

Impact and Follow-Up Study of Program Completers in the Department of Education

Michael Rettig, Principal Investigator

Summary Report for the WU Assessment Committee

April 2019

The overall purpose of this study was to follow up on program completers from 2007-2008 and 2012-2013 to determine if they are teaching, and if so, are they making a positive impact on student learning. The study was approved by the Washburn University IRB and was conducted in the fall of 2018 and the spring of 2019. The study was supported through a WU Assessment committee grant (#19AS07).

Broad Research Questions:

1. Are WU alumni who graduated 5 years ago and 10 years ago in teaching or administrative positions within the schools? Have the completers who are teaching been promoted or taken graduate course work?
2. Are the WU alumni in teaching positions shown to have a positive impact on student learning and successful in their positions?

Methodology - Sequence of Tasks:

Program completers from 2007-2008 and 2012-2013 were identified based on ED 400 course rosters for those semesters. ED 400 is a course that all student teachers enroll in during the student teaching semester and can be used to help document who completes the program. For the four semesters we had 162 candidates enrolled in ED 400.

Located social security numbers for the 162 alumni within the WU Banner system which was needed for the Kansas State Department of Education licensure look-up. This was completed by WU faculty and staff in the fall 2018 semester.

Used the Kansas State Department of Education (KSDE) licensure look-up function to help determine who has a teaching license based on alumni for 2007-08 and 2012-13 (conducted by WU faculty and staff). Name changes and additional licensures were noted in the review. A total of 121 completers were identified with licensure and 23 showed an expired license.

Developed on-line surveys for program completers and administrators through JotForm. These surveys were basically the same ones used in the previous pilot follow-up study conducted by Dr. Dye.

Began the process of locating alumni to determine who are teaching. This step was conducted by WU staff and the student research assistant. This involved the use of social media platforms such as Facebook and LinkedIn, working with the Alumni Association, and reviewing school

district web sites. The student research assistant spent 45 hours trying to locate alumni. We did not make any efforts to reach those who may be teaching in another state.

Alumni who are currently teaching were contacted via email and asked their permission to participate in this study. Surveys were sent via email to those alumni willing to participate. Alumni were asked for permission to contact school administrators and for information regarding having positive impact on student learning.

School administrators were sent a link to their survey with permission of alumni.

Reminder emails were sent to alumni who had not responded.

Alumni were asked to provide information or evidence on their impact on student learning. While data on P12 students was preferable, job evaluations were accepted as evidence.

Compiled results of the surveys and presented summary information to the Department of Education and the University Assessment Committee.

Budget

A total of \$730 was requested to hire a student research assistant and for travel. The travel monies were not used as all communication was on-line. The student research assistant worked 45 of the 50 hours that were budgeted for a total of \$405.00

Results

The department identified 162 program completers from 2007-08 (79 completers) and 2012-13 (83 completers). We used the Kansas State Department of Education Teacher Licensure Look-Up function to identify how many of these completers had a current teaching license. We found that 121 (74.6%) had current Kansas licensures and hence eligible to teach. For the 2007-08 completers, 17 (21.5%) showed expired licenses. For the 2012-13 completers 6 (7.2%) showed an expired license. The KSDE licensure look up lists all licensures that are currently active. A review of the licensures indicated that 40 (33%) of the 121 completers found in the database had added an additional licensure. Of these 40, eight had earned a Building Level (Principal) license. Ten of these alumni had earned a master's degree from Washburn.

We attempted to find and contact as many of these completers as possible using social media, our own records, information and data from the Washburn Alumni Association and school websites. A graduate student research assistant spent 45 hours in an attempt to find the completers. We were not able to locate 14 (17.7%) of the 2007-08 completers and 17 (20.5%) of the 2012-13 completers.

A total of 56 completers agreed to participate in the study. Each program completer was contacted by email. Each was sent a link to the alumni survey and a request to send their principal the administrator survey. Each of the alumni was also asked for data or supportive information regarding their impact on student learning. The request for data of information regarding having a positive impact was open-ended meaning alumni were free to send whatever information they felt were appropriate. Reminder emails were also sent. A total of 45 alumni responded to the survey for a response rate of 81%.

