

A Survey of Principals Who Hired Indiana University Bloomington Teacher Education Graduates

Supplementary Report: Survey Results by Teacher Education Program

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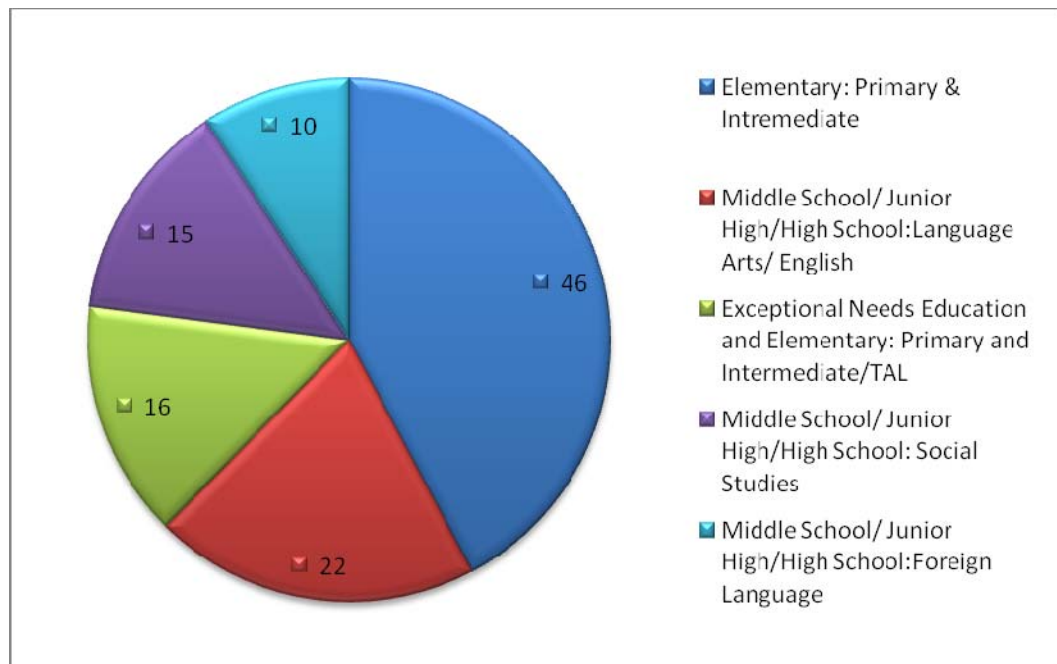


1. Introduction

This report supplements the master report, “A Survey of Principals Who Hired Indiana University Bloomington Teacher Education Graduates,” on principals’ perceptions about Indiana University Bloomington (IUB) School of Education (SOE) Teacher Education Program graduates. These additional data provide information relevant to the teacher preparation programs in elementary, exceptional needs, language arts/English, social studies, and foreign language education programs. Other programs (i.e., mathematics education, music education, science education) received feedback from less than 10 principals, a number inadequate for providing meaningful information, and are therefore not included in this report. However, detailed information on the aggregate performances of all recent IUB SOE graduates can be found in the master report.

The figure below shows the number of principals who provided feedback on IUB teachers and the teacher’s respective program.

FIGURE 1. Number of responses received for IUB School of Education undergraduate teacher education programs



2. General Comparisons to Other Indiana Programs

Participating principals were asked, “In comparison to beginning teachers graduated from teacher education programs other than Indiana University-Bloomington that you have employed, how would you rate this graduate from IUB?” Overall, elementary and secondary education principals in Indiana believe that IUB SOE beginning teachers are better prepared than beginning teachers who graduated from other schools of education.

Table 1 indicates that principals rated IUB graduates as being in the lower middle, upper middle, or upper 25% when compared to beginning teachers from other schools of education. The data also suggest that principals find special education programs to be particularly exceptional at preparing beginning teachers, rating its graduates in the top 25% and upper middle 25%.

TABLE 1. Principals’ comparisons of IUB School of Education graduates, by teacher education program, to beginning teachers graduated from other schools of education

Principal Comparisons	Lower 25%	Lower Middle 25%	Upper Middle 25%	Upper 25%
All	0%	8%	27%	65%
Elementary School Survey	0%	9%	23%	68%
Secondary School Survey	0%	6%	33%	61%
School Level - Elementary	0%	12%	23%	65%
School Level - Secondary	0%	7%	33%	61%
School Level - Special Education	0%	0%	22%	78%

3. Results by Preparation Program

The following tables illustrate the numbers and percentages of principals who rated specific IUB teacher education programs as “strong” or “excellent” through their evaluation of their beginning teachers’ performances.

