

## 2024-25 Administrator Survey Analysis

The Michigan Department of Education (MDE) has surveyed school administrators about the performance of first-year teachers since the 2020-2021 academic year.

We have included three years of survey data comparing WMU with State data and have included 2024-25 narrative responses from administrators regarding specific teachers.

### Overall Trends:

- **Technology** consistently has **the highest scores** across all years.
- **Meeting Student Needs** shows the **largest decline** from earlier years.
- **Instructional Strategies and Assessment** dropped after 2022–23 and **stayed around 82%**.
- **Professionalism** decreased slightly after 2022–23.
- **External Relationships** stayed **fairly stable** across years.
- **Overall Effectiveness** slightly improved from 83.4% to 83.9% from 2023–24 to 2024–25.

### Summary:

- 2022–23 **appears to be the strongest performance year** overall.
- Scores dipped in **2023–24**, with only slight recovery in **2024–25**.
- **Technology** remains the strongest category, *while* the lowest areas continue to be **supporting English Language Learners, implementing literacy and reading strategies, differentiating instruction based on assessment data, and supporting students experiencing trauma**.

### WMU Improvements to address areas for concern:

- Coursework in supporting English Language Learners and using assessment to differentiate instruction has been added to the Elementary programs.
- The Special Education curriculum has been revised to include a TESOL course and additional focus on using assessment data for instruction.
- By Fall 2027, all WMU programs will include meet new MDE standards around disciplinary literacy and dyslexia which will improve the literacy and reading instruction of our completers.

# MDE Administrator Survey Data

## Three year WMU & STATE comparison

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

Category Summaries		2022-23		2023-24		2024-25	
		State	WMU	State	WMU	State	WMU
		(n=780)	(n=55)	(n=759)	(n=56)	(n=812)	(n = 68)
	Instructional Strategies and Assessment	88.6%	90.8%	86.6%	82.0%	89.9%	82.4%
	Meeting Student Needs	88.0%	88.1%	85.6%	80.4%	88.6%	81.2%
	Technology	95.0%	96.2%	94.9%	92.5%	96.1%	95.3%
	External Relationships	93.2%	90.2%	91.3%	88.0%	93.0%	87.6%
	Professionalism	91.9%	92.7%	89.8%	86.9%	93.2%	86.8%
	Overall Effectiveness	89.8%	90.3%	87.8%	83.4%	90.7%	83.9%

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		2022-23		2023-24		2024-25	
		State %	WMU %	State %	WMU %	State %	WMU %
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>							
	support all students in making connections to prior knowledge and experiences?	94.8%	96.3%	92.1%	87.5%	94.7%	89.6%
	implement multiple strategies to present key content area(s) concepts?	91.3%	96.3%	90.3%	83.9%	92.2%	83.8%
	utilize available technology to enhance the learning experience of students?	95.0%	96.2%	94.9%	92.5%	96.1%	95.3%
	implement strategies which maximize student engagement to support positive student behavior?	86.7%	90.7%	84.6%	80.4%	89.5%	80.9%
	organize the learning environment to guide student engagement during instructional time?	88.1%	90.7%	86.7%	83.9%	90.1%	82.4%
	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	86.6%	89.6%	85.4%	79.5%	87.6%	78.7%
	differentiate instruction based on student assessment data to support each student's academic achievement?	83.4%	81.1%	81.5%	77.4%	85.1%	73.0%
	support each student's socioemotional development with instructional strategies and resources?	86.6%	83.3%	86.1%	83.9%	88.1%	82.1%
	understand and make accommodations based on a student's IEP or Section 504 plan?	89.1%	90.2%	85.3%	80.8%	90.1%	87.7%
<b>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</b>							
	English learners?	84.0%	87.1%	84.1%	78.0%	83.7%	71.4%
	high performing students?	89.7%	90.0%	87.8%	78.2%	90.6%	88.3%
	low performing students?	89.0%	92.5%	84.7%	80.4%	89.4%	80.3%
	students experiencing trauma?	85.6%	84.9%	84.2%	79.2%	85.9%	78.7%
	students from culturally diverse backgrounds?	89.6%	85.4%	87.5%	83.0%	90.3%	82.3%
	students with special needs or disabilities?	90.4%	90.6%	84.2%	79.2%	90.2%	83.6%
	each individual student's learning abilities and needs?	87.8%	90.6%	86.2%	80.4%	89.3%	80.6%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with...</b>							
	students?	95.9%	92.7%	93.6%	91.1%	95.2%	91.2%
	families/caregivers?	90.8%	88.9%	87.4%	83.3%	90.2%	84.8%
	colleagues?	92.9%	89.1%	92.7%	89.3%	93.6%	86.8%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>							
	demonstrate responsiveness and flexibility to unexpected situations which arise?	88.0%	89.1%	85.4%	80.4%	90.5%	82.4%
	act in a manner consistent with ethical and professional educator expectations?	95.1%	96.4%	94.0%	92.9%	95.0%	92.6%
	utilize constructive criticism to reflect upon and improve practice?	92.5%	92.6%	90.0%	87.5%	94.0%	85.3%
	<b>Response Rate<sup>3</sup></b>	52.5%	59.8%	49.2%	50.5%	51.8%	57.6%

