WICHITA STATE UNIVERSITY
COLLEGE OF APPLIED STUDIES

**2024 CAEP Annual Report Impact Measure 1**
**Completer Effectiveness and Impact on P12 Learning and Development**
**CAEP Component R4.1**

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## Completer Effectiveness Pilot Study Report

Data were collected in AY23 (Fall 2022-Summer 2023) on Wichita State candidates' ability to effectively contribute to P-12 student-learning growth and apply in the P-12 classrooms the professional knowledge, skills, and dispositions that the preparation programs were designed to achieve. The College of Applied Studies developed a multi-level assessment system utilizing purposeful sampling to ensure completers from all programs were represented. Data sources consisted of completer and supervisor perceptions of the quality of WSU candidate performance in relation to candidates from other institutions.

### Creation of Assessment System

The assessment of program completers consisted of a perceptions survey and one on one interviews with program completers. The survey was created based on the four InTASC categories.

### Demographic Data

The completers sample consisted of results from 11 respondents. The majority (54.55%) completed the TAP (Teacher Apprentice Program) program at WSU. Other programs included High Incidence Alternative Licensure Program (18.18%), Elementary Education on campus program (18.18%), and MAT-ECU residency program (9.09%). 45.5% of participants completed their program in 2021, 45.5% completed their program in 2020, and 9.09% completed their program in 2022. The average number of years respondents had been teaching was 2.6 with a median of 3 years. Grade levels taught by participants include Pre-Kindergarten, Kindergarten, 1st, 2nd, 3rd, 5th, and 8th.

## Thematic Analysis

### InTASC Category 1: The Learner & Learning

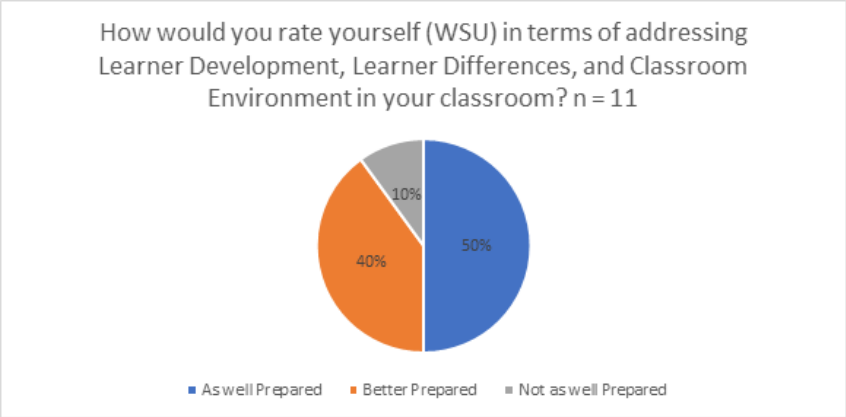
Participants were asked to explain how they best deliver content to their students in an engaging, collaborative way tailored to them and representing diverse learning experiences. Some common themes across these responses include participants indicating that they directly observe their students' performance through provided assessments and provide alternative or modified assignments to students they identify a need. Participants also frequently responded that they include partner and group work in their classroom each day to promote collaboration. Additionally, a theme of ensuring each student has a "voice" appeared in responses. Participants also shared that they ensure students have the ability to share their thoughts and communicate with one another openly.

### Completer Self Rating

Completers were asked to rate themselves relative to their colleagues on the InTASC category 1.

***Figure 1***

How would you rate yourself in terms of addressing learner development, learner differences, and classroom environment in your classroom?




**InTASC Category 2: Instructional Practice**

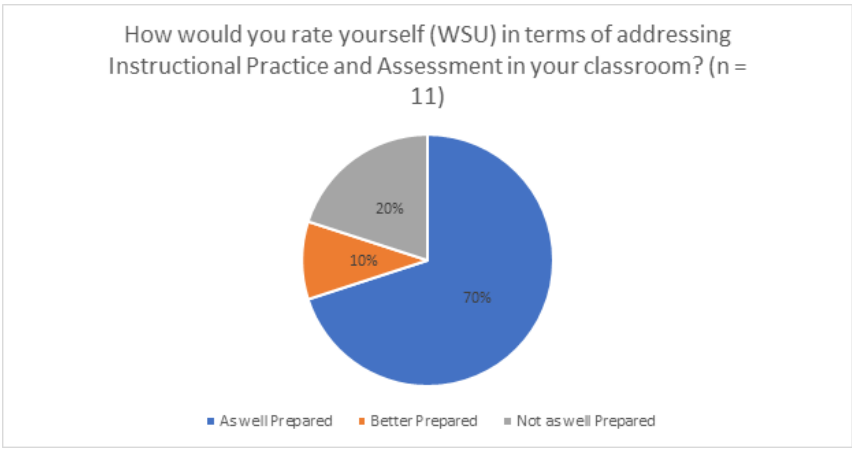
Participants were asked how they assess students and provide learning experiences to their students that match curriculum goals and content standards, and how they help students articulate their thoughts in discussions. The most common theme participants indicated was the utilization of formative and summative assessments. Additionally, many respondents shared that they collaborate with the team in their building to work on content standards. Participants also shared that they create conversation among their students through different conversational methods and by delivering guiding questions.

**Completer Self Rating**

Completers were asked to rate themselves relative to their colleagues on the InTASC category 3.

***Figure 2***

How would you rate yourself in terms of addressing instructional practice and assessment in your classroom?

