positively contribute and responsibly participate in the digital world.	13. I inspire students to positively contribute and responsibly participate in the digital world.	ISTE 3
14. I dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	14. I dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	ISTE 4
15. I design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	15. I design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	ISTE 5
16. I facilitate learning with technology to support student achievement.	16. I facilitate learning with technology to support student achievement.	ISTE 6

17. I understand and use data to drive my instruction and support students in achieving their learning goals.	17. I understand and use data to drive my instruction and support students in achieving their learning goals.	ISTE 7
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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 2). 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 2. 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

Results from the initial (fall) survey indicate that completers rate themselves as generally effective to highly effective across all InTASC and ISTE standards, with responses concentrated in the “Effective” and “Highly Effective” categories and mean scores ranging from approximately 3.00 to 3.63 (Table 3). In the follow-up (spring) survey, based on administrator evaluations as reported by completers, ratings similarly cluster in the “Effective” range, though with slightly lower mean scores (2.57 to 3.28) and fewer “Highly Effective” ratings, indicating some variation across standards (Table 4). Together, these findings provide consistent evidence that completers are performing at an effective level in applying the professional knowledge, skills, and dispositions emphasized in their preparation programs (CAEP Standard R4.1-b).

Table 3. Self-report Effectiveness (N = 19)

Standard	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Mean
InTASC 1	0	3	10	6	3.16
InTASC 2	0	2	7	10	3.42
InTASC 3	0	0	7	12	3.63
InTASC 4	0	2	6	11	3.47
InTASC 5	0	2	10	7	3.26
InTASC 6	0	2	8	9	3.37
InTASC 7	1	4	6	8	3.11
InTASC 8	0	1	13	5	3.21
InTASC 9	0	1	9	9	3.42
InTASC 10	0	7	5	7	3.00
ISTE 1	0	6	5	8	3.11
ISTE 2	0	4	9	6	3.11
ISTE 3	0	3	6	10	3.37
ISTE 4	0	1	8	10	3.47
ISTE 5	0	3	9	7	3.21
ISTE 6	0	2	9	8	3.32
ISTE 7	1	4	7	7	3.05

Table 4. Administrative evaluation-based Effectiveness (N = 7)

Standard	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Mean Value
InTASC 1(a)	0	1	4	2	3.14
InTASC 1(b)	0	3	1	3	3.00
InTASC 2	0	1	4	2	3.14
InTASC 3	0	2	2	3	3.14
InTASC 4(a)	0	0	7	0	3.00
InTASC 4(b)	0	2	4	1	2.86
InTASC 5	0	2	4	1	2.86
InTASC 6	0	1	5	1	3.00
InTASC 7	0	2	5	0	2.71
InTASC 8	0	2	4	1	2.86
InTASC 9	0	0	6	1	3.14
InTASC 10	0	2	2	3	3.14
ISTE 1	0	1	5	1	3.00
ISTE 2	0	3	4	0	2.57
ISTE 3	0	4	2	1	2.57
ISTE 4	0	0	5	2	3.28
ISTE 5	0	2	5	0	2.71
ISTE 6	0	3	2	2	2.86
ISTE 7	0	0	5	2	3.28

References

- Crompton, H. (2023). Evidence of the ISTE standards for educators leading to learning gains. *Journal of Digital Learning in Teacher Education*, 39(4), 201–219.
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