

Secondary Education Program: Analysis of Completers' Perceived Preparation Effectiveness

Data Analysis

An analysis of completers' perceived effectiveness was conducted using survey responses from graduates of the Secondary Education teacher education program. The survey was distributed in Spring 2025 to program completers from three graduating cohorts. For the purposes of this analysis, first-year completers represent graduates from the 2023–2024 academic year, second-year completers represent graduates from the 2022–2023 academic year, and third-year completers represent graduates from the 2021–2022 academic year. Completers represented multiple content areas within the Secondary Education teacher education program, including Biological Science (5%), English Language Arts (48%), General Sciences (5%), Mathematics (5%), Music (17%), Social Studies (17%), and Wellness (3%). Because of relatively small sample sizes within individual cohorts and content areas, completer years and content areas were combined to provide a more meaningful representation of program outcomes. The total sample size for the survey was $n=29$.

Overall, completers perceived their preparation in the Secondary Education teacher education program to be highly effective across the domains aligned with the West Virginia Professional Teaching Standards (WVPTS), InTASC Standards, and CAEP Standard 1. Mean scores across survey items ranged from ($m=4.17$) to ($m=4.68$), indicating that completers generally rated their preparation between effective and highly effective across key areas of professional practice.

In the area of content knowledge and pedagogical preparation, completers reported strong preparation in both disciplinary knowledge and instructional practice. The item addressing deep knowledge of content and its interrelatedness across disciplines received a mean score of ($m=4.45$), while the item related to understanding the art and science of teaching within the candidate's content area received a mean score of ($m=4.48$). Completers also indicated strong preparation in implementing standards-based instruction and setting instructional goals aligned with curriculum expectations ($m=4.31$). Instructional design that engages students in meaningful learning aligned with state standards received a mean score of ($m=4.34$), indicating that completers believed the program prepared them to design purposeful learning experiences.

Preparation related to student assessment and instructional decision-making also demonstrated strong ratings. Completers indicated that they learned to use both assessment of learning and assessment for learning to guide instruction ($m=4.17$). Additionally, the use of formative and summative assessment to inform instructional decisions received a mean score of ($m=4.62$), suggesting that candidates felt prepared to use assessment data to support student learning. Flexibility and responsiveness in adjusting instruction based on student needs received a mean score of ($m=4.33$). Completers also reported strong preparation related to understanding learners and designing instruction responsive to student needs. The item related to understanding intellectual, social, and emotional development received a mean score of ($m=4.41$). Similarly, organizing safe and supportive learning environments received a mean score of ($m=4.59$), indicating that candidates felt prepared to create classroom environments that support student engagement and learning.

Ratings related to classroom climate and management were among the strongest reported by completers. Demonstrating respect for students and establishing expectations for positive interactions received a mean score of ($m=4.67$), while establishing a culture for learning received a mean score of ($m=4.66$). Implementing classroom procedures to support effective use of time and resources received a mean score of ($m=4.41$), and managing

student behavior through collaborative norms received a mean score of (m=4.31). Instructional delivery and student engagement also demonstrated strong results. Completers reported preparation in using questioning techniques and discussion to engage students (m=4.28) and in delivering instruction that motivates students to develop a deep understanding of content (m=4.41). These findings indicate that completers perceived the program as effective in preparing them to implement instructional practices that actively engage secondary learners.

Professional practice and collaboration were also identified as areas of strength. Completers reported that their preparation supported engagement in ongoing professional learning (m=4.68), reflective practice based on data (m=4.46), and participation in building learner-centered school cultures (m=4.34). Collaboration with principals and colleagues to develop and sustain student support systems received a mean score of (m=4.28). Ethical professional conduct received a mean score of (m=4.62), indicating that completers believed the program prepared them to model the professional standards expected of educators. The results demonstrate that completers across multiple secondary content areas consistently perceived their preparation as effective to highly effective across content knowledge, instructional design, classroom management, assessment practices, and professional collaboration. The consistently high mean scores across indicators aligned with WVPTS, InTASC, and CAEP standards provide evidence that the Secondary Education teacher education program prepares candidates with the knowledge, skills, and professional dispositions necessary to support student learning in diverse secondary classroom settings.