The first broad research question asked if WU alumni who graduated 5 years ago and 10 years ago in teaching or administrative positions within the schools? Have the completers who are teaching been promoted or taken graduate course work? Data provided in Tables 1 and 2 show that as of October of 2018 74% of alumni held one or more teaching endorsements. Only 14% had expired licensure. Approximately one third of the total sample had earned an additional licensure. Ten of the 121 with active licensure had earned a master’s degree from WU. We could not find any information on 19% of the alumni.

The U.S. Department of Education’s National Center for Educational Statistics (Gray, Taie, & O’Rear, 2015)) found that 17% of teachers were not in teaching after 5 years. Our alumni from 2012-2013 showed that only 7% of those with licensure in Kansas had an expired license. These numbers are much better than previous reports that suggested that 50% of teachers leave after 5 years.

Table 2 provides information on the 45 of 56 alumni who provided responses to the survey. The vast majority of alumni are teaching (88%), the average number of years teaching is 7.7, 84% had taken additional course work, and 71% had earned a master’s degree or higher. About one-half had added additional licensures. The responses to the questions regarding their preparation were all very positive.

Table 2 also provides the results to the 10 questions regarding preparation. Data were divided into those teaching 4-8 years and those teaching 9-11 years. Overall, the responses provide evidence that the alumni felt the Washburn training program prepared them for their positions. Scores for those who agree or strongly agree ranged from 81% to 100% across all items.

Table 1 Summary Data for Program Completers

| | Total Number of Completers | KSDE Licensure as of Oct. 2018 | KSDE Expired license | Contacted, Teaching, | No Info, No Data, Could not find |
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| | | | | Accepted to Participate | |
| Fall 2007 | 31 | 18 | 10 | 16 | 8 |
| Spring 2008 | 48 | 37 | 7 | 10 | 6 |
| | 79 | 55 (69.6%) | 21.5% | 32.8% | 14 (17.7%) |
| Fall 2012 | 26 | 21 | 1 | 9 | 8 |
| Spring 2013 | 57 | 45 | 5 | 21 | 9 |
| | 83 | 66 (79.5%) | 7.2% | 36.1% | 17 (20.4%) |
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| | 162 | 121 (74.6%) | 23 (14.1%) | 56 (34.5%) | 19.1% |
| | | Of those with active licensure 40 (33%) showed additional licensures | | | |
| | | 8 showed Building Level licensure | | | |
| | | 10 had known master's degrees from Washburn | | | |

Of the 56 who had consented to participate – two are principals, one works as district rep with KNEA, four are instructional coaches, one a counselor, two are assistant principals, one is an assistant professor, and one an adjunct professor.

Table 2 Alumni Responses to Survey Regarding Preparation

(45 of 56 responses; Response rate = 81%)

| Survey Items | Survey Reponses |
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| I have read the attached consent form. I agree to participate in this survey. | 100% |
| Do you hold a current teaching license? | 98% Teaching 2% Building Level |

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| Are you currently teaching? | 88% currently teaching 1 – district KNEA rep 1 – adjunct professor 1 – assistant professor 2 – principals 2 – assistant principals 4 – instructional coaches |
| How many years have you taught? | 4-5 years = 9 6-8 years = 17 9-11 years = 19 Average = 7.7 years |
| Have you added certifications beyond that earned at a Bachelor's level? If so, what? | No = 23 Yes = 22 7 – Special education 6 - Administration 4 – ESOL School Counseling, Biology, Math, Drivers Ed., Gifted |
| Have you taken college course work beyond the Bachelor's degree? | Yes = 84% No = 16% |
| Have you earned a Master's degree or higher? | 71% earned master's or higher - 3 with doctorates |
| I was prepared to understand how to provide a variety of opportunities that support student learning and development. | 4-8 years teaching - 91% Agree/Strongly Agree 9 -11 years teaching – 100% Agree/Strongly Agree |
| I was prepared to understand and use knowledge of school, family, cultural and community factors that influence the quality of education for all students. | 4-8 years teaching - 88% Agree/Strongly Agree 9-11 years teaching – 95% Agree/Strongly Agree |
| I was prepared to establish a classroom environment of respect and rapport that provides a culture for learning. | 4-8 years teaching - 96% Agree/Strongly Agree 9-11 years teaching – 89% Agree/Strongly Agree |
| I was prepared to know the content of my professional field. | 4-8 years teaching – 96% Agree/Strongly Agree |

