



2014-2015 Teacher Candidate Survey

Data from the Michigan Department of Education (MDE)

Responses from GVSU Fall 2014 and Winter 2015 Student Teachers enrolled in EDI 430, EDI 431, or GTC EDI 685 (N = 367). Teacher candidates were required to respond to all items on the survey.

Contents

Preparation Program Assessment	1
Designing High-Quality Learning Experiences	1
Applying Critical Thinking.....	1
Connecting Real World Problems and Local and Global Issues	2
Addressing the Needs of Special Populations.....	2
Organizing the Learning Environment	3
Using Technology to Maximize Student Learning.....	3
Effective Use of Assessments and Data	4
Field Experiences and Clinical Practice	5
Awareness of State and Federal Policy Initiatives or Policies.....	6
Survey Report Summary	7

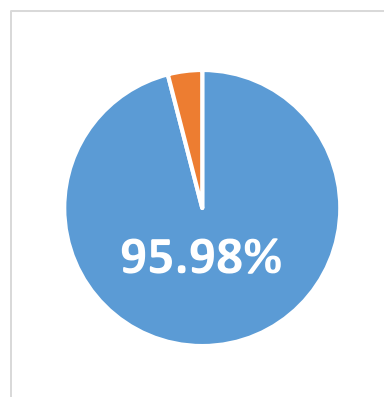
Preparation Program Assessment

The following consists of question sets asking about the preparation program you are completing.

Designing High-Quality Learning Experiences

This question set asks about your preparation in DESIGNING HIGH-QUALITY LEARNING EXPERIENCES for students. "High-quality learning experiences" are learning opportunities and classroom experiences which are age appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s).

95.98% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to design high-quality learning experiences.

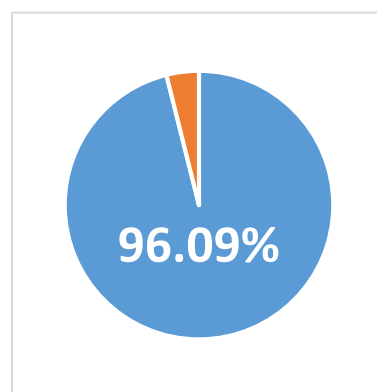


My institution prepared me to...		% “Strongly Agree” or “Somewhat Agree”
1.	Use instructional strategies to help students understand key concepts in my content area(s).	96.46%
2.	Use my knowledge of my content area(s) to design high-quality learning experiences.	95.91%
3.	Use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	95.64%
4.	Use multiple ways to model and represent key concepts in the content area(s) I teach.	95.91%

Applying Critical Thinking

This question set asks about your preparation in APPLYING CRITICAL THINKING to your content area(s). "Critical thinking" means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information.

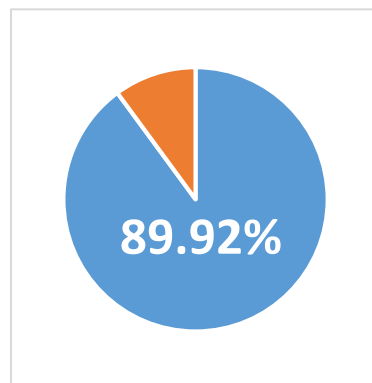
96.09% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to apply critical thinking.



My institution prepared me to...		% “Strongly Agree” or “Somewhat Agree”
5.	Question and challenge assumptions within my content area(s).	95.10%
6.	Apply various perspectives to analyze complex issues and solve problems.	96.46%
7.	Interpret and evaluate information in my content area(s).	96.73%

Connecting Real World Problems and Local and Global Issues

This question set asks about your preparation in CONNECTING REAL WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within your teaching. "Connecting real world problems and local and global issues" means the candidate can verbalize and connect the content in a manner necessary to discuss relevant issues.

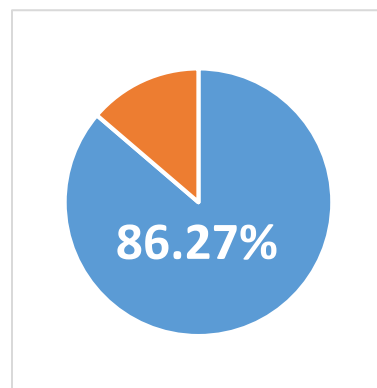


89.92% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to connect real world problems and local and global issues within teaching.

