



**SOE Impact Study Results 2022-2023  
Initial Program Completers**

**Program Completer Participants N=7**

- Gender            2 males            5 females
- Ethnicity        3 white            1 African American    3 Not Designated
- Degree            3 BED            4 MAT
- Endorsement 4 elementary 2 special education    1 math-middle
- Year teaching 6 first year    1 second year
- Grade level    4 elementary    3 middle school    0 high school
- School type    7 public school 0 private school

**Program Completer: Instruction [Artifacts: P-12 Student Survey ]**

<b>N = 7</b>	<b>Percentage of rating Strongly Agree and Agree</b>
<b>Survey Question Topic:</b> <b>P12 Student Survey identified teachers' major strengths as:</b>	
Grades K-12 students provided the highest rating of <i>strongly agreed</i> or <i>agreed</i> that their teachers taught them new things in a way that they could understand	91%
Grades K-12 students stated that their teacher provided help when they needed it	85%
Grades K-12 students provided the highest rating of <i>strongly agreed</i> or <i>agreed</i> that their teacher shows respect to all students	89%
Grades 6-12 students provided the highest rating of strongly agreed or agreed that their teacher is knowledgeable about their subject area.	100%
Grades 6-12 students provided the highest rating of strongly agreed or agreed that their teacher uses a variety of activities in class.	100%

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

<b>N = 7</b>	<b>Percentage of rating Strongly Agree or Agree</b>
<b>Survey Question Topic:</b> <b>Administrator's identified teachers' major strengths as:</b>	
Teacher uses differentiated methods and culturally relevant connections	86%

Teacher demonstrates a focus for learning with alignment between standards and learning objectives.	100%
Teacher uses various and appropriate assessment techniques	100%
Teacher displays appropriate subject matter competency	100%
Teacher demonstrates effective communication with parents	86%
Teacher engages in advocacy to meet the needs of learners	100%
Teacher makes connections to research and theory: Provides evidence of research/theory to explain learners' progress	86%
Teacher demonstrates professionalism in communications and meeting deadlines and obligations	100%

<b><i>Administrator's comments regarding classroom observations of participants:</i></b>	
<b><i>Teacher*</i></b> 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.	
<b><i>Teacher*</i></b> is a very professional educator who goes above for his students every day. 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 lessons each week.	
<b><i>Teacher*</i></b> 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.	

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

## Data Summary

The number of **Program Completer Participants** was 7. There were two males and five females, three white participants, one African American participant, and three who did not designate their ethnicity. Three participants were from the BED program, and four from the MAT program. The subject areas represented were four elementary, two special education, and one middle mathematics. Six participants were in their first-year teaching, and one was in their second year of teaching. All seven participants teach in the public school system.

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 6-12 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 6-12 students indicated that their teachers use a variety of instructional activities. Two additional themes were that 91% stated that their teachers teach them new things in ways that they can easily understand and 89% stated that their teachers provided care and respect for all students. Additionally, 85% of the K-12 students indicated that their teacher provided help and assistance when needed. 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.

### **Recommendations for Program Improvement Related to Completer Effectiveness**

As demonstrated in various 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 the process of checking for learner understanding and 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 research-based 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 seven reported completers in the data.