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| | 9-11 years teaching - 89% Agree/Strongly Agree |
| I was prepared to engage learners in critical thinking by teaching a variety of perspectives and concepts within my content. | 4-8 years teaching – 88% Agree/Strongly Agree 9-11 years teaching - 95% Agree/Strongly Agree |
| I was prepared to engage in assessment activities and use the data for instructional decision making and student improvement. | 4-8 years teaching - 81% Agree/Strongly Agree 9-11 years teaching - 84% Agree/Strongly Agree |
| I was prepared to plan integrated and coherent instruction to meet the learning needs of all students. | 4-8 years teaching - 92% Agree/Strongly Agree 9-11 years teaching - 95% Agree/Strongly Agree |
| I was prepared to provide student-centered instruction that is characterized by clarity, variety, and flexibility. | 4-8 years teaching - 88% Agree/Strongly Agree 9-11 years teaching - 89% Agree/Strongly Agree |
| I was prepared to reflect and use multiple resources such as professional literature and interacting with colleagues to aid my growth as an educator. | 4-8 years teaching – 96% Agree/Strongly Agree 9-11 years teaching – 89% Agree/Strongly Agree |
| I was prepared to collaborate to ensure learner’s growth and advance the profession. | 4-8 years teaching - 92% Agree/Strongly Agree 9-11 years teaching - 95% Agree/Strongly Agree |
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The results regarding alumni having a positive impact on student learning are shown in Tables 3 and 4.

Results of the administrator survey on the quality of the alumni are provided in Table 3. Only 14 principals consented and responded to the survey. However, the responses obtained were positive with an average score of 3.55 out of 4.0. These data are consistent with scores obtained in a different follow-up survey of school principals on program completers conducted every two

years by the unit. Those scores have also averaged in the 3.5 out of 4.0 range. While the sample size was smaller than expected the results are positive.

Table 3 Building Administrator Survey Regarding Program Completers (n= 14)

| Items | Average Score on a 4-point scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree 1 = Strongly Disagree |
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| The teacher understands how to provide a variety of opportunities that support student learning and development. | 3.54 |
| The teacher understands and uses knowledge of school, family, cultural and community factors that influence the quality of education for all students. | 3.62 |
| The teacher establishes a classroom environment of respect and rapport that provides a culture for learning. | 3.62 |
| The teacher knows the content of his/her professional field. | 3.54 |
| The teacher engages learners in critical thinking by teaching a variety of perspectives and concepts within the content. | 3.46 |
| The teacher engages in assessment activities and uses the data for instructional decision making and student improvement. | 3.54 |
| The teacher plans integrated and coherent instruction to meet the learning needs of all students. | 3.62 |
| The teacher teaches through student-centered instruction that is characterized by clarity, variety, and flexibility. | 3.46 |
| The teacher reflects and uses multiple resources such as professional literature and interacting with colleagues to aid his/her growth as an educator. | 3.54 |
| The teacher collaborates to ensure learner’s growth and advances the profession. | 3.62 |
| Average all 10 items | 3.55 |

Table 4 provides information on the impact of alumni on P12 student learning. Information on the current position of each alumni, the year they graduated, and other relevant information is provided as well as direct or indirect evidence that a positive impact is being made.

Alumni were asked in an open-ended way to provide evidence of their impact. Of the 33 responses we received 15 provided direct data on P12 student progress. The other 18 provided indirect evidence via job evaluations. Half of the responses were from alumni who completed the program in 2007-2008 and half from alumni who completed in 2012-2013. Responses included 10 elementary teachers, 2 special education teachers with master degrees from WU, 4 instructional coaches, an assistant principal, a principal, and secondary teachers in art, music, English, debate, math, history and PE. All 33 alumni who responded provided evidence of making a positive impact on P12 student learning. Four completers indicated that they did not feel comfortable sending data as they could not separate scores from student names.

