



***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 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 27 Secondary Education BSED degrees in Fall 2018, Spring 2019, and Summer 2019. Fourteen of the graduates were located in an Indiana or Kentucky school system. Thirteen graduates were not located.

Table 1: Graduates:

	2020
Located in IN	13
Located in KY	1
Unable to Locate	13
Total Graduates	27

RESPONDENTS

Survey respondents consisted of 5 employers out of 14 contacted via email.

Table 2: Response Rate:

	Invited	Responded	Response Rate
2020 Administration	14	5	35.7%

Table 3: Respondents:

	2020	
	N	%
Principal	5	100.0%
Building Administrator	0	0.0%
Central Office Administrator	0	0.0%
Superintendent	0	0.0%
Other	0	0.0%
Total	5	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.	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

	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.	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?"

1. Yes
2. Yes
3. Yes
4. Yes
5. Absolutely

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. Always willing to participate and help and learn new things.
2. The teacher is very bright.
3. Classroom management has been a struggle. It seems to be improving.
4. Nothing particular about your program, just a common issue we are seeing with young candidates coming out of college. They are accepting jobs and then a week later taking a different job, on and on. This isn't anyone particular college, but it is something we would ask

all colleges to stress professionalism and commitment to new teachers coming out of school. Our profession has to be different than the business world. We deal with kids not products.

Qualitative Comments: Title/License Specialization

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

1. English Teacher. Secondary English
2. English
3. Social Studies
4. English Teacher
5. Science Teacher

Qualitative Comments: Promotion

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

1. No
2. No
3. No
4. No

Qualitative Comments: Leadership

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

1. Yes, academic bowl, steering committee for our school improvement plan, mentor to new English teacher, and helps with scholarship writing with seniors.
2. Yes, but only for one year.
3. Yes-with the teacher's union.
4. 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. Classroom management- rarely sends a student to the office. Students are engaged in his/her work. There has been station work and groups split. Teacher rapport is great. the assignments
2. The teacher is highly organized.
3. Classroom management, 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. staff meetings and professional development.
2. parent-teacher meetings, conducting extra-curricular activities

Qualitative Comments: Other General Comments

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

1. [Teacher] is such an asset to our building.
2. Classroom management is a struggle.

APPENDIX A

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