Advanced Completer Survey Data & Focus Group Summary Report

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Section I: Executive Summary for the Advanced Completer Survey

The document presents findings from surveys and focus groups with recent advanced program completers to evaluate the effectiveness of the Literacy Education (Advanced) program. Data was collected from 6 completers in Fall 2024 and 2 completers in Fall 2023, with responses assessed across the InTASC standards using a 5-point Likert scale.

Overall, advanced program completers rated their preparation positively across all InTASC standards, with most scores consistently between 4.0-5.0, indicating strong preparation. Areas of strength included managing learning environments (InTASC 3), supporting collaboration and social interaction (InTASC 3), and leadership roles (InTASC 10), all of which consistently received perfect 5.0 ratings. Professional ethics and working with families also maintained high scores across reporting periods. The program showed strong performance in assessment implementation and instructional planning, with completers feeling well-prepared to use data to guide their teaching.

Areas identified for potential growth included technology implementation (InTASC 8), which scored 4.3, and supporting English Language Learners (InTASC 2), which scored 4.2. While these scores still indicate above-average preparation, they represent opportunities for program enhancement. One completer specifically suggested more discussion about Individualized Education Programs (IEPs) and identifying students needing additional support.

Qualitative feedback highlighted program strengths including faculty excellence, with completers praising instructors for their knowledge, accessibility, and supportive approach. The program structure was commended for its organization and accessibility, particularly for full-time working teachers. Completers emphasized the practical application aspects of the program, noting that many strategies had an immediate impact on their daily teaching practices and professional confidence.

Focus group participants reported increased professional confidence after completing the program, with many taking on leadership roles or pursuing advanced positions such as instructional coaching. They valued the program's approach to integrating reading and writing instruction and its emphasis on understanding the science of reading. Several participants suggested enhancing the phonics instruction component, noting the need for more focus on foundational reading skills to address current educational trends and student needs. Completers also appreciated the practical training in evaluating educational technology resources rather than focusing on specific tools that might quickly become outdated.

Section II: Completer Survey Information

The EPP at this time only has two cycles of data for the Advanced Completer Survey and will have a third available at the time of the site visit. The advanced completer survey is sent out each fall to all TPP completers. The EPP collects email addresses from candidates on our Exit survey, these are then used to email a link to the completer survey the following Fall. In addition, the EPP also sends out the link to completers whose names and email addresses are provided by the West Virginia Department of Education (WVDE). The data provided for this round of review are from the fall semesters of 2023 and 2024. Table 1 provides the counts of the advanced completer surveys received disaggregated by TPP.

Table 1. Advanced Completer Survey Counts

Semester	LE-ADV
Fall 2024	6
Fall 2023	2

LE-ADV: Literacy Education (Advanced Program)

Section III: Completer Survey Items

The Completer survey is made up of twenty-five questions that are scored on a five-point Likert scale with the choices being unprepared (1), somewhat prepared (2), Neutral (3), Somewhat prepared (4), and well prepared (5). Each question on the Completer survey question was aligned to the InTASC standards. Tables 2 outlines this alignment.

Table 2. Completer Survey Questions Aligned to InTASC

Completer Survey Question	INTASC Standard
1. Understand how learners develop	1
2. Support developmentally appropriate learning experiences	1
3. Support inclusive learning environments for diverse learners	2
4. Enable diverse learners to meet high standards	2
5. Support the development of English proficiency among English language learners	2
6. Implement strategies to make content accessible to English language learners	2
7. Implement strategies to address the needs of gifted and talented learners	2
8. Manage learning environments effectively	3
9. Support collaboration and positive social interaction among learners	3
10. Acquire in-depth understanding of the major concepts, processes of inquiry, and ways of knowing that are central to my discipline	4
11. Promote learners' achievement on content standards	5
12. Support learners' ability to work collaboratively to solve complex problems	5
13. Implement varied assessment methods that align with learning objectives	6
14. Implement appropriate assessments to monitor learning needs and progress	6
15. Plan instruction to ensure students' learning goals are met	7
16. Use existing formative and summative assessment data to guide instructional planning	6
17. Support learners' use of higher-order thinking skills	8
18. Engage in ongoing professional learning opportunities to further develop knowledge and skills	9
19. Apply and support technology standards to design, implement, and assess learning experiences	8
20. Model safe, legal, and ethical uses of information and technology	9
21. Model ethical behaviors and practices in professional settings	9
22. Work collaboratively with learners and their families to support student achievement	10
23. Engage effectively in leadership roles within the school	10
24. Work collaboratively to advance professional practice	10
25. Reflect on my own professional dispositions and develop a plan when they need to be adjusted	9