My institution prepared me to...		% “Strongly Agree” or “Somewhat Agree”
8.	Connect content knowledge to LOCAL issues within my teaching.	86.10%
9.	Connect content knowledge to GLOBAL issues within my teaching.	88.83%
10.	Develop meaningful learning experiences which help students apply content knowledge to real world problems.	94.82%

Addressing the Needs of Special Populations

This question set asks about your preparation in ADDRESSING THE NEEDS OF SPECIAL POPULATIONS. Think about how you were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups.



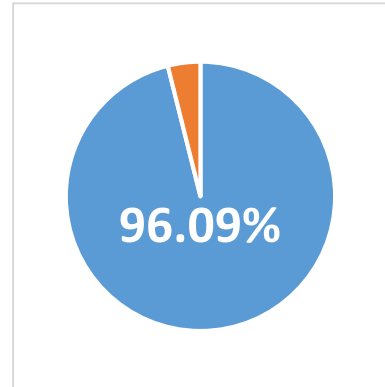
86.27% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to address the needs of special populations.

My institution prepared me to...		% “Strongly Agree” or “Somewhat Agree”
11.	Adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	92.10%
12.	Adapt instructional strategies and resources to support English language learners.	81.74%
13.	Apply modifications and accommodations based on legal requirements for supporting English language learners.	77.93%
14.	Apply modifications and accommodations based on Individualized Education Program (IEP).	88.28%
15.	Adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	91.28%

Organizing the Learning Environment

This question set asks about your preparation in ORGANIZING THE LEARNING ENVIRONMENT. Think about how you were prepared to create learning environments which support individual and collaborative learning, positive social interaction, and active engagement in learning.

96.09% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to organize the learning environment.

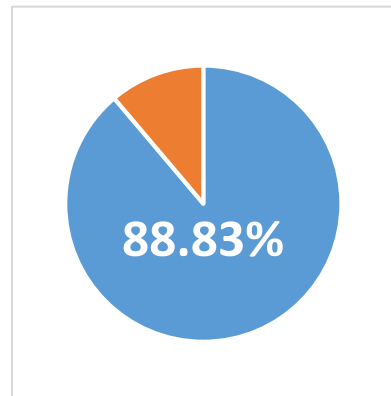


My institution prepared me to...		% “Strongly Agree” or “Somewhat Agree”
16.	Create learning environments that support individual and collaborative learning.	96.73%
17.	Establish and communicate explicit expectations with colleagues and families to promote individual student growth.	95.64%
18.	Manage the learning environment to promote student engagement and minimize loss of instructional time.	95.91%

Using Technology to Maximize Student Learning

This question set asks about your preparation in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING. Think about how you were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and your own teaching, and communicate with students, colleagues, and parents.

88.83% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to use technology to maximize student learning.

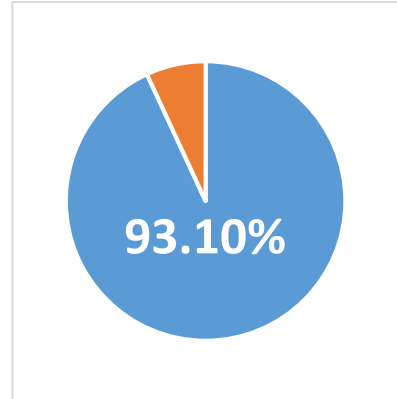


My institution prepared me to...		% “Strongly Agree” or “Somewhat Agree”
19.	Facilitate the creation of digital content by students.	87.47%
20.	Create an online learning environment for students which includes digital content, personal interaction, and assessment.	82.56%
21.	Integrate digital content into my teaching which is pedagogically effective.	90.74%
22.	Use technology tools to organize my classroom, assess student learning and my own teaching, and communicate.	92.10%
23.	Practice high ethical standards in my use of technology.	91.28%

Effective Use of Assessments and Data

This question set asks about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA. Think about how you were prepared to use student data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction.

93.10% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates in the effective use of assessments and data.

