



2015-2016 Teacher Candidate Supervisor Survey

Data from the Michigan Department of Education (MDE)

Responses from Fall 2015 and Winter 2016 Supervisors of GVSU Student Teachers enrolled in EDI 430, EDI 431, or GTC EDI 685 (N = 306). Supervisors were required to respond to all items on the survey.

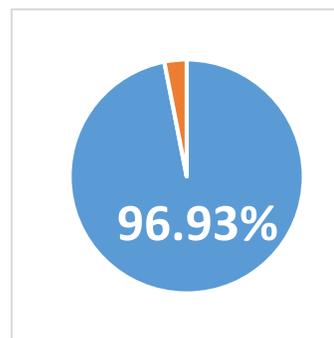
Contents

Observations	1
Designing High-Quality Learning Experiences	1
Applying Critical Thinking.....	1
Connecting Real-World Problems and Local and Global Issues.....	2
Using Technology to Maximize Student Learning.....	2
Addressing the Needs of Special Populations.....	3
Organizing the Learning Environment	3
Effective Use of Assessments and Data	4
Survey Report Summary	5

Observations

Designing High-Quality Learning Experiences

This question set will ask about your observations regarding the candidate's abilities 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).*

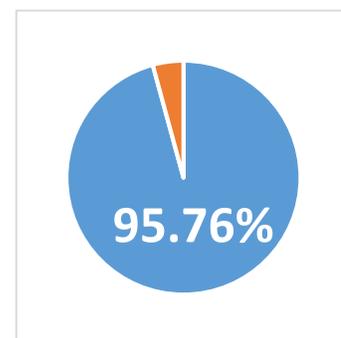


96.93% of supervisors “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to design high-quality learning experiences.

I observed that the candidate frequently...		% “Strongly Agree” or “Somewhat Agree”
1.	Used instructional strategies to help students understand key concepts in his or her content area(s).	97.06%
2.	Used knowledge of content area(s) to design high-quality learning experiences.	96.73%
3.	Used instructional strategies to help students connect their prior knowledge and experiences to new concepts.	97.06%
4.	Used multiple ways to model and represent key concepts in the content area(s) taught.	96.73%
5.	Demonstrated a commitment to work with every student to ensure mastery of the content and skills taught.	97.06%

Applying Critical Thinking

This next question set asks about your observations regarding the candidate's abilities in applying CRITICAL THINKING to their 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.

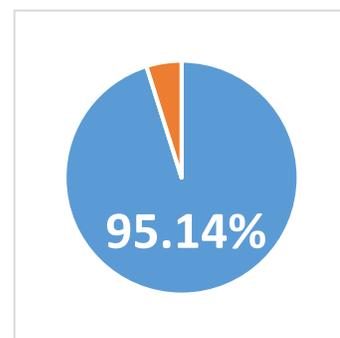


95.76 % of supervisors “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to apply critical thinking.

I observed that the candidate frequently...		% “Strongly Agree” or “Somewhat Agree”
6.	Questioned and challenged assumptions within the content area(s) being taught.	94.38%
7.	Applied various perspectives to analyze complex issues and solve problems.	95.70%
8.	Interpreted and evaluated information in their content area(s).	97.04%

Connecting Real-World Problems and Local and Global Issues

This next question set will ask about your observations regarding the candidate's abilities in CONNECTING REAL-WORLD PROBLEMS AND LOCAL and GLOBAL ISSUES within his or her 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.

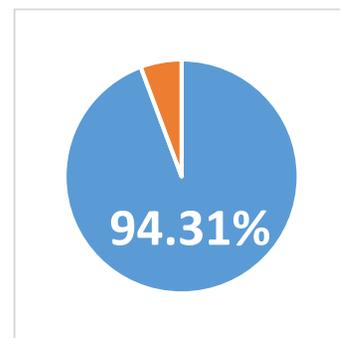


95.14% of supervisors “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to connect real-world problems and local and global issues within teaching.

I observed that the candidate frequently...		% “Strongly Agree” or “Somewhat Agree”
9.	Connected content knowledge to LOCAL issues in his or her teaching.	94.70%
10.	Connected content knowledge to GLOBAL issues in his or her teaching.	95.40%
11.	Developed meaningful learning experiences to help students apply content knowledge to real-world problems.	95.52%
12.	Used content knowledge to help students solve real-world problems.	94.95%

Using Technology to Maximize Student Learning

This next question set will ask about your observations regarding the candidate's abilities in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING. For this section, please think about how the candidate used technology tools to organize the classroom, deliver instruction, assess student learning and his or her own teaching, and communicate with students, colleagues, and parents.

