## *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

> 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.

**Sara Spalding**
**Administered May 2018**

**Graduates**

The School of Education awarded 58 Elementary Education BSED degrees in Fall 2015, Spring 2016, and Summer 2016. 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.

*Table 1: Graduates:*

|  | 2018 |
|---|---|
| Total Graduates | 58 |
| Located in IN | 25 |
| Located in KY | 4 |
| Unable to Locate | 29 |

**RESPONDENTS**

Survey respondents for 2018 consisted of 15 employers out of 29 contacted via email.

*Table 2: Response Rate:*

|  | Invited | Responded | Response Rate |
|---|---|---|---|
| 2018 Administration | 29 | 15 | 52% |

*Table 3: Respondents:*

|  | 2018 | |
|---|---|---|
|  | N | % |
| Building Administrator | 14 | 93% |
| Central Office Administrator | 0 | 0% |
| Superintendent | 1 | 7% |
| Other | 0 | 0% |
| Total | 15 | 100% |

**EMPLOYER SATISFACTION**

*Table 4: Employer Satisfaction: Planning and Preparation*

|  | 2018 |
|---|---|
| 1. The teacher demonstrates knowledge of content. | 100% |
| 2. The teacher demonstrates knowledge of pedagogy. | 100% |
| 3. The teacher demonstrates knowledge of students. | 86.7% |
| 4. The teacher sets instructional outcomes. | 73.3% |
| 5. The teacher designs coherent instruction. | 100% |
| 6. The teacher designs student assessment. | 93.3% |

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

*Table 5: Employer Satisfaction: Learning Environment*

|  | 2018 |
|---|---|
| 1. The teacher creates an environment of respect. | 80.0% |
| 2. The teacher establishes a culture for learning. | 93.3% |
| 3. The teacher manages classroom procedures. | 86.7% |
| 4. The teacher manages student behavior. | 86.7% |
| 5. The teacher organizes physical space. | 93.3% |

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

*Table 6: Employer Satisfaction: Instruction*

|  | 2018 |
|---|---|
| 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. | 93.3% |

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

*Table 7: Employer Satisfaction: Professional Responsibilities*

|  | 2018 |
|---|---|
| 1. The teacher communicates with families. | 93.3% |
| 2. The teacher participates in a professional community. | 100% |
| 3. The teacher develops professionally. | 86.7% |
| 4. The teacher shows professionalism. | 100% |

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

**Qualitative Comments: Continue Recommending IUS Graduates**
Respondents were asked, "Will you continue to recommend IUS graduates for employment in your school/district?" Fourteen people responded "Yes" and one individual stated "Based on 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. Candidates need more training in classroom management; it would also be helpful to learn the curriculum framework of local school districts and incorporate that into the undergraduate course work.
2. Continue giving hands on experiences and responsibilities that are real classroom issues with regards to discipline and holding students accountable. Explore different disciplinary philosophies and management ideas.
3. IUS consistently has the best teaching candidates.
4. Literacy framework and good improved knowledge of teaching guided reading.
5. More on formative assessment
6. Not sure if it is a weakness of the program, but an emphasis on general work ethic and attendance would be beneficial.

7. One weakness is students coming out of the program not being able to pass the test to obtain a teaching license.
8. Students need to have more time in the classroom other than the few practicums and student teaching. The transition to teach program had students in the classroom off and on for a year. I think that is a great idea.

**Qualitative Comments: Promotion**

Respondents were asked, "Has the teacher received a promotion?" All respondents said "No" or left the question blank.

**Qualitative Comments: Leadership**

Respondents were asked, "Has the teacher assumed any leadership roles within your school?" Four respondents said "Yes" with one identifying the role of 'PLC Team Leader'.

**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
2. Classroom Management, Instruction
3. Creating writing goals during reading groups.
4. Embracing whole brain instruction
5. Her classroom management is solid and she builds great relationships with her students
6. Her style rapport with students is great. She has good classroom management skills as well.
7. Revamped classroom procedures and routines
8. She is flexible and resourceful.
9. Yes

**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. Helped to organize and plan our after school program.
2. Participates weekly in PLC meetings and is very professional when meeting with parents.
3. Collaboration in prof development and in lesson planning
4. leadership
5. no
6. She communicates well with parents
7. She is always willing to take on a leadership role.
8. She is very effective getting support and participation of families during fundraising events.
9. Yes

**Qualitative Comments: Other General Comments**

Respondents were asked, "If you would like to add any general comments to this survey please do so."
1. She continues to self-reflect and improve her 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 2015-2016 (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 2016-2017. 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                                      Public

Middle School                                              Private

High School                                                  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. | ◯ | ◯ | ◯ | ◯ | ◯ |
| 2. The teacher demonstrates knowledge of pedagogy. | ◯ | ◯ | ◯ | ◯ | ◯ |

| | Strongly Disagree | Disagree | Agree | Strongly Agree | No Knowledge |
|---|---|---|---|---|---|
| 3. The teacher demonstrates knowledge of students (child & adolescent development, special needs, students interests and cultural heritage). | ○ | ○ | ○ | ○ | ○ |
| 4. The teacher sets instructional outcomes (alignment, suitability for diverse learners). | ○ | ○ | ○ | ○ | ○ |
| 5. The teacher designs coherent instruction. | ○ | ○ | ○ | ○ | ○ |
| 6. The teacher designs student assessment (congruence with instructional outcomes, criteria & standards, design of formative assessments, use for planning). | ○ | ○ | ○ | ○ | ○ |

## Learning Environment

| | Strongly Disagree | Disagree | Agree | Strongly Agree | No Knowledge |
|---|---|---|---|---|---|
| 1. The teacher creates an environment of respect. | ○ | ○ | ○ | ○ | ○ |
| 2. The teacher establishes a culture for learning (expectations for learning and achievement). | ○ | ○ | ○ | ○ | ○ |
| 3. The teacher manages classroom procedures (performance of classroom routines). | ○ | ○ | ○ | ○ | ○ |
| 4. The teacher manages student behavior. | ○ | ○ | ○ | ○ | ○ |
| 5. The teacher organizes physical space (safety and accessibility). | ○ | ○ | ○ | ○ | ○ |

## Instruction

| | Strongly Disagree | Disagree | Agree | Strongly Agree | No Knowledge |
|---|---|---|---|---|---|

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

## Professional Responsibilities

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

|  | Strongly Disagree | Disagree | Agree | Strongly Agree | No Knowledge |
|---|---|---|---|---|---|
| 4. The teacher shows professionalism (integrity/ethical conduct; service to students; advocacy; compliance with school and district regulation). | ○ | ○ | ○ | ○ | ○ |

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.

[                    ]

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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