

**Winthrop University**  
**Initial Licensure Completer Survey Summary and Reflection**

In 2023, 512 EPP graduates from fall 2019- fall 2022 received a completer survey. There were 119 respondents, yielding a 23% response rate. The responders reflected on the EPP initial licensure tracks and represented multiple content areas (see Table 1) and diverse schools (see Table 2).

**Table 1. Responder Teaching Areas**

Primary Subject	Count	Percentage
Dance	2	1.7%
English/Language Arts	8	7.0%
Math	7	6.1%
Multidisciplinary	22	19.1%
Music	7	6.1%
Other	27	23.5%
Physical Education	3	2.6%
Science	10	8.7%
Social Studies	9	7.8%
Special Education	10	8.7%
Theater	3	2.6%
Visual Art	6	5.2%
World Languages	1	0.9%
<b>Grand Total</b>	<b>115</b>	<b>100.0%</b>

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. School Characteristics**

School Characteristics	Count	Percentage
Urban	13	5.3%
Suburban	49	20.1%
Rural	36	14.8%
Elementary School	46	18.9%
Middle School	25	10.3%
High School	23	9.4%
Charter School	3	1.2%
50% or more students on Free or Reduced Lunch	22	9.0%
75% or more students on Free or Reduced Lunch	27	11.1%
<b>Total Responses</b>	<b>244</b>	

**Table 3. WU EPP Effectiveness Measures**

Preparation Questions	Extremely/ Highly Effective		Effective		Developing/ Needs Improvement		Not Effective At All/ Unsatisfactory	
	#	%	#	%	#	%	#	%
<b>Overall, how effective do you feel as a teacher?</b>	<b>39</b>	<b>33.1%</b>	<b>55</b>	<b>46.6%</b>	<b>23</b>	<b>19.5%</b>	<b>1</b>	<b>0.8%</b>
<b>Preparation - General</b>		<b>40.2%</b>		<b>46.8%</b>		<b>11.7%</b>		<b>1.3%</b>
Align instruction with state adopted standards at the appropriate level of rigor	43	47.3%	41	45.1%	7	7.7%	0	0.0%
Develop developmentally appropriate learning experiences	43	47.3%	39	42.9%	8	8.8%	1	1.1%
Maintain a climate that fosters inquiry	33	36.3%	44	48.4%	13	14.3%	1	1.1%
Integrate appropriate and available technologies to support student learning	40	44.4%	40	44.4%	9	10.0%	1	1.1%
Teach literacy strategies across the curriculum	23	25.6%	48	53.3%	16	17.8%	3	3.3%
<b>Preparation - Diverse Learners</b>		<b>43.0%</b>		<b>44.4%</b>		<b>11.0%</b>		<b>1.5%</b>
Convey high expectations to all students	42	46.2%	42	46.2%	6	6.6%	1	1.1%
Respect students' differing needs and diversity	55	61.1%	32	35.6%	2	2.2%	1	1.1%
Modify instruction to respond to student needs	39	42.9%	43	47.3%	7	7.7%	2	2.2%
Incorporate strategies for students with IEPs or 504 plans	25	27.8%	38	42.2%	25	27.8%	2	2.2%
Employ teaching strategies that honor and utilize the unique cultures of students	34	37.4%	46	50.5%	10	11.0%	1	1.1%
<b>Preparation - Assessment</b>		<b>49.7%</b>		<b>41.3%</b>		<b>7.7%</b>		<b>1.3%</b>
Select appropriate formative assessments to monitor learning	49	53.8%	32	35.2%	9	9.9%	1	1.1%
Use diagnostic student data to plan lessons	38	42.2%	41	45.6%	10	11.1%	1	1.1%
Provide immediate and specific feedback to promote student achievement	50	54.9%	35	38.5%	4	4.4%	2	2.2%
Design and/or select summative assessments to determine mastery of learning objectives	44	48.4%	38	41.8%	8	8.8%	1	1.1%
Use a variety of assessment tools to monitor student progress	44	48.9%	41	45.6%	4	4.4%	1	1.1%
<b>Preparation - Classroom Management</b>		<b>37.7%</b>		<b>45.1%</b>		<b>14.3%</b>		<b>2.9%</b>
Manage individual and class behaviors through a positive support management system	23	25.3%	39	42.9%	25	27.5%	4	4.4%
Maintain a climate of openness, fairness and support	47	51.6%	39	42.9%	4	4.4%	1	1.1%
Establish effective classroom routines and procedures	33	36.3%	45	49.5%	10	11.0%	3	3.3%
<b>Preparation - Professional Expectations</b>		<b>54.0%</b>		<b>39.9%</b>		<b>4.4%</b>		<b>1.8%</b>
Model effective communication skills	48	52.7%	39	42.9%	3	3.3%	1	1.1%

Collaborate with colleagues	41	45.6%	42	46.7%	6	6.7%	1	1.1%
Engage in ongoing reflective practice	55	60.4%	30	33.0%	4	4.4%	2	2.2%
Accept constructive feedback	56	61.5%	32	35.2%	2	2.2%	1	1.1%
Apply knowledge of rights, legal responsibilities, and procedures related to ethical practice	45	49.5%	38	41.8%	5	5.5%	3	3.3%
<b>Total</b>		<b>45.5%</b>		<b>43.3%</b>		<b>9.4%</b>		<b>1.7%</b>

