

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

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

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

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