

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.

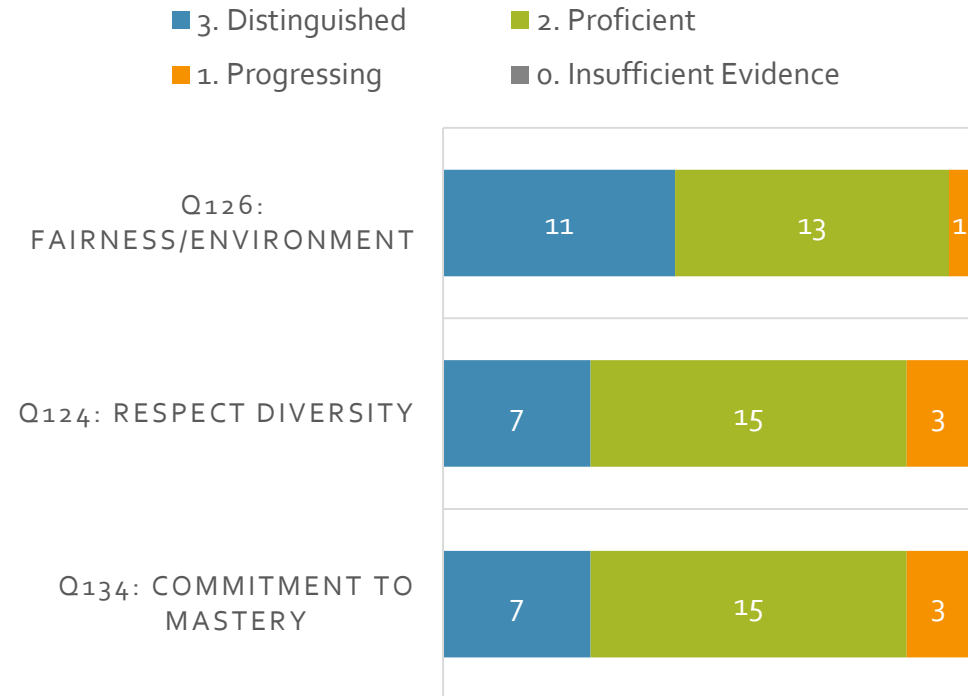
55% of respondents identified their school as “high needs”:

- 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.”

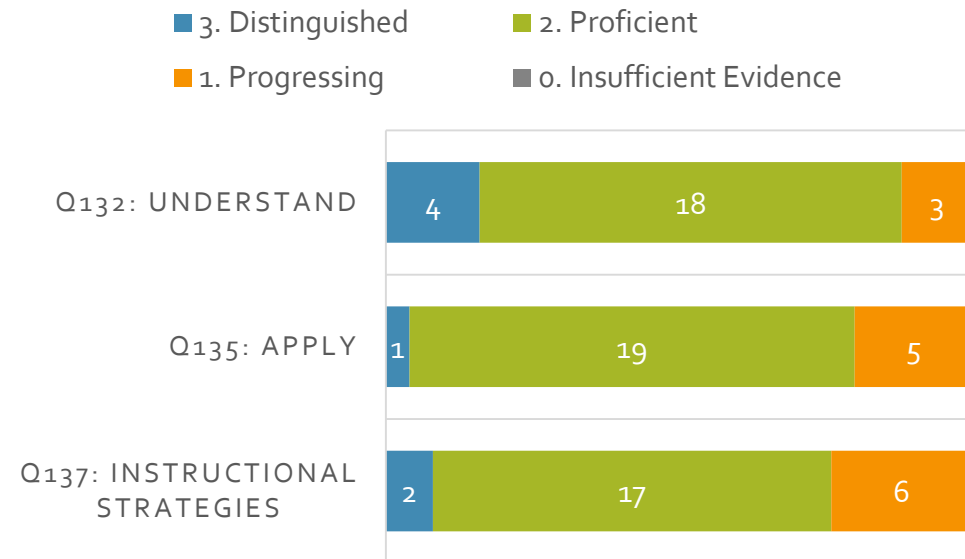
DISPOSITIONS



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.”

