

<b>2020-2021 Administrators</b> This survey was completed by administrators of SVSU students who are a year out teacher in a Michigan public school.		ELEMENTARY						SECONDARY					
		ACR			Traditional			ACR			Traditional		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
As a first-year teacher, compared to other first-year teachers, to what extent is [ ] able to...													
support all students in making connections to prior knowledge and experiences?	a) To a Great Extent	3	60.0%		11	78.6%		3	75.0%		7	50.0%	
	b) To a Moderate Extent	2	40.0%		3	21.4%		1	25.0%		6	42.9%	
	c) To a Small Extent	0	0.0%	3.60	0	0.0%	3.79	0	0.0%	3.75	1	7.1%	3.43
implement multiple strategies to present key content area(s) concepts?	a) To a Great Extent	3	60.0%		8	57.1%		3	75.0%		8	57.1%	
	b) To a Moderate Extent	1	20.0%		5	35.7%		1	25.0%		5	35.7%	
	c) To a Small Extent	1	20.0%	3.40	1	7.1%	3.50	0	0.0%	3.75	1	7.1%	3.50
utilize available technology to enhance the learning experience of students?	a) To a Great Extent	3	60.0%		11	78.6%		3	75.0%		11	78.6%	
	b) To a Moderate Extent	1	20.0%		3	21.4%		1	25.0%		3	21.4%	
	c) To a Small Extent	1	20.0%	3.40	0	0.0%	3.79	0	0.0%	3.75	0	0.0%	3.79
implement strategies which maximize student engagement to support positive student behavior?	a) To a Great Extent	3	60.0%		7	50.0%		3	75.0%		7	50.0%	
	b) To a Moderate Extent	1	20.0%		7	50.0%		1	25.0%		5	35.7%	
	c) To a Small Extent	1	20.0%		0	0.0%		0	0.0%		1	7.1%	
	e) No Opportunity to Observe	0	0.0%	3.40	0	0.0%	3.50	0	0.0%	3.75	1	7.1%	3.21
organize the learning environment to guide student engagement during instructional time?	a) To a Great Extent	2	40.0%		9	64.3%		3	75.0%		7	50.0%	
	b) To a Moderate Extent	3	60.0%		4	28.6%		1	25.0%		4	28.6%	
	c) To a Small Extent	0	0.0%		1	7.1%		0	0.0%		2	14.3%	
	e) No Opportunity to Observe	0	0.0%	3.40	0	0.0%	3.57	0	0.0%	3.75	1	7.1%	3.14
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	a) To a Great Extent	3	60.0%		7	50.0%		0	0.0%		4	28.6%	
	b) To a Moderate Extent	2	40.0%		7	50.0%		2	50.0%		5	35.7%	
	c) To a Small Extent	0	0.0%		0	0.0%		1	25.0%		2	14.3%	
	e) No Opportunity to Observe	0	0.0%	3.60	0	0.0%	3.50	1	25.0%	2.00	3	21.4%	2.50
differentiate instruction based on student assessment data to support each student's academic achievement?	a) To a Great Extent	2	40.0%		5	35.7%		1	25.0%		4	28.6%	
	b) To a Moderate Extent	3	60.0%		9	64.3%		3	75.0%		7	50.0%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		2	14.3%	
	e) No Opportunity to Observe	0	0.0%	3.40	0	0.0%	3.36	0	0.0%	3.25	1	7.1%	2.93
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources?	a) To a Great Extent	2	40.0%		8	57.1%		2	50.0%		9	64.3%	
	b) To a Moderate Extent	3	60.0%		5	35.7%		2	50.0%		3	21.4%	
	c) To a Small Extent	0	0.0%	3.40	1	7.1%	3.50	0	0.0%	3.50	2	14.3%	3.50
understand and make accommodations based on a student's IEP or Section 504 plan?	a) To a Great Extent	3	60.0%		4	28.6%		2	50.0%		6	42.9%	
	b) To a Moderate Extent	2	40.0%		9	64.3%		2	50.0%		6	42.9%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		1	7.1%	
	e) No Opportunity to Observe	0	0.0%	3.60	1	7.1%	3.07	0	0.0%	3.50	1	7.1%	3.14
As a first-year teacher, compared to other first-year teachers, to what extent can [ ] apply instructional													
gifted and talented students?	a) To a Great Extent	0	0.0%		2	14.3%		2	50.0%		5	35.7%	
	b) To a Moderate Extent	4	80.0%		5	35.7%		0	0.0%		4	28.6%	
	c) To a Small Extent	0	0.0%		1	7.1%		0	0.0%		1	7.1%	
	d) Not at All	1	20.0%		0	0.0%		0	0.0%		0	0.0%	
	e) No Opportunity to Observe	0	0.0%	2.60	6	42.9%	1.79	2	50.0%	2.00	4	28.6%	2.43