Table 4 Evidence of Positive Impact on Student Learning by Program Completers (n=33)

| Alumni – role, year graduated | Evidence of Positive Impact |
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| Teacher (2012-13), 3 rd grade, added ESOL endorsement | AIMSweb data for reading and math. Only two students in reading showed scores below the national level. Scores included measures for reading comprehension and oral reading fluency. Lexile scores ranged from 88-740 with an average of 410 in fall testing for the class with an end of year target of at least 520. Four students had Lexile scores of 540 or above. Only one student in math had scores below the national level. Seven students had scores well above the national level. The Measures of Academic Progress (MAP) scores showed all but two students were on track and those two students showed average gains of 26 percentile points from fall to winter testing. |
| Teacher, (2007-08), secondary, Director of Debate and Forensics, Language Arts teacher | Coached debate and forensics students into elimination and championship rounds of State tournaments, including a second place policy debate team and a state champion in impromptu speaking, and qualified students to the National tournament. Several of the students also have earned scholarships through participating in speech and debate in college |
| Teacher, special ed (2012-13), masters in Spec ed from WU | Review of progress reports for six students on IEP's at the secondary level indicated that all students are making progress toward meeting IEP goals. Assessments and IEP's are all up-to-date. |
| Teacher, secondary Math, (2007-08), added ESOL endorsement | Dual credit college algebra success rate (taught through WU) - taught 148 students in 5 years (2012, 2013, 2014, 2015, 2018) and have had a 100% success rate. Students take the first semester of Math 2 for the second time - they have failed it one time, so they are taking the class again. Have |

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| | completed that class for 2 years (teaching it now for the 3rd year) and have 26/28 (92.9%) pass rate on the second time through the class. |
| Teacher, kindergarten, (2007-08) | DIBLES scores for nonsense word fluency, phoneme segmentation and letter naming fluency showed that all but two kindergarten students were developing as expected. 20 of 22 students (91%) were at or above benchmark levels in winter testing. |
| Teacher, 3 rd grade, (2007-08) parochial school | Job evaluation for 2017-2018 – met expectations (highest level) in curriculum, instruction, management, assessment, communication, and professional standards |
| Teacher, Elementary, 2 nd grade (2012-2013) | Reading data as of March 2019. Second grade reading score comparison from Aug. 2018 to March 2019. Star grade report – average percentile rank increase was 20.4, average grade equivalent increase was 1.4.in seven months. |
| Teacher, secondary English (2007-08), earned masters in Special Education | Job evaluation Nov. 2018 – rated distinguished in four of 22 indicators and proficient in all the others. Students showed measureable gains in the KAP, DWA, and showed a 50% growth in writing conventions. “She has led the way in standards based grading and does an excellent job getting to know the students and how they can be successful and maintains a high level of accountability for learning” |
| Teacher, Music (2012-13) Director of Choirs, Performing Arts Department Chair | Job evaluation May, 2018. Rated as Highly Effective (highest category) in all four main areas that correspond with the InTasc standards. Rated as ‘consistently meets expectations’ (highest category) in six areas |
| Teacher, 3 rd grade (2012-13) | Job evaluation Jan. 2019. Rated as Accomplished (second highest level) in all areas including providing a positive, nurturing environment, adapts teaching to meet the needs of all students, using assessment, using cooperative learning, knowing the content and relating it to future learning. |
| Teacher, (2012-13) Elementary Instructional coach | Job evaluation summary for 2017. Rated as distinguished (highest level) in 19 of 22 indicators and proficient in the other three indicators. Has served on the district curriculum and assessment team for reading. Winter reading scores showed 66% proficient, writing scores 67% proficient. Job evaluation 2016. Rated as distinguished in 15 of 22 indicators and proficient in the other seven indicators. :” Instruction is clear and focused on standards. She utilizes time wisely for the success of her students. She uses questioning to clarify student |