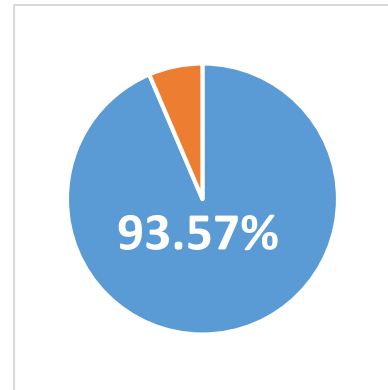


My institution prepared me to...		% “Strongly Agree” or “Somewhat Agree”
24.	Design or select assessments to help students make progress toward learning goals.	96.46%
25.	Analyze assessment data to understand patterns and gaps in learning for each student, and for groups of students.	90.74%
26.	Differentiate instruction based on student assessment data.	92.10%

Field Experiences and Clinical Practice

This question set asks about your FIELD EXPERIENCES AND CLINICAL PRACTICE. Think about how your program provided authentic field experiences and clinical practice, offered in collaboration with PK-12 schools, and supported candidate development as effective teachers.

93.57% of teacher candidates “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates with high-quality field experiences and clinical practice.

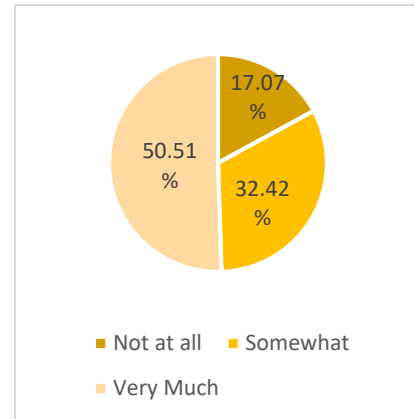


Field Experiences and Clinical Practice:		% “Strongly Agree” or “Somewhat Agree”
27.	My field experiences and clinical practice were integrated throughout the program and connected to coursework.	94.82%
28.	My field experiences and clinical practice allowed me to work with diverse students at my intended grade level, including students with disabilities, and English language learners.	94.01%
29.	My program supervisor provided regular, constructive feedback based on observations during my clinical practice and field experiences.	95.64%
30.	I clearly understood the expectations for all of my clinical practice and field experiences.	91.01%
31.	I clearly understood how I was to be monitored/rated by my program supervisor (i.e., academic calendar, grading policy, program requirements, outcome data, etc.).	92.37%

Awareness of State and Federal Policy Initiatives or Policies

Please indicate the extent to which you are aware of the following state or federal policy initiatives or policy initiatives in the field of education.

Overall, 82.93% of teacher candidates were “Very Much” or “Somewhat” aware of the following fifteen state or federal policy initiatives or policies in the field of education.



NOTE: In contrast to later years, the 2014-2015 Teacher Candidate Survey only provided candidates with 3 levels of agreement for questions pertaining to knowledge of state and federal policy initiatives: “Not at all”, “Somewhat”, or “Very Much”. This makes it difficult to compare the data to later years which have 4 levels of agreement. All three levels are shown in the chart above.

Federal policy initiatives or policies in the field of education:	% “Very Much” aware
Common Core State Standards (CCSS)	86.61%
Elementary and Secondary Education Act (ESEA)	12.02%
Highly Qualified Teacher (HQT)	46.17%
Individualized Education Program or Plan (IEP)	80.33%
Michigan Educational Assessment Program (MEAP)	68.58%
Michigan Educator Code of Ethics	31.42%
Michigan Grade Level Content Expectations (GLCEs)	77.05%
Michigan High School Content Expectations (HSCEs)	36.61%
Michigan Merit Curriculum (MMC) requirements	25.68%
Michigan Model Anti-Bullying Policy	31.69%
Michigan Positive Behavior Support Policy	24.86%
Michigan Revised School Code	6.83%
No Child Left Behind (NCLB)	74.32%
Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS)	72.40%
Universal Design for Learning (UDL)	83.06%

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 Administrative Services 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 all items on the survey.

MEASUREMENT KEY:

Category = Grouping of survey questions. The Teacher Candidate (TC) survey has eight categories, while the Candidate Supervisor (CS) survey has seven categories.

Response Options = “Strongly Agree”, “Somewhat Agree”, “Somewhat Disagree”, “Strongly Disagree” 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 “Strongly Agree” and “Somewhat Agree” responses divided by all possible responses in each category.