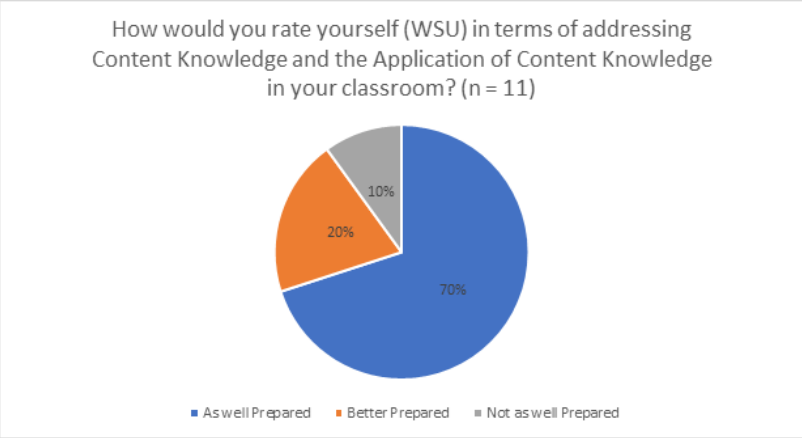



**InTASC Category 3: Content Knowledge & Application**

Participants were asked how they deliver content in a manner that encourages students to think innovatively and take ownership of their learning. Participants indicated that they ask open-ended questions and allow students to struggle and get the wrong answer occasionally. Respondents also showed a theme of providing students with options that they can choose from during the day.

**Completer Self Rating**
Completers were asked to rate themselves relative to their colleagues on the InTASC category 2.

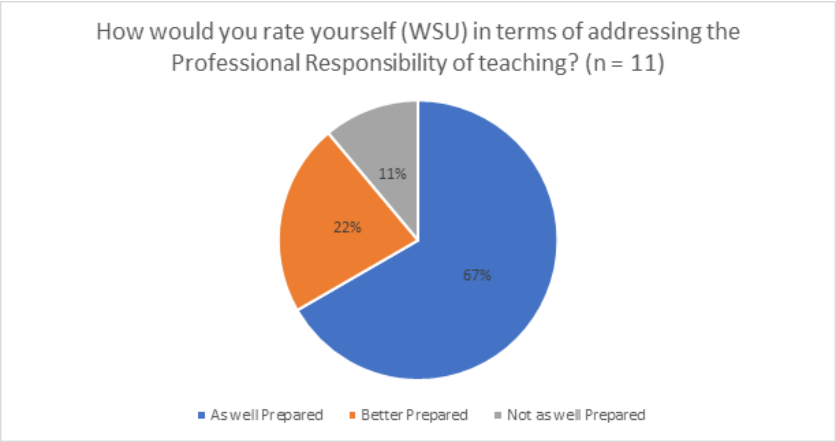
**Figure 3**
How would you rate yourself in terms of addressing content knowledge and the application of content knowledge in your classroom?




**InTASC Category 4: Professional Responsibility**
Participants were asked how they work collaboratively with students and their families for the best possible outcome. Respondents shared a common theme of consistent and open communication with parents through methods such as newsletters. In some responses, it was mentioned that respondents use various apps (ex. Remind.com and groupme) to communicate with parents daily.

**Completer Self Rating**
Completers were asked to rate themselves relative to their colleagues on the InTASC category 4.

**Figure 4**
How would you rate yourself in terms of addressing the professional responsibility of teaching?




**Conclusion**
Results indicate that WSU candidates overwhelmingly perceive themselves to be as well if not better prepared than their counterparts who graduated from other teacher education programs.

## Administrator Perception of WSU Program Completers in the Classroom

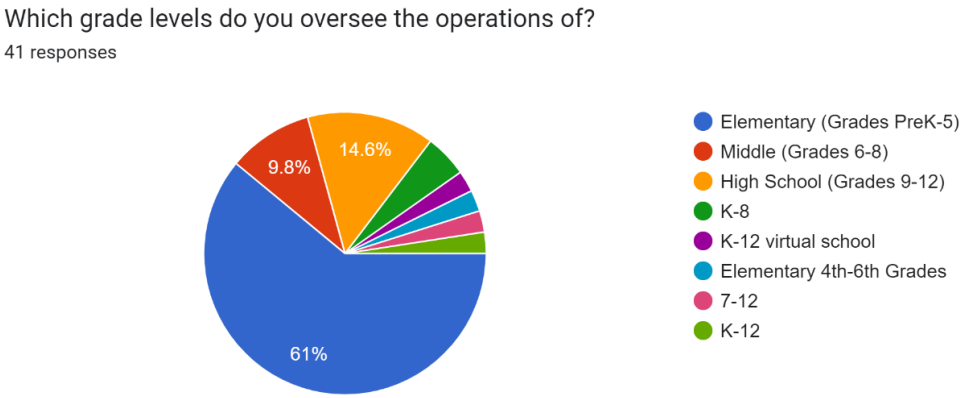
In AY 22 the College of Applied Studies (CAS) Educator Preparation Program (EPP) committee administered a survey of teacher effectiveness to principals who supervised CAS completers. The purpose of this survey was twofold: 1) to examine the extent to which educators who graduated from a WSU teacher education program effectively contribute to P-12 student growth, and 2) to examine the extent to which program completers applied in P-12 classrooms the professional knowledge, skills, and dispositions gained from their teacher education program. The survey consisted of questions asking the respondents to respond to questions focused on the four general categories of the InTASC standards 1) The learner and learning 2) content 3) instructional practice and 4) professional responsibility. Additionally, two demographic questions were included which focused on the type of institute (e.g., public or private) and the grade level of the building where the principal served as the administrator.

