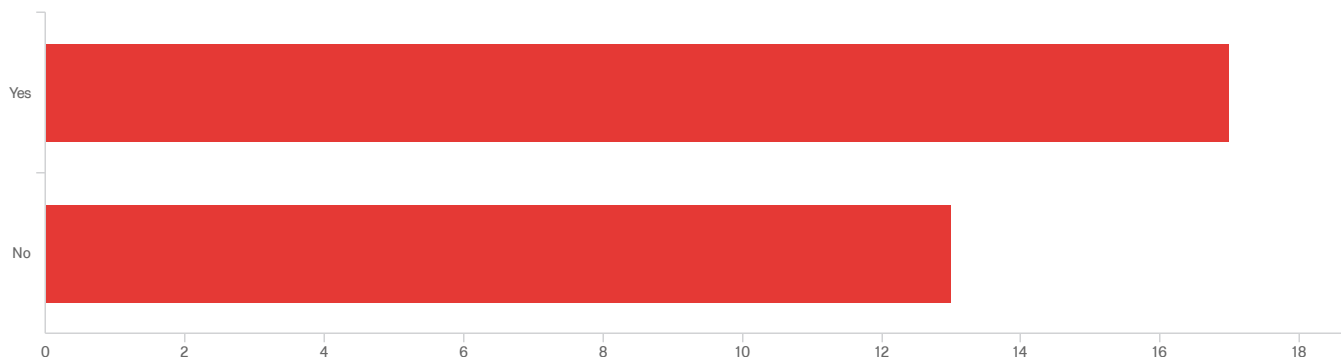


Default Report

Principal Satisfaction Survey - 2019

September 5, 2019 12:55 PM MDT

SCREENER - Within the last three years, have you hired a new graduate from the teacher preparation program at Western Michigan University?



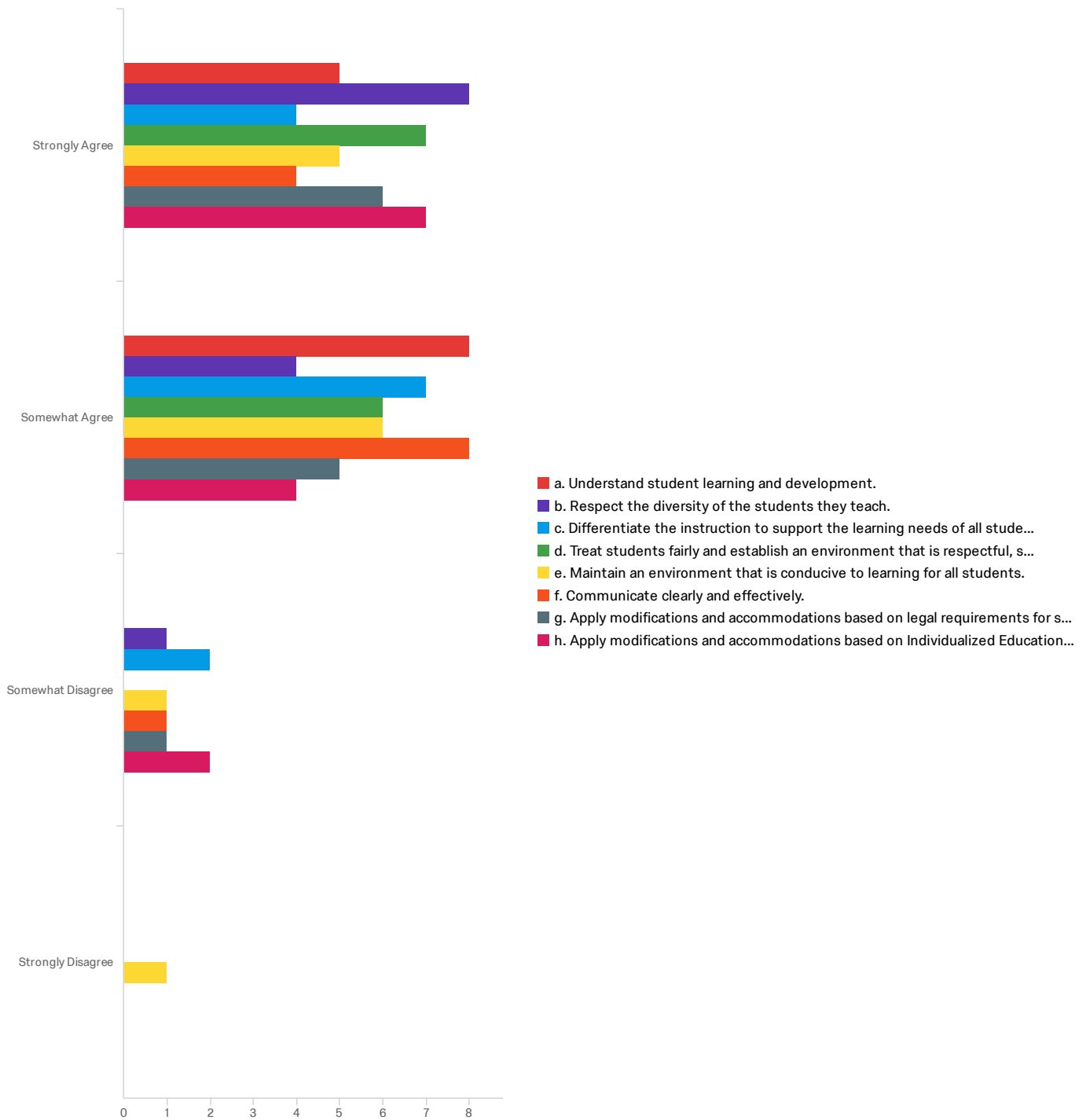
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Within the last three years, have you hired a new graduate from the teacher preparation program at Western Michigan University?	1.00	2.00	1.43	0.50	0.25	30

