

College of Education
SPRING 2018
ADMINISTRATOR SURVEY

Candidates who completed/graduated from GSU 1 year ago (2016) were asked to complete the “College of Education (COE) Year-1 Graduate/Completer Survey”. The survey asked respondents to voluntarily identify their name, contact information, school of employment and administrator. Of the thirteen (13) candidates who responded, six identified their personal information, schools of employment and administrator.

Subsequently, the identified administrators were invited to complete the Administrator Survey in direct response to the graduate/completer, now teacher or principal. The survey consisted of fifteen (15) questions related to school setting, preparation and impact on student learning. The purpose of the survey is to collect, analyze, share and determine our graduates’ impact on K-12 learning in an effort to continuously improve our programs.

The survey was administered via *Survey Monkey*® as a survey platform. An email is automatically generated as sent via *Survey Monkey*® when the administrators were identified. The EPPU followed up with an email to the administrator’s work email account. Three (3) reminder emails were sent within a 2-week period via GSU email.

The survey of fifteen (15) questions was sent to six (6) administrators. Of the six (6) that were invited to complete the survey, only two (2) responded (33%). One respondent was identified as the principal of the school in which the teacher (completer/graduate) was employed; the second respondent was identified as the superintendent of the school in which the principal (completer/graduate) was employed.

There were not enough respondents to adequately analyze the data; therefore select findings are listed accordingly. The survey will be repeated annually at the same time of year.

Selected Findings for Teachers:

- The teacher worked in a classroom setting in which 40% or more students receive free-reduced lunch;
- The teacher work in diverse settings with ELL, SPED and Gifted;
- The teacher demonstrates competency in content knowledge;
- The teacher demonstrates competency in pedagogical knowledge;
- The teacher demonstrates competency in respect for diversity;
- The teacher demonstrates the likelihood of remaining in the teaching profession.

Impact on Student Learning

- 75%-80% of students met expected growth goals based on NWEA benchmark assessments

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Selected Findings for Administrator:

- The administrator worked in diverse settings with ELL, SPED and Gifted
- The administrator excelled in competency in content knowledge
- The administrator excelled in competency in pedagogical knowledge
- The administrator excelled in competency in respect for diversity
- The administrator demonstrates the likelihood of remaining in the teaching profession

Impact on Student Learning

- 0% - 24% of students met expected growth goals based on NWEA benchmark assessments

Limitations:

- The respondent number is too low to analyze.
- The school of the administrator could be a high performing school, which may explain why the principal received all perfect scores on the survey and yet the student expected growth was low.

Recommendations:

- Review and modify process for collecting data on student learning
- Review and modify process for collecting surveys

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A second survey was developed and subsequently sent to Administrators of GSU trained 1st year completers during the spring of 2018 due to the limited response in the original Administrator Survey that was delivered via Survey Monkey®. Unlike the original survey of 15 questions, the second survey consisted of only two questions specifically focusing on the impact of student learning and teacher performance aligned to CAEP Standard 4.

Of the 52 first-year teachers (graduate/completers), 31 were identified via ISBE as being employed in a public school system within the state of Illinois. Twenty-one of the graduates/completers were considered undetermined. Graduates/Completers who work outside the state of Illinois or assume employment at a non-public school are undetermined via ISBE's IWAS system.

Thirty-one administrators were identified as having a GSU-trained educator employed in their school. The following survey was sent to each administrator via email:

*We are currently undergoing the Council for the Accreditation of Educator Preparation (CAEP) accreditation review process. In alignment with [CAEP Standard 4](#), we are REQUIRED to report on our graduates **Impact on Student Learning**. Standard 4 is the most important standard, yet the most difficult standard to address, as we do not have direct access to GSU-trained teachers' student data or evaluation.*

We need your assistance in determining the GSU-trained teacher's Impact on Student Learning. Note, all names and schools associated with this information will remain anonymous and will only be used for accreditation purpose.

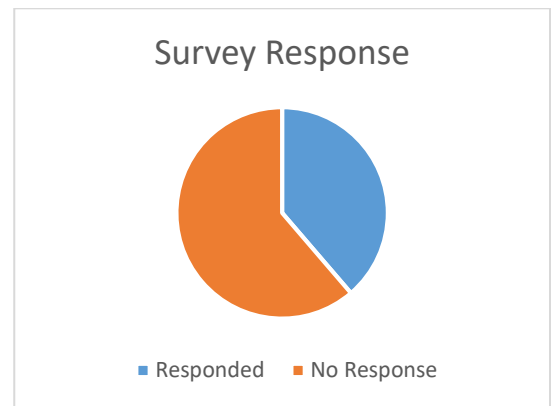
Please respond to the following two questions with yes or no.

1.	<i>Based on the most recent benchmark assessment (i.e. NWEA), did at least 75% of this GSU-trained teacher's students meet expected growth this year?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	<i>Based on the most recent teacher evaluation, did this GSU-trained teacher perform at a proficient level?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Results

12 of the 31 or 39% of the administrators responded to the survey.



Question #1

Based on the most recent benchmark assessment (i.e. NWEA), did at least 75% of this GSU-trained teacher's students meet expected growth this year?

8 administrators responded Yes

3 administrators responded N/A

Comments from administrators:

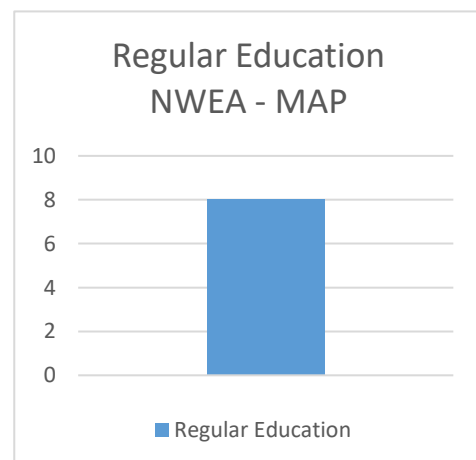
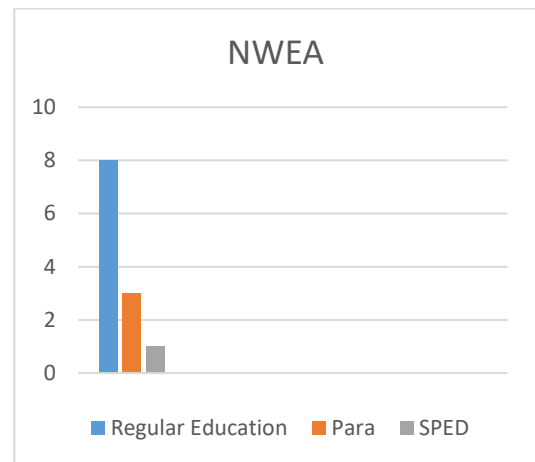
Teachers were employed in an instructional capacity other than classroom teacher and therefore are not responsible for the administration of the NWEA – MAP.

1 administrator responded No

Comments from administrator:

The teacher works with moderate handicapped students. Some of the students were required to take the NWEA-MAP but did not meet grade level expectation.

100% of graduates/completers who work with general education students met the 75% criteria.



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Question #2

Based on the most recent teacher evaluation, did this GSU-trained teacher perform at a proficient level?

9 administrators responded Yes

3 administrators responded N/A

Comments from administrators:

The teachers employed as para-professionals are not evaluated on teacher performance scale.

100% of the classroom teachers (graduates/completers) met the criteria of performing at a proficient level.