Section IV: Advanced Completer Survey Results Overall Trends

Scores from the advanced completers on the Completer Survey show across both cycles of data that they feel prepared with most indicators maintaining scores between 4.0 and 5.0, indicating generally strong preparation. Notable patterns included consistent scores on standards related to classroom management and professional collaboration. Technical and specialized instruction areas, such as ELL and technology, showed slightly lower scores but remained above average. Professional behavior and ethics standards maintained high scores across all years.

Areas of strength, as scored by completers were the management of learning environments (InTASC 3), which consistently scored 5.0, collaboration and social interaction (InTASC 3), also maintaining a score of 5.0, and working with families and leadership (InTASC 10), which consistently achieved high scores of 5.0. Areas for growth in 2024, such as technology implementation (InTASC 8), which scored 4.3, and supporting English language learners (InTASC 2), which scored 4.2. Additionally, implementing strategies for ELL content accessibility (InTASC 2) also scored 4.2. For professional development, focus areas might include technology integration in learning experiences, supporting diverse learners, particularly ELL students, and maintaining strong performance in classroom management and collaboration. Table 4 provides scores on the advanced completer survey for advanced candidates.

Table 4. Advanced Completer Survey Scores

Question	InTASC	Semester	LE-ADV
1. Understand how learners develop	1	Fall 2025	
		Fall 2024	5.0
		Fall 2023	5.0
2. Support developmentally appropriate learning experiences	1	Fall 2025	
		Fall 2024	4.8
		Fall 2023	5.0
3. Support inclusive learning environments for diverse learners	2	Fall 2025	
		Fall 2024	4.7
		Fall 2023	4.0
4. Enable diverse learners to meet high standards	2	Fall 2025	
		Fall 2024	4.7
		Fall 2023	5.0
5. Support the development of English proficiency among English language learners	2	Fall 2025	
		Fall 2024	4.2
		Fall 2023	4.0
6. Implement strategies to make content accessible to English language learners	2	Fall 2025	
		Fall 2024	4.2
		Fall 2023	4.0
7. Implement strategies to address the needs of gifted and talented learners	2	Fall 2025	
		Fall 2024	4.2
		Fall 2023	5.0
8. Manage learning environments effectively	3	Fall 2025	
		Fall 2024	5.0
		Fall 2023	5.0
9. Support collaboration and positive social interaction among learners	3	Fall 2025	

		Fall 2024	5.0
		Fall 2023	5.0
10. Acquire in-depth understanding of the major concepts, processes of inquiry, and ways of knowing that are central to my discipline	4	Fall 2025	
		Fall 2024	4.8
		Fall 2023	5.0
11. Promote learners' achievement on content standards	5	Fall 2025	
		Fall 2024	4.8
		Fall 2023	5.0
12. Support learners' ability to work collaboratively to solve complex problems	5	Fall 2025	
		Fall 2024	4.8
		Fall 2023	5.0
13. Implement varied assessment methods that align with learning objectives	6	Fall 2025	
		Fall 2024	4.8
		Fall 2023	5.0
14. Implement Appropriate assessments to monitor learning needs and progress	6	Fall 2025	
		Fall 2024	5.0
		Fall 2023	5.0
15. Plan instruction to ensure students' learning goals are met	7	Fall 2025	
		Fall 2024	4.8
		Fall 2023	5.0
16. Use existing formative and summative assessment data to guide instructional planning	6	Fall 2025	
		Fall 2024	5.0
		Fall 2023	5.0
17. Support learners' use of higher-order thinking skills	8	Fall 2025	
		Fall 2024	4.7
		Fall 2023	5.0
18. Engage in ongoing professional learning opportunities to further develop knowledge and skills	9	Fall 2025	
		Fall 2024	4.8
		Fall 2023	5.0
19. Apply and support technology standards to design, implement, and assess learning experiences	8	Fall 2025	
		Fall 2024	4.3
		Fall 2023	4.0
20. Model safe, legal, and ethical uses of information and technology	9	Fall 2025	
		Fall 2024	5.0
		Fall 2023	4.0
21. Model ethical behaviors and practices in professional settings	9	Fall 2025	
		Fall 2024	5.0
		Fall 2023	4.0
22. Work collaboratively with learners and their families to support student achievement	10	Fall 2025	
		Fall 2024	5.0
		Fall 2023	5.0
23. Engage effectively in leadership roles within the school	10	Fall 2025	