#	Field	Choice Count
1	Yes	56.67% 17
2	No	43.33% 13

30

Showing rows 1 - 3 of 3

Q5 - Learner and Learning



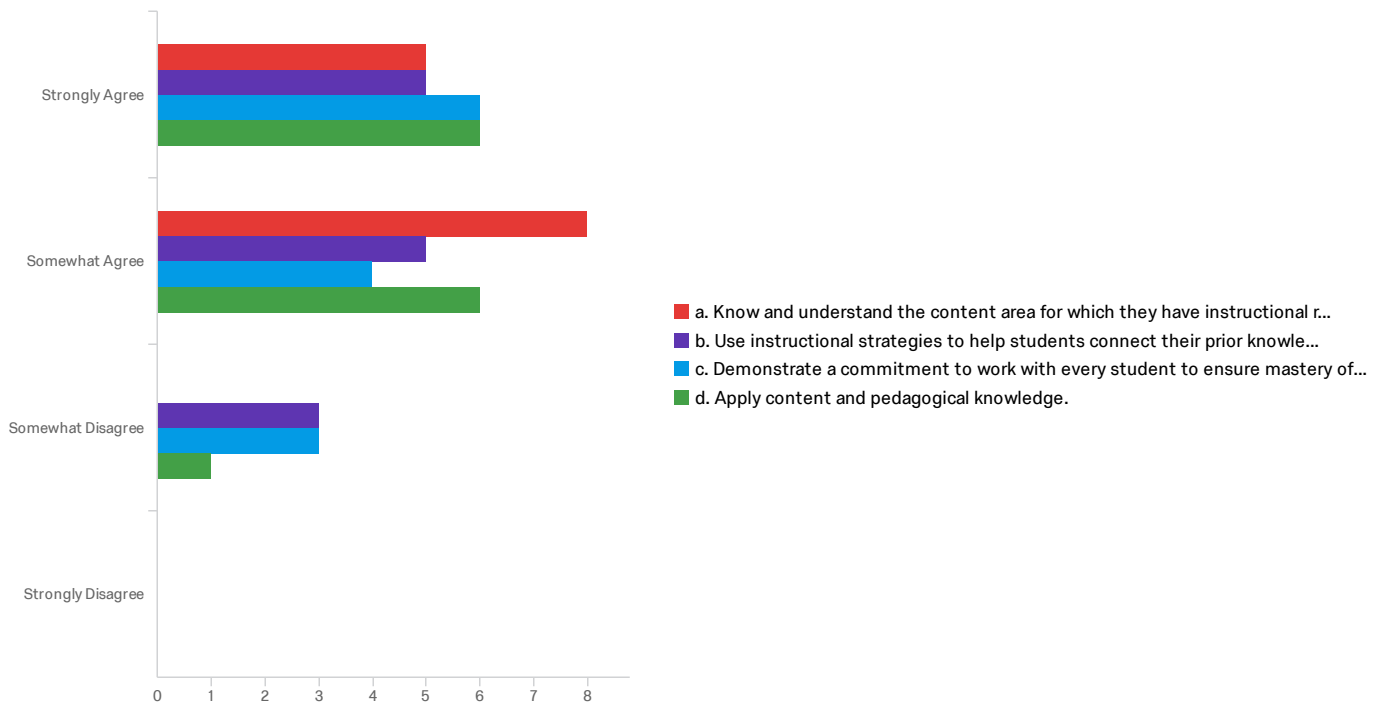
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	a. Understand student learning and development.	1.00	2.00	1.62	0.49	0.24	13
2	b. Respect the diversity of the students they teach.	1.00	3.00	1.46	0.63	0.40	13

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	c. Differentiate the instruction to support the learning needs of all students.	1.00	3.00	1.85	0.66	0.44	13
4	d. Treat students fairly and establish an environment that is respectful, supportive, and caring.	1.00	2.00	1.46	0.50	0.25	13
5	e. Maintain an environment that is conducive to learning for all students.	1.00	4.00	1.85	0.86	0.75	13
6	f. Communicate clearly and effectively.	1.00	3.00	1.77	0.58	0.33	13
7	g. Apply modifications and accommodations based on legal requirements for supporting English language learners.	1.00	3.00	1.58	0.64	0.41	12
8	h. Apply modifications and accommodations based on Individualized Education Programs (IEPs).	1.00	3.00	1.62	0.74	0.54	13

#	Field	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
1	a. Understand student learning and development.	38.46% 5	61.54% 8	0.00% 0	0.00% 0	13
2	b. Respect the diversity of the students they teach.	61.54% 8	30.77% 4	7.69% 1	0.00% 0	13
3	c. Differentiate the instruction to support the learning needs of all students.	30.77% 4	53.85% 7	15.38% 2	0.00% 0	13
4	d. Treat students fairly and establish an environment that is respectful, supportive, and caring.	53.85% 7	46.15% 6	0.00% 0	0.00% 0	13
5	e. Maintain an environment that is conducive to learning for all students.	38.46% 5	46.15% 6	7.69% 1	7.69% 1	13
6	f. Communicate clearly and effectively.	30.77% 4	61.54% 8	7.69% 1	0.00% 0	13
7	g. Apply modifications and accommodations based on legal requirements for supporting English language learners.	50.00% 6	41.67% 5	8.33% 1	0.00% 0	12
8	h. Apply modifications and accommodations based on Individualized Education Programs (IEPs).	53.85% 7	30.77% 4	15.38% 2	0.00% 0	13