students from culturally diverse backgrounds?	a) To a Great Extent	3	60.0%		6	42.9%		2	50.0%		7	50.0%	
	b) To a Moderate Extent	1	20.0%		6	42.9%		0	0.0%		5	35.7%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		1	7.1%	
	e) No Opportunity to Observe	1	20.0%	3.00	2	14.3%	3.00	2	50.0%	2.00	1	7.1%	3.21
English learners?	a) To a Great Extent	0	0.0%		4	28.6%		0	0.0%		3	21.4%	
	b) To a Moderate Extent	1	20.0%		5	35.7%		0	0.0%		3	21.4%	
	e) No Opportunity to Observe	4	80.0%	0.60	5	35.7%	2.21	4	100.0%	0.00	8	57.1%	1.50
students with special needs or disabilities?	a) To a Great Extent	3	60.0%		7	50.0%		3	75.0%		6	42.9%	
	b) To a Moderate Extent	2	40.0%		6	42.9%		1	25.0%		8	57.1%	
	e) No Opportunity to Observe	0	0.0%	3.60	1	7.1%	3.29	0	0.0%	3.75	0	0.0%	3.43
students experiencing trauma?	a) To a Great Extent	3	60.0%		5	35.7%		2	50.0%		5	35.7%	
	b) To a Moderate Extent	2	40.0%		6	42.9%		1	25.0%		8	57.1%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		1	7.1%	
	e) No Opportunity to Observe	0	0.0%	3.60	3	21.4%	2.71	1	25.0%	2.75	0	0.0%	3.29
each individual student's learning abilities and needs?	a) To a Great Extent	3	60.0%		7	50.0%		4	100.0%		8	57.1%	
	b) To a Moderate Extent	2	40.0%		7	50.0%		0	0.0%		5	35.7%	
	c) To a Small Extent	0	0.0%	3.60	0	0.0%	3.50	0	0.0%	4.00	1	7.1%	3.50
As a first-year teacher, compared to other first-year teachers, to what extent is [ ] able to build positive students?													
	a) To a Great Extent	5	100.0%		13	92.9%		4	100.0%		12	85.7%	
	b) To a Moderate Extent	0	0.0%	4.00	1	7.1%	3.93	0	0.0%	4.00	2	14.3%	3.86
families/caregivers?	a) To a Great Extent	4	80.0%		7	50.0%		4	100.0%		10	71.4%	
	b) To a Moderate Extent	1	20.0%		7	50.0%		0	0.0%		2	14.3%	
	c) To a Small Extent	0	0.0%	3.80	0	0.0%	3.50	0	0.0%	4.00	2	14.3%	3.57
colleagues?	a) To a Great Extent	5	100.0%		10	71.4%		3	75.0%		12	85.7%	
	b) To a Moderate Extent	0	0.0%		3	21.4%		1	25.0%		2	14.3%	
	c) To a Small Extent	0	0.0%	4.00	1	7.1%	3.64	0	0.0%	3.75	0	0.0%	3.86
As a first-year teacher, compared to other first-year teachers, to what extent is [ ] able to:													
demonstrate responsiveness and flexibility to unexpected situations which arise?	a) To a Great Extent	4	80.0%		6	42.9%		2	50.0%		13	92.9%	
	b) To a Moderate Extent	0	0.0%		8	57.1%		2	50.0%		1	7.1%	
	c) To a Small Extent	1	20.0%	3.60	0	0.0%	3.43	0	0.0%	3.50	0	0.0%	3.93
act in a manner consistent with ethical and professional educator expectations?	a) To a Great Extent	5	100.0%		10	71.4%		2	50.0%		13	92.9%	
	b) To a Moderate Extent	0	0.0%	4.00	4	28.6%	3.71	2	50.0%	3.50	1	7.1%	3.93
utilize constructive criticism to reflect upon and improve practice?	a) To a Great Extent	4	80.0%		10	71.4%		3	75.0%		13	92.9%	
	b) To a Moderate Extent	1	20.0%	3.80	4	28.6%	3.71	1	25.0%	3.75	1	7.1%	3.93