### Demographic questions

Our sample consisted of 41 principals. The majority (61%) of respondents oversee elementary schools (figure 1) followed by high school (14.6%). It should be noted that 36 respondents came from our partner district USD 259) while 5 principal responses came from outside of USD 259.

**Figure 5**

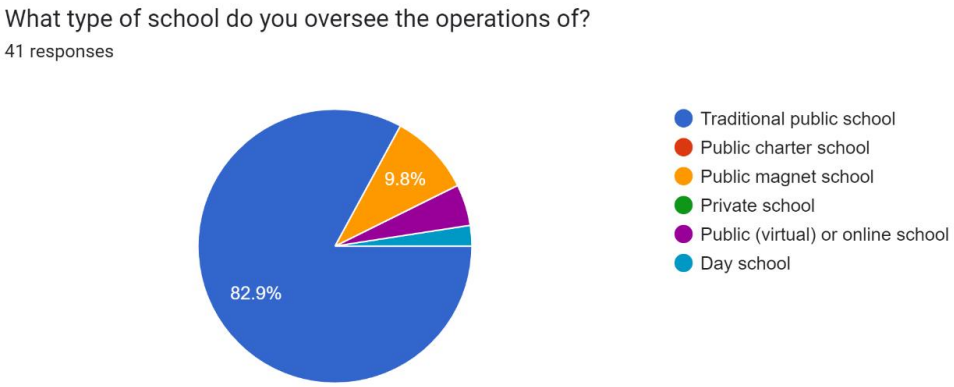
Which grade levels do you oversee the operations of?




Additionally, the traditional public school made up the vast majority (82.9%) of the school types represented in the sample, followed by public magnet schools at 9.2% (See figure 6)

**Figure 6**

What type of school do you oversee the operations of?




### InTASC Category 1: The Learner and Learning

This subscale focuses on the extent to which respondents perceive educators from Wichita State respect learner differences, understand learner development, and can shape the learning environment. This subscale consists of Likert-type items (5 pt. scale strongly agree to strongly disagree [1]). The final item was on a 4-point scale. Results indicate that learners from WSU teacher education programs perform better or as well as educator graduates from other programs (Figures 3-5). When principals were asked to compare WSU educators with other educators in learner development, learner differences, and classroom environment in general, WSU educators received 75.7% positive rating as opposed to 22.2 who stated WSU educators were not as well prepared in this general construct (2.1% of respondents had no comparison between completer WSU completers).

**Figure 7**

Educators from Wichita State show respect for individuals with different personal and family backgrounds, such as those with different skills, abilities, perspectives, talents, and interests

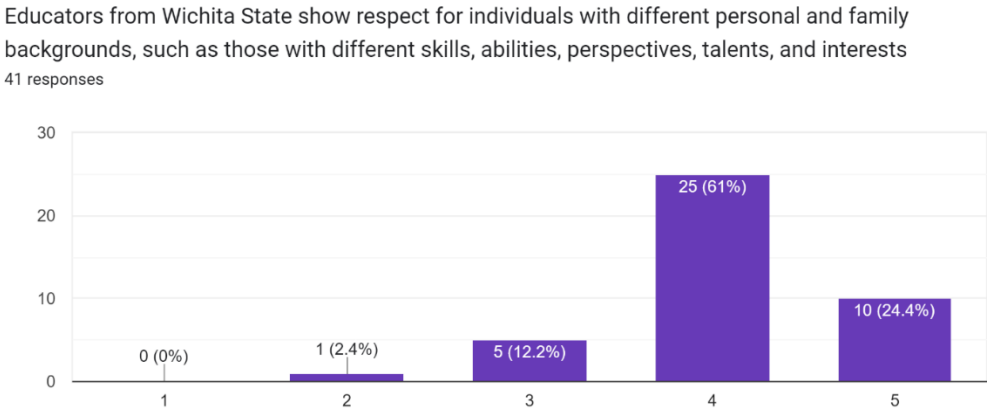



**Figure 8**

The instructional design provided by educators from Wichita State promotes learning experiences that are collaborative and self-directed to help students learn to work productively and cooperatively to achieve learning goals.

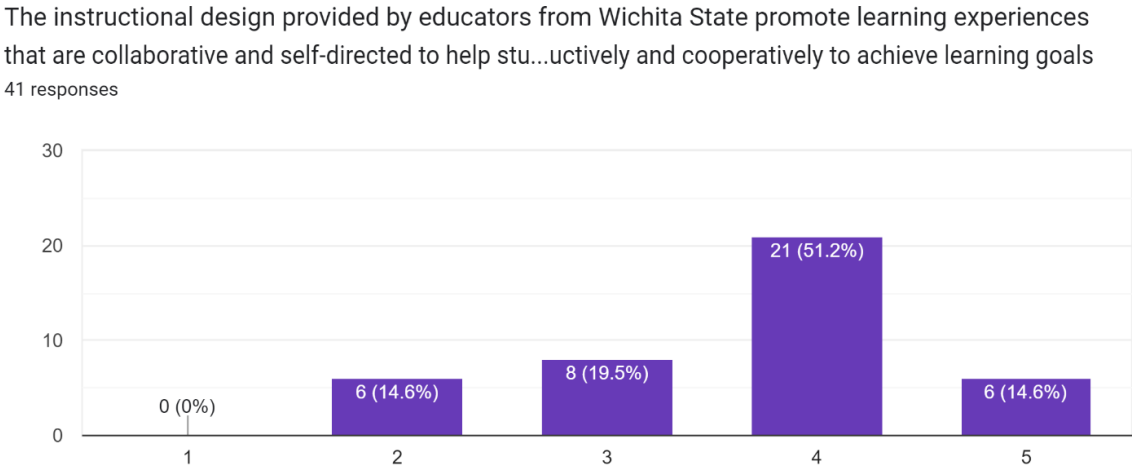


**Figure 9**

Educators from Wichita State are able to identify differences in learning and design instructional content to meet the needs of the students, thus allowing them to reach their full potential.