<sup>1</sup> Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.

<sup>2</sup> "Not able to Observe" responses removed from the total N.

<sup>3</sup> 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  
2024-25**

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

**Positive Feedback:**

- TRULY AN EXEMPLARY first year teacher!
- Wonderful new educator and we consider ourselves lucky to have her on staff.
- Great addition to our team. My new teachers can use more practice with structured literacy and family engagement.
- Fantastic, and a wonderful addition to our staff.
- Is a dedicated and creative math teacher. He engages students with thoughtful lessons and consistently supports their growth and confidence in math. His calm demeanor and steady presence make him a trusted and effective educator.
- Demonstrates strong preparation and a clear commitment to student engagement. Her lessons are well-structured, and she fosters a positive classroom environment where students are encouraged to participate and think critically. She uses questioning strategies effectively and maintains clear expectations, supporting both learning and classroom culture. Chloe shows strong potential and continues to grow in her instructional practice.
- One of the best early childhood educators I have seen in my 23 years.
- Demonstrated great qualities to develop into an outstanding educator. He was the best first year teacher I have ever seen. I have no doubt that will continue.
- Is a true gem. She comes with years of experience working as a paraprofessional in our building, and continued to go to school full time until her internship. She was nominated by a parent for a special educator award, as a general education teacher. She is an amazing educator who seems like she has been teaching for years!
- Her ability to form positive relationships with students, parents, and staff. She is positive and open to feedback. One area of growth would be to increase her knowledge of content and being able to implement an MTSS system in her classroom to improve student achievement.

- Has done a great job as a first-year elementary music and JH/HS band director. We are lucky to have her.
- Is one of the strongest first year teachers I have had the pleasure of observing. She conducts herself like a veteran teacher, is positive and enthusiastic, and is a pleasure to have on staff.
- Is an excellent first-year teacher! She also completed her student teaching at our school and that helped greatly.

**Areas for improvement:**

- Ability to implement new strategies effectively after feedback and reflection was a challenge.
- I am deeply concerned by the glaring absence of professional standards, work ethic, and readiness to teach demonstrated by a recent hire from his teacher preparation program. This individual has repeatedly failed to meet even the most foundational expectations of a beginning educator.
- More time in how to build productive relationships with students and families. Limiting sarcasm and negative tone when students are not doing what you want them to do. He often uses a condescending tone. Excellent musician, but difficulty connecting with students and family.
- Incoming teachers would benefit from a stronger background in using technology, especially AI tools that support instruction, differentiation, and teacher efficiency. Additionally, the current internship model needs to be reconsidered. Year-round, paid internships would better reflect the reality of the work being done in schools. It's difficult to justify interns paying tuition when school districts are doing the bulk of the training and support. A more equitable system would recognize and compensate the contributions happening at the school level.
- Lacks classroom management strategies, which impedes the amount of student engagement that she could have in her classroom, as well as the student-student relationships in the classroom and the student-teacher relationships. While this isn't totally uncommon with the new teachers we are seeing coming out of our prep programs, there may also be a lack of awareness of the teacher's ability to control some of these things and how the trickle effect of being successful in your classroom management actually helps students feel safer to participate in that classroom leading to a positive correlation to relationships in the classroom and student engagement.

