

First-Year Teacher Administrator Feedback Survey Report 3-Year Trends (2021, 2022, 2023)

In alignment to our mission of continuous improvement and guided by accreditation standards (see [CAEP Standard 4](#)), the First Year Teacher Administrative Feedback Survey asks for information based on your direct access to student data and evaluations of teachers trained by Governors State University. We measure our graduates' impact on student learning, creation of positive classroom environment, and their professional dispositions. Names and schools are anonymized for analysis and reports.

This report includes a chart and displays for 2021, 2022, and 2023 responses from administrators on our first-year completers' performance in the following areas:

- Ability to assess student learning, including formative and summative assessments.
- Ability to impact student learning as evidenced by student data.
- Ability to monitor student learning and adjust instruction to meet student learning needs.
- Ability to plan, including long-range and short-range plans.
- Ability to work with diverse P-12 students and their families.
- Classroom organization and management.
- Collaboration with peers and administration.
- Holding high expectations for all learners.
- Interpersonal relationships with students.
- Knowledge of content and management of instructional time in the classroom.
- Personal and professional development.
- Reflective decision-making based on student performance.

Surveys in 2021 indicated highest ratings for completers holding high expectations for all learners (3.71), interpersonal relationships with students (3.71), and the ability to work with diverse P-12 students and their families (3.64). The lowest weighted average was in the criteria of ability to impact student learning as evidenced by student data (3.29). The overall weighted average across all criteria was 3.51.

Surveys in 2022 indicate the highest ratings for completers' collaboration with peers and administration (3.62), ability to work with diverse P-12 students and their families (3.54), interpersonal relationships with students (3.54), and classroom organization and management (3.54), though no weighted averages reached as high as any levels of the previous year. The two lowest areas were the ability to assess student learning, including formative and summative assessments (3.23) and the ability to impact student learning as evidenced by student data (3.31). The overall weighted average across all criteria was 3.45.

Surveys in 2023 indicate the highest ratings for ability to plan, including long-range and short-range plans (3.30), ability to monitor student learning and adjust instruction to meet student learning needs (3.20), collaboration with peers and administration (3.30), and holding high expectations for all learners (3.20); however, the weighted averages for high ratings match some of the low ratings for surveys in

2021 and 2022. The lowest ratings include ability to impact student learning as evidenced by student data (2.80), classroom organization and management (2.80), and interpersonal relationships with students (2.90). The overall weighted average across all criteria was 3.07.

Three-Year Trends

According to surveys submitted by 37 administrators (2021=14, 2022=13, 2023=10), all criteria are following a downward trend. The overall weighted average has decreased each year with a -13.4% change. Three performance areas in 2023 dropped below 3.0 weighted averages: ability to impact student learning as evidenced by student data (2.80; -16.1% change from 2021), classroom organization and management (2.80; -20.2% change from 2021), and interpersonal relationships with students (2.90; -24.5% change from 2021).

3-Year Trend Chart

Criteria	2021 (N)	2021 (Weighted Average)	2022 (N)	2022 (Weighted Average)	2023 (N)	2023 (Weighted Average)
Ability to assess student learning, including formative and summative assessments.	14	3.50	13	3.23	10	3.10
Ability to impact student learning as evidenced by student data.	14	3.29	13	3.31	10	2.80
Ability to monitor student learning and adjust instruction to meet student learning needs.	14	3.43	13	3.38	10	3.20
Ability to plan, including long-range and short-range plans.	14	3.43	13	3.46	10	3.30
Ability to work with diverse P-12 students and their families.	14	3.64	13	3.54	10	3.10
Classroom organization and management.	14	3.43	13	3.54	10	2.80
Collaboration with peers and administration.	14	3.57	13	3.62	10	3.30
Holding high expectations for all learners.	14	3.71	13	3.46	10	3.20

Interpersonal relationships with students.	14	3.71	13	3.54	10	2.90
Knowledge of content and management of instructional time in the classroom.	14	3.50	13	3.46	10	3.00
Personal and professional development.	14	3.43	13	3.38	10	3.10
Reflective decision-making based on student performance.	14	3.43	13	3.46	10	3.00
Overall Weighted Averages		3.51		3.45		3.07

2021 Survey

Please rate the GSU prepared teacher (identified in the email) perfor...

Answered: 14 Skipped: 0



First Year Teaching Impact Survey by Administrator

Y (0)

2022 Survey

Please rate the GovState prepared teacher (identified in the email) pe... ***

Answered: 13 Skipped: 0



First Year Teaching Impact Survey by Administrator

Y (1)

2023 Survey

Please rate the GovState prepared teacher (identified in the email) pe...

Answered: 10 Skipped: 0



First Year Teaching Impact Survey by Administrator

🔍 (1)