		Fall 2024	5.0
		Fall 2023	5.0
24. Work collaboratively to advance professional practice	10	Fall 2025	
		Fall 2024	5.0
		Fall 2023	5.0
25. Reflect on my own professional dispositions and develop a plan when they need to be adjusted	9	Fall 2025	
		Fall 2024	5.0
		Fall 2023	5.0

(1-being unprepared, 2-somewhat prepared, 3-Neutral, 4-Somewhat prepared, and 5-well prepared)

Section V: Advanced Completer Survey Qualitative Responses to, "What strengths did your teacher education program at WVU have?"
Advanced program completers identified faculty excellence due to their knowledge of the literacy field as well as informative, kind, and caring while maintaining accessibility. The program structure was also highlighted in Fall 2024, with comments on the organization, ease of use, and accessibility of the program design. Practical application and relevance were also significant themes. Completers found the program practical, especially for those teaching full-time, and noted that many strategies had a direct impact on their daily teaching. Based on these trends, faculty have continued their strong support while maintaining a focus on practical application, by balancing theoretical knowledge with practical implementation, emphasizing specific skill development while supporting broader professional growth, and preserving program accessibility features that support working teachers. Table 15 provides advanced completers qualitative responses to, "What strengths did your teacher education program at WVU have?"

Table 15. Advanced Completers Qualitative Responses to, "What strengths did your teacher education program at WVU have?"

Fall 2025
Fall 2024
• My program was practical for students who were also teaching full time. Many strategies impacted my day to day teaching.
• The ability to identify students' strengths and weaknesses in reading and writing and have the tools to help them become better readers, spellers and writers. I feel that I have become a better teacher leader and I am more confident in this area - after completing the program.
• Organization, ease of use, accessibility of faculty, content of program
• Wonderful instructors who were very informative and kind.
• Very knowledgeable and caring instructors
Fall 2023
• Staff that was extremely knowledgeable with current research and practices, but also that was able to give relevant feedback.

Section VI: Advanced Completer Survey Qualitative Responses to, "What improvements to your teacher education program at WVU would you suggest?"
Only one advanced program completer shared an area for improvement. Citing that they believed more discussion about individualized education programs (IEPs) and how to identify students who may need support, as an area for increased emphasis. Table 17 provides advanced completers qualitative responses to "What improvements to your teacher education program at WVU would you suggest?"

Table 17. Advanced Completer Qualitative Responses to, "What improvements to your teacher education program at WVU would you suggest?"

• More discussion about IEPs and how to identify students who may need more support.

Section VII: Advanced Completer Focus Group for April 24, 2024
The Coordinator for Assessment and Accreditation for the EPP conducted a focus group over zoom with four completers of the Literacy program. At this time another completer was sent the list of questions and responded. There responses are also included in the following analysis. All individuals had completed the program within the past two academic years. All but one completer taught at the elementary level. During the interview nine questions were asked related to the completer's satisfaction with the training received in the Literacy program.