## Administrator Survey Analysis

The Michigan Department of Education (MDE) has surveyed school administrators about the performance of first-year teachers since the 2020-2021 academic year.

We have included four years of survey data and narrative responses from administrators regarding specific teachers on the following pages.

The first data set (p.2) includes a four-year comparison of WMU first year teachers' average rating in the assessed area. In 2020-2021, most of our first-year teachers were teaching on-line due to the pandemic and administrator evaluations are much higher than for the 2021-22 cohort who had predominantly online intern teaching experiences. The mean scores improved in all areas between the 2021-22 and 2022-23 academic years and then declined in most areas between the 2022-23 and 2023-24 academic years.

The next data set (p.3) includes three years of comparisons of WMU scores and statewide scores. As with the WMU data, state mean scores improved in all areas between the 2021-22 and 2022-23 academic years and then declined in most areas between the 2022-23 and 2023-24 academic years.

The 2023-24 survey data is puzzling. The 2023-24 average scores decreased from 2022-23 in all areas except in *the ability to build positive relationships with colleagues*. The narrative feedback from this administrator survey and the first year teacher effectiveness ratings, however, are overwhelmingly positive. Some examples include:

- Has shown incredible growth and perseverance this school year. He has what I could easily categorize as the most difficult class in the building. He is always open to suggestions, takes feedback exceedingly well, and no matter what, starts each day fresh and with a positive attitude!
- Is the exception to the first-year teachers we are seeing. She is amazing and so skilled.
- Demonstrated a high level of professionalism in response to a very demanding teaching load with a student population experiencing trauma and who are disproportionately economically disadvantaged.
- Has made the mistakes expected of a first-year teacher and has many areas to grow in as it relates to planning and classroom management. However, she has been a strong role model for our students and has built good relationships, which is extremely important!

WMU will analyze 2025 P-12 administrator focus groups responses and the 24-25 administrator survey data (when it's available), to better understand the most significant areas of improvement and to develop strategies to address those areas.

Yellow highlights are areas in which scores increased from 2021-22  
 Orange highlights are areas in which scores decreased from 2021-22

# MDE Administrator Survey Data Four Year WMU Comparison

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

Category Summaries		2020-21 (n=31)	2021-22 (n=29)	2022-23 (n=55)	2023-24 (n=56)
	Instructional Strategies and Assessment		82.5%	90.8%	82.0%
	Meeting Student Needs		87.7%	88.1%	80.4%
	Technology		88.9%	96.2%	92.5%
	External Relationships		87.5%	90.2%	88.0%
	Professionalism		90.0%	92.7%	86.9%
	Overall Effectiveness				83.4%

\* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions		2020-21 (n=31)	2021-22 (n=29)	2022-23 (n=55)	2023-24 (n=56)
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>					
	support all students in making connections to prior knowledge and experiences?	97%	88.5%	96.3%	87.5%
	implement multiple strategies to present key content area(s) concepts?	93%	88.5%	96.3%	83.9%
	utilize available technology to enhance the learning experience of students?	100%	88.9%	96.2%	92.5%
	implement strategies which maximize student engagement to support positive student behavior?	100%	81.5%	90.7%	80.4%
	organize the learning environment to guide student engagement during instructional time?	97%	85.2%	90.7%	83.9%
	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	86%	75.0%	89.6%	79.5%
	differentiate instruction based on student assessment data to support each student's academic achievement?	94%	81.5%	81.1%	77.4%
	support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources?	100%	85.2%	83.3%	83.9%
	understand and make accommodations based on a student's IEP or Section 504 plan?	100%	76.9%	90.2%	80.8%
<b>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</b>					
	gifted and talent students?	95%			
	English learners?	85%	94.7%	87.1%	78.0%
	high performing students?		84.6%	90.0%	78.2%
	low performing students?		92.6%	92.5%	80.4%
	students experiencing trauma?	97%	84.6%	84.9%	79.2%
	students from culturally diverse backgrounds?	100%	88.5%	85.4%	83.0%
	students with special needs or disabilities?	96%	88.5%	90.6%	79.2%
	each individual student's learning abilities and needs?	94%	85.2%	90.6%	80.4%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .</b>					
	students?	97%	88.9%	92.7%	91.1%
	families/caregivers?	93%	84.6%	88.9%	83.3%
	colleagues?	97%	88.9%	89.1%	89.3%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>					
	demonstrate responsiveness and flexibility to unexpected situations which arise?	97%	85.2%	89.1%	80.4%
	act in a manner consistent with ethical and professional educator expectations?	100%	96.3%	96.4%	92.9%
	utilize constructive criticism to reflect upon and improve practice?	100%	88.5%	92.6%	87.5%
	<b>Response Rate</b>		23%	59.80%	50.50%