Showing rows 1 - 8 of 8

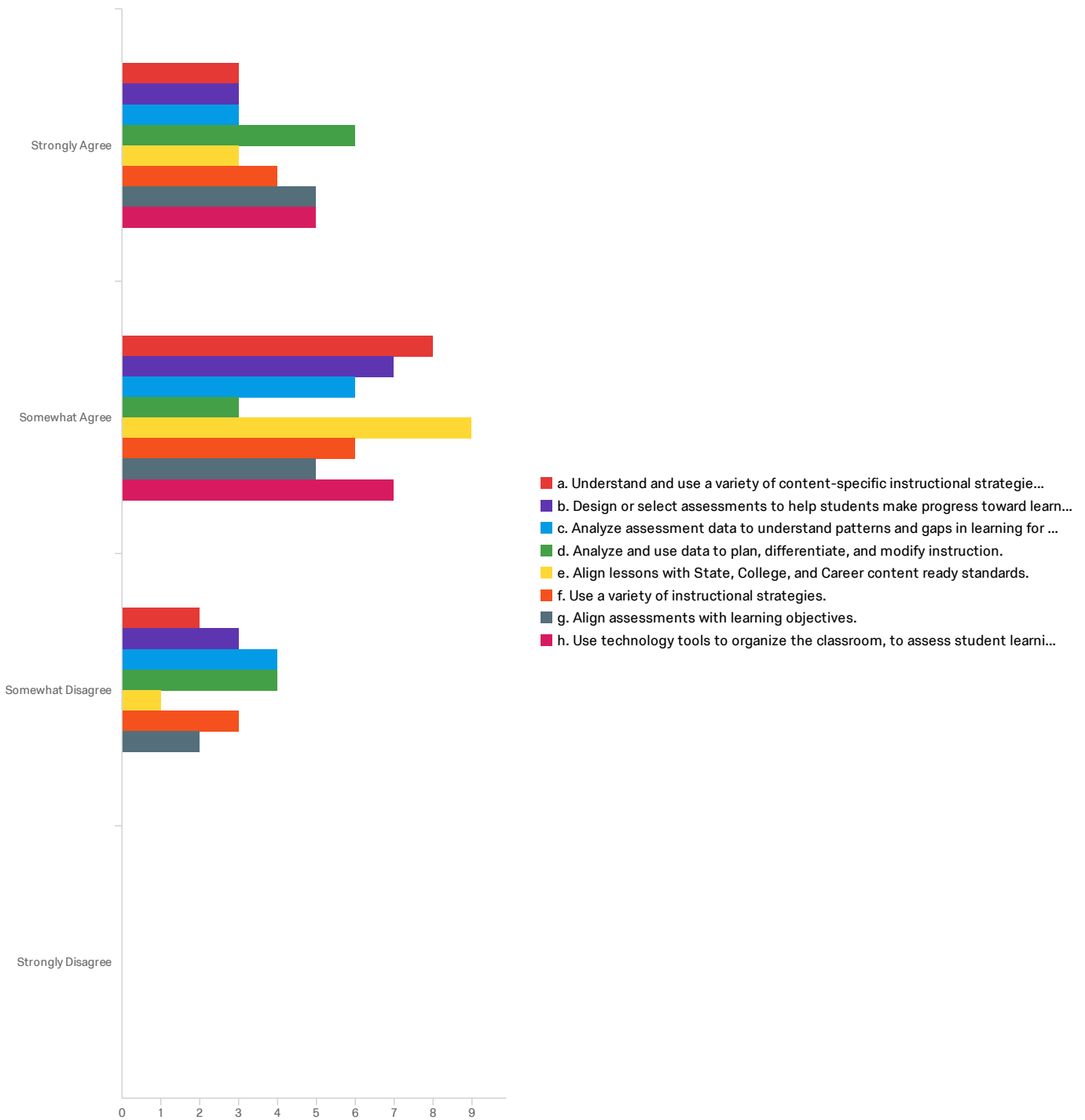
Q6 - Content Knowledge



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	a. Know and understand the content area for which they have instructional responsibility.	1.00	2.00	1.62	0.49	0.24	13
2	b. Use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	1.00	3.00	1.85	0.77	0.59	13
3	c. Demonstrate a commitment to work with every student to ensure mastery of the content and skills taught.	1.00	3.00	1.77	0.80	0.64	13
4	d. Apply content and pedagogical knowledge.	1.00	3.00	1.62	0.62	0.39	13

#	Field	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
1	a. Know and understand the content area for which they have instructional responsibility.	38.46% 5	61.54% 8	0.00% 0	0.00% 0	13
2	b. Use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	38.46% 5	38.46% 5	23.08% 3	0.00% 0	13
3	c. Demonstrate a commitment to work with every student to ensure mastery of the content and skills taught.	46.15% 6	30.77% 4	23.08% 3	0.00% 0	13
4	d. Apply content and pedagogical knowledge.	46.15% 6	46.15% 6	7.69% 1	0.00% 0	13

