



2020 - 2021 Teacher Candidate Survey

Data from the Michigan Department of Education (MDE)

Responses from GVSU Fall 2020 and Winter 2021 Student Teachers enrolled in EDI 430, EDI 431, or GTC EDI 685 (N = 104). Teacher candidates were required to respond to all items on the survey.

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Survey Data Summary

As a beginning teacher entering the profession, to what extent can you...		% "Great Extent" or "Moderate Extent"
1.	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	97.12%
2.	support all students' socioemotional (e.g., social, emotional, psychological) development?	99.04%
3.	communicate effectively with families/caregivers to promote individual student growth?	92.31%
4.	build respectful relationships with every student?	100%
5.	recognize individuals' potential as demonstrated by setting high expectations for each student?	99.04%

As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...		% "Great Extent" or "Moderate Extent"
6.	gifted and talented students?	80.77%
7.	students from culturally diverse backgrounds?	96.15%
8.	English learners?	81.73%
9.	students with special needs or disabilities?	84.62%
10.	each individual student's learning abilities and needs?	100%

As a beginning teacher entering the profession, to what extent can you...		% "Great Extent" or "Moderate Extent"
11.	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	92.23%
12.	organize the learning environment to guide student engagement during instructional time?	100%
13.	utilize available technology to enhance instruction?	100%
14.	support student use of available technology?	100%
15.	practice the ethical use of technology?	98.08%
16.	support all students in making connections to prior knowledge and experiences?	100%
17.	implement multiple strategies to present key content area(s) concepts?	100%
18.	design or select assessment tools to provide evidence of student learning?	97.09%
19.	analyze assessment data to identify patterns and gaps in student learning?	97.09%
20.	differentiate instruction based on student assessment data?	98.06%
21.	implement research-based behavior management strategies to maximize student engagement?	95.15%
22.	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	99.03%

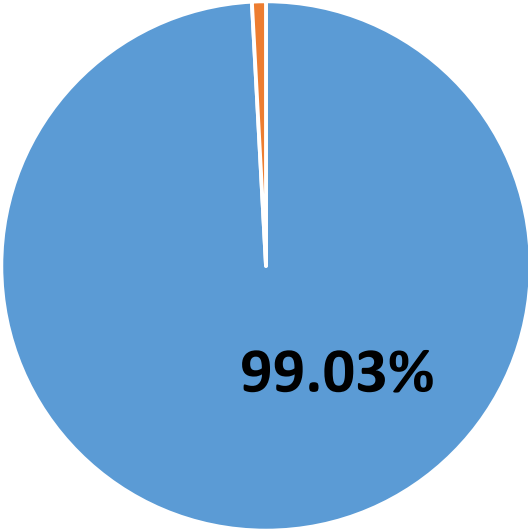
As a beginning teacher entering the profession, to what extent can you...		% "Great Extent" or "Moderate Extent"
23.	be receptive to feedback to improve instruction?	100%
24.	be a reflective educator who utilizes feedback to implement instructional improvements?	100%
25.	maintain positive, collaborative relationships with colleagues?	100%

As a beginning teacher entering the profession, to what extent are you AWARE of...		% "Great Extent" or "Moderate Extent"
26.	Michigan Code of Educational Ethics?	69.90%
27.	professional teaching standards for your content area(s) and grade level(s)?	95.15%
28.	PK-12 academic content standards?	96.12%
29.	statewide and national teaching organizations and associations?	67.96%
30.	laws and policies relevant to the teaching profession?	81.55%
31.	current tools utilized for assessing student learning?	96.12%
32.	tools used by districts to evaluate educator performance?	67.96%
33.	professional learning requirements for certificate renewal and advancement?	62.14%

To what extent did your preparation program provide you with opportunities to work...		% "Great Extent" or "Moderate Extent"
Note: consider the whole of your preparation program, not just student teaching.		
34.	with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)?	90.29%
35.	in a variety of school settings?	90.29%

To what extent did each of the following elements of your preparation program, make a POSITIVE contribution to your readiness to begin a teaching career?		% "Great Extent" or "Moderate Extent"
36.	Coursework in your content area(s)	87.38%%
37.	Teaching methods coursework	94.12%
38.	Early clinical observational experiences (aka early exploratory clinical experiences)	82.65%
39.	Pre-student teaching clinical experiences involving direct student contact (aka student contact hours)	83.33%
40.	Student teaching (aka internship)	98.06%
41.	Support and feedback from the cooperating teacher(s) during student teaching	97.09%
42.	Support and feedback from the preparation program supervisor during student teaching	93.20%

Overall, to what extent do you believe you are ready to enter the teaching profession?



NOTE: N = 104. MDE Survey conducted in 2020-2021. Data distributed by MDE in 2021.
Data analyzed by Grand Valley State University CECEI Office of Certification and Accreditation

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 Student Information and Service Center 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 prompts, while the Candidate Supervisor (CS) survey has seven prompts.

Response Options = “To a Great Extent”, “To a Moderate Extent”, “To a Small Extent”, “Not at All” 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 “To a Great Extent” and “To a Moderate Extent” responses divided by all responses in each category.