# MDE Administrator Survey Data

## Three year WMU & STATE comparison

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

Category Summaries		2021-22		2022-23		2023-24	
		State	WMU	State	WMU	State	WMU
		(n=543)	(n = 29)	(n=780)	(n=55)	(n=759)	(n=56)
	Instructional Strategies and Assessment	87.6%	82.5%	88.6%	90.8%	86.6%	82.0%
	Meeting Student Needs	86.7%	87.7%	88.0%	88.1%	85.6%	80.4%
	Technology	95.6%	88.9%	95.0%	96.2%	94.9%	92.5%
	External Relationships	92.2%	87.5%	93.2%	90.2%	91.3%	88.0%
	Professionalism	92.2%	90.0%	91.9%	92.7%	89.8%	86.9%
	Overall Effectiveness	92.2%	98.0%	89.8%	90.3%	87.8%	83.4%

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		2021-22		2022-23		2023-24	
		State %	WMU %	State %	WMU %	State %	WMU %
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>							
	support all students in making connections to prior knowledge and experiences?	93.1%	88.5%	94.8%	96.3%	92.1%	87.5%
	implement multiple strategies to present key content area(s) concepts?	90.7%	88.5%	91.3%	96.3%	90.3%	83.9%
	utilize available technology to enhance the learning experience of students?	95.6%	88.9%	95.0%	96.2%	94.9%	92.5%
	implement strategies which maximize student engagement to support positive student behavior?	87.0%	81.5%	86.7%	90.7%	84.6%	80.4%
	organize the learning environment to guide student engagement during instructional time?	87.5%	85.2%	88.1%	90.7%	86.7%	83.9%
	implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	88.2%	75.0%	86.6%	89.6%	85.4%	79.5%
	differentiate instruction based on student assessment data to support each student's academic achievement?	82.1%	81.5%	83.4%	81.1%	81.5%	77.4%
	support each student's socioemotional development with instructional strategies and resources?	86.9%	85.2%	86.6%	83.3%	86.1%	83.9%
	understand and make accommodations based on a student's IEP or Section 504 plan?	84.1%	76.9%	89.1%	90.2%	85.3%	80.8%
<b>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</b>							
	English learners?	82.3%	94.7%	84.0%	87.1%	84.1%	78.0%
	high performing students?	88.1%	84.6%	89.7%	90.0%	87.8%	78.2%
	low performing students?	86.9%	92.6%	89.0%	92.5%	84.7%	80.4%
	students experiencing trauma?	84.3%	84.6%	85.6%	84.9%	84.2%	79.2%
	students from culturally diverse backgrounds?	88.0%	88.5%	89.6%	85.4%	87.5%	83.0%
	students with special needs or disabilities?	88.2%	88.5%	90.4%	90.6%	84.2%	79.2%
	each individual student's learning abilities and needs?	87.1%	85.2%	87.8%	90.6%	86.2%	80.4%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with...</b>							
	students?	93.9%	88.9%	95.9%	92.7%	93.6%	91.1%
	families/caregivers?	89.7%	84.6%	90.8%	88.9%	87.4%	83.3%
	colleagues?	92.8%	88.9%	92.9%	89.1%	92.7%	89.3%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>							
	demonstrate responsiveness and flexibility to unexpected situations which arise?	88.1%	85.2%	88.0%	89.1%	85.4%	80.4%
	act in a manner consistent with ethical and professional educator expectations?	94.8%	96.3%	95.1%	96.4%	94.0%	92.9%
	utilize constructive criticism to reflect upon and improve practice?	93.6%	88.5%	92.5%	92.6%	90.0%	87.5%
	<b>Response Rate<sup>3</sup></b>	31.5%	23.0%	52.5%	59.8%	49.2%	50.5%

<sup>1</sup> Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.

