2023-24 Administrator Survey, Traditional Routes

Survey Population: Lead administrators for teachers who, for the first time, appeared in the fall 2023 REP data collection as an MDE teacher.

Category Summaries

		State Average			Grand Valley State		
		Efficacy[1]	Total N[2]	%	Efficacy[1]	Total N[2]	%
	Instructional Strategies and Assessment	4450	5138	86.6%	671	772	86.9%
	Meeting Student Needs	4746	5542	85.6%	728	840	86.7%
	Technology	704	742	94.9%	107	112	95.5%
	External Relationships	2050	2246	91.3%	316	335	94.3%
	Professionalism	2023	2253	89.8%	308	337	91.4%
	Overall Effectiveness	13973	15921	87.8%	2130	2396	88.9%

The color associated with each question below indicates its assigned category above.

Performance score calculation is tentative and subject to further validation and checks.

Individual Questions

		State Average			Grand Valley State		
		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?	691	750	92.1%	106	112	94.6%
	implement multiple strategies to present key content area(s) concepts?	680	753	90.3%	102	111	91.9%
	utilize available technology to enhance the learning experience of students?	704	742	94.9%	107	112	95.5%
	implement strategies which maximize student engagement to support positive student behavior?	637	753	84.6%	98	113	86.7%
	organize the learning environment to guide student engagement during instructional time?	652	752	86.7%	95	113	84.1%
	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	580	679	85.4%	87	102	85.3%
	differentiate instruction based on student assessment data to support each student's academic achievement?	596	731	81.5%	90	112	80.4%
	support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies	646	750	86.1%	96	111	86.5%
	understand and make accommodations based on a student's IEP or Section 504 plan?	614	720	85.3%	93	109	85.3%
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?	435	517	84.1%	71	87	81.6%
	high performing students?	604	688	87.8%	88	100	88.0%
	low performing students?	638	753	84.7%	96	113	85.0%
	students experiencing trauma?	580	689	84.2%	91	103	88.3%
	students from culturally diverse backgrounds?	582	665	87.5%	96	105	91.4%
	students with special needs or disabilities?	614	729	84.2%	93	109	85.3%
	each individual student's learning abilities and needs?	647	751	86.2%	97	112	86.6%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .							
	students?	707	755	93.6%	109	113	96.5%
	families/caregivers?	644	737	87.4%	99	110	90.0%
	colleagues?	699	754	92.7%	108	112	96.4%
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?	641	751	85.4%	97	112	86.6%
	act in a manner consistent with ethical and professional educator expectations?	709	754	94.0%	109	113	96.5%
	utilize constructive criticism to reflect upon and improve practice?	673	748	90.0%	102	112	91.1%

		Survey Responses	# Surveys Sent	Response Rate	Survey Responses	# Surveys Sent	Response Rate
	Response Rate[3]	759	1,543	49.2%	114	204	55.9%

[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.