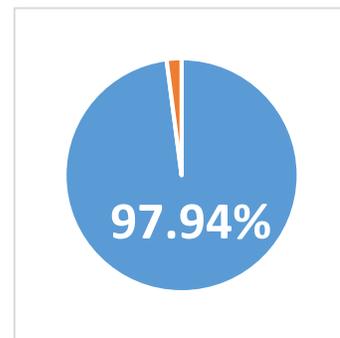


94.31% of supervisors “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to use technology to maximize student learning.

I observed that the candidate frequently...		% “Strongly Agree” or “Somewhat Agree”
13.	Facilitated the creation of digital content by students.	90.74%
14.	Created an online learning environment for students which includes digital content, personal interaction, and assessment.	89.78%
15.	Integrated digital content into his or her teaching which is pedagogically effective.	96.45%
16.	Used technology tools to organize their classroom, assess student learning and his or her own teaching, and communicate.	93.75%
17.	Practiced high ethical standards in his or her use of technology.	97.62%

Addressing the Needs of Special Populations

This next question set will ask about your observations regarding the candidate's abilities in addressing the needs of SPECIAL POPULATIONS. For this section, please think about how the candidate addressed the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from underrepresented populations and subgroups.

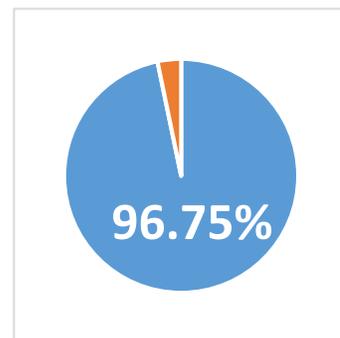


97.94% of supervisors “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to address the needs of special populations.

I observed that the candidate frequently...		% “Strongly Agree” or “Somewhat Agree”
18.	Adapted instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	97.01%
19.	Adapted instructional strategies and resources to support English language learners.	97.35%
20.	Applied modifications and accommodations based on legal requirements for supporting English language learners.	97.55%
21.	Applied modifications and accommodations based on Individualized Education Programs (IEPs).	99.07%
22.	Adapted instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	98.59%

Organizing the Learning Environment

This next question set will ask about your observations regarding the candidate's abilities in ORGANIZING A SUPPORTIVE LEARNING ENVIRONMENT. For this section, please think about how the candidate created a learning environment which supported individual and collaborative learning, positive social interaction, and active engagement in learning.

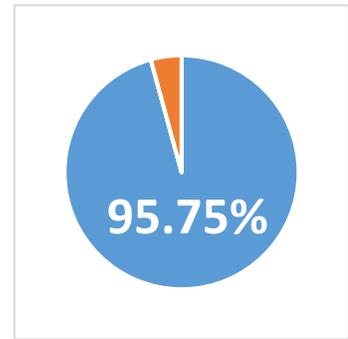


96.75% of supervisors “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to organize the learning environment.

I observed that the candidate frequently...		% “Strongly Agree” or “Somewhat Agree”
23.	Created a learning environment which engaged students in both collaborative and self-directed ways.	97.39%
24.	Established and communicated explicit expectations with colleagues and families to promote individual student growth.	96.42%
25.	Managed the learning environment to promote student engagement and minimize loss of instructional time.	96.41%

Effective Use of Assessments and Data

This next question set will ask about your observations regarding the candidate's abilities in the EFFECTIVE USE OF ASSESSMENTS AND DATA. For this section, please think about how the candidate effectively used student assessments and data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction.



95.75% of supervisors “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.

I observed that the candidate frequently...		% “Strongly Agree” or “Somewhat Agree”
26.	Designed or selected assessments to help students make progress toward learning goals.	97.37%
27.	Analyzed assessment data to understand patterns and gaps in learning for each student and for groups of students.	95.47%
28.	Differentiated instruction based on student assessment data.	94.41%

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 Supervisor Report Only:

The “Did Not Observe” responses are NOT included in the denominator for the purposes of calculating efficacy averages for Teacher Candidate Supervisor surveys. In other words, a supervisor who reported “Did Not Observe” for one or more items will NOT have an adverse effect on the overall efficacy ratings.

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.