



IU Southeast School of Education Employer Survey Secondary Education MSED 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 121 bachelor or master degrees in Fall 2019, Spring 2020, and Summer 2020. 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 issues, 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	24	30
Located in KY	7	7
Unable to Locate	38	15
Total Graduates	69	52

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
Undergraduate	31	13	41.9%
Graduate	37	16	43.2%

**Sara Spalding
Administered Summer 2022**

GRADUATES

The School of Education awarded 14 Secondary Education MSED degrees in Fall 2018, Spring 2019, and Summer 2019. All fourteen graduates were located in an Indiana or Kentucky school system.

Table 1: Graduates:

	<u>2021</u>
Located in IN	2
Located in KY	12
Unable to Locate	0
Total Graduates	14

RESPONDENTS

Survey respondents consisted of 8 employers out of 14 contacted via email.

Table 2: Response Rate:

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2021 Administration	14	8	57.1%

Table 3: Respondents:

	<u>2021</u>	
	<u>N</u>	<u>%</u>
Principal	7	88%
Building Administrator	1	13%
Central Office Administrator	0	0%
Superintendent	0	0%
Other	0	0%
Total	8	100%

EMPLOYER SATISFACTION

Table 4: Employer Satisfaction: Planning and Preparation

	<u>2021</u>
1. The teacher/counselor/leader demonstrates knowledge of content.	88%
2. The teacher/counselor/leader demonstrates knowledge of pedagogy.	88%
3. The teacher/counselor/leader demonstrates knowledge of students.	88%
4. The teacher/counselor/leader sets instructional outcomes.	88%
5. The teacher/counselor/leader designs coherent instruction.	88%
6. The teacher/counselor/leader designs student assessment.	63%

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

Table 5: Employer Satisfaction: Learning Environment

	<u>2021</u>
1. The teacher/counselor/leader creates an environment of respect.	88%
2. The teacher/counselor/leader establishes a culture for learning.	88%
3. The teacher/counselor/leader manages classroom procedures.	88%
4. The teacher/counselor/leader manages student behavior.	75%
5. The teacher/counselor/leader organizes physical space.	88%

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

Table 6: Employer Satisfaction: Instruction

	2021
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.	88%
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

	2021
1. The teacher/counselor/leader communicates with families.	88%
2. The teacher/counselor/leader participates in a professional community.	88%
3. The teacher/counselor/leader develops professionally.	88%
4. The teacher/counselor/leader shows professionalism.	88%

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?"

All seven 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. Students are still coming out of college with a lack of classroom management skills, curriculum mapping skills, and reliance on technology for instructional practices. They note they were often not taught how to prioritize or align IN standards.
2. Our recent candidates have been good
3. I feel teachers should understand the PLC process. I also feel teachers are not equipped with strategies to deal with reluctant learners and classroom management.

Qualitative Comments: Title/License Specialization

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

1. HS English
2. Biology Teacher
3. Biology Teacher
4. Biology Teacher
5. Science Teacher
6. Social Studies Teacher

Qualitative Comments: Promotion

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

1. No
2. no
3. NO
4. Teacher and Dean of students

Qualitative Comments: Leadership

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

1. Graduation Sponsor
2. Yes, he/she is our teacher admin representative. His/Her classes are engaging for PLC's
3. 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. He/She has tried to be more engaging with her instructional practices this year such as activities that are relevant and meaningful.
2. His/Her classes are engaging and differentiated by method as well as by student learning styles.
3. [Teacher] has a good rapport with her students.

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. He/She has led professional development and conducted studies on our note taking practices in the school.

Qualitative Comments: Other General Comments

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

1. He/She is great. Working on his/her doctorate.

APPENDIX A

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