Dear Administrator,

The purpose of this survey is to collect information about Governors State University's graduates and certificate completers that will help us continue to improve our programs. We are interested in your feedback as a stakeholder in that process. We are surveying administrators like you who have had an opportunity to interact with and evaluate our alumni, who have had an opportunity to become familiar with the knowledge, skills, and dispositions they demonstrate in a professional context.

We appreciate your willingness to contribute to our profession and to GSU's programs. Your responses to this survey will remain anonymous. Thank you for your participation.

Cordially,

Shannon Dermer, Ph.D., Interim Dean

College of Education
Governors State University

Directions: If your GSU alum is a classroom teacher, please answer items #1-7 below. If your GSU alum is an educational administration graduate, please scroll forward and complete only items #8-15.

Survey for Administrators of GSU-trained Classroom Teachers

1. The GSU-trained classroom teacher in my school/district works in a school setting where 40% or more of the students receive free or reduced fee lunches. **(Yes or No)**

2. The GSU-trained classroom teacher in my school/district works in a school setting with the following students: (Always, Often, Rarely, Never)

     a. English Language Learners
     b. Students with Disabilities
     c. Gifted Students

3. The GSU-trained classroom teacher in my school/district demonstrates competency in the following knowledge and skills: (Strongly Agree, Agree, Disagree, and Strongly Disagree)

     a. Understanding the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELLs), sexual orientation, gender, gender identity) and the assets that each student brings and implement culturally responsive instructional strategies

     b. Understanding how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities

     c. Creating engaging, differentiated instruction that addresses the Common Core State Standards and the Illinois Social Emotional Learning Goals

     d. Understanding how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances, and diversity within the community and using data related to these and other factors to inform developmentally appropriate instruction

     e. Understanding the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with

Disabilities Education Improvement Act and creating instructional accommodations for the academic success of each student

f. Understanding the impact of linguistic and cultural diversity on learning and communication

g. Developing an effective teaching presence in the classroom using effective oral and written communication skills

h. Establishing equity in a classroom environment conducive to learning

i. Addressing effectively individual and group motivation for learning and classroom behavior

j. Teaching beginning and/or content area literacy skills

k. Assessing student learning both formatively and summatively, providing effective feedback to students, and using research and evidence to measure student progress

l. Modeling appropriate and responsible use of technology and implementing use of technology in instruction when appropriate and effective

m. Understanding one's personal perspectives and biases and their effects on one's teaching

n. Understanding how to identify individual needs and how to locate and access technology, services, and resources to address those needs

o. Building and maintaining collaborative relationships for fostering cognitive, linguistic, physical, and social and emotional development and working as a team member with colleagues, students, parents, or guardians and community

members.

p. Exhibiting professionalism as an ethical and reflective practitioner; providing leadership in the learning community; and advocating for students, parents or

guardians, and the profession.

4. The GSU-trained classroom teacher in my school/district demonstrates competency in the following dispositions: (Strongly Agree, Agree, Disagree, Strongly Disagree)

a. Appreciation of diversity and respect for how the strengths and weaknesses of each student affects his/her learning

b. Commitment to preparation, planning, and full engagement in activities that promote student success

c. Commitment to collaborate with colleagues, parents/guardians, community members, and other stakeholders

d. Commitment to codes of ethics, professional standards of practice, and relevant policies and laws

e. Commitment to lifelong learning and professional growth

f. Habits of mind that reveal reasoned eclecticism in implementing and adjusting instruction based upon empirical evidence and a knowledge of research-based best practices

g. Using research and evidence to reflect upon and measure professional practice

h. Using social emotional competencies to empathize and connect with students

i. Utilizing community resources and fostering community relationships

j. Overall preparation to be successful

5. Effective teachers contribute to the expected growth of their students' learning and development. Based on the most recent benchmark assessment (i.e., NWEA) in your school/district, indicate below the percentage of the GSU-trained teacher's students who have met or are likely to have met expected growth this school year. (1 100% - 75%, 2 74% - 50%, 3 49% - 25%, 4 24% - 0%)

6. Danielson's Framework for Teaching provides a research-based set of components of instruction that are widely used to evaluate effective teaching. For each domain, please indicate general levels of strength or challenge for your GSU-trained classroom teacher.

