

## **Alumni Survey on Teacher Effectiveness and Impact on P-12 Student Learning**

Survey links were emailed to all teachers in public schools in Missouri from 21-22, who listed Lindenwood as their educator preparation program and who were teaching in the certification area in which Lindenwood prepared them. There were 54 surveys sent. Three were returned with invalid emails. Of the 51 surveys sent, 7 incomplete responses were received, so they were not counted. A total of 10 complete responses were received making a 23% response rate. All standard deviations were at or less than  $ST=.6$ .

All respondents were asked to rate the overall quality of their respective educator preparation program based on the Missouri Educator Evaluation System (MEES) assessment from their respective principals. Based on a 5-point scale, (5=Very Good Quality; 4=Good Quality; 3=Neutral Quality; 2=Somewhat Poor Quality; 1=Poor Quality) all respondents groupings means indicated the quality as either Good or Very Good (Mean=4.3).

Respondents were also asked to rate their teaching effectiveness. Based on a 5-point scale, (5=Very Effective; 4=Effective; 3=Moderately Effective; 2=Somewhat Effective; 1=Not Very Effective) all respondent groupings except two indicated their effectiveness as either Very Effective or Effective (Mean=3.9). In addition, respondents were asked to rate their perception of their impact on P-12 learning. All respondent groupings except one indicated their impact as either Very Effective or Effective (Mean=4.2).

Scores on the MEES reported by program completers ranged from 3.00 – 3.50 across all nine standards, ethnicities, gender, and content area. No patterns were noted. It is worthy to note that these completers were prepared and student taught in the midst of the pandemic so some of the scores were lower than previous years, but overall scores show at or above 3.0 (4-point scales) with the exception of one student. (See chart below)

### **Open-ended questions**

The survey asked completers how they measured teaching effectiveness. Not all respondents answered the question, but some answers were:

- Building Relationships with students
- Progress and growth shown in student data
- Ability to teach standards, ability to connect with students, student response and interaction, positive classroom culture
- Student growth
- Data tracking
- Growth in performance tasks
- Building positive relationships with students and providing them with the best opportunity to be successful in my content area but also in life in general while teaching toward the curriculum
- Class assessments and evaluations
- Student engagement

Another open-ended question was how completers measured impact on P-12 student learning. Again, not all respondents answered the question. Answers were:

- Showing Empathy
- relationships
- This is measured by the relationship you are able to build with students.
- Relationship
- Belonging surveys, data tracking, check-ins
- Positive interactions with students and seeing more confidence in them
- Grades, behaviors, promoting life-long fitness,
- Student engagement
- Test scores

The last two open-ended questions asked about challenges respondents experienced in the classroom. Not surprisingly, these relate to the answers on the 1<sup>st</sup> Year Teacher survey and the Principal's Survey of 1<sup>st</sup> Year teachers. The same patterns emerge with classroom management being the area that need the most improvement in preparing candidates for P-12 classrooms.

#### **Answers related to Challenges:**

- Differentiated Instruction
- behaviors/regulation
- Classroom management with students who refuse to work
- Behavior management
- Challenging students with behavioral challenges
- Having all students always participating in all physical fitness/sport activities
- Literacy
- Classroom management

#### **Things the EPP needs to strengthen:**

- Make student teaching a whole year
- More real-world experience opportunities
- Classroom management other than building positive relationships
- Real life applications
- Classroom management techniques. I mean the little tricks and tips to effectively quiet a class or get them engaged
- Classroom Management
- Modifications
- Classroom Management

5-Point Scale				MoSPE Standards from MEES 4-Point Scale								
Program	Teaching Effectiveness	Positive Impact on K-12 Learning	Overall Quality of Educator Preparation	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9
<b>Elementary</b>												
White Female N=2	3.50	4.50	4.00	3.00	3.00	3.00	3.00	4.00	3.00	3.00	3.50	3.00
<b>Middle School (Mathematics 5-9)</b>												
Black Female N=1	4.00	4.00	5.00	4.00	3.00	3.00	3.00	3.00	4.00	4.00	4.00	4.00
<b>Secondary (Business 9-12, English 9-12)</b>												
White Female N=3	4.00	4.33	4.33	3.00	3.33	3.33	3.33	4.00	3.33	3.00	3.33	3.33
White Non-Binary N=1	3.00	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00	3.00	3.00
<b>K-12 (Physical Education K-12)</b>												
White Male N=1	4.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Black Female N=1	4.00	4.00	5.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Black Male N=1	5.00	5.00	5.00	4.00	4.00	3.00	4.00	4.00	3.00	4.00	4.00	3.00
<b>Total EPP N=10</b>	<b>3.90</b>	<b>4.20</b>	<b>4.30</b>	<b>3.10</b>	<b>3.10</b>	<b>3.00</b>	<b>3.10</b>	<b>3.50</b>	<b>3.10</b>	<b>3.20</b>	<b>3.40</b>	<b>3.20</b>

As the department head of the program, I am pleased to hear our alumni in the field have rated their education program positively. We also acknowledge the suggestions from this survey to address the challenges reported by respondents. The EPP is committed to continually improving our program to better prepare our future teachers for the classroom.

The survey results indicate the majority of respondents rated the quality of their education program as Good or Very Good, and also reported their teaching effectiveness and impact on P-12 learning as Effective or Very Effective. The challenges survey participants noted in the area of classroom management were accompanied with suggestions to strengthen the program by offering more real-world experience opportunities, providing more classroom management techniques and modifications, and extending student teaching to a whole year.

To address the survey participants' suggestions, we offer an optional LindenTeach opportunity for candidates to experience real-world classroom settings. This program is one semester prior to student teaching and has received positive feedback from participants and host school administrators. Building LindenTeach into a more prominent place in the educational programs would provide candidates with one year of real-world experience, addressing the request to extend student teaching to a whole year.

In addition, to address the need for more classroom management techniques and modifications, LindenTeach provides extensive support and one-on-one supervisor mentorship providing valuable experience in classroom management. The EPP will consider how to provide additional training and resources on effective strategies for classroom management to all candidates in initial teacher education programs. This could include workshops, webinars, and online resources, as well as collaborating

with experienced teachers and administrators to develop best practices and share resources. The EPP could also explore opportunities to build in more real-world experience opportunities for our candidates which could include shadowing experienced teachers, co-teaching with experienced teachers, participating in summer teaching internships such as Camp Read A Lot, and other opportunities to gain practical experience in real-world classroom settings.

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