2021-22 Administrator Survey

Survey Population: Teachers who, for the first time, appeared in the fall 2021 REP data collection as an MDE teacher.

Category Summaries

	State Average			Grand Valley State University		
	Efficacy[1]	Total N[2]	%	Efficacy[1]	Total N[2]	%
Instructional Strategies and Assessment	3223	3680	87.6%	570	676	84.3%
Meeting Student Needs	3388	3909	86.7%	623	735	84.8%
Technology	503	526	95.6%	93	96	96.9%
External Relationships	1468	1593	92.2%	268	296	90.5%
Professionalism	1482	1608	92.2%	270	297	90.9%

* Match the colors above with those below to identify the questions associated with each category.

Individual Questions

	State Average			Grand Valley State University		
	Efficacy[1]	Total N	%	Efficacy[1]	Total N	%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...						
support all students in making connections to prior knowledge and experiences?	497	534	93.1%	91	99	91.9%
implement multiple strategies to present key content area(s) concepts?	487	537	90.7%	87	99	87.9%
utilize available technology to enhance the learning experience of students?	503	526	95.6%	93	96	96.9%
implement strategies which maximize student engagement to support positive student behavior?	469	539	87.0%	82	99	82.8%
organize the learning environment to guide student engagement during instructional time?	471	538	87.5%	85	99	85.9%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	443	502	88.2%	79	89	88.8%
differentiate instruction based on student assessment data to support each student's academic achievement?	426	519	82.1%	72	97	74.2%
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strate	466	536	86.9%	81	98	82.7%
understand and make accommodations based on a student's IEP or Section 504 plan?	430	511	84.1%	74	94	78.7%
As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...						
English learners?	279	339	82.3%	56	70	80.0%
high performing students?	430	488	88.1%	80	89	89.9%
low performing students?	465	535	86.9%	84	99	84.8%
students experiencing trauma?	414	491	84.3%	74	93	79.6%
students from culturally diverse backgrounds?	419	476	88.0%	80	91	87.9%
students with special needs or disabilities?	448	508	88.2%	84	96	87.5%
each individual student's learning abilities and needs?	467	536	87.1%	84	99	84.8%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .						
students?	505	538	93.9%	91	99	91.9%
families/caregivers?	464	517	89.7%	85	98	86.7%
colleagues?	499	538	92.8%	92	99	92.9%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...						
demonstrate responsiveness and flexibility to unexpected situations which arise?	473	537	88.1%	89	99	89.9%
act in a manner consistent with ethical and professional educator expectations?	509	537	94.8%	91	99	91.9%
utilize constructive criticism to reflect upon and improve practice?	500	534	93.6%	90	99	90.9%

	Survey Responses	# Surveys Sent	Response Rate	Survey Responses	# Surveys Sent	Response Rate
Response Rate[3]	543	1724	31.5%	99	228	43.4%

[1] Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.

[2] "Not able to Observe" responses removed from the total N.

[3] Prospective survey respondents never reached (e.g., email invitation bounce backs) are removed from the N count.