Q7 - Instructional Practice



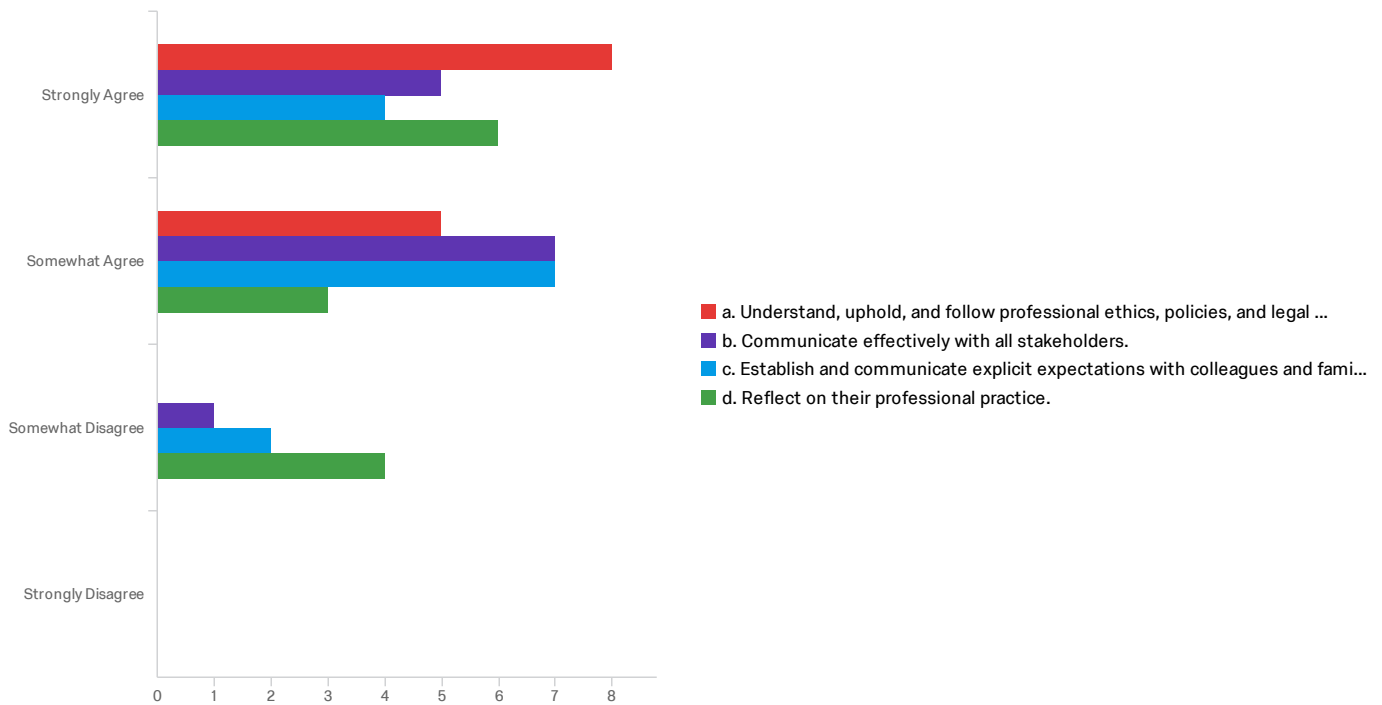
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	a. Understand and use a variety of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	1.00	3.00	1.92	0.62	0.38	13

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	b. Design or select assessments to help students make progress toward learning goals.	1.00	3.00	2.00	0.68	0.46	13
3	c. Analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.	1.00	3.00	2.08	0.73	0.53	13
4	d. Analyze and use data to plan, differentiate, and modify instruction.	1.00	3.00	1.85	0.86	0.75	13
5	e. Align lessons with State, College, and Career content ready standards.	1.00	3.00	1.85	0.53	0.28	13
6	f. Use a variety of instructional strategies.	1.00	3.00	1.92	0.73	0.53	13
7	g. Align assessments with learning objectives.	1.00	3.00	1.75	0.72	0.52	12
8	h. Use technology tools to organize the classroom, to assess student learning and his or her teachings, and to communicate.	1.00	2.00	1.58	0.49	0.24	12

#	Field	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
1	a. Understand and use a variety of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	23.08% 3	61.54% 8	15.38% 2	0.00% 0	13
2	b. Design or select assessments to help students make progress toward learning goals.	23.08% 3	53.85% 7	23.08% 3	0.00% 0	13
3	c. Analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.	23.08% 3	46.15% 6	30.77% 4	0.00% 0	13
4	d. Analyze and use data to plan, differentiate, and modify instruction.	46.15% 6	23.08% 3	30.77% 4	0.00% 0	13
5	e. Align lessons with State, College, and Career content ready standards.	23.08% 3	69.23% 9	7.69% 1	0.00% 0	13
6	f. Use a variety of instructional strategies.	30.77% 4	46.15% 6	23.08% 3	0.00% 0	13
7	g. Align assessments with learning objectives.	41.67% 5	41.67% 5	16.67% 2	0.00% 0	12
8	h. Use technology tools to organize the classroom, to assess student learning and his or her teachings, and to communicate.	41.67% 5	58.33% 7	0.00% 0	0.00% 0	12