Table 1: Completers' Perceived Effectiveness

Questions on Completers' Perceived Effectiveness (n=29)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
You obtained a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work (WVPTS 1A: Core Content; InTASC 4 & 8; CAEP R1, R2, & R3).	4.45	15 (52%)	13 (45%)	0	1 (3%)	0
You obtained a deep knowledge of the art and science of teaching in his/ her specific content and can facilitate experiences that advance creativity, innovation and problem solving (WVPTS 1B: Pedagogy; InTASC 4 & 8; CAEP R1; R2; R3).	4.48	14 (48%)	15 (52%)	0	0	0
You learned to use a standards-based approach to instruction aligned with the state and local curriculum and learned to set instructional goals and objectives that describe what students will learn. (WVPTS 1C: Setting Goals and Objectives for Learning; InTASC 7; CAEP R1).	4.31	14 (48%)	11 (38%)	3 (10%)	1 (3%)	0
You learned to design instruction that engages students in meaningful instructional activities that supports the WV Content Standards and Objectives and that result in intentional student learning. (WVPTS 1D: Designing Instruction; InTASC 5; CAEP R1).	4.34	15 (52%)	11 (38%)	1 (3%)	2 (7%)	0

Questions on Completers' Perceived Effectiveness (n=29)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
You learned to use a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. (WVPTS 1E: Student Assessment; InTASC 6; CAEP R1, R4,R5).	4.17	10 (34%)	16 (55%)	2 (7%)	0	1 (3%)
You understand that the unique characteristics of the learner are evidenced in the design of learning activities that are developmentally appropriate and differentiated to engage all students in the learning process. (WVPTS 2A: Understanding Intellectual/ Cognitive, Social, and Emotional Development; InTASC 1& 2; CAEP R1 & R3).	4.41	15 (52%)	12 (41%)	1 (3%)	1 (3%)	0
You demonstrate respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. (WVPTS2B: Creating an Environment of Respect and Rapport; InTASC 3; CAEP R1 & R3).	4.67	21 (72%)	7 (24%)	0	1 (3%)	0
You establish a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. (WVPTS 2C:Establishing a Culture for Learning; InTASC 5; CAEP R1 & R3).	4.66	19 (66%)	10 (34%)	0	0	0
You ensure that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources. (WVPTS2D: Implementing Classroom Procedures; InTASC 3; CAEP R1).	4.41	14 (48%)	13 (45%)	2 (7%)	0	0
You collaborate with students to establish norms of behavior for the learning environment that ensures focus on learning (WVPTS 2E: Managing Student Behaviors; InTASC 3; CAEP R1).	4.31	12 (41%)	15 (52%)	1 (3%)	1 (3%)	0
You ensure that the physical and virtual learning environment is safe and that there is maximum flexibility in the use of physical space in a physical learning environment. (WVPTS 2F: Organizing the Learning Environment; InTASC 3; CAEP R1).	4.59	18 (62%)	10 (34%)	1 (7%)	0	0
You practice quality-questioning techniques and engage students in discussion. (WVPTS 3D: Student Engagement; InTASC 5 & 7; CAEP R1, R4, & R5).	4.28	13 (45%)	11 (38%)	5 (17%)	0	0

Questions on Completers' Perceived Effectiveness (n=29)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
You deliver instructions to motivate and engage students in a deep understanding of the content. (WVPTS 3D: Student Engagement; InTASC 5, 7, & 8; CAEP R1, R3, R4 & R5).	4.41	12 (41%)	17 (59%)	0	0	0
You use both classroom formative and summative assessment as a balanced approach to instructional decision-making. (WVPTS 3E: Use of Assessments in Instruction; InTASC 6; CAEP R1, R4, & R5).	4.62	16 (55%)	12 (41%)	0	1 (7%)	0
You adjust instruction based on the needs of the students and in response to "teachable moments". (WVPTS 3F: Flexibility and Responsiveness; InTASC 2; CAEP R1, R4; & R5).	4.33	11 (38%)	14 (48%)	2 (7%)	0	0
You engage in professional learning to critically examine his/ her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach, and work in a global, digital society. (WVPTS 4A: Professional Learning; InTASC 9; CAEP R1, R2, R4, & R5).	4.68	20 (71%)	7 (25%)	1 (5%)	0	0
You engage in continuous, critical examination of his/her teaching practice and make adjustments based on data. (WVPTS 4C: Reflection on Practice; InTASC 9; CAEP R1, R2,R4; & R5).	4.46	15 (54%)	11 (39%)	2 (7%)	0	0
You participate in activities and model behaviors that build and sustain a learner-centered culture. (WVPTS 5C: Learner-Centered Culture; InTASC 10; CAEP R1, R2, R4; & R5).	4.34	12 (41%)	15 (52%)	2 (7%)	0	0
You work collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (WVPTS 5D: Student Support Systems; InTASC 10; CAEP R1, R2, R4; & R5).	4.28	17 (59%)	5 (17%)	5 (17%)	2 (7%)	0
You model the ethical standards expected for the profession in the learning environment and in the community. (WVPTS 5I: Ethical Standards; InTASC 10; CAEP R1, R2, R4; & R5).	4.62	18 (62%)	11 (38%)	0	0	0