Domain 1: Planning and Preparation (1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments) (Significant Strength, Strength, Challenge, Significant Challenge)

Comment (optional):
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Domain 2: Classroom Environment (2a Creating an Environment of Respect and Rapport, 2b Establishing a Culture for Learning, 2c Managing Classroom Procedures, 2d Managing Student Behavior, 2e Organizing Physical Space) (Significant Strength, Strength, Challenge, Significant Challenge)

Comment (optional):

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Domain 3: Instruction (3a Communicating with Students, 3b Using Questioning and Discussion Techniques, 3c Engaging Students in Learning, 3d Using Assessment in Instruction, 3e Demonstrating Flexibility and Responsiveness) (Significant Strength, Strength, Challenge, Significant Challenge)

Comment (optional):

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Domain 4: Professional Responsibilities (4a Reflecting on Teaching, 4b Maintaining Accurate Records, 4c Communicating with Families, 4d Participating in the Professional Community, 4e Growing and Developing Professionally, 4f Showing Professionalism) (Significant Strength, Strength, Challenge, Significant Challenge)

Comment (optional):

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7. Based on your knowledge and experience in the field and with this GSU-trained classroom teacher, indicate your confidence in his/her likely success in achieving the career milestones below. (Very Confident, Confident, Not Confident, Not At All Confident)

    a. Retention

    b. Tenure

    c. Promotion

Thank you again for your participation!

Survey for All GSU-trained Educational Administrators

8. Which of the following roles does your GSU-trained educational leader engage in as a part of his/her current professional position? Select "Yes" or "No" as each is applicable to him/her.

   a. Illinois administration certificate/license required or position
   b. Instructional leader
   c. Teacher leader
   d. Evaluation of faculty or staff
   e. Financial oversight
   f. Organizational vision and mission
   g. Personnel management
   h. Other (please specify)

9. The GSU-trained educational leader in my school/district works in a school setting where 40% or more of the students receive free or reduced fee lunches. **(Yes or No)**

10. The GSU-trained educational leader in my school/district works in a school setting with the following students: (Always, Often, Rarely, Never)

   a. English Language Learners
   b. Students with Disabilities
   c. Gifted Students

11. Effective educational leaders actively work to create a supportive learning environment that contributes to the expected growth of P-12 students' learning and development. Based on the most recent benchmark assessment (i.e., NWEA) in your school/district, indicate below the percentage of students in the GSU-trained educational leader's school who have met or are likely to have met expected growth this school year. (1 100% - 75%, 2 74% - 50%, 3 49% - 25%, 4 24% - 0%)

12. In 2015 the National Policy Board for Educational Administration published the Professional Standards for Educational Leaders. The GSU-trained educational leader in your school/district demonstrates competency in each of the standard areas below: (Strongly Agree, Agree, Disagree, Strongly Disagree)

a. **Standard 1: Mission, Vision, and Core Values:** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

b. **Standard 2: Ethics and Professional Norms:** Effective educational leaders act ethically and according to professional norms to promote each student's success and well-being.

c. **Standard 3: Equity and Cultural Responsiveness:** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

d. **Standard 4: Curriculum, Instruction, and Assessment:** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

e. **Standard 5: Community of Care and Support for Students:** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes each student's academic success and well-being.

f. **Standard 6: Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

g. **Standard 7: Professional Community for Teachers and Staff:** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

h. **Standard 8: Meaningful Engagement of Families and Community**: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

i. **Standard 9: Operations and Management:** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

j. **Standard 10: School Improvement:** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

13. Based on your knowledge and experience in the field and with this GSU-trained educational leader, indicate your confidence in his/her likely success in achieving the

career milestones below. (Very Confident, Confident, Not Confident, Not At All Confident)

    a. Retention

    b. Tenure

    c. Promotion

14. Based on your experience with this GSU-trained educational leader in your school/district, please briefly suggest program strength(s):

_____
_____
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15. Based on your experience with this GSU-trained educational leader in your school/district, please briefly suggest recommendation(s) to improve our program(s):

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Thank you again for your participation!