Showing rows 1 - 8 of 8

Q8 - Professional Responsibilities



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	a. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	1.00	2.00	1.38	0.49	0.24	13
2	b. Communicate effectively with all stakeholders.	1.00	3.00	1.69	0.61	0.37	13
3	c. Establish and communicate explicit expectations with colleagues and families to promote individual student growth.	1.00	3.00	1.85	0.66	0.44	13
4	d. Reflect on their professional practice.	1.00	3.00	1.85	0.86	0.75	13

#	Field	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
1	a. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	61.54% 8	38.46% 5	0.00% 0	0.00% 0	13
2	b. Communicate effectively with all stakeholders.	38.46% 5	53.85% 7	7.69% 1	0.00% 0	13
3	c. Establish and communicate explicit expectations with colleagues and families to promote individual student growth.	30.77% 4	53.85% 7	15.38% 2	0.00% 0	13
4	d. Reflect on their professional practice.	46.15% 6	23.08% 3	30.77% 4	0.00% 0	13

Showing rows 1 - 4 of 4

Q11 - Approximately how many graduates have you hired from WMU's teacher preparation program in the last three years?

Approximately how many graduates have you hired from WMU's teacher preparat...

1

16

2

1

1

2

3

3

1

One

2

1

5

Q9 - What do you see as the strengths and/or weaknesses of graduates prepared by Western Michigan University?

What do you see as the strengths and/or weaknesses of graduates prepared by...

It is difficult to speak on this, as I have hired only 1 student from WMU's program who did not have multiple years of teaching experience.

We've hired several superstars from WMU recently as well as a couple who haven't made it through their probationary period. Most come prepared with a good foundation / understanding of effective teaching and learning. A weakness is most have not had enough direct, practical instructional practice. I was a bit surprised at how little time our WMU interns this spring were allowed/expected to lead instruction during their internship.

They love what they have trained to do.

Students coming from WMU programs are not as strong as they were in the past. The program is not sending us teachers with a deep toolkit of strategies, especially when dealing with students who struggle academically. They know the buzzwords around diversity and closing the achievement gap, so they interview superficially well in this area, but they are not bringing strategies to the table and need to be brought up to speed on trending efforts in these areas. On the strength side, I have seen deep passion and a desire to learn. I also believe the program is still vastly stronger than many others in Michigan - including Spring Arbor and other private schools in Michigan. But Grand Valley candidates, MSU candidates and even most SVSU candidates I have seen over the last 10 years are stronger in the areas associated with raising achievement and data analysis. Overall, I believe that WMU's teacher prep program has slipped drastically over the 29 years I have been in the business.

Strength has been passion and dedication to their work Growth area is paperwork and keeping up with the professional learning and content knowledge demands

Students from WMU have a foundation base of education knowledge in the area of teaching. The students lack the depth of knowledge and application in the areas of classroom management, instructional strategies and using data to drive individualized learning.

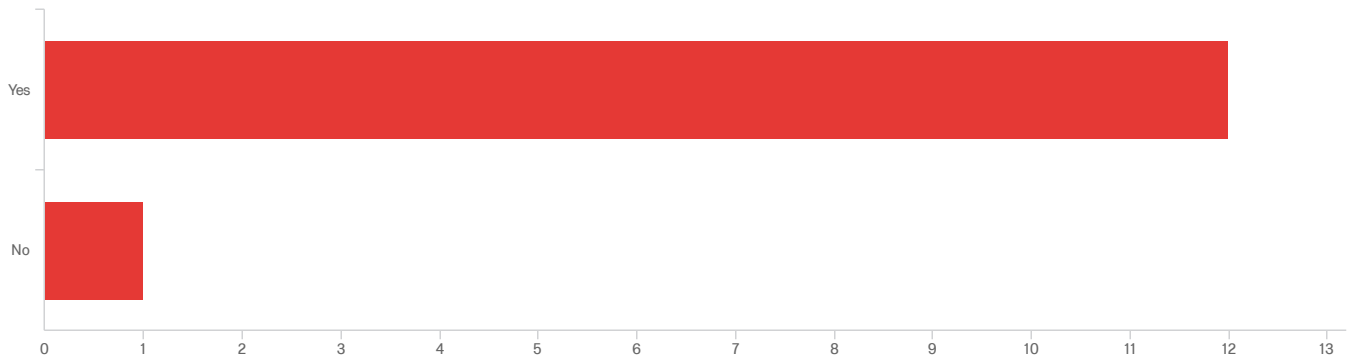
weaknesses: lacking of experience compared to other graduates (lacking full year of experience) strengths: commitment to the area

She started at the University of Dayton and finished up at WMU. She is very well rounded.

Professional Responsibilities a strength. Content knowledge a weakness.

Classroom management. Some have been strong while others have just fallen apart.

Q10 - Would you be inclined to hire another graduate from Western Michigan University?



