



**SOE Impact Study Results 2021-2022
Initial Program Completers**

Program Completer Participants N=11

- Gender 3 males 8 females
- Ethnicity 10 white 1 African American
- Degree 7 BED 3 MAT 1 EDS
- Endorsement 3 elementary 4 special education 1 social science 1 math 2 Visual Arts
- Year teaching 10 first year 1 second year
- Grade level 6 elementary 0 middle school 5 high school
- School type 7 public school 4 private school
- School setting 3 city 1 rural 6 suburban 1 International

Interview Results

Program Completer: Planning [Artifact: Lesson Plan]

Final Frequency Counts with 100% Agreement (n=11)	
Themes	Number of times the Theme appeared
1 InTASC Standard 1 Learner Development	32
2 InTASC Standard 2 Learning Differences	73
3 InTASC Standard 3 Learning Environment	46
4 InTASC Standard 4 Content Knowledge	55
5 InTASC Standard 5 Application of Content	50
6 InTASC Standard 6 Assessment	69
7 InTASC Standard 7 Planning for Instruction	54
8 InTASC Standard 8 Instructional Strategies	73
9 Technology	45
10 InTASC Standard 9 Professional Learning & Ethical Practice	2
11 InTASC Standard 10 Leadership & Collaboration	15

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

Themes N = 11	Number of times the Theme appeared
1 InTASC Standard 1 Learner Development	25
2 InTASC Standard 2 Learning Differences	40
3 InTASC Standard 3 Learning Environment	20
4 InTASC Standard 4 Content Knowledge	35

5 InTASC Standard 5 Application of Content	30
6 InTASC Standard 6 Assessment	60
7 InTASC Standard 7 Planning for Instruction	46
8 InTASC Standard 8 Instructional Strategies	52
9 Technology	29
10 InTASC Standard 9 Professional Learning & Ethical Practice	4
11 InTASC Standard 10 Leadership & Collaboration	9

Program Completer: Instruction [Artifacts: P12 Survey]

N = 7 Survey Question Topic: P12 Student Survey identified teachers' major strengths as:	Percentage of rating Strongly Agree or Agree
My Teacher is knowledgeable in their subject area	100%
Care and Respect for students	94%
Teaches me new things in a way that I can understand	100%
Give me help when I need it	98%

Program Completer: Instruction [Artifacts: Supervisor's Classroom Observation]

N = 11 Survey Question Topic: Administrator's identified teachers' major strengths as:	Percentage of rating Strongly Agree or Agree
Teacher uses differentiated methods and culturally relevant connections	100%
Teacher uses various and appropriate assessment techniques	100%
Teacher displays appropriate subject matter competency	100%
Teacher demonstrates effective communication with parents	100%
Teacher engages in advocacy to meet the needs of learners	100%

Administrator's comments regarding classroom observations of participants:
Teacher* has exceeded in all areas. Her professionalism as a teacher always shows in that she collaborates with her team to help make all classrooms strong. She researches and shares ideas for lessons, listens to others, and looks at and uses student data. She has risen beyond any expectation we had for new teachers.
Teacher* is a very professional educator who goes above for his students everyday. He creates classroom experiences for his students that allow them to implement what they are learning through hands on activities. He works collaboratively with his peers to plan lesson each week.

Teacher* is an exceptional new teacher. Her skill set well exceeds her years of experience. When compared to new teachers she exceeds in all areas. She has been a true asset to our school. Her drive and can-do attitude is contagious.

Teacher* is a great first year teacher. We are very happy to have her!

*Note: *Teacher names have been removed for anonymity.*

Data Summary

The number of **Program Completer Participants** was 11. There were three males and eight females, ten white participants and one African American participant. Seven participants were from the BED program, three from the MAT program, and one from the Ed.S. program. The subject areas represented were three elementary, four special education, one mathematics, one social science, and two visual arts. Ten participants were in their first-year teaching, and one was in their second year of teaching. Seven participants teach in the public school system with six teaching in suburban schools, three in the city, one rural, and one international.

Several themes emerged from the review of the **Lesson Plans**. The top two themes, appearing 73 times, were that participants' lesson plans included differentiation and supports for students as well as varied instructional strategies. The next highest themes (appeared 69 times) and (appeared 55 times) consecutively, were planning assessments and delivering effective content knowledge instruction.

Additional themes emerged with the Sample Class **Assessment/Results**. The top theme, showing up 60 times, was that candidates created or adapted future assignments based on student assessment data. The next highest theme, showing up 52 times, was the use of varied instructional strategies. A third theme identified, showing up 40 times, indicated that candidates identified student learning differences and planned instruction according to the needs of their students. The data indicates that our graduates are demonstrating excellence in their planning for instruction.

In order to identify **completer effectiveness in K-12 classrooms**, we had participants ask their K-12 students to complete satisfaction surveys, and seven participants submitted data. The survey data were coded for themes, and several themes emerged. The strongest theme was that 100% of the K-12 students either strongly agreed or agreed that their teachers were knowledgeable in their subject matter. The second highest theme that emerged was that 100% of the K-12 students indicated that their teachers teach them new things in ways that they can easily understand. Two additional themes were that 98% stated that their teachers provide help and assistance when needed and 94% stated that their teachers provided care and respect for all students. Feedback directly from the K-12 students is very valuable data indicating that

Liberty teacher graduates are indeed effective in their classrooms during their first years of teaching.

Findings/Common Themes across Interviews Related to Completer Effectiveness

One very common theme arising out of an analysis of the provided data from the Impact Study Results centers on assessment, which is an improvement over last year's impact study. Notably, the lowest rankings across the Planning data and the Assessment data point to challenges with understanding learner development (InTASC #1). Being that learner development showed up as a theme (just not a strong theme) indicates that graduates do have understanding of their learners' development. The LU SOE desires to strengthen this area through addressing different areas of program instruction. One area is to ensure that teacher candidates do well with identifying, meeting and assessing learners based on individual learning needs as well as cultural diversity.

Employers also highly noted that School of Education candidates are generally well prepared, are receptive to coaching, and collaborate effectively with colleagues and students.

Recommendations for Program Improvement Related to Completer Effectiveness

As demonstrated in other areas of self-evaluation and reflection in the School of Education, the programmatic leadership should continue to look at how our students engage assessment data in the development of instructional practices and in meeting individual learner needs. The overall process of teaching candidates being exposed to identifying and addressing learner developmental needs to modify instruction should be reviewed.

Recommendations for Future Impact Study as a Measure of Completer Effectiveness

The School of Education should review looking at topics like assessment development and use of instructional design to address individual learner developmental levels to be sure these qualitative results are representative of program challenges rather than unique as a phenomenon with regard to the eleven reported completers in the data.