**Do you have additional elements of your preparation program you feel made a positive contribution to your readiness to begin a teaching career?**

Elementary-ACR	N has been a great addition to our collaborative and caring staff. He exhibits a high level of understanding and willingness to adapt to new situations.
Elementary-ACR	N has had an amazing first year.
Elementary-ACR	N provided excellent virtual education for 2nd and 3rd graders this school year. She was creative in her lessons and was able to implement the use of Montessori materials as she was able. N created a virtual classroom where children felt safe, valued and respected.
Elementary-Traditional	N has done a great job as a first year teacher.

Elementary-Traditional	N has grown so much over the last year with us. She has implemented the curriculum with fidelity, collaborated with district coaches, teaching teammates, and myself to analyze data, plan for differentiation, interventions, and instruction. N adapted flawlessly between remote and face-to-face instruction and made strong relationships with students and families. She had fantastic virtual participation and attendance. Students were genuinely excited to come to school to be with "Ms. N" and the families could not have been more thrilled with the lessons she was teaching while virtual. N demonstrated tremendous student growth, particularly in the area of reading this school year and the majority of her students will be moving onto the next grade, reading at grade level.
Elementary-Traditional	N has been a great addition to our staff. She is caring, positive, open to feedback and very willing to put in the work needed to help each of her students.
Elementary-Traditional	It was clear through observations of N that she had been trained extensively to meet the social emotional needs of her students and provide differentiated instruction for her students. She did a outstanding job of working with students who needed extensive extra social emotional support to engage in the learning. I was impressed.
Elementary-Traditional	N came well prepared to start her own classroom and handled beginning the year virtually with great professionalism. She is a team player, working very closely with her teaching partner/mentor and is very reflective in her practice, continuously looking for ways to improve.
Elementary-Traditional	N has had a tremendous first year at our school. Part of that is the team she works with is outstanding and have taken N under their wing, per say. The other part is N is a hard working, likeable, dedicated, and compassionate person.....she is going to have a very long and successful career as an educator.
Secondary-ACR	N has been a wonderful addition to our High School Team. He has very creative ways to connect with kids and is able to place himself in the seat of his class and recognizes the importance of engaging/empowering his students.
Secondary-ACR	N is a great addition to our staff. N goes above and beyond and is always willing to lend a hand in any school area.
Secondary-ACR	N was thoroughly prepared and most areas and has done a great job for his first year teaching.
Secondary-Traditional	She is a phenomenal first year teacher.
Secondary-Traditional	N has demonstrated a wide variety of art techniques that encourages our students to be creative. Students are willing to be risk-takers and actively participate in class.
Secondary-Traditional	N was well prepared coming into her first year as a full time teacher. I was very impressed with her this year.
Secondary-Traditional	N has been a fine addition to our school family. She is a breath of fresh air in our building and continues to work hard and display a growth mindset. She puts kids and families first.
Secondary-Traditional	N is one of the most phenomenal first-year teachers we have seen. You would never know that this is her first year. She goes over and above expectations. She has risen to the top during the pandemic, took initiative to teach above and beyond during the pandemic, and to learn a new curriculum.
Secondary-Traditional	N has demonstrated a great deal of flexibility and wiliness to learn and contribute in a positive way to our school culture. She volunteered to manage our FB page in an effort to celebrate the positive things going on in the school and to increase communication with our families and the community.
Secondary-Traditional	N is developing well and is on her way to a successful career as an educator. N was an emergency substitute teacher this past year and didn't even get to finish her student teaching as she assumed ownership of her own classroom. N's college development was in a traditional setting and her first real teaching experience was anything but. Even with this, she has reached out to resources in the building to expand her instructional and classroom management toolbox.
Secondary-Traditional	N is an excellent first year teacher and I wouldn't have expected any more from him!
Secondary-Traditional	N has been a fantastic addition to our team!