

1.5c KU-EPA Program Level Data

University of Kansas Educator Performance Assessment (KU-EPA)

TAG: Tagging CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 5.1, 5.3

Tagging InTASC Standard #1-#10

The University of Kansas Educator Performance Assessment (KU-EPA) is designed to provide the teacher candidate an opportunity to demonstrate the use of contextual factors in an educational setting to design, implement, and reflect on a unit of study. The teacher candidate will provide information about the unit's lesson plans and assessments. The KU-EPA assesses competency according to the Kansas Professional Education Standards (see www.ksde.org for full description of the Standards). The educational setting may be comprised of (but are not limited to) a whole class of students, small group(s), or even one-on-one teaching situations.

The KU-EPA includes four tasks. The 4 tasks encompass the 10 Kansas Professional Education (KPE) Standards and the 10 InTASC standards:

Task #1. Context Information, Learning Development and Learning Differences

In this task, candidates demonstrate an understanding of the learners in the class or setting, and how learner characteristics are used for planning activities, and designing inclusive learning environments. (Kansas Professional Education Standards #1, #2)

Task #2. Planning and Instructional Design

In this task, candidates demonstrate the ability to design learning activities, and plan ways to monitor progress, assess outcomes, use technology, and design inclusive activities. (Kansas Professional Education Standards #4, #7)

Task #3. Teaching and Learning

In this task, candidates demonstrate the ability to implement learning activities. The candidate will demonstrate a variety of instructional methods. (Kansas Professional Education Standards #3, #5, #6, #8)

Task #4. Self-Evaluation and Reflection

In this task, candidates demonstrate the ability to examine and reflect on their performance, and the impact of activities on learners. In addition, the candidate will evaluate their own professional growth and development. (Kansas Professional Education Standards #9, #10)

Scoring

Each portfolio is scored by two external evaluators. Ten scores are assigned for a maximum possible score of 30. A passing score is 20.

Maximum scores possible for each task:

- Task 1 (2 items) – 6 points
- Task 2 (2 items) – 6 points
- Task 3 (4 items) – 12 points
- Task 4 (2 item) – 6 points
- Total Score (10 items) – 30 points

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KU-EPA Unit and Program Level Pass Rate

	Academic Year 2024-25	Academic Year 2023-24	Academic Year 2022-23
Unit Level Pass Rate	100%	100%	100%
Unit Count	129	145	135
Art	4	3	4
Early Childhood Unified (GR, B-K)	5	18	9
Early Childhood Unified (UG, B-3)	3	13	12
Elementary	47	48	50
Elementary Unified	12	11	*
English	7	10	11
Foreign Language	0	2	2
History & Government	26	17	17
Music	13	16	17
Physical Education	5	5	8
STEMTeach	7	2	5

KU-EPA Unit Level Met Standard by Task and Total

Student performance on the EPA showed a consistently high level of mastery across all four tasks. It is unsurprising that Task 3: Teaching and Learning continues to be the most challenging task for the candidates as this is the task that focuses on the interaction between the candidates expectations and the students’ needs.

Number and Percent of Students Who "Met Target" for Each Task

	Academic Year 2024-25		Academic Year 2023-24		Academic Year 2022-23	
	Met Target	Count	Met Target	Count	Met Target	Count
Task 1: Contextual Information and Learning Environment	100%	129	97%	140	98%	132
Task 2: Planning and Instructional Design	100%	129	99%	144	99%	134
Task 3: Teaching and Learning	98%	126	95%	137	97%	131
Task 4: Self-Evaluation and Reflection	100%	129	100%	145	99%	134

KU-EPA Unit Level KPE/InTASC Standards Performance Categories

Task 1 Standards Performance Categories

		Academic Year 2024-25		Academic Year 2023-24		Academic Year 2022-23	
		Percent	Count	Percent	Count	Percent	Count
Standard 1: Learner Development	Criteria Met (3)	91.5%	118	91.7%	133	94.0%	126
	Criteria Partially Met (2)	8.5%	11	6.9%	10	5.2%	7
	Criteria Not Met (1)			1.4%	2	0.7%	1
Standard 2: Learning Differences	Criteria Met (3)	89.9	116	91.7%	133	92.5%	124
	Criteria Partially Met (2)	10.1	13	7.6%	11	7.5%	10
	Criteria Not Met (1)			0.7%	1		

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Task 2 Standards Performance Categories

		Academic Year 2024-25		Academic Year 2023-24		Academic Year 2022-23	
		Percent	Count	Percent	Percent	Count	Percent
Standard 3: Learning Environment	Criteria Met (3)	94.6	122	97.2%	141	97.8%	131
	Criteria Partially Met (2)	5.4	7	2.8%	4	2.2%	3
	Criteria Not Met (1)						
Standard 4: Content Knowledge	Criteria Met (3)	96.9	125	88.3%	128	94.0%	126
	Criteria Partially Met (2)	3.1	4	11.7%	17	6.0%	8
	Criteria Not Met (1)						

Task 3 Standards Performance Categories

		Academic Year 2024-25		Academic Year 2023-24		Academic Year 2022-23	
		Percent	Count	Percent	Percent	Count	Percent
Standard 5: Application of Content	Criteria Met (3)	91.5	118	93.8%	136	94.8%	127
	Criteria Partially Met (2)	8.5	11	6.2%	9	5.2%	7
	Criteria Not Met (1)						
Standard 6: Assessment	Criteria Met (3)	74.4	96	87.6%	127	93.3%	125
	Criteria Partially Met (2)	25.6	33	12.4%	18	6.7%	9
	Criteria Not Met (1)						
Standard 7: Planning for Instruction	Criteria Met (3)	82.2	106	79.3%	115	85.1%	114
	Criteria Partially Met (2)	16.3	21	20.7%	30	14.2%	19
	Criteria Not Met (1)	1.6	2			0.7%	1
Standard 8: Instructional Strategies	Criteria Met (3)	96.1	124	93.1%	135	94.8%	127
	Criteria Partially Met (2)	3.9	5	6.9%	10	5.2%	7
	Criteria Not Met (1)						

Task 4 Standards Performance Categories

		Academic Year 2024-25		Academic Year 2023-24		Academic Year 2022-23	
		Percent	Count	Percent	Percent	Count	Percent
Standard 9: Professional Learning and Ethical Practice	Criteria Met (3)	82.2	109	89.0%	129	91.0%	122
	Criteria Partially Met (2)	17.8	23	11.0%	16	9.0%	12
	Criteria Not Met (1)						
Standard 10: Leadership and Collaboration	Criteria Met (3)	88.4	114	93.8%	136	91.8%	123
	Criteria Partially Met (2)	11.6	15	6.2%	9	8.2%	11
	Criteria Not Met (1)						

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