Overall, completers attribute high effectiveness in **professional expectations** to the WU EPP. A combined 93.8% chose extremely effective (54.0%) or effective (39.9%) with “accept constructive feedback” rated as the high sub-category. Completers believe they are effective at engaging in ongoing reflective practice and collaborating with colleagues. The second category in which most responders (84.7%) rated extremely effective is **assessment**. Specifically, respondents felt most effective in their abilities to “provide immediate and specific feedback to promote student achievement” and “use a variety of assessment tools to monitor student progress.” Interestingly, only five of the 75 qualitative comments identified assessment as one of the most valuable components of teacher training provided by the EPP. Survey results indicate respondents felt least effective in **classroom management** with 82.8% rating the category as highly effective or effective. Maintaining a climate of openness, fairness, and support was the highest rated subcategory with 94.5% of respondents scoring as highly effective/effective. Respondents rated their abilities to manage individual and class behaviors through a positive support management system as the lowest subcategory. Qualitative comments support these findings with 20% of the identified the most valuable component of their teaching training was classroom management techniques. While this is encouraging, the respondents also described the need for more training in this area, especially with regards to trauma-informed practices:

- *I would have a child psychology class to help with knowledge for those students that have extreme traumas*
- *I would add some kind of class on how to help students dealing with trauma or something else.*
- *I would add a lot more intensive classroom management for post-covid times. Strategies that worked in internship do not work any more in the slightest, there are many new post-covid problems*
- *A course about student engagement and their mental stamina, as well as professional mental health and stamina would be beneficial.*

Given classroom management is often tied to instruction, we must examine **diverse learner** needs. Although overall effective (87.4%), 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 EPP is dedicated to exemplifying the importance of meeting the needs of individual learners and the critical role of culture in teaching and learning. Responder comments such as, “*I did not get enough training working with IEPs and Credential students,*” “*The one area I felt lost in was working with students with IEP's and identifying them,*” and “*I wish Winthrop had provided some sort of guidance on how to deescalate parents and actively foster a relationship from the beginning*” provide important insights regarding teacher training in the EPP. In **general**, WU-prepared teachers feel effective aligning instruction with state-adopted standards (92.4%) and developing standards-based instruction that is developmentally appropriate for their students (90.1%). They can modify lessons to respond to student needs and are highly professional in their work. The lowest rated subcategory (21.1%) was the ability to teach literacy across the curriculum. With the wide variety of district-mandated literacy curriculum and practices in our state, this is not surprising. The level of autonomy teachers have to integrate literacy across subjects varies from district to district. Responders (23% of qualitative responses to the question) identified field and internship experiences as the most valuable component of their teacher training.

### **Data-Driven Actions**

Considering suggestions made by responders, the EPP engaged in the following data-driven actions.

- One way the Education Core faculty focused efforts on supporting students in applying their knowledge of differentiating instruction to optimally meet the needs of diverse learners was through the Case Study assignment in EDCO 210. Due to Covid restrictions, EDCO 201 and 202 students were unable to complete the Case Study in their field placements and instead, faculty provided teacher candidates a mock set of PK-12 student data to analyze. The data included: a

student's sociocultural background, interests, teacher comments, progress assessment data, standardized state test scores, ESOL or SPED services, and a student work sample. Additionally, candidates observed that mock student via a prerecorded video and documented observational data. Collecting a robust set of data during in-person field has historically been a challenge for these early field experiences, yet course instructors have maintained this requirement to model the importance of being data-based practitioners. Data collected on the Case Study reveals that in 2021-2022, an average of 89% of students were successful in using data from a variety of assessments to guide instruction and accommodate diverse learning needs. This was encouraging as it is consistent with the three-year trend, despite impacts of the pandemic.

- The lead faculty member for SPED 591 created a new assignment called the Instructional Planning & Assessment Alignment (IPAA) to increase candidates' competence in using IEP goals and objectives to develop lesson plans with aligned assessments. SPED faculty held 3 full-day workshops and additional virtual support sessions that included explicit support on writing standards- and IEP-aligned lesson plans that included evidence- and research-based supports for focus learners. In SPED 591, the class on assessment included examples how lessons should be based on assessment data with IEP.
- The Education Core program also focused efforts on redesigning curriculum and corresponding assessments, at multiple junctures within the Education Core sequence of courses, to include a focus on cultural competence so that our students may be better prepared to teach in diverse and inclusive environments. Due to Covid restrictions, EDCO 200 instructors used a Virtual Poverty Simulation assignment in the fall and spring semesters. The assignment required students to play a budget game, watch several documentaries, and reflect on the experience. 95% of the students successfully mastered the reflection assignment. Student reflections noted that the assignment was beneficial and caused them to think about poverty in an asset-based manner as opposed to deficit-based. The assignment was given at the beginning of the semester and the reflections were used to prepare the students for their entry into the field. In EDCO 101, the faculty set a goal that 80% of students will apply the concept of culturally responsive pedagogy to classroom practices in the Immersion Project. While the target was not met, EDCO 101 faculty plan to integrate a cultural competence measure as part of the Immersion Project assignment, with the intention that this new measure will support students' understanding of the application of culturally responsive pedagogy in teaching practices.
- Additional EPP faculty will continue to identify trends in the completer survey data and explore further data-driven actions.