2020 – 2021 Grand Valley State University Administrator Survey Results

In 2021, the Michigan Department of Education began to issue an annual Administrator Survey to P-12 Employers, which provides institutional data on the satisfaction of employers and stakeholder involvement. The following charts include administrators’ responses evaluating the first-year teachers who completed the educator preparation program at Grand Valley State University. Responses indicating there was not an opportunity to observe are omitted.
As a first-year teacher, compared to other first-year teachers, to what extent is [teacher] able to:

- understand and make accommodations based on a student’s IEP or Section 504 plan? (n = 103)
- support each student’s socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources? (n = 108)
- differentiate instruction based on student assessment data to support each student’s academic achievement? (n = 108)
- implement literacy and reading strategies appropriate to their content area(s) and grade level(s)? (n = 104)
- organize the learning environment to guide student engagement during instructional time? (n = 108)
- implement strategies which maximize student engagement to support positive student behavior? (n = 108)
- utilize available technology to enhance the learning experience of students? (n = 109)
- implement multiple strategies to present key content area(s) concepts? (n = 108)
- support all students in making connections to prior knowledge and experiences? (n = 109)
As a first-year teacher, compared to other first-year teachers, to what extent can [teacher] apply instructional strategies and resources to support:

- each individual student's learning abilities and needs? (n = 107)
- students experiencing trauma? (n = 99)
- students with special needs or disabilities? (n = 101)
- English learners? (n = 67)
- students from culturally diverse backgrounds? (n = 92)
- gifted and talented students? (n = 69)

Options: To a Great Extent, To a Moderate Extent, To a Small Extent, Not at All
As a first-year teacher, compared to other first-year teachers, to what extent is [teacher] able to build positive relationships with:

- **students? (n = 109)**
  - To a Great Extent
  - To a Moderate Extent
  - To a Small Extent
  - Not at All

- **families/caregivers? (n = 107)**
  - To a Great Extent
  - To a Moderate Extent
  - To a Small Extent
  - Not at All

- **colleagues? (n = 109)**
  - To a Great Extent
  - To a Moderate Extent
  - To a Small Extent
  - Not at All
As a first-year teacher, compared to other first-year teachers, to what extent is [teacher] able to:

- Utilize constructive criticism to reflect upon and improve practice? (n = 109)
- Act in a manner consistent with ethical and professional educator expectations? (n = 109)
- Demonstrate responsiveness and flexibility to unexpected situations which arise? (n = 109)