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| | misunderstandings. Students engaged throughout instruction with appropriate materials and activities. Learning targets are present and referred to focus student learning.” |
| Teacher (2012-13) secondary English, special education | Progress reports on the four students show gains in reading. Average Lexile score for the four students is 880 as of fall with a goal of 1000 by the end of the year. Data graphs show that all students are steadily improving. |
| Teacher, Instructional Coach (2012-13) Elementary, added BL licensure | Whole class Scantron Achievement test data for three 2nd grade classrooms showed growth in ELA by an average of 76% and growth in math by an average of 80%. All the students in all three classrooms showed positive gains. |
| Teacher, 3 rd grade (2007-08) | Fall math testing showed that 75% of students were at or above target levels. Winter testing showed that 83% of students were at or above target levels in math. Second quarter grades for all students showed that 80% were at or above target levels. Specific lesson on volcanos – pretest showed 18% at target level, posttest showed 100% at target level. |
| Teacher. Elementary, (2007-08), Director of Project Lead the Way (instructional coach) | Evaluator walk through Nov. 2017 and April 2018 – 95% of students on-task, Classroom Arrangement Conducive to Learning, Teacher Conveys High Expectations for Student Learning, Teacher Effectively Manages Classroom Instruction (Differentiation), Environment of Respect and Rapport, good use of technology, Schoology being extensively used. Students are all engaged in the activity being done on their devices. |
| Teacher, secondary, music, orchestra, (2012-13) | Evaluated in Jan. 2019 using the district observation form. Form covers planning, teacher strategies, management, evaluation and communication of student progress, professional development and responsibility and communication. Ratings show ‘observed’ for 75% of the nearly 70 specific indicators, but several indicators were not applicable to this area (i.e. silent reading, writing, independent problem solving). 100% of students were engaged, “Good questioning technique to gauge student understanding. Got all students involved in the learning process. Objectives were clearly posted for full student understanding.” |
| Teacher, Elementary, middle school English, (2012-13) | Job Eval: She is a calming influence for many of her students. She is very aware of their interests and builds relationships with as many students as possible. She works to utilize her relationships through whole group and small group discussions. She also utilizes individual interventions within her instruction to help students progress at their exact level. She is gaining experience in PLCs and is grounded in her standards and instruction. She is also pushing her PLC to become more standards based, rather than activity based. Her routines and |

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| | instructional procedures are defined, and her relationships with students and staff continue to grow. |
| Teacher, secondary English (2012-13) | Walkthrough – “Through the instructional strategies you select, you actively engaged your students. Accountability was in place for each learner during this lesson. You demonstrate a sincere interest in your students and express a serious concern for each and every one of them. Learning targets are clear, frequent checking for understanding, flexible and adaptive, positive classroom environment, clear classroom expectations, Teacher Proximity Supports Student Learning, Teacher Proximity Supports Student Learning |
| Teacher, secondary History (juniors), (2012-13) | Scores for research project conducted each spring. Data for three classes, 67 students – 20 (30%) students scored at Advanced level, 32 (48%) at Proficient level, 12 at Developing level. 78% of students at advanced or proficient levels. |
| Teacher, 6 th , 7 th , 8 th grade math (2007-2008) | 100% of 6 th graders at benchmark which was a 4% gain over 5 th grade scores; 96% of 7 th graders at benchmark that was a 6% gain over 6 th grade scores; 86% of 8 th graders at benchmark which was a gain of 2% over 7 th grade scores. |
| Teacher, 7 th and 8 th grade math (2012-2013) | Annual scores in math – 36 7 th graders scoring at the 86 th percentile in math, grade equivalent of 10 th grade; 36 8 th graders at the 78 th percentile, grade equivalent of 11 th grade |
| Teacher. K-6, (2007-08) 1 st grade | Evaluation conducted Jan. 2019, First grade Scored distinguished (highest category) in 11 categories and Proficient in all other areas. Does a great job planning instruction for her students. She is very organized and has her supplies organized and routines in place so time is never wasted. Her reading lesson included whole class instruction, small group center activities and Guided Reading. She uses her Smart Board well and students often interact with the board to practice skills. She builds in brain breaks when needed to keep her students alert and ready to learn. Does a great job stating her learning objective and why it is important for them to learn the skill they are working on. She also begins her lessons with a brief review of the prior day’s lesson so students are able to build on prior knowledge. Done a great job using the Wonders program and does a great job incorporating whole group direct instruction, small group practice time, and individualized Guided Reading lessons. |
| Teacher, PE, elementary (2012-2013) | Evaluation conducted Sept. 2018. Rated highly effective in 7 categories and Effective in all the others. Overall rating 3.76 on a 4-point scale. Lesson followed physical education standards in |