1. Can you please share with everyone where and what you currently teach and what semester you completed the Literacy program in?
2. Can you please provide me your thoughts on your likes and dislikes overall about the Literacy Program?
3. Did the Literacy program provide instruction on the balance between or interconnectedness of reading and writing in the program?
4. How do you feel about how you were trained to identify dyslexia or work with a student who has dyslexia within this program?
5. What would you change about the program?
6. Have you approached your jobs differently since completing the program? Could you give some examples?
7. Could you talk about the educational technology (what you as a teacher would use in your instruction with students) and how it was approached in the literacy program? And if you felt again, if that was good or bad, or what you might change about it.
8. What technology skills, did they use you to enhance your teaching.
9. Is there anything else you would like to share that I didn't ask you about the Literacy Program?

Each question posed followed by a compilation of the responses is presented.

Can you please share with everyone where and what you currently teach and what semester you completed the literacy Program in?
- I teach first grade currently.
- I am teaching title one.
- I am, currently teaching kindergarten.
- Middle School learning specialist.
- I am currently in Elementary.

Can you please provide me your thoughts on your likes and dislikes overall about the Literacy Program?
- I thoroughly enjoyed the program. I've recommended other people to take it. I think it prepared me to get my reading specialist certification, which is what I really wanted it for. I just accepted a position as an instructional coach which is the position I have always wanted. I feel the program prepared me for the interview as well as what I will be handling in the position.
- The program was exactly what I needed. I had taken 9 years away from education then accepted a job as a Title One Teacher. I wanted to know how do you teach reading?   I loved everything I learned there was a lot that was not surprising for me, but was encouraging for me to say, Okay, I do know how to teach this. This is something that I can do. And I felt a lot more confident.

- I was able to move from a position with fourth and fifth graders only to one that served K through 2, the focus of the Literacy program.
- When new legislation about the science of reading, and all the teachers are going. Oh, my gosh! We don't know what to do. I was very prepared to jump into that conversation and talk to them about the things that they're already doing, that are in line with science of reading. And then maybe some of things we could tweak and work on to adjust our thought process, and all of that came from the program.
- I thoroughly enjoyed the program. I thought it was great. I only you know my only complaint was the last semester when we had to have 2 classes and work full time. That was a little bit challenging.
- Likes: I enjoyed the independence of completing the work with the opportunity for guidance and scaffolding from the professor. I like to work on my own timeline within the deadline. I enjoyed doing the discussion posts and having scholarly debates with my peers. It opened my eyes to other people's viewpoints of the same information.
- Dislikes: I was not a huge fan of the last semester. I was working fulltime and had to do classroom observations, tutoring group, and academic coaching duties. In my opinion this should be split out. The majority of the participants where fulltime teachers and this was a complaint we talked about a good bit.
- I did love the program, and I'm so grateful for it. It was perfect for work. I did have a new position last year, so I was a little overwhelmed with both grad school and the new job. But overall, I thought it was fantastic.

Did the Literacy program provide instruction on the balance between or interconnectedness of reading and writing in the program?
- I thought they did a good job because I came into it, not really anticipating having a lot of that within the program cause, I thought reading, and so to focus a lot on writing. And when I did for the practicum, and when I did the lessons that we had to do with students and turn in, and was forced to do that writing piece. It was helpful to me to work with my students, and then our county made a push for writing in the fall this year. So that was nice, because I felt like I had a good balance in the program.
- I would totally agree, with me doing middle school. I felt like especially during the practicum and including that in the lesson plans. And then just the different classes and learning how everything is cohesive, you know, reading and writing and vocabulary. All that goes together. So, I just feel like overall. I felt very prepared. And as I said, the practicum was extremely helpful. Having that support with our peers and talking about the different ideas and the different things that we were doing with our students, I just thought that it was all very helpful.
- I really liked the project we had to do. I sorry that all the numbers of those classes are escaping my brain. But we had to do a writing project where you had to test the kids before implementing a new strategy. But I had to present on it at the International Reading Car, the West Virginia Reading Conference, and I thought that was just a really smart way to incorporate it, and think about how easy that is to do in your classroom all the time, like you could do this little experiment all the time, like I start with, like, you know your assessment. You teach a lesson. You implement something and see if that helps them in the end.
- Writing has always been an important part of first grade. You know. You kind of know that it links together, but it does. They did a great job of teaching all the things that I think read that is necessary for teachers to know about writing and reading being joined.
- I believe it did because we focused on the Science of Reading and how it affects a student's writing abilities. There were activities focused solely on how to address writing deficits in the classroom. Some techniques I have implemented are goal setting and self-evaluation. My kindergarten students like to work with me on their writing progress and it is beneficial for them to also be a part of the evaluation process.
- since I'm teaching. Well, during the program I was teaching kindergarten. Still, Am's teaching kindergarten. I know that it helped.