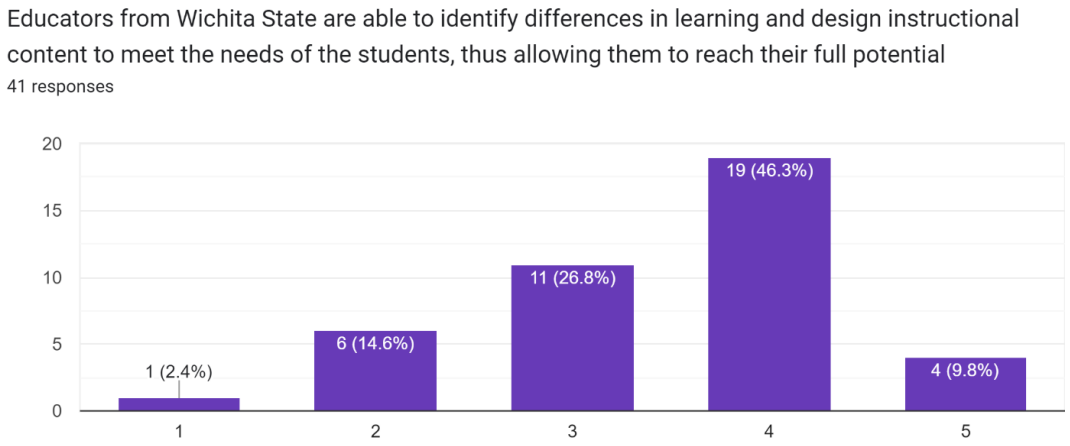
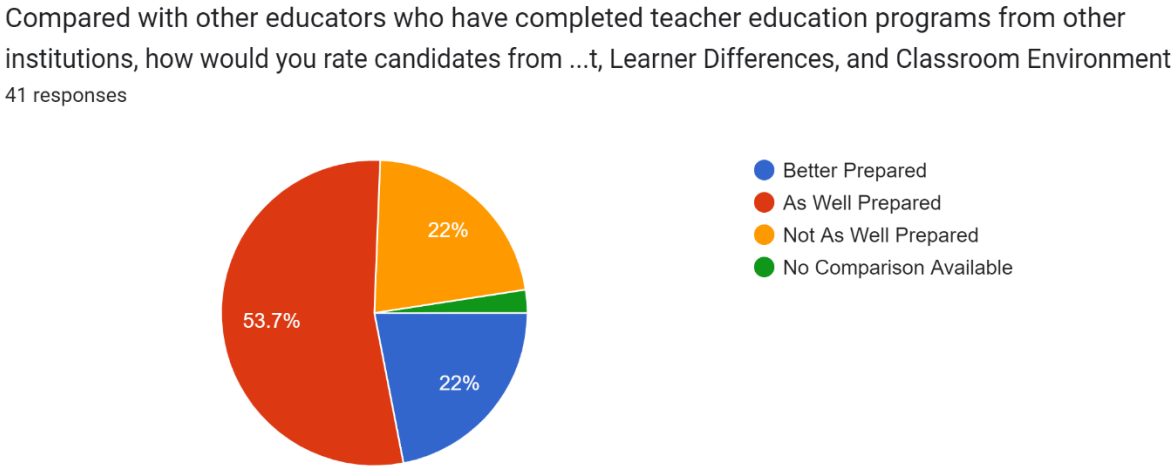



**Figure 10**

Compared with other educators who have completed teacher education programs from other institutions, how would you rate candidates from Wichita State University (WSU) in terms of *Learner Development, Learner Differences, and Classroom Environment*



## InTASC Category 2: Instructional Practice

The second subscale focuses on the extent to which respondents perceive educators from Wichita State are skilled in relation to their instructional practice. This subscale consists of 3 Likert-type items (5 pt. scale strongly agree to strongly disagree (1) and a fourth comparison item on a 4-point scale. Results (Figures 11-14) indicate that learners from WSU teacher education programs perform better or as well as educator graduates from other programs. When principals were asked to compare WSU educators with other educators in instruction planning, assessment, and instructional strategies (Figure 14) 78% of respondents indicated that WSU educators are as well prepared or better-prepared relative to their peers from other teacher educator programs, while 19.5% of respondents indicate that they were not as well prepared and 2.5% stated they had no comparison.

**Figure 11**

Educators from Wichita State understand the range, types, and purposes of multiple assessments and use them appropriately to address specific learning goals.

