

Washburn University
Department of Education
Follow-Up Study on Initial and Advanced-Level
Program Completers from 2019-2020
Spring 2023

Follow Up

In March/April 2023 a follow-up study was initiated on initial-level and advanced-level candidates who completed the program in 2019-2020. The follow up survey used in 2019 was revised and brought more in line with CAEP requirements for EPP-developed assessments. The survey and procedures were approved by the Washburn University IRB.

Names of 2019-2020 completers were identified and department staff worked to find out if these completers were still teaching and if so acquire their email addresses.

On March 6, 2023 38 emails were sent to initial program completers known to be in teaching positions out of the 54 identified as completers. Fourteen of the completers were not shown to be teaching

In mid-March, 2023 five emails were sent to advanced-level completers and all were special education completers. A follow up email was sent two weeks later reminding completers to fill out the survey and to request permission to contact their principal.

Initial Completers

Email requests and consent letters to complete the survey were sent to 38 completers from 2019-2020. These included completers from the elementary, secondary and P12 programs.

Results

Of the 54 completers in 2019-2020 academic year, 40 (74%) were identified to be in teaching positions.

A total of 15 completers (39%) responded to the survey. All are currently teaching. Sixty-six percent of the responders were elementary completers. Eighty percent of the completers have been teaching for 3-4 years. Twenty-seven percent have added additional licensure. Forty percent have taken additional course work.

Survey results are provided below with a comparison to findings from the follow up study conducted in spring 2022 on program completers from 2018-2019.

Using a numerical scale = Not Prepared = 1, Prepared = 2, Well Prepared = 3, Very Well Prepared = 4

Indicators	Elementary Scores		Secondary/P12 Scores	
	2018-19	2019-20	2018-19	2019-20
I was prepared to understand the various legal/ethical factors involved in teaching and to follow the standards of appropriate professional practice (CAEP standard 1)	3.0	2.4	2.6	3.4
I was prepared to understand and use knowledge of school, family, cultural and community factors that influence the quality of education for all students.	2.8	2.9	2.8	3.0
I was prepared to interact with students, staff and families from diverse circumstances with dignity, respect and fairness (InTasc standard 2)	2.9	3.0	2.6	2.6
I was prepared to know and teach the content of my professional field (CAEP Standard 1).	2.81	2.7	3.2	3.6
I was prepared to engage in assessment activities and to make use of data for instructional decision making and student improvement (CAEP Standard 1)	2.36	2.7	2.2	2.8
I was prepared to use and integrate technology in meaningful ways (CAEP Standard 1)	2.81	2.4	2.6	3.0
I was prepared to use a variety of teaching strategies and approaches (InTasc Standard 8)	2.81	2.7	2.4	3.6

I was prepared to collaborate with staff and families to ensure learner's growth and advance the profession (CAEP Standard 1)	3.0	2.2	2.4	2.8
Average	2.82	2.62	2.6	3.1

For the 2019-2020 completers average scores for both groups are in the Prepared to Well Prepared range. Scores for elementary completers ranged from 2.2 – 3.0. Scores for P12 and secondary completers ranged from 2.6 – 3.6. P12 and secondary completers rated their preparation slightly higher than elementary completers.

One completer included a special note regarding a faculty member in the Education Department, “Mrs. Lutz was a monumental professor in my college career. She trained me well and prepared me the most to be an effective, loving educator. All my successes, knowledge, and effectiveness as a teacher is because of her”.

Advanced Completers

Five program completers from 2019-2020 were identified and all five completed the special education program. The email survey was sent to all five completers. Four completers (80%) responded to the survey including two from K-6 special education and two from 6-12 special education.

Results

Read consent – 100%

Average Years Teaching – 6.25

Scale = Not Prepared = 1, Prepared = 2, Well Prepared = 3, Very Well Prepared = 4

Indicators	Average Score 2019-2019 Completers	Average Score 2019-2020 Completers
I was prepared to understand the various legal/ethical factors involved in teaching and to follow the standards of appropriate professional practice (CAEP Standard 1)	3.33	2.75
I was prepared to understand and use knowledge of school, family, cultural and	3.66	2.75

community factors that influence the quality of education for all students?		
I was prepared to interact with students, staff and families from diverse circumstances with dignity, respect and fairness (InTasc standard 2)	3.66	2.75
I was prepared to know and teach the content of my professional field (CAEP Standard 1).	3.33	2.75
I was prepared to engage in assessment activities and to make use of data for instructional decision making and student improvement (CAEP Standard 1)	3.33	2.75
I was prepared to use and integrate technology in meaningful ways (CAEP Standard 1).	3.33	3.25
I was prepared to use a variety of teaching strategies an approaches (InTasc Standard 8)	3.66	2.25
I was prepared to collaborate with staff and families to ensure learner's growth and advance the profession (CAEP Standard 1)	3.0	2.25
Average	3.41	2.68

While scores were in the Prepared to Well Prepared range, scores for all indicators were lower for the 2019-2020 completers. Department faculty will further examine why these completers felt less prepared.

Initial-Level Principal Feedback

Program completers were asked to provide permission to contact their school principal. Only seven of the initial-level completers gave permission to contact the principal.

Emails with the Principal Follow-Up survey were sent to the seven principals. For each indicator principals were asked to respond as Target (3), Developing (2) or Unsatisfactory (1).

Six of the seven principals responded and four of these principals were elementary-level.

Indicators	Score
1. The teacher demonstrates strong content knowledge of the subject(s) taught. (CAEP Standard 1)	2.83/3.0
2. The teacher applies a variety of evidence-based strategies to provide instruction. (InTASC Standard 8)	2.83/3.0
3. The teacher finds or creates a variety of grade level and age-appropriate resources to provide instruction. (InTASC standard 8)	2.83/3.0
4. The teacher employs technology effectively for instruction (CAEP Standard 1)	2.83/3.0
5. The teacher reveals evidence of reflection in delivering instruction. (InTASC standard 9)	2.83/3.0
6. The teacher reveals evidence of reflection in delivering instruction. (InTASC Standard 9)	2.66/3.0
7. The teacher demonstrates the ability to collaborate in effective ways with staff. (CAEP Standard 1)	2.83/3.0
8. The teacher demonstrates the ability o collaborate in effective ways with families. (CAEP Standard 1)	2.5/3.0
9. The teacher creates a respectful and inclusive learning community. (InTASC Standard 3)	2.66/3.0
10. The teacher shows an understanding of ethical practices (codes of ethics, professional standards of practice, and relevant laws and policies). (CAEP Standard 1)	2.83/3.0
11. The teacher exhibits skills with assessment and data literacy and analysis. (CAEP Standard 1)	2.66.2.83
12. The teacher makes a positive impact on student learning. (CAEP Standard 4)	2.83/3.0
Average	2.76/3.0

Scores ranged from 2.5 – 2.83, with an overall average of 2.76. Slightly lower scores were seen for items regarding collaboration with families, reflection, inclusive learning communities and assessment. Scores from principals from the 2019-2019 survey were all 3.0, so these scores are slightly lower.

Advanced-Level Completers Principal Feedback

Two of the five completers at the advanced level provided permission to contact principals. The follow up survey was sent to these two principals, one at the elementary level and one at the middle school level. One of the principals responded. The average score across the 12 indicators was 2.58/3.0. Indicators rated at target were knowledge of content, variety of evidence-based practices, use of grade level resources, use of technology, reflection, a respectful learning environment, and having a positive effect on student learning. Indicators which were rated at the developing level included collaboration with staff, understanding laws and ethics, and assessment (data literacy).