2020 - 2021 Teacher Candidate Supervisor Survey

Data from the Michigan Department of Education (MDE)

Responses from GVSU Fall 2020 Supervisors of GVSU Student Teachers enrolled in EDI 430, EDI 431, or GTC EDI 685 (N = 113). Supervisors were required to respond to all items on the survey.

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Survey Data Summary

|	As a beginning teacher entering the profession, to what extent can this teacher candidate...	% "Great Extent" or "Moderate Extent"
1.	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	100%
2.	support all students' socioemotional (e.g., social, emotional, psychological) development?	100%
3.	communicate effectively with families/caregivers to promote individual student growth?	99.06%
4.	build respectful relationships with every student?	100%
5.	recognize individuals' potential as demonstrated by setting high expectations for each student?	100%

	As a beginning teacher entering the profession, to what extent can this teacher candidate apply instructional strategies and resources to support...	% "Great Extent" or "Moderate Extent"
6.	gifted and talented students?	88.89%
7.	students from culturally diverse backgrounds?	99.03%
8.	English learners?	98.99%
9.	students with special needs or disabilities?	100%
10.	each individual student's learning abilities and needs?	100%

	As a beginning teacher entering the profession, to what extent can this teacher candidate...	% "Great Extent" or "Moderate Extent"
11.	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	100%
12.	organize the learning environment to guide student engagement during instructional time?	100%
13.	utilize available technology to enhance instruction?	100%
14.	support student use of available technology?	100%
15.	practice the ethical use of technology?	100%
	support all students in making connections to prior knowledge and experiences?	100%
	implement multiple strategies to present key content area(s) concepts?	100%
16.	design or select assessment tools to provide evidence of student learning?	100%
17.	analyze assessment data to identify patterns and gaps in student learning?	100%
18.	differentiate instruction based on student assessment data?	100%
19.	implement research-based behavior management strategies to maximize student engagement?	100%
20.	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	100%

	As a beginning teacher entering the profession, to what extent can this teacher candidate...	% "Great Extent" or "Moderate Extent"
21.	be receptive to feedback to improve instruction?	100%
22.	be a reflective educator who utilizes feedback to implement instructional improvements?	100%
23.	maintain positive, collaborative relationships with colleagues?	100%

	During the experience with this candidate, to what extent did the educator preparation program. . .	
30.	make clear the expectations for this teacher candidate's performance?	100%
31.	make clear the expectations for your role within this clinical experience?	100%
32.	provide training and feedback on how you could best supervise this teacher candidate?	98.23%
33.	make appropriate resources available to you?	99.12%
34.	regularly request feedback from you regarding this teacher candidate's performance?	99.12%
35.	support you as a candidate supervisor?	100%
36.	engage the PK-12 school as a partner in teacher preparation?	100%

Overall, to what extent do you believe this teacher candidate is ready to enter the teaching profession?

100.00%
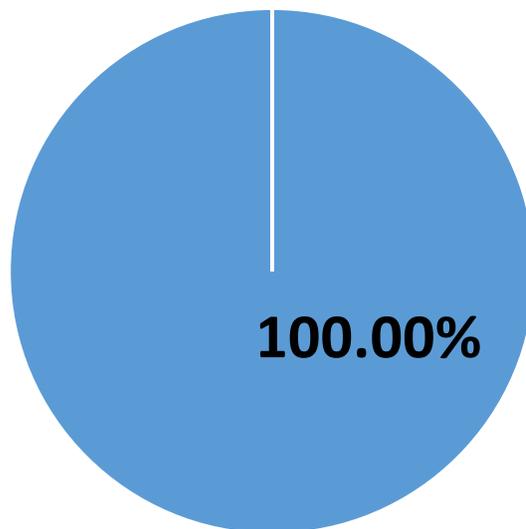
Survey Report Summary

The Michigan Department of Education provides the following guidelines for calculation of institutional efficacy scores, which have been applied by the GVSU College of Education And Community Innovation, Office of Certification and Accreditation in analyzing the data in this report.

For the Teacher Candidate Report:
Responses are from GVSU student teachers enrolled in EDI 430, EDI 431, or GTC EDI 685. Teacher candidates were required to respond to <u>all</u> items on the survey.

Responses of "Did Not Observe" were not included in the denominator when calculating percentages for this report.

MEASUREMENT KEY:
Category = Grouping of survey questions. The Teacher Candidate (TC) survey has eight prompts, while the Candidate Supervisor (CS) survey has seven prompts.
Response Options = "To a Great Extent", "To a Moderate Extent", "To a Small Extent", "Not at All" were options on the TC survey, and in the CS survey, the additional option of "Did Not Observe" was available.
Percent Efficacy & Category Efficacy = Sum of "To a Great Extent" and "To a Moderate Extent" responses divided by all responses in each category.