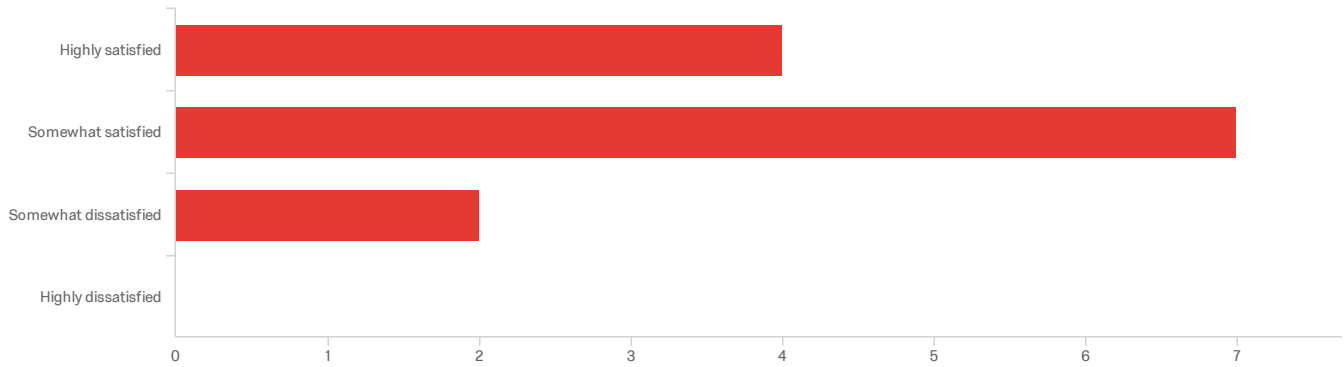
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be inclined to hire another graduate from Western Michigan University?	4.00	5.00	4.08	0.27	0.07	13

#	Field	Choice Count
1	Yes	92.31% 12
2	No	7.69% 1

13

Showing rows 1 - 3 of 3

Q12 - Overall, how satisfied are you with WMU-prepared teachers' preparation for their assigned responsibilities?



#	Field	Choice Count
1	Highly satisfied	30.77% 4
2	Somewhat satisfied	53.85% 7
3	Somewhat dissatisfied	15.38% 2
4	Highly dissatisfied	0.00% 0

13

Showing rows 1 - 5 of 5

Q13 - Please share any other comments regarding WMU's teacher preparation program

graduates not covered by this survey.

Please share any other comments regarding WMU's teacher preparation program...

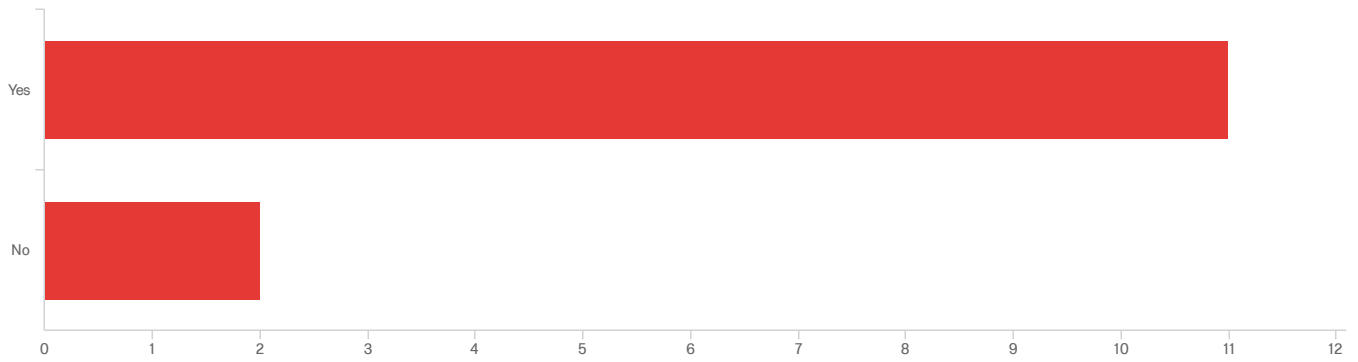
Deeper understanding of the importance of assessment and use of data.

I said YES to the question about hiring WMU graduates, primarily, because we have such a desperate need for WMU's teacher prep program to stay viable and to become stronger. Most West Michigan schools will not be able to compete with Detroit Metro and GR area schools, for the best talent, on salary and conditions alone. Without WMU's program being a big pool of quality educators, schools in WM are doomed to mediocrity. I don't say these things lightly. WMU needs to draw in better talent and make this program the envy of the state again - as it was 25-30 years ago. Western State Normal School - founded in order to provide quality teachers to a burgeoning West Michigan region - is in need of a fresh start. We all know that WMU has expanded its programming from this mission and are proud of our top-rated research programs, top-tier engineering and aviation programs, and excellent Business school. But WMU was founded as a teacher's college. And the need for quality educators is stronger than ever!!! WMU has to be the institution that fills this need. As an alum, as a current superintendent in West Michigan and as a person who has dedicated his career to education, I beg you to get this right again.

I have noticed an improvement in the dedication of teachers from WMU. I would love to be able to have more student interns at my school.

generally we don't hire WMU graduates. Have only hired one in three years.

Q14 - May we contact you for more feedback?



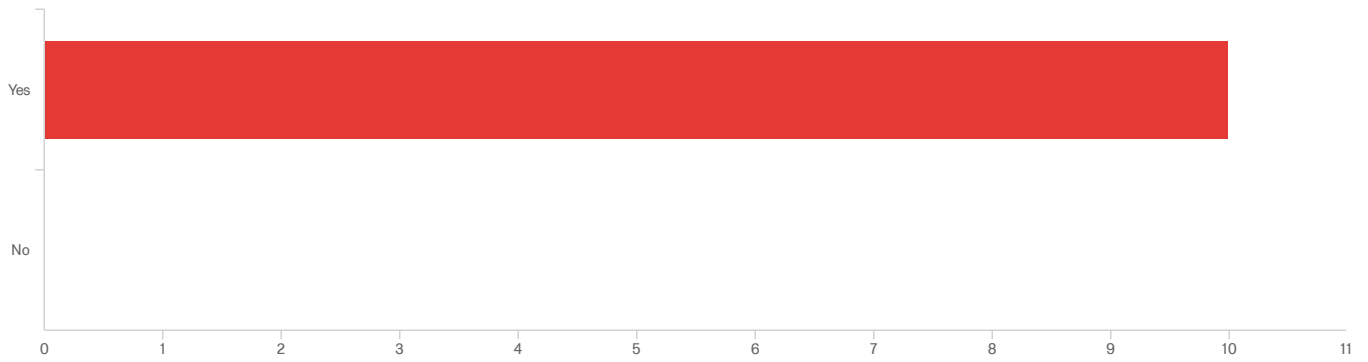
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	May we contact you for more feedback?	1.00	2.00	1.15	0.36	0.13	13

