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.

Sara Spalding
Administered May 2018

Graduates

The School of Education awarded 32 Secondary 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	32
Located in IN	15
Located in KY	3
Unable to Locate	14

RESPONDENTS

Survey respondents for 2018 consisted of 8 employers out of 18 contacted via email.

Table 2: Response Rate:

	Invited	Responded	Response Rate
2018 Administration	18	8	44%

Table 3: Respondents:

	2018 N	%
Building Administrator	6	75%
Central Office Administrator	0	0%
Superintendent	1	13%
Other	1	13%
Total	8	100%

EMPLOYER SATISFACTION

Table 4: Employer Satisfaction: Planning and Preparation

	2018
1. The teacher demonstrates knowledge of content.	88%
2. The teacher demonstrates knowledge of pedagogy.	75%
3. The teacher demonstrates knowledge of students.	63%
4. The teacher sets instructional outcomes.	63%
5. The teacher designs coherent instruction.	75%
6. The teacher designs student assessment.	75%

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

Table 5: Employer Satisfaction: Learning Environment

	2018
1. The teacher creates an environment of respect.	75%
2. The teacher establishes a culture for learning.	75%
3. The teacher manages classroom procedures.	75%
4. The teacher manages student behavior.	75%
5. The teacher organizes physical space.	88%

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

Table 6: Employer Satisfaction: Instruction

	2018
1. The teacher communicates with students.	88%
2. The teacher uses questioning and discussion techniques.	100%
3. The teacher engages students in learning.	88%
4. The teacher uses formative assessment in instruction.	88%
5. The teacher uses summative assessment in instruction.	88%
6. The teacher demonstrates flexibility and responsiveness.	75%

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

Table 7: Employer Satisfaction: Professional Responsibilities

	2018
1. The teacher communicates with families.	71%
2. The teacher participates in a professional community.	75%
3. The teacher develops professionally.	75%
4. The teacher shows professionalism.	75%

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?"
   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."
1. I do not feel that the lack of skills that this man had were due to anything that was taught or modeled at IUS. He had psychological problems that made it impossible for him to remain at the school in any capacity. That is not a reflection on your program. I do believe although that this should have been recognized by someone supervising him. And maybe it was and i just do not know it.
2. Your students must learn that they must adjust to comply with following school policies and creation of the culture of the school.

Qualitative Comments: Promotion

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

       All respondents said "No" with two adding:

1. No, she did move to Jeffersonville High School this year
2. no, this teacher was terminated

Qualitative Comments: Leadership

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

1. Football coach
2. no
3. yes
4. Yes, she helps lead our diversity advisory committee and has taken a leadership role in Green Dot.

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. Cross-Curricular
2. She does a very good job with students who struggle. She scaffolds all of her units.
3. no
4. Preparedness
5. Teacher had a bell ringer quesion each day and an exit ticket each day

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. Had advanced Science students selling coffee and raising money for Kosair Hospital
2. He did not do anything outside the classroom, that was a portion of the problem
3. no
4. Working with ELL students and other staff members

Qualitative Comments: Other General Comments

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

     1. We are happy to have ---. She is into teaching for all of the right reasons!

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.

Powered by Qualtrics