<sup>2</sup> "Not able to Observe" responses removed from the total N.

<sup>3</sup> 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  
2023-24**

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

**Positive Feedback:**

- Has shown incredible growth and perseverance this school year. He has what I could easily categorize as the most difficult class in the building. He is always open to suggestions, takes feedback exceedingly well, and no matter what, starts each day fresh and with a positive attitude!
- Has the protentional to become a great teacher. She will continue to need guidance and modeling.
- Looking forward to implementing a skill based individualized development plan with intentional goals and strategies based on performance this year
- Is the exception to the first-year teachers we are seeing. She is amazing and so skilled.
- I feel because (name removed) did her student teaching in the district she is now teaching; she was better prepared than other new teachers.
- Has had a fantastic year. She is a go getter and gets things done without question. It's hard to believe this was only her first year of teaching.
- Has made the mistakes expected of a first-year teacher and has many areas to grow in as it relates to planning and classroom management. However, she has been a strong role model for our students and has built good relationships, which is extremely important!
- Has been an amazing member of our (school name removed) team! She is the epitome of 'whole child education". She recognizes the value in creating a strong culture in her classroom and works hard to include SEL lessons and strategies while helping her learners understand that their feelings are acknowledged and valued. She is motivated to try new strategies and approaches to ensure all are growing in their academic needs, as well. She collaborated with our staff on committees and staff activities.
- It has been a joy to work alongside (name removed) in her first year of teaching!
- Did a great job as a first year teacher. She sought out help when needed, took criticism well, and worked to make positive changes for her instruction and students.

- She is amazing!
- With continued modeling and guidance, (name removed) has the potential to become an effective teacher.
- Is a wonderful addition to our staff. He has added great value to our school community.
- Demonstrated a high level of professionalism in response to a very demanding teaching load with a student population experiencing trauma and who are disproportionately economically disadvantaged.
- Outstanding teacher
- She has been an exceptional first year teacher. One of the best that I have seen in 14 years as an administrator.
- Was certainly more advanced than typical 1st year teachers! She has excellent instincts and strong interpersonal skills that allow her to work well with both students and staff alike, and she was definitely meant to be a teacher!

**Areas for improvement:**

- Was not prepared to be a teacher, she has struggled this year greatly, despite an excellent mentor, and extra support from the principal, school counselor, and other staff. She has resigned effective at the end of the school year.
- Presents as well-prepared but doesn't routinely apply her knowledge and skills.

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

# 2022-23 Administrator Survey

Survey Population: Teachers who, for the first time, appeared in the fall 2022 REP data collection as an MDE teacher.

## Category Summaries

	State Average <sup>3</sup>			Western Michigan University		
	Efficacy <sup>1</sup>	Total N <sup>2</sup>	%	Efficacy <sup>1</sup>	Total N <sup>2</sup>	%
Instructional Strategies and Assessment	4666	5266	88.6%	334	368	90.8%
Meeting Student Needs	4969	5648	88.0%	348	395	88.1%
Technology	723	761	95.0%	51	53	96.2%
External Relationships	2137	2292	93.2%	148	164	90.2%
Professionalism	2125	2313	91.9%	152	164	92.7%
<i>"Demonstrated Teaching Knowledge" calculation for EPI Performance Score</i>						
	14620	16280	89.8%	1033	1144	90.3%

The color associated with each question below indicates its assigned category above.  
 EPI Performance Score calculation is tentative and subject to further validation and checks.

