

Winthrop University Initial Licensure Completer Survey Summary and Reflection

Winthrop University has an active and engaged Partnership Network in which nine surrounding school districts are members. It is in these districts where a high majority of teacher candidates are placed for early clinical, field, and internship experiences. Thus, many candidates remain in the districts and assume full-time positions upon graduation. Without access to a statewide database of graduate location and contact information, using our Network results in the greatest return of information. Additionally, changes made based upon data are made in collaboration with our school partners for whom direct impact can be seen in future candidates and teacher colleagues.

Completer Data Summary and Trends

For the completer survey, 48 responders reflected on the EPP initial licensure tracks and represented multiple content areas as highlighted in Table 1.

Table 1. Responder Teaching Areas

Primary Subject	Count	%
English/Language Arts	6	12.5%
Math	4	8.3%
Multidisciplinary (e.g., elementary, early childhood)	15	31.3%
Music	1	2.1%
Physical Education	1	2.1%
Science	4	8.3%
Social Studies	5	10.4%
Special Education	7	14.6%
Theater	1	2.1%
Visual Art	3	6.3%
World Languages	1	2.1%
Grand Total	48	100.0%

Survey data for the 2020-2021 academic year were gathered in the context of the pandemic. This is reflected in over 50% of responders sharing that they were teaching in a mix of virtual and in-person modalities. Thankfully, 87.5% felt they were being effective or highly effective teachers with the rest self-identified as “developing.”

Responders were asked to consider the effectiveness of their preparation program related to five pedagogical groupings: general preparation, preparation to teach diverse learners, assessment, classroom management, and professional expectations. Table 2 provides an overview of the results in terms of general, overall categories as well as sub-category ratings. A discussion of data trends follows the table using the quantitative data presented with additional explanation using qualitative comments provided by responders.

Table 2. WU EPP Effectiveness Measures

RESPONSE LABELS	Extremely Effective		Highly Effective		Effective		Needs Improvement		Unsatisfactory		Blank	
	#	%	#	%	#	%	#	%	#	%	#	%
Preparation - General		0.0%	83	43.2%	81	42.2%	20	10.4%		0.0%	8	4.2%
Align instruction with state adopted standards at the appropriate level of rigor		0.0%	23	47.9%	18	37.5%	5	10.4%		0.0%	2	4.2%
Develop developmentally appropriate learning experiences		0.0%	26	54.2%	17	35.4%	3	6.3%		0.0%	2	4.2%
Literacy strategies across the curriculum		0.0%	16	33.3%	24	50.0%	6	12.5%		0.0%	2	4.2%
Maintain a climate that fosters inquiry		0.0%	18	37.5%	22	45.8%	6	12.5%		0.0%	2	4.2%
Preparation - Diverse Learners		0.0%	120	50.0%	81	33.8%	28	11.7%	1	0.4%	10	4.2%
Convey high expectations to all students		0.0%	25	52.1%	16	33.3%	5	10.4%		0.0%	2	4.2%
Incorporate strategies for students with IEPs or 504 plans		0.0%	16	33.3%	19	39.6%	11	22.9%		0.0%	2	4.2%
Incorporate strategies that address cultural differences and the needs of learners		0.0%	16	33.3%	21	43.8%	8	16.7%	1	2.1%	2	4.2%
Modify instruction to respond to student needs		0.0%	27	56.3%	15	31.3%	4	8.3%		0.0%	2	4.2%
Respect students' differing needs and diversity		0.0%	36	75.0%	10	20.8%		0.0%		0.0%	2	4.2%
Preparation - Assessment		0.0%	111	46.3%	91	37.9%	28	11.7%		0.0%	10	4.2%
Design and/or select summative assessments to determine mastery of learning objectives		0.0%	18	37.5%	23	47.9%	5	10.4%		0.0%	2	4.2%
Provide immediate and specific feedback to promote student achievement		0.0%	24	50.0%	16	33.3%	6	12.5%		0.0%	2	4.2%
Select appropriate formative assessments to monitor learning		0.0%	25	52.1%	15	31.3%	6	12.5%		0.0%	2	4.2%
Use a variety of assessment tools to monitor progress		0.0%	24	50.0%	18	37.5%	4	8.3%		0.0%	2	4.2%
Use diagnostic student data to plan lessons		0.0%	20	41.7%	19	39.6%	7	14.6%		0.0%	2	4.2%
Preparation - Classroom Management	73	50.7%		0.0%	49	34.0%	16	11.1%		0.0%	6	4.2%
Establish effective classroom routines and procedures	26	54.2%		0.0%	16	33.3%	4	8.3%		0.0%	2	4.2%
Maintain a climate of openness, fairness and support	28	58.3%		0.0%	16	33.3%	2	4.2%		0.0%	2	4.2%
Manage individual and class behaviors through a positive support management system	19	39.6%		0.0%	17	35.4%	10	20.8%		0.0%	2	4.2%
Preparation - Professional Expectations	136	56.7%		0.0%	84	35.0%	9	3.8%	1	0.4%	10	4.2%
Accept constructive feedback	31	64.6%		0.0%	14	29.2%	1	2.1%		0.0%	2	4.2%
Apply knowledge of rights, legal responsibilities, and procedures related to ethical practice	25	52.1%		0.0%	18	37.5%	2	4.2%	1	2.1%	2	4.2%
Collaborate with colleagues	24	50.0%		0.0%	20	41.7%	2	4.2%		0.0%	2	4.2%
Engage in ongoing reflective practice	27	56.3%		0.0%	17	35.4%	2	4.2%		0.0%	2	4.2%
Model effective communication skills	29	60.4%		0.0%	15	31.3%	2	4.2%		0.0%	2	4.2%