3.1. Elementary Education Program

Table 2 below presents the data on beginning elementary education teachers. According to this information, the elementary education program’s greatest strengths were in preparing teachers to perform in standards driven classrooms and in creating safe and orderly learning environments. In local principals’ opinions, developing technology skills in students and meeting the needs of students with disabilities or limited English proficiency are areas with opportunities for improvement for the Elementary: Primary and Intermediate program.

TABLE 2. Strengths of Elementary Education Program

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding "Strong" or "Excellent"		
			n	%	Mean
Knowledge	Content Knowledge	Has the depth of knowledge and skills required in order to effectively teach mathematics	36	85.7%	4.36
		... to effectively teach science	32	76.2%	4.12
		... to effectively teach reading	35	83.3%	4.33
		... to effectively teach social studies	31	77.5%	4.15
		... to effectively teach language arts	37	88.1%	4.43
	Application of Effective Instructional Strategies	Creates effective instructional plans	37	84.1%	4.23
		Aligns curriculum goals with state academic standards	40	93.0%	4.47
		Employs effective techniques that require student problem solving	37	84.1%	4.23
		Employs teacher directed instruction effectively	39	88.6%	4.25
		Supports student directed learning	36	83.8%	4.21
	Integrating technology	Integrates technology effectively in teaching	31	72.1%	4.09
		Develops technology skills in students	30	68.2%	3.93
	Integrating assessment	Uses a variety of assessment materials to measure learning	33	75.0%	4.20
		Uses formal and informal assessment data to make teaching decisions	36	81.9%	4.25

TABLE 2. (Continued)

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”		
			n	%	Mean
Meaningful Experiences	Positive environment	Creates a safe, orderly classroom environment	40	90.9%	4.45
		Teaches subject matter in ways that are meaningful to students	37	86.0%	4.28
	Classroom management	Uses effective methods to control student misbehavior	37	84.1%	4.16
		Responds effectively to social and emotional problems of students	36	81.8%	4.23
Personalized Learning	Understanding student diversity	Plans instruction based on students' developmental level, abilities and interests	35	79.5%	4.30
	Working with disabled students	Addresses the needs of students with disabilities	30	68.2%	4.02
		Addresses the needs of students with limited English proficiency	23	74.2%	4.03
	Planning and implementing instruction for diversity	Addresses the needs of students from diverse cultural backgrounds	33	75.0%	4.07
Community	Building and developing relationships	Works effectively as part of an instructional planning team	36	81.8%	4.30
		Works effectively with parents	34	77.3%	4.18
Critical Reflection		Regularly reflects upon and evaluates his/her own teaching.	37	84.1%	4.3

3.2. Exceptional Needs and Teaching All Learners Program

Table 3 focuses on the exceptional needs education and elementary teaching all learners (TAL) program. A Bachelor of Science degree in this program leads to licensure to teach students at the early childhood-primary and middle childhood-intermediate school levels as a generalist and in mild intervention-exceptional needs. The data here only represent the ratings for those who teach students with exceptional needs. In principals' opinions, this program is most effective in preparing teachers to create effective instructional plans. Other positive features of the program are its preparation of teachers to respond to social and emotional problems of students, plan instruction based on students'

developmental level and interests, address the needs of exceptional learners, and work with parents and other professionals. The data suggest that enhanced training on teacher candidates’ skills in student directed learning and facilitating student problem solving could make this program even stronger.

TABLE 3. Strengths of Exceptional Needs Education and Elementary (TAL) Program

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”		
			n	%	Mean
Knowledge	Content Knowledge	Has the depth of knowledge and skills required in order to effectively teach mathematics	11	84.6%	4.38
		... to effectively teach science	11	84.7%	4.31
		... to effectively teach reading	12	92.3%	4.54
		... to effectively teach social studies	11	84.6%	4.38
		... to effectively teach language arts	12	92.3%	4.54
	Application of Effective Instructional Strategies	Creates effective instructional plans	13	92.9%	4.71
		Aligns curriculum goals with state academic standards	12	92.3%	4.62
		Employs effective techniques that require student problem solving	11	84.7%	4.23
		Employs teacher directed instruction effectively	12	85.7%	4.62
		Supports student directed learning	12	85.7%	4.14
	Integrating technology	Integrates technology effectively in teaching	12	92.4%	4.38
		Develops technology skills in students	11	91.7%	4.33
	Integrating assessment	Uses a variety of assessment materials to measure learning	13	92.9%	4.36
		Uses formal and informal assessment data to make teaching decisions	13	92.9%	4.36

TABLE 3. (Continued)