#	Field	Choice Count
1	Yes	84.62% 11
2	No	15.38% 2

13

Showing rows 1 - 3 of 3

Q16 - Would you be inclined to hire a graduate from Western Michigan University?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be inclined to hire a graduate from Western Michigan University?	4.00	4.00	4.00	0.00	0.00	10

#	Field	Choice Count
1	Yes	100.00% 10
2	No	0.00% 0

10

Showing rows 1 - 3 of 3

Q17 - Please share any other comments regarding WMU's teacher preparation program graduates.

Please share any other comments regarding WMU's teacher preparation program...

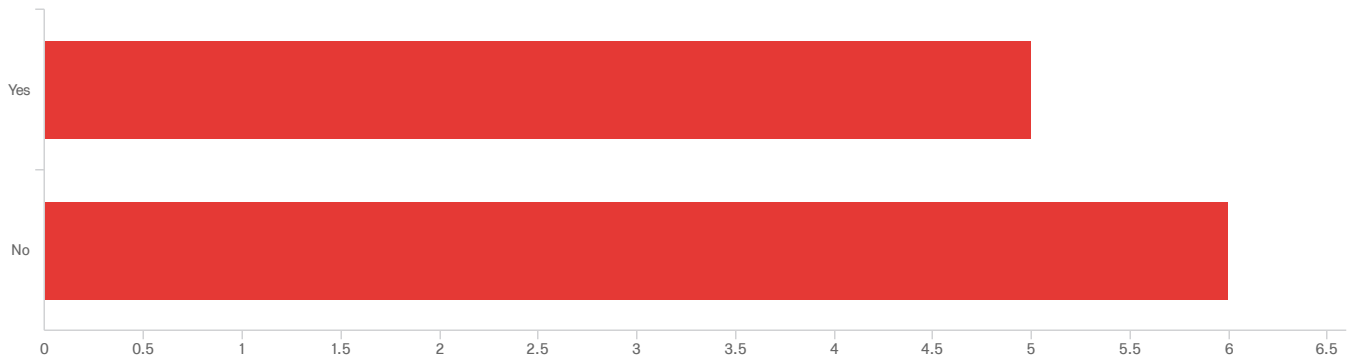
Most of your graduates have done a great job in our district.

It would be interesting to see with new graduates where WMU stands with MTSS and how they teach students to teach reading.

When interviewed, new teachers from WMU's program do not seem prepared enough to answer practical question about climate, culture and pedagogy as other university teacher education programs. They also do not seem to have been advised to market themselves with solid minors/majors in math and science, or hard to find certifications like special education. GVSU really supports new teachers having marketable, in-need, certifications.

Our district has used HumanEx as a screener for approximately 6 years. Unfortunately, those who have made the top 10% across all criteria were not WMU students. However, I have hired a few teachers who are veterans in other districts that have demonstrated highly effective teaching skills.

Q18 - May we contact you for more feedback?



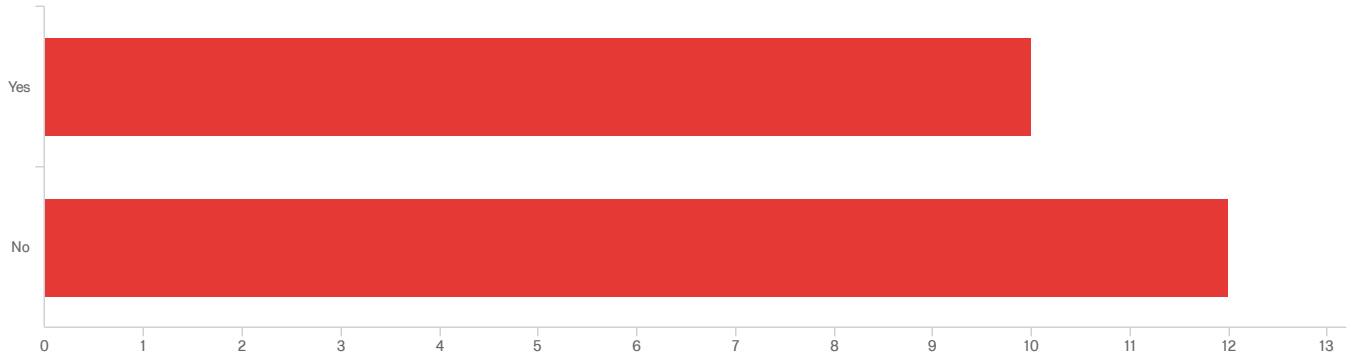
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	May we contact you for more feedback?	1.00	2.00	1.55	0.50	0.25	11

#	Field	Choice Count
1	Yes	45.45% 5
2	No	54.55% 6

11

Showing rows 1 - 3 of 3

Q20 - Do you have any WMU-prepared school counselors and/or reading specialists at your institution?