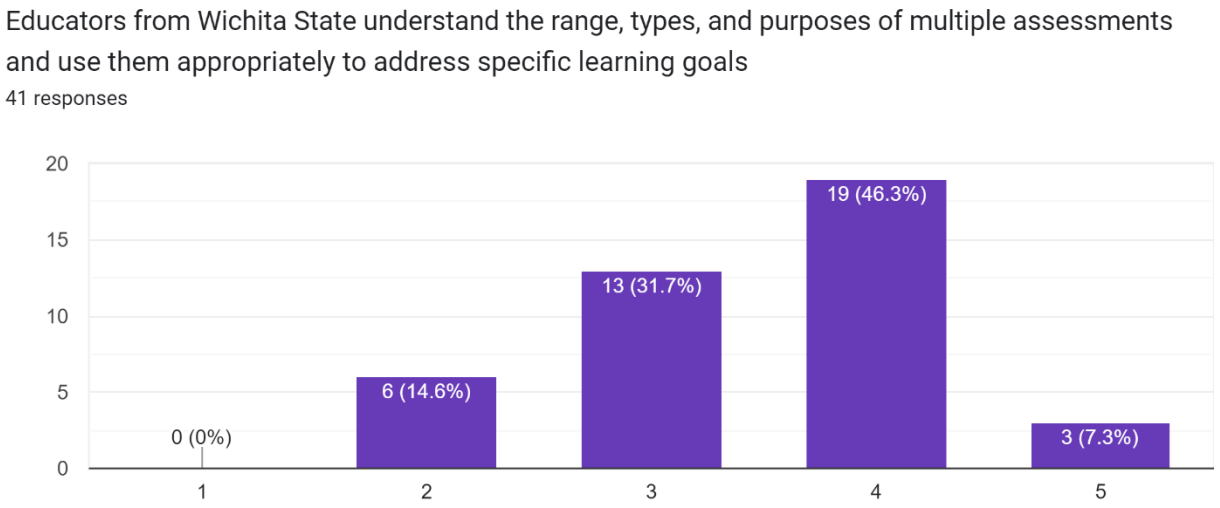



**Figure 12**

Educators from Wichita State organize content standards, and individually and collaboratively select and create learning experiences that are appropriate for curriculum goals, content standards, and relevant to learners.

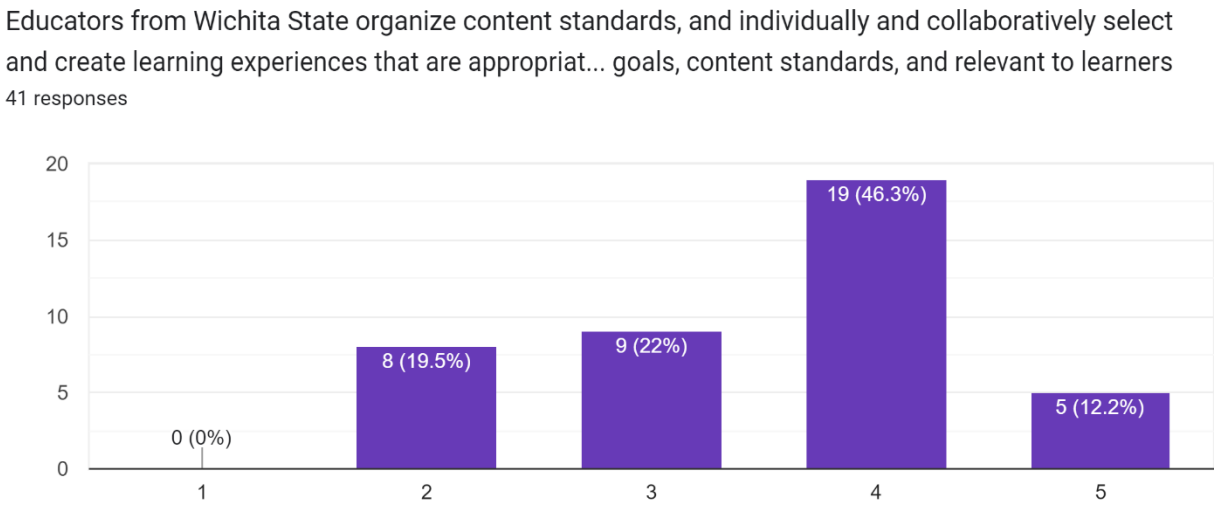


**Figure 13**
Educators from Wichita State ask questions that stimulate discussion to help learners articulate their ideas and thinking processes and stimulate curiosity.

