



***IU Southeast School of Education Employer Survey
Elementary Education BSED Report***

BACKGROUND

The Indiana University Southeast School of Education Employer Survey is administered to supervisors of Indiana and Kentucky schools that employ a graduate who received his or her degree one year ago. The survey collects data regarding the supervisors' opinions of the graduates knowledge, skills, and abilities. This report is intended to provide information regarding how these data have changed from year to year and to support decision-making that facilitate change and lend to continuous improvement of the School of Education's degree programs.

Individual question response rate varies. We include partial responses in the report and, unless otherwise indicated, non-respondents are excluded in tabled data counts and percentages.

OVERALL COMPLETERS AND RESPONSE RATE

The School of Education awarded 143 bachelor or master degrees in Fall 2016, Spring 2017, and Summer 2017. The Employer survey is administered one year after the graduate earns his or her degree. This provides the opportunity for the graduate to teach in a school and apply the knowledge, skills, and abilities learned at IU Southeast. Graduates are located through the Kentucky Education Professional Standards Board Certificate Inquiry Database and the Indiana Educatory License Lookup Database.

	<u>Undergraduate</u>	<u>Graduate</u>
Located in IN	37	9
Located in KY	11	33
Unable to Locate	37	16
Total Graduates	85	58

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
Undergraduate	48	23	48%
Graduate	42	13	31%

**Sara Spalding
Administered October 2019**

GRADUATES

The School of Education awarded 51 Elementary Education BSED degrees in Fall 2016, Spring 2017, and Summer 2017. Twenty-eight graduates were located in an Indiana or Kentucky school system. Twenty-three graduates were not located.

Table 1: Graduates:

	2019
Total Graduates	51
Located in IN	20
Located in KY	8
Unable to Locate	23

RESPONDENTS

Survey respondents for 2019 consisted of 14 employers out of 28 contacted via email.

Table 2: Response Rate:

	Invited	Responded	Response Rate
2019 Administration	28	14	50%

Table 3: Respondents:

	2019	
	N	%
Building Administrator	14	100%
Central Office Administrator	0	0%
Superintendent	0	0%
Other	0	0%
Total	14	100%

EMPLOYER SATISFACTION

Table 4: Employer Satisfaction: Planning and Preparation

	2019
1. The teacher demonstrates knowledge of content.	93%
2. The teacher demonstrates knowledge of pedagogy.	93%
3. The teacher demonstrates knowledge of students.	100%
4. The teacher sets instructional outcomes.	100%
5. The teacher designs coherent instruction.	86%
6. The teacher designs student assessment.	86%

The percentages total the "Strongly Agree" and "Agree" responses.

Table 5: Employer Satisfaction: Learning Environment

	2019
1. The teacher creates an environment of respect.	100%
2. The teacher establishes a culture for learning.	93%
3. The teacher manages classroom procedures.	93%
4. The teacher manages student behavior.	86%
5. The teacher organizes physical space.	100%

The percentages total the "Strongly Agree" and "Agree" responses.

Table 6: Employer Satisfaction: Instruction

	2019
1. The teacher communicates with students.	93%
2. The teacher uses questioning and discussion techniques.	93%
3. The teacher engages students in learning.	93%
4. The teacher uses formative assessment in instruction.	93%
5. The teacher uses summative assessment in instruction.	93%
6. The teacher demonstrates flexibility and responsiveness.	100%

The percentages total the "Strongly Agree" and "Agree" responses.

Table 7: Employer Satisfaction: Professional Responsibilities

	2019
1. The teacher communicates with families.	100%
2. The teacher participates in a professional community.	100%
3. The teacher develops professionally.	100%
4. The teacher shows professionalism.	100%

The percentages total the "Strongly Agree" and "Agree" responses.

QUALITATIVE COMMENTS

Qualitative Comments: Continue Recommending IUS Graduates

Respondents were asked, "Will you continue to recommend IUS graduates for employment in your school/district?"

Thirteen people responded "Yes" and one individual stated "Yes, but not this candidate".

Qualitative Comments: Other Strengths/Weaknesses

Respondents were asked, "If there are other strengths and/or weaknesses of the program that you would like to address, please do so without identifying the teacher to whom the comments pertain."

1. Teacher cried from day 1 and left at Fall break. She wanted primary and was in a 4th/5th split. She had the skills but lacked the confidence and persistence.
2. A lot of the training regarding guided reading groups came after her employment. Teacher candidates need to have knowledge of trauma informed strategies and develop an understanding of where student behavior originates and that behavior itself is a form of communication.
3. n/a
4. We feel that the quality of teachers that we receive from your program are highly qualified professionals. They are receptive to feedback. They understand the curriculum and how to differentiate. We are very pleased.

Qualitative Comments: Promotion

Respondents were asked, "Has the teacher received a promotion?"

1. Remains a classroom teacher.
2. No

Qualitative Comments: Leadership

Respondents were asked, "Has the teacher assumed any leadership roles within your school?"