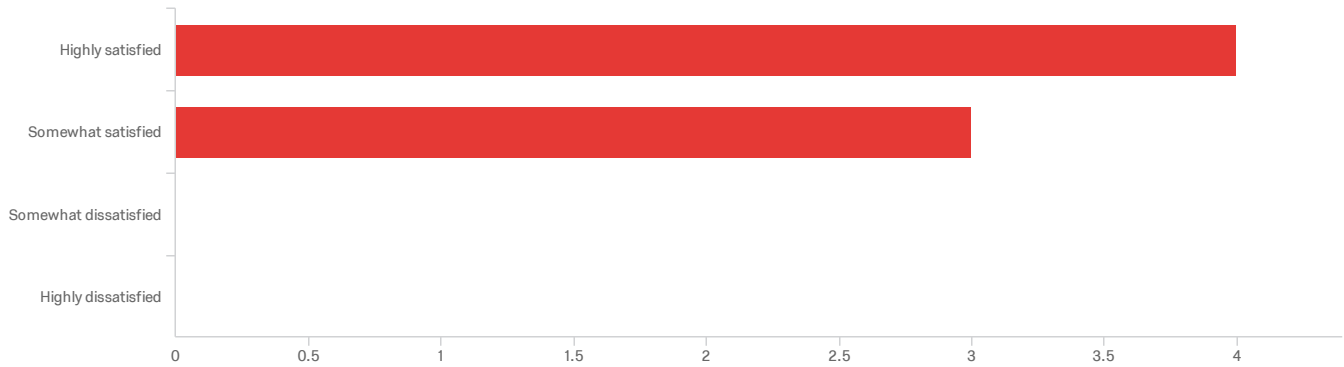
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have any WMU-prepared school counselors and/or reading specialists at your institution?	1.00	2.00	1.55	0.50	0.25	22

#	Field	Choice Count
1	Yes	45.45% 10
2	No	54.55% 12

22

Showing rows 1 - 3 of 3

Q21 - Overall, how satisfied are you with WMU-prepared school counselors' and/or reading specialists' preparation for the assigned responsibilities?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, how satisfied are you with WMU-prepared school counselors' and/or reading specialists' preparation for the assigned responsibilities?	1.00	2.00	1.43	0.49	0.24	7

#	Field	Choice Count
1	Highly satisfied	57.14% 4
2	Somewhat satisfied	42.86% 3
3	Somewhat dissatisfied	0.00% 0
4	Highly dissatisfied	0.00% 0

7

Showing rows 1 - 5 of 5

Q22 - Please share any other comments regarding WMU school counselors' and/or reading specialists' preparation.

Please share any other comments regarding WMU school counselors' and/or rea...

Our last two counselors were educated at Grand Valley.

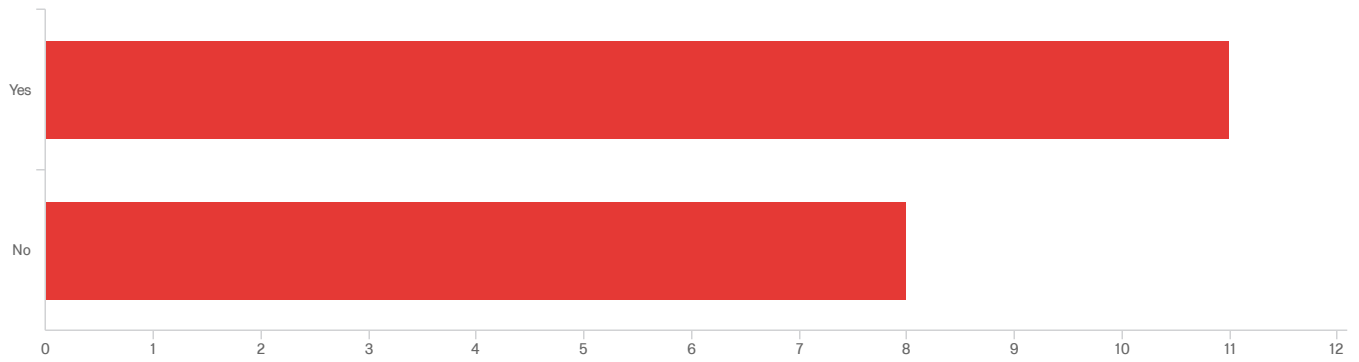
The reading specialist has extensive background in how to support not only teachers but students in learning.

Our WMU prepared counselor is nearing the end of half-century career. Hard to judge the current program, though he has done well. I do know we have tried, unsuccessfully, to get interns to come out to Schoolcraft and learn from him. WMU Reading Specialists who were trained under Joe Chapel and up to the early-aughts are still the best in the business. Others since have been good, but not as good as those coming from MSU and GVSU.

Counselor is super- areas of growth would be organizational strategies

Our counselor is in her first year but had previous teaching experience in another state and Kalamazoo Public Schools. Our previous counselor was also a WMU grad and just retired after 30 years. Both of these individuals demonstrated strong skill sets as a counselor which aligned with the ASCA.

Q23 - May we contact you for more feedback?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	May we contact you for more feedback?	1.00	2.00	1.42	0.49	0.24	19

#	Field	Choice Count
1	Yes	57.89% 11
2	No	42.11% 8

19

Showing rows 1 - 3 of 3