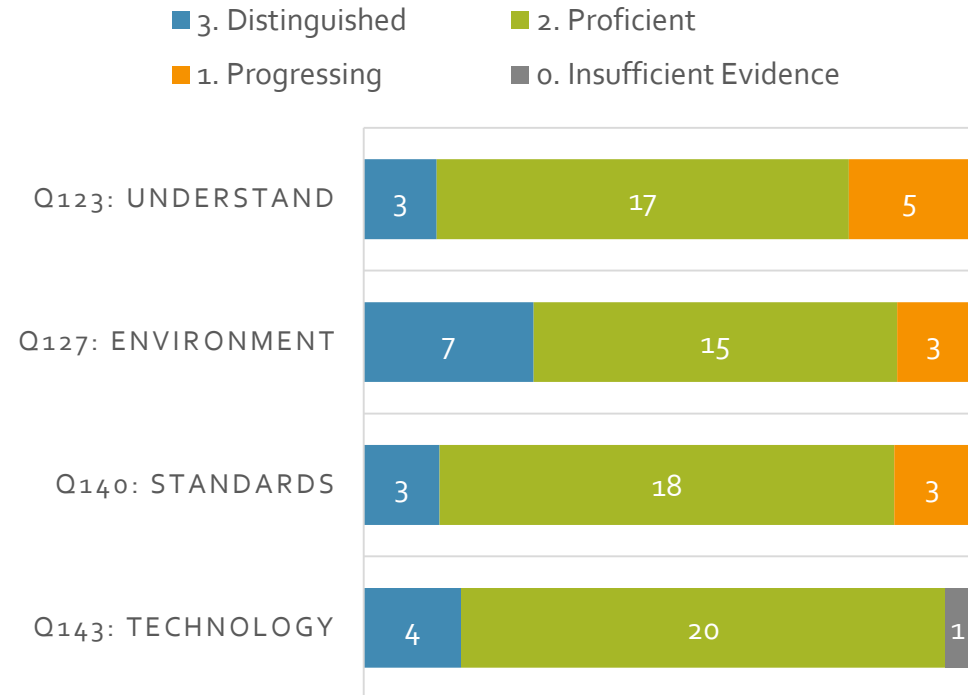
CONTENT AND PEDAGOGICAL KNOWLEDGE



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”

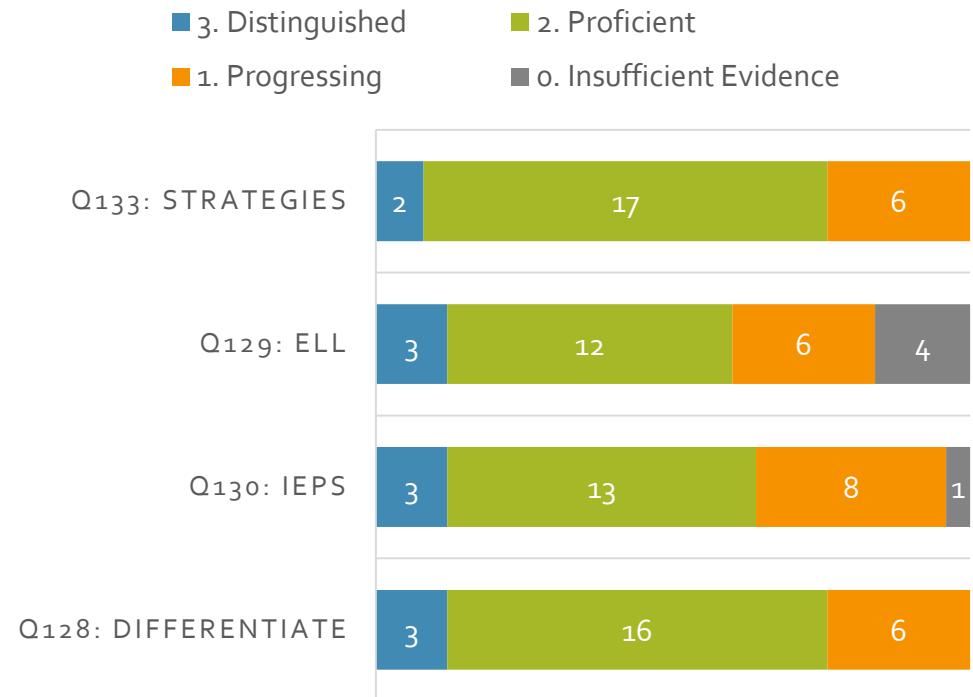
INSTRUCTION



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.”