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”		
			n	%	Mean
Meaningful Experiences	Positive environment	Creates a safe, orderly classroom environment	13	92.8%	4.50
		Teaches subject matter in ways that are meaningful to students	13	92.8%	4.57
	Classroom management	Uses effective methods to control student misbehavior	13	92.8%	4.50
		Responds effectively to social and emotional problems of students	13	92.8%	4.64
Personalized Learning	Understanding student diversity	Plans instruction based on students' developmental level, abilities and interests	13	92.8%	4.64
	Working with disabled students	Addresses the needs of students with disabilities	13	92.8%	4.64
	Planning and implementing instruction for diversity	Addresses the needs of students with limited English proficiency	8	100.0%	4.38
		Addresses the needs of students from diverse cultural backgrounds	13	100.0%	4.46
Community	Building and developing relationships	Works effectively as part of an instructional planning team	13	92.8%	4.64
		Works effectively with parents	13	92.8%	4.64
Critical Reflection		Regularly reflects upon and evaluates his/her own teaching.	13	92.9%	4.57

3.3. Secondary Education Program

Sixty-one secondary school principals completed the online survey for beginning teachers who graduated from different content fields in the secondary education program. Among the principals who hired secondary education language arts/English graduates, 90% of them believed this program successfully trained teachers to reflect and evaluate their own teaching practices. The next two greatest strengths of this program are its effectiveness at equipping its graduates with good content knowledge and the skills to present this information in a meaningful way to the middle and high school students. Teacher preparation programs at IUB SOE are committed to preparing teachers who are well grounded in leading technology. The data reflecting principals’

perspectives convey that integrating technology and assessment into instruction are two skills to which the language arts/English program could more effectively attend.

TABLE 4. Strengths of Middle School/Junior High/High School: Language Arts/English

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”			
			n	%	Mean	
Knowledge	Content knowledge	Is prepared to teach the content area	18	90.0%	4.55	
		Presents the subject matter with appropriate breadth and depth	18	90.0%	4.35	
	Application of effective instructional strategies	Has the knowledge and skills to utilize multiple forms of instructional delivery	18	90.0%	4.35	
		Creates effective instructional plans	19	95.0%	4.20	
		Aligns curriculum goals with state academic standards	19	95.0%	4.55	
		Employs effective techniques that require student problem solving	18	90.0%	4.15	
		Employs teacher directed instruction effectively	19	95.0%	4.35	
		Supports student directed learning	18	90.0%	4.35	
		Integrating technology	Integrates technology effectively in teaching	13	72.2%	3.94
	Develops technology skills in students		10	62.6%	3.81	
	Integrating assessment	Uses a variety of assessment materials to measure learning	17	85.0%	4.00	
		Uses formal and informal assessment data to make teaching decisions	18	90.0%	4.10	
	Meaningful Experience	Positive environment	Creates a safe, orderly classroom environment	17	85.0%	4.20
			Teaches subject matter in ways that are meaningful to students	19	95.0%	4.35
Classroom management		Uses effective methods to control student misbehavior	17	85.0%	4.25	
		Responds effectively to social and emotional problems of students	19	95.0%	4.30	

TABLE 4. (Continued)

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”		
			n	%	Mean
Personalized Learning	Understanding student diversity	Plans instruction based on students' developmental level, abilities, and interests	18	90.0%	4.35
		Addresses the needs of students with disabilities	16	80.0%	4.05
	Planning and implementing instruction for diversity	Addresses the needs of students with limited English proficiency	12	100.0%	4.33
		Addresses the needs of students from diverse cultural backgrounds	17	94.5%	4.33
Community	Building and developing relationships	Works effectively as part of an instructional planning team	18	90.0%	4.40
		Works effectively with parents	18	90.0%	4.15
Critical Reflection		Regularly reflects upon and evaluates his/her own teaching	18	90.0%	4.55

3.4. Foreign Language Education Program

Focus group interview results, which were presented in the methods section of the master report, revealed that secondary education principals believed the foreign language education program was especially strong. Data collected via the electronic survey confirms this finding and provides more detailed information on which aspects of the teaching profession are the strongest. According to secondary education principals, the foreign language education program's best qualities are training teachers who can address the needs of students with limited English proficiency, are knowledgeable about the subject matter, and can deliver content to students in meaningful ways. Although principals expressed their satisfaction with graduates of this program, the data disclose that this program can enhance its teacher preparation by focusing more on techniques on how to facilitate secondary school students' problem solving abilities, use formal and informal assessment data to make teaching decisions, and control student misbehavior.