## Individual Questions

	State Average <sup>3</sup>			Western Michigan University		
	Efficacy <sup>1</sup>	Total N	%	Efficacy <sup>1</sup>	Total N	%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
support all students in making connections to prior knowledge and experiences?	732	772	94.8%	52	54	96.3%
implement multiple strategies to present key content area(s) concepts?	701	768	91.3%	52	54	96.3%
utilize available technology to enhance the learning experience of students?	723	761	95.0%	51	53	96.2%
implement strategies which maximize student engagement to support positive student behavior?	672	775	86.7%	49	54	90.7%
organize the learning environment to guide student engagement during instructional time?	680	772	88.1%	49	54	90.7%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	607	701	86.6%	43	48	89.6%
differentiate instruction based on student assessment data to support each student's academic achievement?	630	755	83.4%	43	53	81.1%
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strate	663	766	86.6%	45	54	83.3%
understand and make accommodations based on a student's IEP or Section 504 plan?	644	723	89.1%	46	51	90.2%
<b>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</b>						
English learners?	405	482	84.0%	27	31	87.1%
high performing students?	633	706	89.7%	45	50	90.0%
low performing students?	685	770	89.0%	49	53	92.5%
students experiencing trauma?	610	713	85.6%	45	53	84.9%
students from culturally diverse backgrounds?	626	699	89.6%	41	48	85.4%
students with special needs or disabilities?	669	740	90.4%	48	53	90.6%
each individual student's learning abilities and needs?	678	772	87.8%	48	53	90.6%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with...</b>						
students?	744	776	95.9%	51	55	92.7%
families/caregivers?	674	742	90.8%	48	54	88.9%
colleagues?	719	774	92.9%	49	55	89.1%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
demonstrate responsiveness and flexibility to unexpected situations which arise?	677	769	88.0%	49	55	89.1%
act in a manner consistent with ethical and professional educator expectations?	737	775	95.1%	53	55	96.4%
utilize constructive criticism to reflect upon and improve practice?	711	769	92.5%	50	54	92.6%
	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>
<b>Response Rate<sup>4</sup></b>	780	1486	52.5%	55	92	59.8%

<sup>1</sup> Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.

<sup>2</sup> "Not able to Observe" responses removed from the total N.

<sup>3</sup> EPIs in the process of closing are removed from the average.

<sup>4</sup> 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  
2022-23**

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

**Positive Feedback:**

- Is doing a great job in his first year as a teacher in our district. We are lucky to have him!
- Has been an absolute gift to our school. He is a very strong teacher, and I can't wait to see how he grows to be an even more amazing educator.
- Worked in my building for one trimester of her first year. Disposition led her to be engaging, resourceful, and accommodating.
- Great addition to our staff. She is knowledgeable and determined to meet student's needs.
- Has been a WONDERFUL addition to the team!
- Exemplifies what a teacher should be. She is committed and eager to learn more from her colleagues. She had a wonderful first year as an educator.
- Has been very well prepared!
- Is doing a fantastic job!
- Is an incredible teacher with the skillset of a veteran teacher. We are thankful to have her as part of our educational community.

**Areas for improvement:**

- Was placed on a plan of improvement this year. She is working on communication skills with students and families.
- Clearly has a passion for Teaching and an understanding of pedagogy. However, she really will thrive with extensive training in social emotional learning, trauma informed instruction and cultural proficiency/equity.
- Is no longer working in the K-12 educational system.

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 <sup>1</sup>	Total N <sup>2</sup>	%	s	Total N <sup>2</sup>	%
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 <sup>1</sup>	Total N	%	Efficacy <sup>1</sup>	Total N	%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
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%
<b>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</b>						
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%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .</b>						
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%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
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%
	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>
<b>Response Rate<sup>3</sup></b>	543	1724	31.50%	29	126	23.00%

<sup>1</sup> Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.

<sup>2</sup> "Not able to Observe" responses removed from the total N.

<sup>3</sup> 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.

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

2020-21 is the first statewide administration of this survey.

## MDE Administrator Survey Results, 2020-21

Question Wording	State Average*		WMU	
	Percent Effective	(N)	Percent Effective	(N)
<i>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</i>				
<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>				
<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>				
<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>				
<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.”