

Yellow highlights indicate areas of strength
Orange highlights indicate areas for improvement

MDE Administrator Survey Results, 2021-22

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

Category Summaries

	Instructional Strategies and Assessment
	Meeting Student Needs
	Technology
	External Relationships
	Professionalism

State Average			Western Michigan University		
Efficacy ¹	Total N ²	%	s	Total N ²	%
3223	3680	87.60%	151	183	82.50%
3388	3909	86.70%	179	204	87.70%
503	526	95.60%	24	27	88.90%
1468	1593	92.20%	70	80	87.50%
1482	1608	92.20%	72	80	90.00%

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

Individual Questions

		State Average			Western Michigan 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	93.10%	23	26	88.50%
	implement multiple strategies to present key content area(s) concepts?	487	537	90.70%	23	26	88.50%
	utilize available technology to enhance the learning experience of students?	503	526	95.60%	24	27	88.90%
	implement strategies which maximize student engagement to support positive student behavior?	469	539	87.00%	22	27	81.50%
	organize the learning environment to guide student engagement during instructional time?	471	538	87.50%	23	27	85.20%
	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	443	502	88.20%	18	24	75.00%
	differentiate instruction based on student assessment data to support each student's academic achievement?	426	519	82.10%	22	27	81.50%
	support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources?	466	536	86.90%	23	27	85.20%
	understand and make accommodations based on a student's IEP or Section 504 plan?	430	511	84.10%	20	26	76.90%
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	82.30%	18	19	94.70%
	high performing students?	430	488	88.10%	22	26	84.60%
	low performing students?	465	535	86.90%	25	27	92.60%
	students experiencing trauma?	414	491	84.30%	22	26	84.60%
	students from culturally diverse backgrounds?	419	476	88.00%	23	26	88.50%
	students with special needs or disabilities?	448	508	88.20%	23	26	88.50%
	each individual student's learning abilities and needs?	467	536	87.10%	23	27	85.20%
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	93.90%	24	27	88.90%
	families/caregivers?	464	517	89.70%	22	26	84.60%
	colleagues?	499	538	92.80%	24	27	88.90%
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	88.10%	23	27	85.20%
	act in a manner consistent with ethical and professional educator expectations?	509	537	94.80%	26	27	96.30%
	utilize constructive criticism to reflect upon and improve practice?	500	534	93.60%	23	26	88.50%
		Survey Responses	# Surveys Sent	Response Rate	Survey Responses	# Surveys Sent	Response Rate
Response Rate ³		543	1724	31.50%	29	126	23.00%

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.

**MDE Administrator Survey Results:
Narrative Feedback on WMU First Year Teachers
2021-22**

Prompt: If you have any comments or feedback regarding [Field-TeacherName] or their preparation to share with their provider, please provide it here.

- This teacher is super flexible and confident. She is comfortable with research-based instructional strategies/methodologies, and she is willing to put in the time and effort that it takes to do her job well.
- This teacher will be receiving intensive instructional support in 22-23
- This teacher has demonstrated resiliency and a strong dedication to her students and families. This year has been challenging due to an increase in student misbehavior and the challenges of COVID-19. This teacher has a passion for teaching and shows empathy and compassion to all of her students.
- She has been a GREAT addition to our school and was extremely prepared for her role.
- This teacher shows compassion and dedication to the work.
- This teacher, like most first year teachers are not prepared in teaching students how to read. The colleges are teaching lots of theory and not teaching the art and science of reading. These students should have this knowledge before they even set foot into a classroom. Luckily this teacher is a very eager new teacher and learned much from our instructional coaches and support staff in regards to both math and reading explicit instruction.

MDE Administrator Survey Results, 2020-21

Question Wording	State Average*		WMU	
<i>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</i>	Percent Effective	(N)	Percent Effective	(N)
<i>support all students in making connections to prior knowledge and experiences?</i>	96%	638	97%	31
<i>implement multiple strategies to present key content area(s) concepts?</i>	95%	636	93%	30
<i>utilize available technology to enhance the learning experience of students?</i>	98%	640	100%	31
<i>implement strategies which maximize student engagement to support positive student behavior?</i>	93%	639	100%	31
<i>organize the learning environment to guide student engagement during instructional time?</i>	93%	636	97%	31
<i>implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?</i>	90%	590	86%	28
<i>differentiate instruction based on student assessment data to support each student's academic achievement?</i>	91%	628	94%	31
<i>support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources?</i>	93%	630	100%	30
<i>understand and make accommodations based on a student's IEP or Section 504 plan?</i>	92%	590	100%	27
<i>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</i>	Percent Effective	(N)	Percent Effective	(N)
<i>gifted and talented students?</i>	83%	423	95%	20
<i>students from culturally diverse backgrounds?</i>	91%	560	100%	28
<i>English learners?</i>	86%	385	85%	20
<i>students with special needs or disabilities?</i>	93%	596	96%	27
<i>students experiencing trauma?</i>	91%	573	97%	29
<i>each individual student's learning abilities and needs?</i>	93%	637	94%	31
<i>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .</i>	Percent Effective	(N)	Percent Effective	(N)
<i>students?</i>	97%	645	97%	31
<i>families/caregivers?</i>	94%	625	93%	30
<i>colleagues?</i>	95%	640	97%	30
<i>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</i>	Percent Effective	(N)	Percent Effective	(N)
<i>demonstrate responsiveness and flexibility to unexpected situations which arise?</i>	94%	644	97%	31
<i>act in a manner consistent with ethical and professional educator expectations?</i>	98%	644	100%	31
<i>utilize constructive criticism to reflect upon and improve practice?</i>	96%	641	100%	31

* State averages include teachers who received survey reviews from multiple administrators.

The information below was provided by the MDE (via email on 11/9/2021 & 11/10/2021) after the distribution of this report.

- **State Total:** 649 responses out of 1,570 contacts (41%)
- **WMU Total:** 82 responses out of 61,570 contacts (roughly 38%)

**Administrator Survey Results:
Narrative Feedback on WMU First-Year Teachers
2020-2021**

Comments shared by P-12 Administrators:

“Did an excellent job her first year especially in a pandemic”

“Had an amazing first year of teaching. Her growth mindset and desire for feedback position her to grow in her practice at a rate beyond that of other first-year teachers”

“Demonstrated many characteristics of a veteran teacher in her first year. She goes above and beyond for her students with the utmost professionalism”

“An excellent teacher and her ability to work students that have a high level of need is exceptional”

“Has knowledge and understanding of pedagogy beyond his years of experience. He is very reflective and coachable and does an amazing job with our students and families.”

“I thoroughly enjoyed working with and supervising (TC) while she worked for BerrienRESA. Her skills in the classroom and her ability to build relationships will assist her in developing into a high performance teacher.”

“(TC) had a very tough year to begin his career, due to all of changes with the pandemic. I would fully expect that (TC) will make major changes next year and he will benefit greatly from a "normal" year of instruction.”

“An excellent first year teacher. She is very growth minded and sought our additional resources for student supports, literacy development and instructional strategies to increase student engagement. She has joined our building school improvement team and our behavior team.”