

KANSAS WESLEYAN UNIVERSITY TEACHER EDUCATION PROGRAM

CAEP Annual Reporting Measures

Section 4, Measure 3

Principals of First Year Teacher Program Evaluation Results

	AY 16-17 N=12	Fa17 N=5
GOAL ONE: I HAVE THE KNOWLEDGE BASE IN LIBERAL ARTS AND CONTENT AREA AND IN PEDAGOGICAL SKILLS AND DEMONSTRATES ACADEMIC AND PROFESSIONAL EXCELLENCE TO TEACH ALL STUDENTS		
	Total:	Total:
Content Knowledge	3.2	3.2
Content Related Pedagogy	3	3
Uses theory and research in planning lessons and working with students.	3.2	2.8
Uses resources and materials.	3.3	3.2
Integrates technology in lessons.	2.7	2.75
Uses group arrangements.	3.2	2.75
Uses a variety of teaching strategies.	2	3
Constructs appropriate assessments both formative and summative.	3.2	2.6
Correctly interprets standardized tests and standardized test scores.	2	3
GOAL TWO: I HAVE DEMONSTRATED THE INTRA AND INTERPERSONAL SKILLS TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT		
Enthusiastic about the process of teaching and learning for all students.	3.5	3.2
Patient and courteous.	3.8	3.2
Accepts constructive feedback.	3.8	3.4
Empathetic.	3.5	3.2
Dependable and punctual.	3.8	3.2
Uses standard English.	3.8	3.6
Dresses appropriately.	3.7	3.6
Acts in a professional manner.	3.8	3.4
To treat each gender fairly and equitably	4	3.7
Fosters the development of positive self-esteem in students.	3.5	3.4
Communicates effectively within the school community.	3.3	3
Recognizes and respects the diversity of all students.	3.8	3.4
Collaborates and confers with school personnel.	3.8	3
Interact/work with staff, parents, and students	3.9	3.25
GOAL 3: I AM COMMITTED TO EDUCATION AND LIFE-LONG LEARNING.		
Participates in the professional development/in-service opportunities offered by the school district.	4	3.2
Creatively and innovatively uses the technology available in the school district.	3	2.75
GOAL 4: I AM DEDICATED TO THE COMMUNITY IN WHICH I LIVE.		
Supports all students, parents and colleagues.	3.3	3.2
Is involved in school and community extra-curricular activities or services.	3.3	3.2
Appreciates multiple perspectives or various world cultures.	3.5	3.2
Respects the cultural differences of all students.	3.5	3.6
GOAL 5: I AM COMMITTED TO FAITH AND DEMONSTRATE ETHICAL BEHAVIOR IN CREATING CARING LEARNING ENVIRONMENTS FOR ALL STUDENTS.		
Demonstrates ethical and moral behavior in classroom.	3.9	3.8
Cares for all students in the learning environment.	3.8	3.6

*The Principals of First Year Teacher Evaluation is sent to Principals who supervised First Year Teachers the previous academic year. The Principal is asked to rate their teachers on five main goals, using a 4 point scale. Participation is voluntary. Evaluation items are rated on a 4 point scale: 1-Not at all prepared 2-Not sufficiently prepared 3-Sufficiently prepared 4-Well-prepared. Results are reported as an average score for each survey item

KANSAS WESLEYAN UNIVERSITY TEACHER EDUCATION PROGRAM

CAEP Annual Reporting Measures

Section 4, Measure 2

Principals of First Year Teacher Program Evaluation Results				
Goal 1: The candidate has the knowledge base in liberal arts and their content area, in pedagogical skills, and demonstrates academic an professional excellence to teach all students.	Sp18 N=8	AY 18-19 N=14		
	Total:	Total:	Elementary: N=10	Secondary: N-4
Effectively implement discipline/management procedures approved by the school/university	3.1	3.3	3.4	3.5
Prepared to Implement varied instruction that integrates critical thinking, inquiry, and problem solving	3.3	3.3	3.6	3.4
Prepared to use the results of formative assessment data to guide instruction	3.6	3.6	3.5	3.5
Prepared to engage and motivate students through student-centered instruction	3.3	3.4	3.2	3.4
Prepared to integrate effective modeling, questioning, and self-reflection strategies into instruction	3	3.3	3	3.2
Prepared to set clear learning goals and align instruction with standards based curriculum	3	3	3.2	3.4
Prepared to provide quality and timely feedback to students	3	3.4	3.3	3.4
Prepared to differentiate instruction to meet the academic needs of students with disabilities	3.3	3	3.1	3.4
Prepared to provide appropriate ways for students with disabilities to demonstrate their learning	3.1	3.4	3.6	3.7
Prepared to make appropriate decisions to meet the learning needs of students who have an Individualized Education Program (IEP)	3.1	3.3	3.5	3.6
Prepared to model and teach the forms and functions of academic English to content areas	3	3.2	3.4	3.2
Prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content	3.1	3.4	3.8	3.6
Prepared to teach students developmentally appropriate technology skills	3	3.3	3.5	3.4
Prepared to make learning more active and engaging to students	3	3.5	3.5	3.7
Goal 2: The candidate demonstrates the inta and interpersonal skills to create an effective learning environment.				
Communicate clear expectations for achievement and behavior that promote and encourage self-directed learning	3.3	3.3	3.6	3.4
Provide support to achieve a positive, equitable, and engaging learning environment	3.6	3.5	3.6	3.7
Prepared to assume various roles in the instructional process	3.1	3.2	3.4	3.1
Prepared to differentiate instruction to meet the behavioral needs of students with disabilities	3	3	3	3
Goal 5: The candidate is committed to faith and demonstrates ethical behavior in creatig a caring learning environment for all students.				
Prepared to build and maintain positive rapport with students	3.3	3.3	3.5	3.5
*The Principals of First Year Teacher Evaluation is sent to Principals who supervised First Year Teachers the previous academic year. The Principal is asked to rate their teachers on five main goals, using a 4 point scale. Participation is voluntary. Evaluation items are rated on a 4 point scale: 1-Not at all prepared 2-Not sufficiently prepared 3-Sufficiently prepared 4-Well-prepared. Results are reported as an average score for each survey item				

During the academic year 2018-2019, the Principals of First Year Teacher Program Evaluation Results were disaggregated based on elementary completers and seondary completers. This change was initiated by the previous year's CAEP Annual Report Feedback.