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 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
Located in IN	37	9
Located in KY	11	33
Unable to Locate	37	16
Total Graduates	85	58

	Invited	Responded	Response Rate
Undergraduate	48	23	48%
Graduate	42	13	31%

Sara Spalding
Administered October 2019

GRADUATES

The School of Education awarded 22 Secondary Education BSED degrees in Fall 2016, Spring 2017, and Summer 2017. Twelve of the graduates were located in an Indiana or Kentucky school system. Ten graduates were not located.

Table 1: Graduates:

	2019
Total Graduates	22
Located in IN	12
Located in KY	0
Unable to Locate	10

RESPONDENTS

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

Table 2: Response Rate:

	Invited	Responded	Response Rate
2019 Administration	12	5	42%

Table 3: Respondents:

	2019	
	N	%
Building Administrator	5	100%
Central Office Administrator	0	0%
Superintendent	0	0%
Other	0	0%
Total	5	100%

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.	80%
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?"

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. Consistent and effective classroom management is a challenge for new teachers. More tools in the toolbox would be great.
2. No, I think teacher candidates come to us prepared.

Qualitative Comments: Promotion
Respondents were asked, "Has the teacher received a promotion?"

All respondents said "No".

Qualitative Comments: Leadership

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

1. Not yet
2. Yes
3. Yes
4. no, just coaching sports
5. No

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. We had a school wide focus to improve our teaching of study skills, particularly with our college bound students. -- did a great job with that and took the lead role in that area.
2. Creating and differentiating instruction
3. Intervention for failing students
4. He has a strong understating of his content. He is getting better at varying his instructional activities.
5. Classroom Management

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. Greatful she filled a academic coaching position, and worked hard to get up to speed on it.
2. Departmental Collaboration, leader of Technology collaborations
3. good assistant coach
4. Can't think of any.
5. Volunteers Often for Community Events

Qualitative Comments: Other General Comments

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

1. -- is fine and continues to develop as a teacher.

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 2016-2017 (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 2017-2018. 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 (e.g., child & adolescent development, special needs, students interests and cultural heritage).	○	○	○	○	○
4. The teacher sets instructional outcomes (e.g., alignment, suitability for diverse learners).	○	○	○	○	○
5. The teacher designs coherent instruction (e.g., scaffolding, sequencing, lesson structure).	○	○	○	○	○
6. The teacher designs student assessment (e.g., 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 (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

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Knowledge
1. The teacher communicates with students (e.g., 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 (e.g., instructional materials, technology, and resources).	○	○	○	○	○
4. The teacher uses formative assessment in instruction (e.g., monitor student learning; feedback to students).	○	○	○	○	○
5. The teacher uses summative assessment in instruction (e.g., assessment criteria, monitoring of progress, feedback to students).	○	○	○	○	○
6. The teacher demonstrates flexibility and responsiveness (e.g., lesson adjustment; response to students).	○	○	○	○	○

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).	○	○	○	○	○
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).	○	○	○	○	○
3. The teacher develops professionally (e.g., 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 (e.g., 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.

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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