- It helped me get a better focus on what I needed to start with my students a lot of the students were like one and 2 grade levels, even in kindergarten, just like way below, because some of them didn't even know their letters and sounds so that it was a lot of doing that. And then the writing project. I did the set and starters and that helped the students immensely to have that little starter there and then they could add just a word at the end when we just started it and picture cards.

How do you feel about how you were trained to identify dyslexia or work with a student who has dyslexia within this program?
- I feel like we read a lot of articles about it. But at that time West Virginia wasn't doing anything with it. So it was kind of like, Oh, they're not. They don't recognize for me, they don't. They didn't recognize dyslexia the 2 years ago that I finished the program. So it was kind of like, man, I wish they would, but it wasn't recognized at all. And then there was a push for it.
- But to the question of dyslexia, I think we talked a lot about using screeners and words their way, and some of those things to recognize, not just dyslexia, but difficulties as a whole, and how to address them and how to help students where they are.
- I think that with the science of reading coming into play, that our district is, is become much more aware, and they're providing more trainings on the science of reading, and like they'll provide letters, training, and things like that. We did read a lot of articles about it, and there was like a lot of discussion behind it. So I do feel like a lot became of it. It helped me become more familiar with what it actually was, and how to how to teach students with that are dyslexic.
- Dyslexia is a difficult issue to diagnose. We attended a webinar specifically about how WVDE is addressing dyslexia. I do not feel like the presenter was well prepared because she simply read the slides. I would have liked a more hands on question/answer approach. This is an area I am not confident in diagnosing.

What would you change about the program?
- I would like to see more phonics than what they gave us. I liked what I got, and I'm grateful, and I use that a ton, but just more practical application of it, because I think that there's a lot there's a lot more that we could do with students if we re familiarize ourselves with those phonics basics, because we just do them naturally. But then to teach them we must go back and kind of relearn them.
- What everyone's calling the science of reading now, or the structured literacy is the way they're going. But that phonics element. I have like a huge background in that just being in first grade. But I think that's where the gap is happening in third, fourth, fifth is they? You know, those kids, weren't they missed out on a certain phonics, or the teacher didn't teach it that way, and that's where their gaps are, so there is a little bit. There probably could have been a little more of that.
- I agree, there needs to be more of a focus on the phonics because there's so many phonics programs out there.
- I agree that there needs to be more phonics
- I don't want to learn how to use another program. Because that's what all the counties do all the time. But just understanding the foundational basics of phonics like our school, we use secret stories which I really love. But prior to me, taking the course or using secret stories. I don't even remember the phonics rules. I don't know how to teach them. So just more practical, I think we talked about it. I got the. I got a lot from other teachers when we would talk about our lessons and go through things and got a lot of great ideas from them and excellent resources from them. But I just I just wanted to spend more time in that. I think that it's covered. I just would have liked to have had more time.
- I think we spent a lot of time with comprehension and a lot of time with writing, and there's more in depth. You could go with phonics like what understanding those rules like she was talking about? There's a book, the uncovering, the logic of English, and I learned a whole lot of

things from the book. But I think those are little patterns and things like that that we could have focused a little bit more on for that reading foundation which is being so heavily pushed. Because that's what's going to help kids with dyslexia is that explicit teaching a phonics? So I think that that could have been just a little heavier on that, because they did phonemic awareness as well.