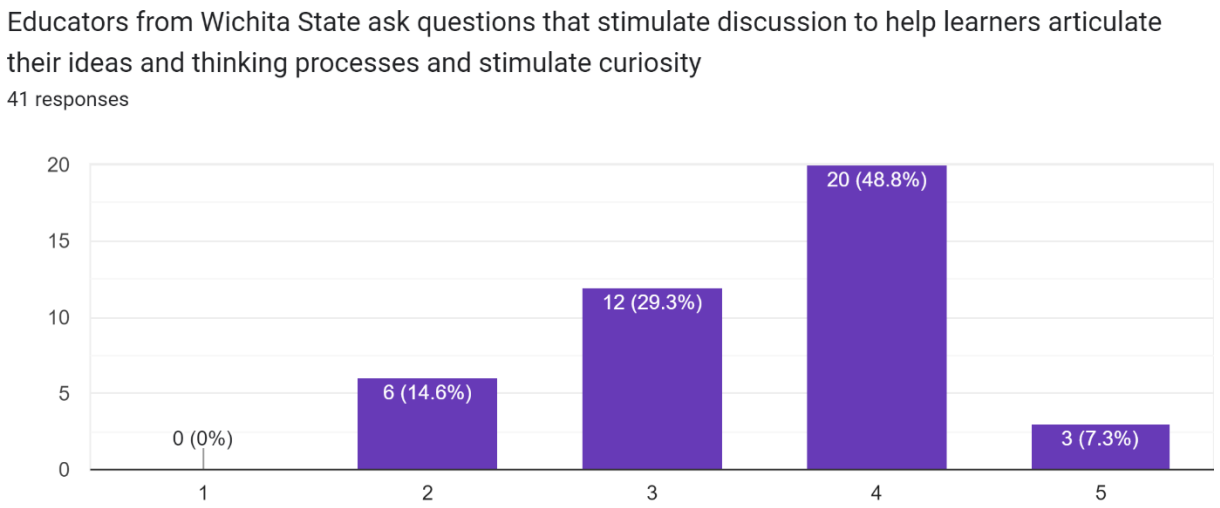
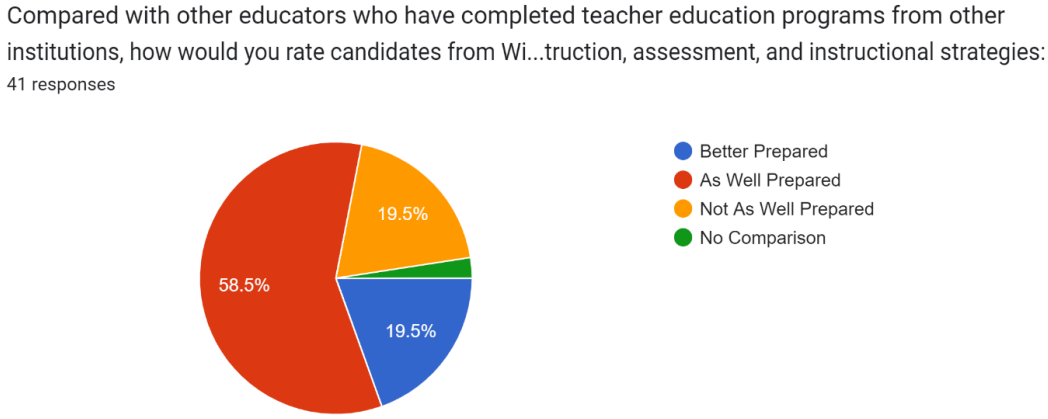



**Figure 14**
Compared with other educators who have completed teacher education programs from other institutions, how would you rate candidates from Wichita State University (WSU) in terms of planning for instruction, assessment, and instructional strategies:




**InTASC Category 3: Content Knowledge & Application**

This subscale focuses on the extent to which respondents perceive educators from Wichita State in relation to their content knowledge and application of content in their respective instructional areas. This subscale consists of 3 Likert-type items (5 pt. scale strongly agree to strongly disagree (1 pt.), the final item was on a 4-point scale). Results (Figures 15-16) indicate that learners from WSU teacher education programs perform better or as well as graduates from other programs. When principals were asked to compare (Figure 17) WSU educators with other educators in terms of content knowledge and application of content, WSU educators received a 78.1% positive rating as opposed to 17.1% who stated WSU educators were not as well prepared in this general construct (4.8% of respondents indicated that they did not have a comparison basis between WSU graduates).

**Figure 15**

Educators from Wichita State use instructional design that demonstrates knowledge and understanding of major concepts, assumptions and debates, and processes of inquiry that are central to the discipline they teach.

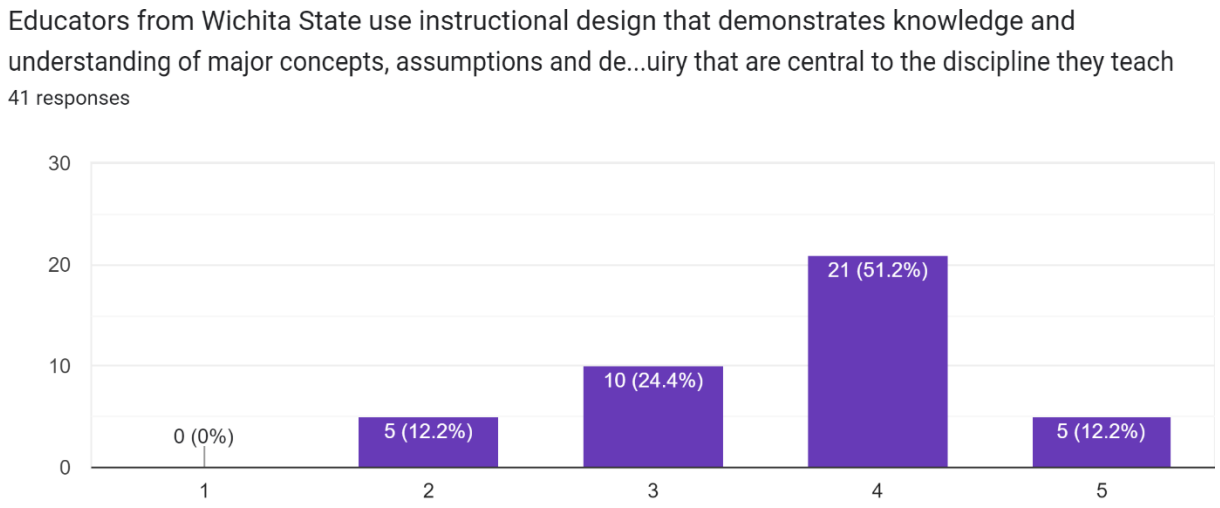



**Figure 16**

Educators from Wichita State encourage and engage learners to challenge assumptions that foster innovation and problem-solving