TABLE 5. Strengths of Middle School/Junior High/High School: Foreign Language

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”			
			n	%	Mean	
Knowledge	Content knowledge	Is prepared to teach the content area	8	100.0%	4.75	
		Presents the subject matter with appropriate breadth and depth	8	88.9%	4.22	
	Application of effective instructional strategies	Has the knowledge and skills to utilize multiple forms of instructional delivery	8	88.9%	4.44	
		Creates effective instructional plans	8	88.9%	4.22	
		Aligns curriculum goals with state academic standards	8	100.0%	4.25	
		Employs effective techniques that require student problem solving	6	66.7%	3.78	
		Employs teacher directed instruction effectively	8	88.9%	4.44	
		Supports student directed learning	8	88.8%	4.33	
		Integrating technology	Integrates technology effectively in teaching	7	77.8%	4.00
	Develops technology skills in students		5	71.5%	4.00	
	Integrating assessment	Uses a variety of assessment materials to measure learning	8	88.9%	4.22	
		Uses formal and informal assessment data to make teaching decisions	6	66.6%	3.89	
	Meaningful Experience	Positive environment	Creates a safe, orderly classroom environment	8	88.9%	4.11
			Teaches subject matter in ways that are meaningful to students	8	88.9%	4.56
Classroom management		Uses effective methods to control student misbehavior	6	66.6%	4.00	
		Responds effectively to social and emotional problems of students	8	88.9%	4.11	

TABLE 5. (Continued)

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”		
			n	%	Mean
Personalized Learning	Understanding student diversity	Plans instruction based on students' developmental level, abilities, and interests	8	88.9%	4.11
		Addresses the needs of students with disabilities	6	85.7%	4.00
	Planning and implementing instruction for diversity	Addresses the needs of students with limited English proficiency	4	100.0%	4.75
		Addresses the needs of students from diverse cultural backgrounds	7	87.5%	4.25
Community	Building and developing relationships	Works effectively as part of an instructional planning team	7	77.8%	4.00
		Works effectively with parents	7	87.5%	4.25
Critical Reflection		Regularly reflects upon and evaluates his/her own teaching	8	100.0%	4.50

3.5. Social Studies Education Program

The last table shows the numbers and percentages of secondary education principals who rated IUB social studies program graduates as “strong” or “excellent” in different teaching skills. The social studies program was found to be most successful in preparing teachers with good content knowledge, the skills to create safe and orderly classroom, and the ability to address the needs of students from diverse cultural backgrounds. Similar to the language arts/English program, the social studies program could also be improved by increasing attention to integrating technology into instruction and using formal and informal assessment data to make teaching decisions.

TABLE 6. Strengths of Middle School/Junior High/High School: Social Studies

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding “Strong” or “Excellent”			
			n	%	Mean	
Knowledge	Content knowledge	Is prepared to teach the content area	13	92.8%	4.29	
		Presents the subject matter with appropriate breadth and depth	9	64.3%	4.00	
	Application of effective instructional strategies	Has the knowledge and skills to utilize multiple forms of instructional delivery	9	64.3%	3.93	
		Creates effective instructional plans	7	50.0%	3.71	
		Aligns curriculum goals with state academic standards	9	64.3%	4.00	
		Employs effective techniques that require student problem solving	6	46.2%	3.69	
		Employs teacher directed instruction effectively	7	50.0%	3.79	
		Supports student directed learning	7	50.0%	3.64	
		Integrating technology	Integrates technology effectively in teaching	6	46.2%	3.46
	Develops technology skills in students		4	30.8%	3.38	
	Integrating assessment	Uses a variety of assessment materials to measure learning	9	64.3%	3.71	
		Uses formal and informal assessment data to make teaching decisions	6	50.0%	3.58	
	Meaningful Experience	Positive environment	Creates a safe, orderly classroom environment	11	78.6%	4.29
			Teaches subject matter in ways that are meaningful to students	9	64.3%	3.86
Classroom management		Uses effective methods to control student misbehavior	11	78.6%	4.21	
		Responds effectively to social and emotional problems of students	10	71.4%	3.93	

TABLE 6. (Continued)

IUB Guiding Principles	Graduate Performance	TEGSI Items	Principals Responding "Strong" or "Excellent"		
			n	%	Mean
Personalized Learning	Understanding student diversity	Plans instruction based on students' developmental level, abilities, and interests	11	78.5%	4.00
		Addresses the needs of students with disabilities	11	78.6%	4.07
	Planning and implementing instruction for diversity	Addresses the needs of students with limited English proficiency	8	66.7%	3.92
		Addresses the needs of students from diverse cultural backgrounds	10	83.4%	4.25
Community	Building and developing relationships	Works effectively as part of an instructional planning team	10	71.5%	4.00
		Works effectively with parents	8	57.2%	3.86
Critical Reflection		Regularly reflects upon and evaluates his/her own teaching	8	61.6%	3.92