IU Southeast School of Education Employer Survey
Secondary 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

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.

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.

OVERALL COMPLETERS AND RESPONSE RATE

The School of Education awarded 147 bachelor or master degrees in Fall 2017, Spring 2018, and Summer 2018. The Employer survey is typically 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. Due to the pandemic and staffing absences, the survey administration was delayed and administered in the summer of 2022. Graduates are located through the Kentucky Education Professional Standards Board Certificate Inquiry Database and the Indiana Department of Education.

	Undergraduate	Graduate
Located in IN	46	19
Located in KY	16	17
Unable to Locate	31	18
Total Graduates	93	54

	Invited	Responded	Response Rate
Undergraduate	60	17	28.3%
Graduate	32	11	34.4%

Sara Spalding
Administered Summer 2022

GRADUATES

The School of Education awarded 37 Secondary Education BSED degrees in Fall 2017, Spring 2018, and Summer 2018. Twenty-five of the graduates were located in an Indiana or Kentucky school system. Twelve graduates were not located.

Table 1: Graduates:

	2019
Located in IN	18
Located in KY	7
Unable to Locate	12
Total Graduates	37

RESPONDENTS

Survey respondents consisted of 7 employers out of 25 contacted via email.

Table 2: Response Rate:

	Invited	Responded	Response Rate
2019 Administration	25	7	28.0%

Table 3: Respondents:

	2019	
	N	%
Principal	3	42.9%
Building Administrator	3	42.9%
Central Office Administrator	1	14.3%
Superintendent	0	0.0%
Other	0	0.0%
Total	7	100%

EMPLOYER SATISFACTION

Table 4: Employer Satisfaction: Planning and Preparation

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

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

Table 5: Employer Satisfaction: Learning Environment

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

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

Table 6: Employer Satisfaction: Instruction

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

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

Table 7: Employer Satisfaction: Professional Responsibilities

	2019
1. The teacher/counselor/leader communicates with families.	80%
2. The teacher/counselor/leader participates in a professional community.	100%
3. The teacher/counselor/leader develops professionally.	100%
4. The teacher/counselor/leader shows professionalism.	100%

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

QUALITATIVE COMMENTS
Please note that comments appear as entered by the respondents; they are not edited for spelling and grammar.

Qualitative Comments: Continue Recommending IUS Graduates
Respondents were asked, "Will you continue to recommend IUS graduates for employment in your school/district?"

Five people responded. All respondents said "Yes".

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."

No responses were provided.

Qualitative Comments: Title/License Specialization
Respondents were asked, "What is the title of the teacher? What is the license specialization?"
1. Language Arts Teacher / ELA
2. US History 8th
3. US History
4. math teacher

Qualitative Comments: Promotion
Respondents were asked, "Has the teacher received a promotion?"
1. na
2. Yes. Department Chair
3. -
4. no

Qualitative Comments: Leadership
Respondents were asked, "Has the teacher assumed any leadership roles within your school?"
1. PLC lead
2. Member of the building committee
3. Yes. Department Chair
4. -
5. He/She is part of the Freshmen on Track team, which works with struggling at-risk 9th graders

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. Classroom management is a strength, routines/procedures, student choice/voice
2. [Teacher] has balanced rigor, engagement, and building relationships extremely well. He/She is one of our best teachers in the building.
3. classroom management, engaging instruction, differentiating 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. [Teacher] is strong with mentoring other teachers and students. He/She has aided colleagues who were struggling as well as ran our student council, golf team, and Riley Dance Marathon.
2. Always great with conferences with parents/students
3. She is great with the amount she communicates with families

Qualitative Comments: Other General Comments
Respondents were asked, "If you would like to add any general comments to this survey please do so."
    No responses were provided.

APPENDIX A
A copy of the survey instrument is found in the attachments paper clip in this PDF.