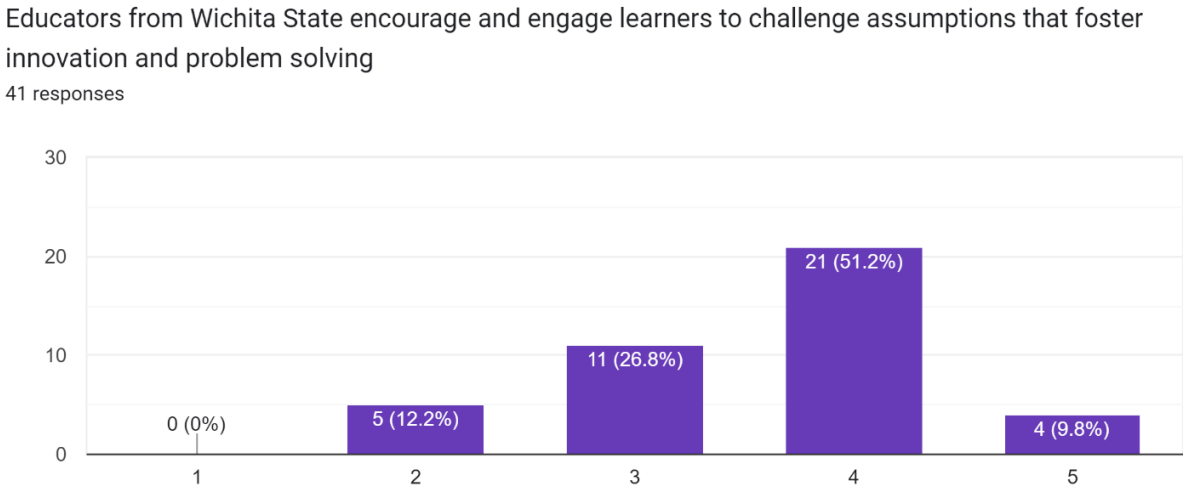
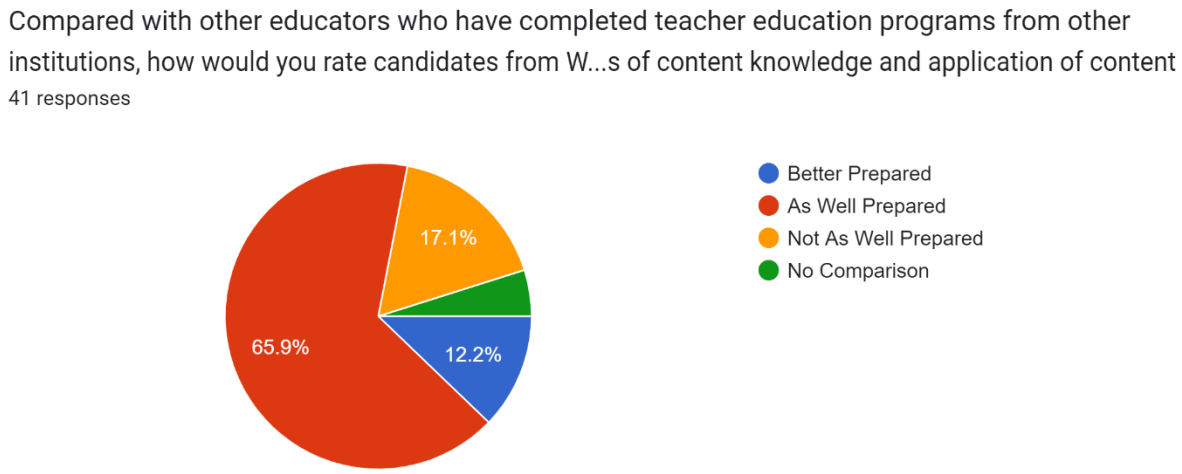


**Figure 17**

Compared with other educators who have completed teacher education programs from other institutions, how would you rate candidates from Wichita State University (WSU) in terms of *content knowledge and application of content*




**InTASC Category 4: Professional Responsibility**

Subscale four focuses on the extent to which respondents perceive educators from Wichita State in relation to their professional learning, ethical practice, and leadership and collaboration skills. The subscale consists of 2 Likert-type items (5-point scale) (Figures 18-19) and one comparative item that requests respondents to rate WSU educators in relation to their level of preparedness relative to other candidates (ex. better prepared, as well prepared). Results indicate that learners from WSU teacher education programs perform better or as well as educator graduates from other programs in terms of professional responsibility. When principals were asked to compare WSU educators with other educators in terms of professional responsibility (Figure 20) 82.9% of respondents indicated that WSU educators were as better prepared or as well prepared in comparison to other educators as opposed to 14.6% of respondents who stated that WSU educators were less prepared than their peers and 2.5% who marked no comparison.

