



## ***IU Southeast School of Education Employer Survey Elementary & Secondary Education MSED 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.

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

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

**Sara Spalding  
Administered October 2019**

**GRADUATES**

The School of Education awarded 44 Elementary and Secondary Education MSED degrees in Fall 2016, Spring 2017, and Summer 2017. Thirty-six of the graduates were located in an Indiana or Kentucky school system. Eight graduates were not located.

*Table 1: Graduates:*

	2019
Total Graduates	44
Located in IN	5
Located in KY	31
Unable to Locate	8

**RESPONDENTS**

Survey respondents for 2019 consisted of 10 employers out of 36 contacted via email.

*Table 2: Response Rate:*

	Invited	Responded	Response Rate
2019 Administration	36	10	28%

*Table 3: Respondents:*

	2019	
	N	%
Building Administrator	10	100%
Central Office Administrator	0	0%
Superintendent	0	0%
Other	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

**EMPLOYER SATISFACTION**

*Table 4: Employer Satisfaction: Planning and Preparation*

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

*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.	100%
3. The teacher manages classroom procedures.	100%
4. The teacher manages student behavior.	100%
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.	100%
2. The teacher uses questioning and discussion techniques.	100%
3. The teacher engages students in learning.	100%
4. The teacher uses formative assessment in instruction.	100%
5. The teacher uses summative assessment in instruction.	100%
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.	90%
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?"

Nine respondents said "Yes" and one individual left the response blank.

**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. As a Catholic school administrator, it would be helpful if IUS changed its policy regarding allowing student teachers to complete this critical instructional semester in one of our classrooms. For many years, this practice provided a mutually-beneficial relationship between our school and IUS that has since been lost. Thanks!
2. Strengths: Students leaving IUS have a deep understanding of management and pedagogy. Areas to grow: I feel that both KY and IN standards need to be addressed, since many students go on to teach in both states.
3. No
4. Classroom management is an area of need with all new teachers.
5. None
6. NA

**Qualitative Comments: Promotion**

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

1. Yes, Elementary Assistant Principal part-time

**Qualitative Comments: Leadership**

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

1. Committee chair
2. Leader in Me action team leader for Sharpen the Saw
3. Technology Leadership
4. Academy Lead
5. Yes

**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. She made a significant change from English/LA specialist to Math Specialist
2. The teacher has excellent skills for teaching writing. She breaks the parts and pieces into smaller bits and allows students to grow using those scaffolded strategies.
3. Classroom Management and Engagement
4. differentiating instruction, using data to drive 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. Faculty teams, and Marketing Committee work
2. The teacher has led short PD for our staff on writing strategies.
3. Parent Teacher Communication.

**Qualitative Comments: Other General Comments**

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

1. Thank you
2. NA

**APPENDIX A**

The survey instrument used in the administration follows.

## Default Question Block



### Employer Survey of M.S. in Education Graduates

This survey seeks an overall assessment of the effectiveness of MSED program graduates by the IU Southeast School of Education. The names of program completers from school year 2016-2017 (or prior) were obtained from graduate records and correlated with available teaching assignment information. Please respond to the questions below about IU Southeast-trained Master's degree teacher-completers employed in your building district in 2017-2018. **PLEASE DO NOT INDICATE THE NAME(S) OF INDIVIDUAL TEACHERS.** All responses will be kept confidential.

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

### 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"/>
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).

Strongly Disagree   Disagree   Agree   Strongly Agree   No Knowledge

          

## Learning Environment

1. The teacher creates an environment of respect.

Strongly Disagree   Disagree   Agree   Strongly Agree   No Knowledge

          

2. The teacher establishes a culture for learning (e.g., expectations for learning and achievement).

          

3. The teacher manages classroom procedures (e.g., performance of classroom routines).

          

4. The teacher manages student behavior.

          

5. The teacher organizes physical space (e.g., safety and accessibility).

          

## Instruction

1. The teacher communicates with students (e.g., directions for activities; explanations of content; use of oral, nonverbal, and written language).

Strongly Disagree   Disagree   Agree   Strongly Agree   No Knowledge

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
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"/>



	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
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"/>
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 teachers 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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