This analysis integrates multiple data sources to evaluate the effectiveness of Lindenwood University's teacher preparation programs:

1. **Alumni Survey** (44 completers from 516 distributed surveys; 9% response rate, fourteen responses from 2023-2024 Alumni)

2. **First-Year Teacher's Principal Evaluation 2024** (28 principal evaluations)

3. **Faculty Analysis** of Alumni Survey results

|  |  |  |
| --- | --- | --- |
| **Certification Area**  | **Count N=38** | **Percent** |
| Early Childhood | 2 | 5% |
| Early Childhood Special Education | 3 | 8% |
| Elementary | 10 | 26% |
| Middle School Language Arts 5-9 | 1 | 2.6% |
| Middle School Science 5-9 | 2 | 5% |
| Middle School Mathematics 5-9 | 2 | 5% |
| Middle School Social Studies 5-9 | 2 | 5% |
| Biology 9-12 | 1 | 2.6% |
| English 9-12 | 1 | 2.6% |
| Social Studies 9-12 | 5 | 13% |
| Art K-12 | 1 | 2.6% |
| Music: Vocal K-12 | 2 | 5% |
| Music: Instrumental K-12 | 2 | 5%  |
| Physical Education K-12 | 4 | 10.5% |

**Alumni Survey**

**Characteristics of Responding Teachers**

|  |  |  |
| --- | --- | --- |
| **Ethnicity** | **Count N=41** | **Percent** |
| Black or African American | 6  | 15% |
| Hispanic or Latino | 1 | 2% |
| White | 33 | 80% |
|  Other | 1 | 2% |

|  |  |  |
| --- | --- | --- |
| **Gender** | **Count** | **Percent** |
| Male | 9 | 22% |
| Female | 31 | 76% |
| Prefer not to say | 1 | 2% |

Alumni rated the overall quality of their educator preparation program positively. Based on a 5-point scale (5=Very Good Quality; 4=Good Quality; 3=Neutral Quality; 2=Somewhat Poor Quality; 1=Poor Quality), most respondents rated the program as "Good Quality" or "Very Good Quality".

|  |  |
| --- | --- |
| N=26 | Overall Quality of Educator Prep |
| 5 – Very Good Quality |  23% |
| 4 – Good Quality | 38.5% |
| 3 – Neutral Quality | 31% |
| 2 – Somewhat Poor Quality | 3% |
| 1 – Poor Quality | 3% |

When asked to rate their teaching effectiveness on a 5-point scale (5=Very Effective; 4=Effective; 3=Moderately Effective; 2=Somewhat Effective; 1=Not Very Effective), most Alumni respondents rated themselves as "Effective" or "Very Effective." Similarly, graduates reported strong confidence in their positive impact on P-12 learners.

|  |  |  |
| --- | --- | --- |
| N=31 | Teaching Effectiveness | Positive Impact on K-12 Learning |
| 5 – Very Effective | 16% | 48% |
| 4 – Effective | 68% | 39% |
| 3 – Moderately Effective | 13% | 9% |
| 1 – Not Very Effective | 3% | 3% |

Across all nine Missouri Teacher Standards, Alumni respondents predominantly rated themselves as "Skilled Candidates" (3) or "Exceeding Candidates" (4), indicating confidence in their professional competencies. The strongest self-ratings appeared in:

* Standard 8 (Professionalism)
* Standard 6 (Effective Communication)
* Standard 9 (Professional Collaboration)

**Open-Ended Questions**

The Alumni Survey provides respondents with the opportunity to provide richer feedback with detailed responses and diverse viewpoints from varied experiences. Four specific open-ended questions were asked in this year’s survey.

The Alumni Survey asked completers how they measure teaching effectiveness. Responses from 2023-2024 alumni include:

* Through student progress and outcomes
* Through student data and engagement in content
* By the overall learning of each student and my relationship to each student
* Data
* Self-reflection, classroom observation, assignment and testing, growth/achievement

Another open-ended question was, “How do you measure having a positive impact on P-12 learners?”. Responses from 2023-2024 Alumni include:

* If students are enjoying my class and having fun trying new things.
* Showing up for them if they invite me to support events or competitions. I write positive notes for each kid in my class at some point throughout the month.
* The relationship(s) built and classroom culture that is created.
* Providing education opportunities and experiences through performance. Hearing feedback from students and other colleagues about how students talk about my classes.

Alumni responded to an open-ended question regarding their classroom challenges. Responses from 2023-2024 Alumni include:

* Fighting learned helplessness and working to motivate students.
* Lack of ESL preparation.
* Classroom management
* Classroom discipline and behavior
* A student who does not care about school nor the consequences for disruptive behavior.