Have you approached your jobs differently since completing the program? Could you give some examples?
- Yes, I have begun implementing some teaching techniques accompanied by social-emotional techniques. For example, I consider the student's home environment and family education levels more closely. A lot of my students are not being read to at home and I had a student last year whose mom could not read. My teaching assistant and I would read her AR books at school and help her test.
- I can't say for my day to day, Job, but I did volunteer more for committees and things like that, so that I could be a part of teaching the school, so I did feel more comfortable like I joined the science of reading cohort this year and had to present on things to the whole staff.
- But day to day I think it did change like certain little lessons and things I do with students. And making sure that I focused in on things and communicating with parents a little more. That one class we had we had to check in with parents and make sure that they were seeing things like. So, we do a lot more in seesaw so that they can see the child's work and what's going on so that we can.
- I feel like it helped me become a more confident teacher. Especially with the students that I work with in my position. And you know, understanding students with special needs. I feel like we give them too many crutches. And just by learning what I learned throughout the program is, you know, if we, if we take the time and we work with these students, one on one, they may have a learning disability, but they can still learn to read and write. And you know we just need to be more patient, and we have to, you know, be repetitive and just learning some of the different activities and things to do with them. I feel it has helped me as a teacher.
- I was going to say for myself, the biggest thing is, it's changed my confidence.
- In my day to day, like with my groups, one of the biggest things I took away from the program was to make sure. I'm assessing all the areas of reading all 5 pillars rather than just one you know, with fourth and fifth I spend a ton of time talking about comprehension, but I made a a real shift in how I created my lesson plans to include more than just comprehension.
- As a title, one teacher. I've been a lot more confident, a lot more willing to add my 2 cents. To what kind of parent trainings are we going to offer and stepping up. So this just yesterday I led my first full on parent training with 78 parents, and I would not have done that 18 months ago. When I was at the start of the program. So. I felt like the program helped help me in in ways that I know what I'm doing. I am confident, in what I know to do.

Could you talk about the educational technology (what you as a teacher would use in your instruction with students) and how it was approached in the literacy program? And if you felt again, if that was good or bad, or what you might change about it.
- I use iReady data to assign students ELA lessons. I check their progress frequently to see if they can be moved forward on their learning path or if they need reteaching. We did not cover this in the course but it is something Raleigh County requires. I would like to have heard more about it but I am not sure it is something all counties are utilizing.
- I enjoyed the presentations through Voice Thread. It was an interesting approach, and I learned a new software.
- I feel like it was I mean, not like a huge focus. But I do feel like it was a part of a lot of discussions that we did we would often share different things that we found, or that we used at our schools. And you know, talked about that, and how it was helpful or not helpful, you know, in our

everyday use. I mean, it was addressed. It just wasn't, you know, a huge focus. But I I do feel like there was a good bit of discussion and sharing as far as technology and usefulness in the classroom.

- It's kind of springboarded conversations like there would be touch on it. And some of the readings we might have, but then it would springboard. The conversations, which is what I kind of loved about. The whole program was just that camaraderie and bouncing ideas off each other. I think that's how I learned better. So, I feel like that. Might have been it. But I don't can't particularly think of something that was like we had to use technology. So, it makes you think this is what I should be doing with my students.
- I think my favorite thing regarding technology cause. I was trying to think to, what did we talk about? And I know all the conversations about technology but was one of the classes required us to do. We had to evaluate technology or social media or a teachers pay teachers resource and just learning how to evaluate what's worthwhile and what isn't was one of my favorite things in the class, you know, because you'll hear county administrators say we can't use teachers' pay teachers because it's not science of reading. Well, a lot of it's not. But there's good resources out there. And so just talking about how to evaluate them. And I think we did a lot of that in the class in regard to technology.
- Because I don't think we can keep up with all the different technology that's out there. So, it's better to teach us how to evaluate the new stuff as it comes. And I I thought they did that.

Is there anything else you would like to share that I didn't ask you about the Literacy Program?

No Comments Provided.