1. Coaching Positions | Math Lead
2. NO
3. yes- currently on leadership team
4. Yes
5. n/a
6. no
7. Yes, Building Leadership Team
8. Yes
9. Yes
10. Yes
11. no

Qualitative Comments: Effective within the Classroom

Respondents were asked, "Can you provide examples of when the teacher was particularly effective within the classroom? For example, classroom management, differentiating instruction, etc."

1. differentiating instruction, and relationships
2. She is reflective and takes constructive feedback well. Her first year was rough with behavior, however, with reflection and adjustment in pacing, she has done much better.
3. development in classroom management and responding to diverse learners' needs
4. n/a
5. Engages students in appropriate use of technology
6. Literacy Instruction is solid
7. Teacher's ISTEP math scores have been phenomenal
8. differentiating instruction
9. She serves as the First Grade Team leader and organizes PLC's weekly.
10. Differentiating her instruction

Qualitative Comments: Effective outside the Classroom

Respondents were asked, "Can you provide examples of when the teacher was particularly effective outside of the classroom? For example, parent-teacher meetings, staff meetings, etc."

1. sharing of resources and collaboration
2. Teacher does a good job communicating with her parents. There have been times that a phone call over an electronic message was more appropriate and she makes those adjustments.
3. takes advantage of optional professional development opportunities
4. n/a
5. parent-teacher meetings, coaching, works well with other teachers throughout the district
6. She donates a lot of time improving the school image.
7. Established a stem after school program
8. communication with parents
9. She's currently the cheerleading team sponsor. She maintains relationships with families and the community and has a good relationship with her team.

Qualitative Comments: Other General Comments

Respondents were asked, "If you would like to add any general comments to this survey please do so."

1. n/a
2. Students need more time in the school setting than on campus. Theory is not helping students. they need real life experience. What they are learning in the classroom is not real life teaching.

APPENDIX A

The survey instrument used in the administration follows.

Default Question Block



Employer Survey of First-Year Teachers

The purpose of this survey is to obtain an overall assessment of the effectiveness of BSED graduates and Transition to Teaching Program completers trained by the IU Southeast School of Education. The names of individuals entering the teaching profession were obtained from graduation/completion censuses from school year 2016-2017 (or prior) and correlated to licensing history provided by the states of Indiana and Kentucky. Please respond to the questions below about IU Southeast-trained first-year teachers employed in your building/district in 2017-2018. All responses will be kept confidential. Please give your best overall assessment of their teacher-preparedness on the whole. Thank you for your participation.

Please indicate your position.

Building Administrator

Central Office Administrator

Superintendent

Other

Please indicate your school level and type of institution

Elementary School

Middle School

High School

Public

Private

Other

Rate the following statement according to how accurately they correspond to your experience using the scale below.

Planning and Preparation

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
1. The teacher demonstrates knowledge of content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The teacher demonstrates knowledge of pedagogy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
3. The teacher demonstrates knowledge of students (e.g., child & adolescent development, special needs, students interests and cultural heritage).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The teacher sets instructional outcomes (e.g., alignment, suitability for diverse learners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The teacher designs coherent instruction (e.g., scaffolding, sequencing, lesson structure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The teacher designs student assessment (e.g., congruence with instructional outcomes, criteria & standards, design of formative assessments, use for planning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Environment

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
1. The teacher creates an environment of respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The teacher establishes a culture for learning (e.g., expectations for learning and achievement).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher manages classroom procedures (e.g., performance of classroom routines).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The teacher manages student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The teacher organizes physical space (e.g., safety and accessibility).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instruction

Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
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	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
1. The teacher communicates with students (e.g., directions for activities; explanations of content; use of oral, nonverbal, and written language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The teacher uses questioning and discussion techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher engages students in learning (e.g., instructional materials, technology, and resources).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The teacher uses formative assessment in instruction (e.g., monitor student learning; feedback to students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The teacher uses summative assessment in instruction (e.g., assessment criteria, monitoring of progress, feedback to students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The teacher demonstrates flexibility and responsiveness (e.g., lesson adjustment; response to students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Responsibilities

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
1. The teacher communicates with families (e.g., information about the instructional program; information about individual students; engagement of families in the instructional program).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The teacher participates in a professional community (e.g., self-reflection on teaching; participation in school and district projects; involvement in culture of professional inquiry; relationships with colleagues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher develops professionally (e.g., enhancement of content knowledge and pedagogical skills; receptivity to feedback; service to the profession).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
4. The teacher shows professionalism (e.g., integrity/ethical conduct; service to students; advocacy; compliance with school and district regulation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Will you continue to recommend IUS graduates for employment in your school/district?

If there are other strengths and/or weaknesses of the Program that you would like to address, please do so in the text box below without identifying the teacher to whom the comments pertain.

Has the teacher received a promotion? If yes, what is the new position title?

Has the teacher assumed any leadership roles within your school?

Can you provide examples of when the teacher was particularly effective within the classroom? For example, classroom management, differentiating instruction, etc.

Can you provide examples of when the teacher was particularly effective outside of the classroom? For example, parent-teacher meetings, staff meetings, etc.

If you would like to add any general comments to this survey please do so.

Please click the >> button to submit your responses. Thank you for completing this assessment. Your feedback is crucial to the success of the IU Southeast School of Education.

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