Overall, completers attribute high effectiveness in **professional expectations** to the WU EPP. A combined 91.7% choose extremely effective (56.7%) or effective (35%) with “accepting constructive feedback” rated as the high sub-category. Completers feel effective at collegial collaboration and communication as well as engaging in reflective practice. The second category in which most responders (84.7%) felt extremely effective/effective is **classroom management**. While this is pleasing, it is somewhat surprising given the predicted challenges new teachers often have with management. With an emphasis on building inclusive classroom climates, the EPP has found success in graduate ability to establish routines and procedures and maintain fairness and support. Managing individual behaviors through implementation of a positive support system does warrant noting as a continued challenge with 20.8% suggesting improvement. Qualitative comments support these ratings:

- Nine comments explicated mention aspects of classroom management preparation that were most valuable.
- Six comments suggested adding more classroom management preparation (“more focus on how to handle behavior” and “more emphasis on intense behaviors”).

Given classroom management is often tied to instruction, we must examine **diverse learner** needs. Although overall effective (83.8%), graduates suggest improvement in strategies for students with IEPs and 504 plans as well as incorporating strategies that address cultural differences and learner needs. The more students are engaged and feel individual needs are met, the less management issues will exist, the EPP sees these areas of need related as did responders. “I would include explicit, exact strategies to promote acceptance of diversity and students’ cultural differences. I would also improve classroom management training – how to be warm and demanding, how to be firm and consistent.” Additionally, responders rated diagnostic planning (14.6%) and formative **assessments** (12.5%) as improvement areas. Understanding a students’ needs is critical in terms of instruction and management. Although qualitative comments did not often highlight assessment needs, graduates did suggest having additional preparation in the IEP process and documentation for various support programs such as RtI and MTSS.

In **general**, WU-prepared teachers feel effective developing standards-based instruction that is developmentally appropriate for their students (average 87.5%). They can modify lessons to respond to student needs and are highly professional in their work. Responders emphasized the benefit of “practical application” whenever possible and appreciated being prepared and “valued as an educator.”

Data-Driven Actions

- Considering suggestions made by responders, the EPP instituted a [Supplemental Education Experience](#) (SEE) program through which candidates engage in professional development much like practicing teachers. These “events” are worth credits that candidates must accrue from specific categories for program progression. The SEE program was developed and is implemented in collaboration with Partnership Network

schools through which school liaisons, teachers, and administrators often participate and even lead events. Events such as educator diversity, parent communication, empowering diverse learners, and demystifying disabilities allow candidates (and practicing teachers) to build skills beyond traditional coursework and are responsive to completer suggestions.

- Specific to classroom management, the EDCO 350/660 Advisory Council (courses grounded in developing positive learning environments) gathered data on the use of a Functional Behavior Assessment case study. While 85% of candidates found it useful, it was suggested to complete the study with an implementation plan connected to Response to Intervention practice. Impact of the added piece will be studied in 2021-2022. Additionally, the team invited practice teacher panels to share with candidates their “best practice” in communicating with parents.