PRINCIPAL SURVEY
2017 RESULTS
Prepared October 2017
Introduction

• Survey developed by the Michigan Association of Colleges for Teacher Education
• Mailed out August 7, 2017
• Surveys responses collected through September 1st, 2017

Surveys collected:
• 422 principal/administrators were initially emailed
• 50 addresses were returned as “unable to deliver”
• 56 survey responses were returned to the COE
• 15% return rate on survey
Demographic Responses

73% hosted GVSU students during 2016-2017

- 45% elementary/middle school
- 41% from middle/high school
- 14% schools serving a variety of students including: K-12, Post-high school, or schools designed for specific special needs populations.

55% of respondents identified their school as “high needs”:
- Low Socioeconomic levels
- Free and reduced school meals
- High percentage of English Language Learners (ELL)
- Title I schools
Dispositions of GVSU Teacher Candidates

- 96% “Treat students fairly and establish an environment that is respectful, supportive, and caring.”
- 88% “Respect the diversity of the students they teach.”
- 88% “Demonstrate a commitment to work with every student to ensure mastery of the content and skills taught.”
Content and Pedagogical Knowledge of GVSU Teacher Candidates

- 88% “Know and understand the content area for which they have instructional responsibility.”
- 80% “Apply content and pedagogical knowledge.”
- 76% “Understand and use a variety of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.”
Instructional Practices of GVSU Teacher Candidates

- 78% “Understand student learning and development”
- 88% “Maintain an environment that is conducive to learning for all students”
- 96% “Use technology tools to organize the classroom, to assess student learning and his or her teachings, and to communicate”
- 84% “Align lessons with State, College, and Career content ready standards”

![Bar Chart]

- Q123: UNDERSTAND
  - 3. Distinguished: 3
  - 2. Proficient: 17
  - 1. Progressing: 5
  - 0. Insufficient Evidence

- Q127: ENVIRONMENT
  - 3. Distinguished: 7
  - 2. Proficient: 15
  - 1. Progressing: 3

- Q140: STANDARDS
  - 3. Distinguished: 3
  - 2. Proficient: 18
  - 1. Progressing: 3

- Q143: TECHNOLOGY
  - 3. Distinguished: 4
  - 2. Proficient: 20
  - 1. Progressing: 1
Areas for Improvement: Instruction

• Only 76% used “Instructional strategies to help students connect their prior knowledge and experiences to new concepts.”

• Only 60% can “Apply modifications and accommodations based on legal requirements for supporting English Language Learners (ELL),” with 16% reporting insufficient evidence to judge this practice.

• Only 64% can “Apply modifications and accommodations based on Individualized Education Programs (IEPs).”

• Only 76% can “Differentiate the instruction to support the learning needs of all students.”
Areas for Improvement: Assessment

• Only 60% could “Analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.”

• Only 72% could “Design or select assessments to help students make progress toward learning goals, or align assessments with learning objectives.”

![ASSESSMENTS Diagram]

Q138: DESIGN
- 3. Distinguished: 18
- 2. Proficient: 7
- 1. Progressing
- 0. Insufficient Evidence

Q139: ANALYZE
- 3. Distinguished: 15
- 2. Proficient: 9
- 1. Progressing: 1
- 0. Insufficient Evidence

Q142: ALIGN
- 3. Distinguished: 1
- 2. Proficient: 17
- 1. Progressing
- 0. Insufficient Evidence
Professionalism of GVSU teacher candidates

- 92% “Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.”
- 88% “Reflect on their professional practice.”
- 84% “Communicate clearly and effectively.”
- 64% “Establish and communicate explicit expectations with colleagues and families to promote individual student growth.”

### PROFESSIONALISM

- **Q145: UPHOLD**
  - 3. Distinguished: 8
  - 2. Proficient: 15
  - 1. Progressing: 2
  - 0. Insufficient Evidence: 2

- **Q148: REFLECT**
  - 3. Distinguished: 7
  - 2. Proficient: 15
  - 1. Progressing: 3
  - 0. Insufficient Evidence: 3

- **Q128: COMMUNICATE**
  - 3. Distinguished: 6
  - 2. Proficient: 15
  - 1. Progressing: 4
  - 0. Insufficient Evidence: 4

- **Q147: EXPECTATIONS**
  - 3. Distinguished: 2
  - 2. Proficient: 14
  - 1. Progressing: 8
  - 0. Insufficient Evidence: 1
CONCLUSIONS

Areas Identified for Improvement and Goals
GVSU teacher preparation will place more emphasis on:

• Differentiating instruction
• Connecting prior and new knowledge during instruction
• Making instructional modifications for special needs learners
• Selecting and aligning assessments with learning objectives
• Analyzing assessment data to plan for instruction
GVSU’s 2018-19 Goal:

Currently, 84% of respondents rank GVSU teacher candidates in the top third (or higher) of all teacher candidates supervised.

Our goal is to INCREASE this satisfaction level.

For questions regarding the survey or results, contact Dr. Caryn King,

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