



***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 146 bachelor or master degrees in Fall 2018, Spring 2019, and Summer 2019. 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.

	<u>Undergraduate</u>	<u>Graduate</u>
Located in IN	42	23
Located in KY	3	11
Unable to Locate	45	22
Total Graduates	90	56

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
Undergraduate	45	16	35.6%
Graduate	34	16	47.1%

**Sara Spalding
Administered Summer 2022**

GRADUATES

The School of Education awarded 55 Elementary Education BSED degrees in Fall 2018, Spring 2019, and Summer 2019. Twenty-seven graduates were located in an Indiana or Kentucky school system. Twenty-eight graduates were not located.

Table 1: Graduates:

	2020
Located in IN	26
Located in KY	1
Unable to Locate	28
Total Graduates	55

RESPONDENTS

Survey respondents consisted of 10 employers out of 27 contacted via email.

Table 2: Response Rate:

	Invited	Responded	Response Rate
2020 Administration	27	10	37.0%

Table 3: Respondents:

	2020	
	N	%
Principal	9	90%
Building Administrator	1	10%
Central Office Administrator	0	0%
Superintendent	0	0%
Other	0	0%
Total	10	100%

EMPLOYER SATISFACTION

Table 4: Employer Satisfaction: Planning and Preparation

	2020
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.	90%
5. The teacher/counselor/leader designs coherent instruction.	90%
6. The teacher/counselor/leader designs student assessment.	90%

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

Table 5: Employer Satisfaction: Learning Environment

	2020
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

	2020
1. The teacher/counselor/leader communicates with students.	100%
2. The teacher/counselor/leader uses questioning and discussion techniques.	90%
3. The teacher/counselor/leader engages students in learning.	90%
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.	90%

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

Table 7: Employer Satisfaction: Professional Responsibilities

	2020
1. The teacher/counselor/leader communicates with families.	100%
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?"

1. Yes
2. Yes
3. Yes
4. yes
5. Yes
6. Yes
7. Yes
8. Yes
9. 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."

1. I appreciate his/her flexibility with grade level and content knowledge.
2. [Teacher] had a great background in education that allowed him/her to adapt easily to the challenges at [school]. His/Her student teacher experience really set his/her up for success.
3. More building experience is always a plus.
4. classroom management

Qualitative Comments: Title/License Specialization

Respondents were asked, "What is the title of the teacher? What is the license specialization?"

1. Elementary Teacher--4th-6th grade history & science
2. Third Grade Teacher, Elementary Education
3. Math
4. 3rd grade teacher
5. Science Teacher
6. Elementary Teacher
7. Kindergarten Teacher
8. Kindergarten Teacher
9. Art Teacher

Qualitative Comments: Promotion

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

1. N/A
2. [Teacher] is now on the Building Leadership Team and supports Block 2 IUS students
3. no
4. no
5. Moved to new school
6. No
7. No

Qualitative Comments: Leadership

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

1. Leads special projects and events for the 4th-6th grade team
2. He/She leads the third grade team and helps with behavior needs.
3. yes, department chair
4. yes
5. Coaches multiple sports
6. Moved to new school
7. He/She coaches multiple sports
8. Building Leadership Team
9. Coaching 7th Grade Volleyball

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. One particular student was struggling with some special ed. needs; she told her mother that this teacher was easy to talk to and helped her when she struggled
2. [Teacher] had a very difficult student and parent last year. He/She was friendly, but set boundaries with the family that led to a successful school year for this young man.
3. Standards-based assessment
4. building relationships with students
5. Teacher builds effective relationships with students
6. All of the above
7. student-teacher rapport
8. student-teacher rapport

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. Parent letters home regarding discipline issues were fair and contained strong explanations
2. special education students
3. coaching
4. volunteering for events
5. Teacher takes strategies shared during PD and implements in his/her classroom
6. Was inovative when working with STEM and Technology
7. parent meetings
8. Great at leading grade level meetings

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 provided.

APPENDIX A

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