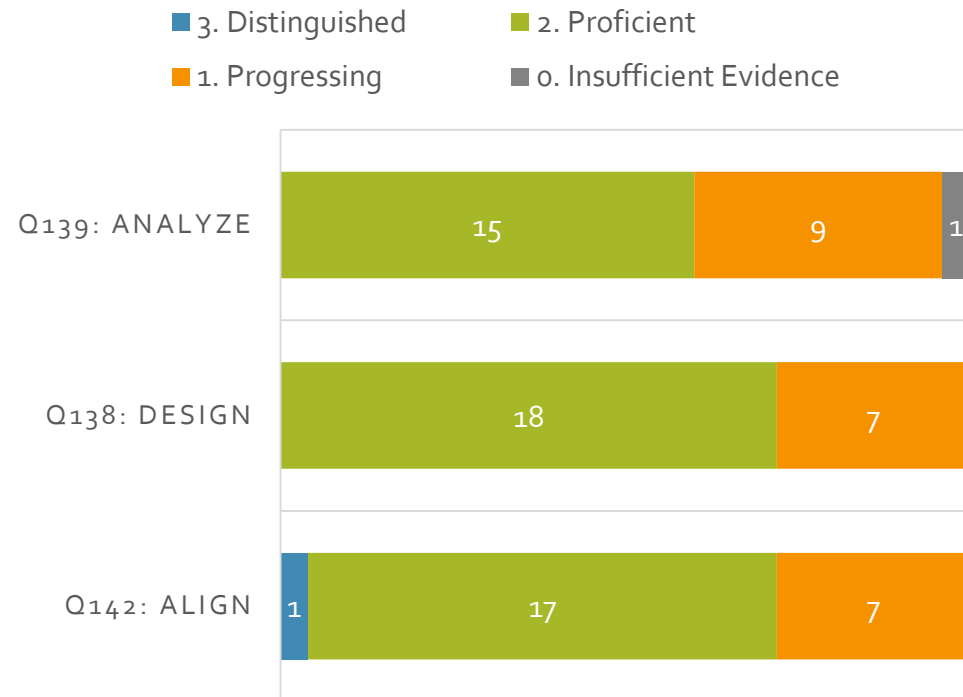
INSTRUCTION



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

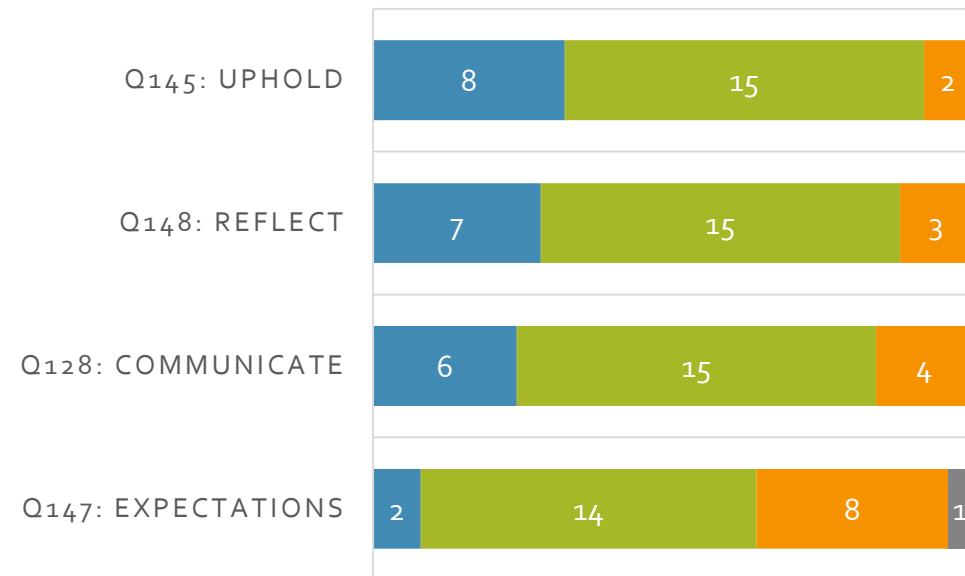


Professionalism of GVSU teacher candidates

- **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

■ 3. Distinguished ■ 2. Proficient
■ 1. Progressing ■ 0. Insufficient Evidence



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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