

Washburn University
Department of Education
Follow-Up and Impact Study on Initial and Advanced-Level
Program Completers from 2018-2019
Spring 2022

Follow Up

In March/April 2022 a follow-up study was initiated on initial-level candidates who completed the program in 2018-2019. 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 2018-2019 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 28 and 19, 47 emails were sent to initial program completers asking for their participation. On April 4, 2021 five emails were sent to advanced-level completers. While there were 8 advanced-level completes in 2018-19 only five were in licensure programs (4 special education and one reading/literacy). A follow up email was sent two weeks later reminding completers to fill out the survey and to request permission to contact their principal and provide information on their impact on student learning.

Initial Completers

Email requests to complete the survey were sent to 47 completers from 2018-2019. These included completers from the elementary, secondary and P12 programs.

Results

A total of 16 completers (34%) responded to the survey. All completers read the consent and all are currently teaching. Sixty-eight of the responders were elementary completers. All completers have been teaching for three years. Two completers have added additional licensure. Sixty-two percent have taken additional course work.

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

| Indicators | Elementary Scores | Secondary/P12 Scores |
|-------------------|--------------------------|-----------------------------|
|-------------------|--------------------------|-----------------------------|

| | | |
|--|------|-----|
| 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 | 2.6 |
| 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 | 2.8 |
| I was prepared to interact with students, staff and families from diverse circumstances with dignity, respect and fairness (InTasc standard 2) | 2.9 | 2.6 |
| I was prepared to know and teach the content of my professional field (CAEP Standard 1). | 2.81 | 3.2 |
| 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 | 2.2 |
| I was prepared to use and integrate technology in meaningful ways (CAEP Standard 1) | 2.81 | 2.6 |
| I was prepared to use a variety of teaching strategies an approaches (InTasc Standard 8) | 2.81 | 2.4 |
| I was prepared to collaborate with staff and families to ensure learner's growth and advance the profession (CAEP Standard 1) | 3.0 | 2.4 |
| Average | 2.82 | 2.6 |

Average scores for both groups are in the Prepared to Well Prepared range with elementary completers rating their preparation slightly higher than secondary/P12 completers.

Advanced Completers

Five program completers from 2018-2019 were identified. Four of the completers were special education candidates and one was from the reading/literacy program. The email survey was sent to all five completers. Three completers (60%) responded to the survey including two from special education and one from reading. One special education completer was 6-12 and the other was K-6.

Results

Read consent – 100%

Average Years Teaching – 11

Scale = Prepared = 2, Well Prepared = 3, Very Well Prepared = 4

| Indicators | Average Score | |
|--|----------------------|--|
| 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 | |
| I was prepared to understand and use knowledge of school, family, cultural and community factors that influence the quality of education for all students? | 3.66 | |
| I was prepared to interact with students, staff and families from diverse circumstances with dignity, respect and fairness (InTasc standard 2) | 3.66 | |
| I was prepared to know and teach the content of my professional field (CAEP Standard 1). | 3.33 | |
| 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 | |

| | | |
|--|------|--|
| I was prepared to use and integrate technology in meaningful ways (CAEP Standard 1). | 3.33 | |
| I was prepared to use a variety of teaching strategies an approaches (InTasc Standard 8) | 3.66 | |
| I was prepared to collaborate with staff and families to ensure learner's growth and advance the profession (CAEP Standard 1) | 3.0 | |
| Average | 3.41 | |

The overall average score for special education completers was 3.75/4.0. The average score for the Reading/Literacy completer was 2.75/4.0

Impact and Principal Feedback

Program completers were asked to provide permission to contact their school principal and to provide some information showing that they are having a positive impact on student learning.

Only five of the initial-level completers gave permission to contact principals and only one provided information on impact. None of the five completers at the advanced level who were contacted provided permission to contact principals and none provided information on impact.

The information provided by the one completer indicated that she is doing an excellent job. She was rated Very Effective (the highest category) in all but one area in which she was rated Effective.

Emails with the Principal Follow-Up survey were sent to the five principals and two elementary-level principals responded. For each indicator principals were asked to respond as Target, Developing or Unsatisfactory. The principals rated completers at the Target level for all indicators.

| Indicators | Score |
|---|--------------|
| 1. The teacher demonstrates strong content knowledge of the subject(s) taught. (CAEP Standard 1) | Target |
| 2. The teacher applies a variety of evidence-based strategies to provide instruction. (InTASC Standard 8) | Target |

| | |
|--|--------|
| 3. The teacher finds or creates a variety of grade level and age-appropriate resources to provide instruction. (InTASC standard 8) | Target |
| 4. The teacher employs technology effectively for instruction (CAEP Standard 1) | Target |
| 5. The teacher reveals evidence of reflection in delivering instruction. (InTASC standard 9) | Target |
| 6. The teacher reveals evidence of reflection in delivering instruction. (InTASC Standard 9) | Target |
| 7. The teacher demonstrates the ability to collaborate in effective ways with staff. (CAEP Standard 1) | Target |
| 8. The teacher demonstrates the ability o collaborate in effective ways with families. (CAEP Standard 1) | Target |
| 9. The teacher creates a respectful and inclusive learning community. (InTASC Standard 3) | Target |
| 10. The teacher shows an understanding of ethical practices (codes of ethics, professional standards of practice, and relevant laws and policies). (CAEP Standard 1) | Target |
| 11. The teacher exhibits skills with assesment and data literacy and analysis. (CAEP Standard 1) | Target |
| 12. The teacher makes a positive impact on student learning. (CAEP Standard 4) | Target |
| | |
| | |