

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 22-23, who listed Lindenwood as their educator preparation program and who were teaching in the certification area in which Lindenwood prepared them. There were 67 surveys sent. Of the 67 surveys sent, there were 7 incomplete with no MEES scores, but respondents comments on effectiveness and impact were counted. A total of 3 complete responses were received making a 6% response rate.

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 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 indicated their effectiveness as either Effective or Moderately Effective (Mean=3.50). In addition, respondents were asked to rate their perception of their impact on P-12 learning. All respondent groupings indicated their impact as either Very Effective or Effective (Mean=4.51).

Scores on the MEES reported by program completers ranged from 3.00 – 4.00 across all nine standards, ethnicities, gender, and content area. No patterns were noted 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:

- Are my students able to share something new they learned
- Student success
- I look at things such as classroom management, engagement by students and by teacher, use of critical thinking in lessons, and maintaining relationships with students and other members of staff
- Relationships, progress, formative CFAs
- Formative and summative assessment data and 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:

- Can students count on me to be their champion
- If my students are comfortable in their learning environment
- Measure impact on their academic achievements in the classroom and also on relationships. Do students want to be in your room, do they like talking to you, do they want to tell you more about themselves..
- Growth

The last two open-ended questions asked about challenges respondents experienced in the classroom. Not surprisingly, these relate to the answers on the 1st Year Teacher survey and the Principal's Survey of 1st 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:

- Meeting the needs of students with trauma that presents as behavior
- Behavior
- Being able to manage class sizes that are outside the normal range. Behavior management

Things the EPP needs to strengthen:

- Trauma informed practices
- Positive classroom environment
- How to effectively communicate with parents effectively.

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
Elementary												
White Female N=1	4.0	5.0	4.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	4.0
Middle School (Language Arts 5-9)												
Hispanic Female N=1	3.0	5.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	4.0	3.0	4.0
Secondary (Speech/Theatre)												
White Female N=1	4.0	5.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0
Total EPP N=3	3.67	5.0	3.67	3.67	3.67	3.33	3.0	3.67	3	3.33	3.33	3.67

As Department Head of Initial Teacher Education at Lindenwood University, I want to express our gratitude to all alumni who participated in the recent survey on teacher effectiveness and impact on P-12 student learning. Feedback from our alumni is invaluable as we continuously strive to enhance our educator preparation programs. While the response rate was lower than anticipated, the insights provided by those who completed the survey offer valuable perspectives on our program's strengths and areas for improvement. It's encouraging to see the overall quality of our educator preparation program, as rated by alumni through the Missouri Educator Evaluation System (MEES), was consistently regarded as either Good or Very Good, with a mean rating of 4.3. Alumni also rated their teaching effectiveness and perception of their impact on P-12 learning positively, with mean ratings of 3.50 and 4.51 respectively. These results affirm our commitment to providing a high-quality education that equips teachers with the skills and knowledge needed to positively influence student learning outcomes.

The open-ended responses shed light on how alumni measure teaching effectiveness and impact on student learning, emphasizing the importance of student engagement, formative assessment, and nurturing positive relationships within the classroom. Challenges such as classroom management and meeting the needs of students with trauma were identified, highlighting areas where our program can further support our alumni in their teaching practice. Moving forward, we will carefully review all feedback provided and work towards strengthening our educator preparation program in alignment with the identified areas for improvement. This includes a focus on trauma-informed practices, promoting positive classroom environments, and enhancing communication with parents. This important alumni feedback will inform our ongoing efforts to provide an exceptional education that prepares teachers to make a meaningful difference in the lives of P-12 students.

Dr. Ronda Cypret-Mahach