Alumni were asked for the single most important area that EPP’s should strengthen. Responses from the 2023-2024 Alumni include:

* Classroom management and how to pivot
* English as a Second Language, please
* More classes on developing critical thinking within the classroom
* On the job training. There is so much I learned on the fly and in the field doing it.
* More focus on the classroom during student teaching and less focus on the artifacts.

Students self-reported their MEES (Missouri Educator Evaluation System) scores for the MoSPE Standards (Missouri Standards for the Preparation of Students. The following information represents the nine 2023-2024 alumni who completed this section of the survey.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program** | **Race** | **Gender** | **ST 1** | **ST 2** | **ST 3** | **ST 4** | **ST 5** | **ST 6** | **ST 7** | **ST 8** | **ST 9** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Early Childhood | White | Female | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Social Studies 9-12 | White | Male | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Art K-12 | White | Female | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Physical Education K-12 | White | Female | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 |
| Early Childhood | White | Female | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 |
| Music: Vocal K-12 | Black or African American | Male | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 2.00 | 2.00 | 3.00 | 4.00 |
| Elementary | White | Male | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Social Studies 9-12 | White | Female | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* |
| Social Studies 9-12 | White | Female | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* | \*\*\* |

\*\*\* I prefer not to say (response)

**First-Year Teacher's Principal Evaluation 2024**

Principals rated Lindenwood graduates highly across all standards, with mean scores ranging from 3.62 to 3.96 on a 5-point scale. The highest rated standards were:

* Standard 6 (Effective Communication): 3.96
* Standard 5 (Positive Classroom Environment): 3.93
* Standard 9 (Professional Collaboration): 3.89

Seventy-nine percent of principals rated first-year teachers as "Effective" (54%) or "Highly Effective" (25%) in their impact upon students. Eighty-one percent rated them as "Effective" (54%) or "Highly Effective" (27%) in achieving expected levels of student growth.

The strong principal ratings validate alumni self-perceptions of effectiveness and impact, confirming that our graduates successfully apply their preparation to foster student learning.

This alignment between alumni self-perception and principal evaluation demonstrates consistency in our program's strengths, particularly in communication, professionalism, and collaboration.

**Department Head Response**

The Department of Initial Teacher Education within the College of Education and Human Services conducted a comprehensive analysis of the Alumni Survey results, with significant contributions from faculty and adjunct instructors. Their collaborative review identified several key themes that will inform program improvements.

Common themes for improvement emerged across all data sources. Classroom management appeared consistently as the primary challenge in both alumni feedback and principal evaluations. While principals rated positive classroom environment relatively well numerically (3.93/5.0), their open-ended comments frequently cited classroom management specifically as an ongoing challenge for first-year teachers.

Both alumni and principals identified opportunities for strengthening preparation in literacy across all grades and content areas, including ESL/ELL strategies. Principal evaluations specifically highlighted lower ratings in modifying instruction for English language learners (3.36/5.0) and using knowledge of phonemic awareness, phonics, and vocabulary to effectively teach reading (3.29-3.39/5.0) for individual teachers.

Multiple principals specifically mentioned the need for "trauma-informed training" and preparation for "meeting SEL needs of students," which aligned with alumni feedback. Graduates also reported challenges in balancing teaching with administrative responsibilities, which principals echoed in their comments about "juggling the planning of units."

Faculty review of the alumni survey highlighted several patterns and recommendations. Faculty noted our alumni demonstrate strong self-efficacy, content knowledge mastery, and collaborative skills. As one faculty member observed, "Overall, they feel prepared to effectively teach in the P-12 classroom."

Faculty analysis confirmed the need for strengthened preparation in classroom management, time management, literacy instruction across content areas, including ELL/ESL preparation and SEL & trauma-informed approaches.

Based on this comprehensive analysis, the department has established several strategic goals:

1. Classroom Management

2. Time Management

3. Literacy instruction across content areas, including ELL/ESL preparation

4. SEL & Trauma-informed approaches

These goals will inform the department's current refinement of Key Assessments, ensuring alignment between identified areas for growth and assessment practices. This strategic approach will create a more coherent pathway for program improvement and better prepare graduates for the realities of P-12 classrooms.

In reviewing last year’s goals which included trauma informed practices, positive classroom environment and effectively communicating with parents, our graduates showed strongest performance in fostering positive student relationships (4.39/5.0), which was the highest-rated item in the positive classroom environment category. Overall communication with parents was rated well at 3.89/5.0 by principals.

While positive classroom environment and parent communication showed reasonable strength (both averaging around 3.9/5.0), trauma-informed practices remain an area needing continued attention, as evidenced by principal comments specifically requesting more training in this area.

The data suggests our previous goals led to improvement in positive classroom environments and parent communication, but trauma-informed practices should remain a priority, which aligns with our decision to include it again in this year's goals.

As we implement these enhancements, we will continue to monitor their impact through ongoing assessment ensuring Lindenwood University remains at the forefront of teacher preparation excellence.