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| | <p>an engaging way. During this lesson, informal observation was used to measure learner progress. Students were excited about the variety of activities included in this lesson to engage and challenge their thinking and movement</p> |
| <p>Teacher, Elementary Special Education (2012-13) Masters from WU</p> | <p>Fountas & Pinnell Benchmark Assessment evaluating student reading and comprehension ability- data on 7 IEP students in 5th grade – all showed steady gains in scores from August – March. All students showing progress in reading averaging approximately 70%</p> |
| <p>Teacher, Art (2007-2008)</p> | <p>List of recent awards that my art students have won</p> <p>Sunny C first place Martin Luther King Jr "Living the Dream" art competition 2019</p> <p>Amelia F 3 Gold Key Art Awards and 1 Silver Key Award, Scholastics Art Awards 2018-2019</p> <p>Ben T 1 Gold Key Art Award, 1 Honorable Mention, Scholastics Art Awards 2018-2019</p> <p>Sunny C 1 Silver Key Art Award, 2 Honorable Mentions, Scholastics Art Awards 2018-2019</p> <p>Yajahira H, 1 Silver Key Art Award, Scholastics Art Awards 2018-2019</p> <p>Coral A, 1 Honorable Mention, Scholastics Art Awards 2018-2019</p> <p>Christian R, 1 Honorable Mention, Scholastics Art Awards 2018-2019</p> <p>Co-run our annual Art Lock In. We donate our time for this event which is typically held on a Saturday in Winter. We invite a local artist to come and talk about their art, show examples, inspirations, then they lead the students in creating works of art. After this we plan a show to highlight what our students did that day. This year our show will be NexLynx First Friday. We also have a juried student art show at our show that displays around 700 pieces of art.</p> |
| <p>Teacher, Instructional coach, Masters Spec Ed. (2007-2008)</p> | <p>Instructional coach evaluation Feb. 2019 – rated distinguished in 14 of 21 indicators and proficient in all other areas. Dean of students, member of CI3T, holds to the highest standards. Monitors all GEI meetings and monitors IEP implementation. Leadership and expertise, sought out by other teachers.</p> |

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| Teacher, Music (2007-2008) | Data for 2018-19 – all students showing progress on state and building-wide standards for grades 1-5. |
| Teacher, Kindergarten (2012-2013) | DIBELS data for 2017-18 showed gains for all 18 kindergarten students. DIBELS composite scores in fall testing averaged 43.8. The spring testing DIBELS composite scores averaged 153.2. Only one student was in need of intensive supports. |
| Teacher. 2 nd grade (2007-2008) | Evaluation – Instructional rating and overall summative rating was the highest at the practitioner level. Noted that Mrs. B does an excellent job and is a highly valued team member. The transition to second grade was a smooth one. |
| Teacher, Secondary English (2007-2008) | Job Evaluation March, 2019: Rated Proficient for all 30 indicators Has been an active participant in school and his PLC. He is dedicated to doing things that will make this school and his content better, analyzes student formative and summative assessment data to see impact on student growth, providing more opportunities for students to display their knowledge in a way that best fits them. He has also incorporated technology components to enhance the activities, regularly utilizes multiple models and representations to provide instruction. Students are regularly cognitively engaged, regularly assesses student understanding of the concepts both formally and informally. He is regularly giving quizzes to determine student understanding of concepts and themes in his content, regularly selects strategies that directly address the learning styles of students. |
| Principal, Elementary (2007-2008) Earned doctorate | Job Evaluation December, 2018: Rated Good to Excellent in all categories. “The only administrator who consistently visits the classrooms to be with the teaching staff-,is well aware of educational trends in education, along with his visibility, he understands the issues of the building. When he comes across an educational issue, he is working with the professional staff to address the concerns, does an exceptional job building community relationships, Willingness to make decisions and accept responsibility; forcefulness; ability to effect desirable change; enthusiasm and initiative showed in work |
| Assistant Principal. Elementary (2007-2008) BL licensure and masters from WU | Summative evaluation April 2018 – rated Distinguished for 12 of 21 indicators and proficient in all the rest. Organizational skills are outstanding. Whether working with students or staff, he ensures that he selects instructional goals or learning outcomes that are relevant, and he demonstrates strong ability to modify plans and objectives as needed, effectively. He can easily adapt to his audience, and has a penchant for engaging his learners in the objectives to be met. |