**Figure 18**

Educators from Wichita State understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

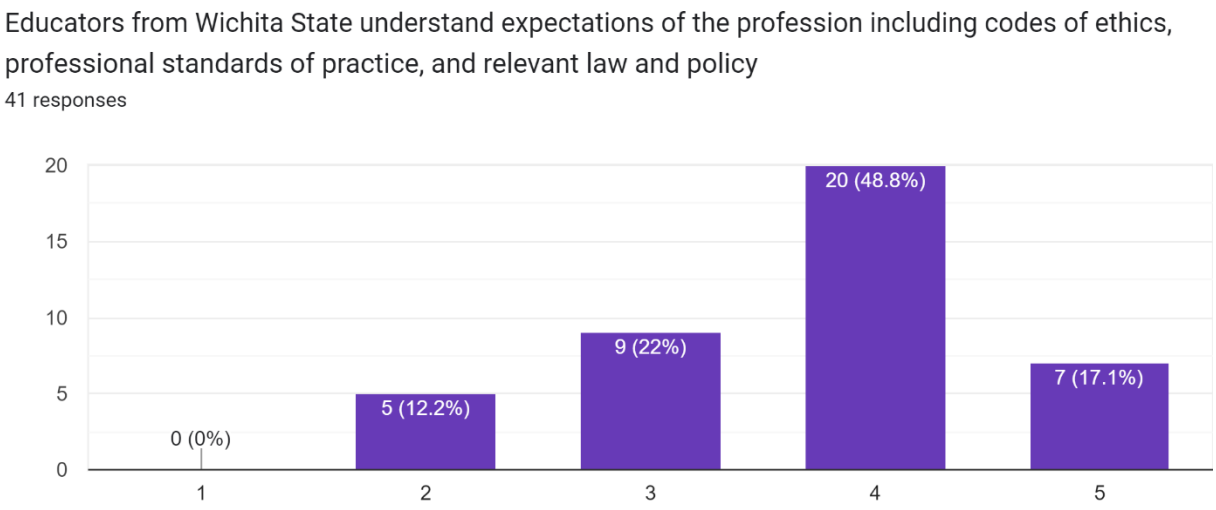


**Figure 19**

Educators from Wichita State work in collaboration with students and their families to establish mutual expectations and foster ongoing communication that supports student development and achievement.

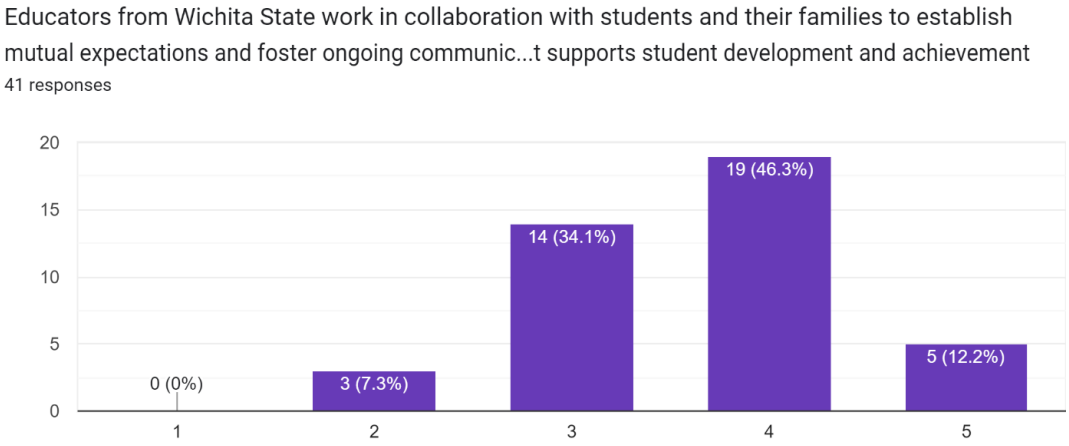
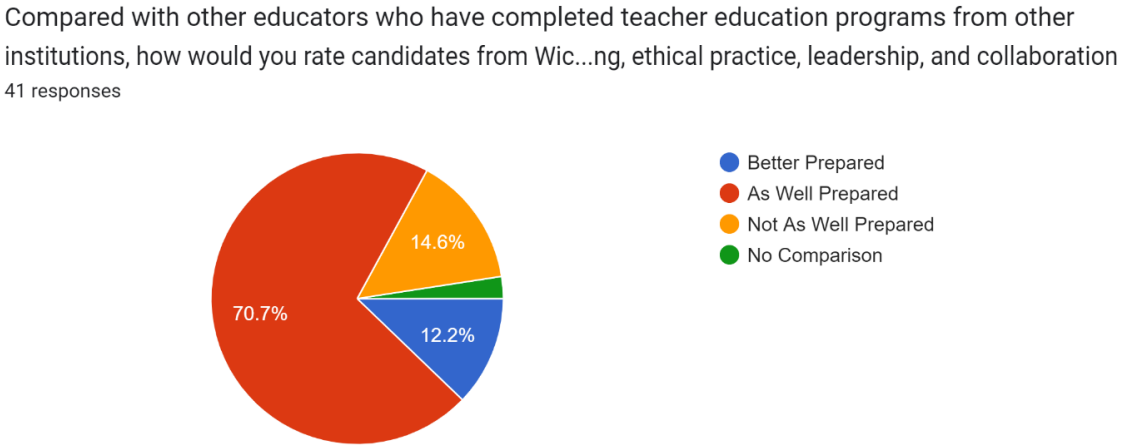



**Figure 20**

Compared with other educators who have completed teacher education programs from other institutions, how would you rate candidates from Wichita State University (WSU) in terms of *professional learning, ethical practice, leadership, and collaboration*




## Conclusion

Results of this survey indicate that WSU educators are highly regarded by their administrators in all four general categories of the InTASC standards. Additionally, WSU educators were judged by respondents to perform as well as if not better in all four of the areas assessed within this measure.