



**Liberty University**

**School of Education**

**Graduate Student Impact Study**

**Impact Study Overview**

The LU School of Education Impact Study is conducted every year as a way to measure completer teacher effectiveness in K-12 classrooms. LU completers are invited to participate in the study voluntarily and they receive a small stipend for their efforts. The Qualitative study includes the following data collection measures:

- Completer Interviews
- K-12 student surveys and data analysis
- Lesson plan submission for review
- Supervisor lesson observation
- Student work sample submission and analysis
- Student learning goals submission and analysis
- Completer satisfaction survey
- Employer satisfaction survey
- Supervisor Interview

**Graduate Participants:**

<b>2020-2021</b>	
Program Completer Participants	N=6 (100% completion rate)
Gender	2 males 4 females
Ethnicity	5 white 1 African-American
Degree	6 BS 0 MAT
Endorsement	2 elementary, 2 special education, 1 biology, 1 math
Year teaching	5 first year 1 second year
Grade level	2 elementary, 1 middle school, 3 high school
School type	6 public school
School setting	2 city, 3 rural, 1 town

## P-12 Survey

The P-12 survey is a measurement tool that was developed by the Virginia Department of Education Performance System (Stronge, 2012). This survey is customized for students in grades K-2, 3-5, 6-8, and 9-12. Teachers select the appropriate survey for their grade level and students respond to the survey with their perceptions of the teacher's instruction and effectiveness. Participants collect surveys and analyze results by averaging the responses provided by each student and recording responses in a provided Excel form. Participants review this quantitative data and then answer reflective summary questions regarding the strengths and weaknesses identified in the survey analysis. Below is the sample data received from two graduates who gave the grades 9-12 survey for their students to complete.

K-12 Student Survey of LU Graduate Teacher (Grades 9-12 Survey)							
2021	N = 2 Teachers	N = 22 K-12 Students	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Survey Questions	My teacher...	1	2	3	4	5
1	Gives clear instructions.				5%	27%	68%
2	Treats everyone fairly.					9%	91%
3	Is available for help outside of class time.			5%	14%	14%	68%
4	Clearly states the objectives for the lesson.				5%	27%	68%
5	Grades my work in a reasonable time.					18%	82%
6	Relates lesson to other subjects or the real world.				18%	23%	59%
7	Allows for and respects different opinions.				5%	9%	86%
8	Encourages all students to learn.					9%	91%
9	Uses a variety of activities in class.			9%	14%	27%	50%
10	Communicates in a way I can understand.			5%	9%	23%	64%
11	Manages the classroom with a minimum of disruptions.					36%	64%
12	Shows respect to all students.						100%
13	Consistently enforces disciplinary rules in a fair manner.			5%	9%	5%	82%
14	Makes sure class time is used for learning.					18%	82%
15	Is knowledgeable about his/her subject area.					5%	95%
16	Clearly defines long-term assignments (such as projects).				14%	5%	82%
17	Sets high expectations.				5%	9%	86%
18	Helps me reach high expectations.			5%	5%	23%	68%
19	Assigns relevant homework.				5%	18%	77%
20	Communicates honestly with me.			5%	5%	5%	86%
	Totals			1.6%	5%	15%	78%
						93%	

## Qualitative Data Analysis – Coded for Themes

### Program Completer Participants N=6

- Year teaching 5 first year 1 second year
- Grade level 2 elementary 1 middle school 3 high school
- School type 6 public school

## Interview Results

### Program Completer: Pre-Interview

<i>Themes</i>	<i>Number of times the Theme appeared</i>
Well prepared for teaching	28
Technology training was relevant and now crucial for COVID teaching	18
Well prepared to collaborate with colleagues	19
Well prepared to create and use formative and summative assessments	10
LU emphasized cultural inclusiveness and meeting students' diverse needs	27

### Program Completer: Planning [Artifact: Lesson Plan]

<i>Themes</i>	<i>Number of times the Theme appeared</i>
Small group and 1:1 instruction part of lesson plans at all levels. (Elem, Secondary, SPED)	25
Differentiation and supports planned based on academics (learning loss) and cultural diversity	48
Lesson plans included variety and innovation in assessments – informal and formal	21
Technology is primary resource for teacher's direct instruction and student practice	26

### Program Completer: Assessment [Artifact: Sample Class Assessment/Results]

<i>Themes</i>	<i>Number of times the Theme appeared</i>
Candidates gave positive written and/or verbal feedback to students based on the assessments.	7

Candidates modified assessments for struggling students or those with IEP's.	10
Candidates used assessment data to identify students and deliver remediation.	16
Candidates created or adapted future assignments based an assessment data.	19
Candidates considered needs of exceptional students based on assessment results.	17

**Program Completer: Instruction** [Artifacts: P12 Survey & Supervisor Observation]

<i>Themes</i>	<i>Number of times the Theme appeared</i>
Teachers utilized technology for instruction.	22
Survey identified teachers' major strengths as care and respect for students.	12
Weaknesses identified for teachers were often related to COVID. (Ex.lack of variety in activities, too much work due to hybrid schedules, lack of student choice)	14
Teachers planned hands-on activities to engage students in learning.	16
Teachers planned instruction based on student's strengths and needs.	20

**Program Completer: Post-Interview**

<i>Themes</i>	<i>Number of times the Theme appeared</i>
Completers felt that instruction on lesson planning was extremely effective.	9
Completers identified technology course was very relevant even after COVID.	14
Completers were prepared to meet diverse student needs in all settings.	16
Completers learned to be professionals through SCRIP and professor example.	12
Completers credited the amount and variety of field experiences as a key to their preparation.	12

### Supervisor of Program Completer: Post-Interview

<i>Themes</i>	<i>Number of times the Theme appeared</i>
Supervisors described teachers as well-prepared and coachable professionals.	19
Teachers were well versed in the use of technology even for virtual learning.	15
Teachers developed strong collaborations with peers, administration, and families.	22
Teachers were able to build relationships and to meet the needs of diverse students.	18
Teachers had strong content knowledge.	10