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| <p>Teacher, Elementary, (2012-2013)</p> | <p>Job Eval, 2017-18 – rated distinguished for 11 of 26 indicators and skilled in all the others. “One of her talents is differentiating for her students. She differentiates as a regular practice and she has established thoughtful methods for doing so. Evidence shows she has deep content knowledge and deep knowledge of pedagogy. The evidence indicates that the teacher regularly planned rigorous and challenging activities using objectives that align with district, state, and/or national standards to meet the needs of all students. Has an extensive system of student self-monitoring, feedback, pre- and post- CFAs and reporting. Just one of the things she does is give the kids opportunity to set goals on "goal cards.". Evidence gained from observations, her portfolio, and collaboration indicates she is a highly skilled teacher. She is creative, caring and establishes great relationships with the children. She is a leader in our building and our district. Overall summary rating – Distinguished.</p> |
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Summary

The purpose of this study was to follow up on program completers and to address CAEP standards 3 and 4. Standard 3 addresses employment milestones among other indicators. Standard 4 for the CAEP standards puts an emphasis on program completers having a positive impact on P12 student learning. For example, the following indicators are a part of Standard 4:

CAEP Standard 4.1 How do we know that our completers contribute to an expected level of student-learning growth? See Table 4

CAEP Standard 4.2 How do we know that completers effectively apply the professional knowledge, skills and dispositions that the prep experiences were designed to achieve? See Table 3

CAEP Standard 4.3 How do we know that the employers are satisfied with the completers’ preparation for their assignment responsibilities? See Table 3

CAEP Standard 4.3 How do we know that our completers have been promoted and/or retained in their position? See Tables 1 and 2

CAEP Standard 4.4 How do we know that completers perceive their preparation as relevant to the responsibilities they confront on the job and that the prep was effective? See Table 2

The efforts of the department to determine the outcomes of completers from 2007-08 and 2012-13 yielded an overall response rate of 28% (45 of 162). Past experience has shown that trying to follow up on completers is a challenge as they move, change names, or don’t stay in teaching.

We found that approximately 75% of the completers still hold a teaching license in Kansas. Approximately 14% had an expired license and we could not find 19% of the completers. Slightly more than 71% of the 45 completers had earned advanced degrees and many had advanced to instructional coaches or administrators. The responses from 33 completers on their impact on P12 student learning showed that all of the completers are having a positive impact.

We targeted the 121 completers identified in the KSDE licensure look-up for follow up. There were 41 completers who did not show a license in the state. There could be several reasons for this. Some completers are known to go on to graduate school rather than teach, some change names, or others choose to stay home with a family. Others may have moved out of state and we did not make any efforts to identify those who may be teaching in another state. These 41 completers make up 25% of the total number of completers so information on their outcomes could certainly alter the overall findings.

Overall, the results provide evidence that our completers have been very successful. The alumni felt their preparation was good. School principals also reported positive scores for the alumni. There was no indication that teachers left because their contract was not renewed or that they left a teaching position involuntarily.

Reference

Gray, L., Taie, S., & O'Rear, I. (April 2015). Public School Teacher Attrition and Mobility in the First Five Years: Results From the First Through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study. U.S. Department of Education, National Center for Educational Statistics.