

GaPSC Survey of Employers of Induction Teachers

*Please note that this is lagging data, with employers surveyed regarding induction (first-year) teachers one year later and results being released by the GaPSC thereafter.

Question Number	Question	2017 Data (2015-2016 Completers) =92 Surveys Completed 77.31% Response Rate	2018 Data (2016-2017 Completers) =35 Surveys Completed 24.48% Response Rate	2019 Data (2017-2018 Completers) 89 Surveys Completed 78.76% Response Rate
Inductee Infield	Was the inductee "in-field" during the first year of teaching?	No = 28% Yes = 72%	No data provided	No data provided
1	Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	Strongly Agree = 25% Agree = 70% Disagree = 5% Strongly Disagree = 0% No Response =0%	Strongly Agree = 51% Agree = 46% Disagree = 0% Strongly Disagree =3% No Response =0%	Strongly Agree = 33% Agree = 63% Disagree = 4% Strongly Disagree = 0% No Response =0%
2	Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	Strongly Agree = 24% Agree = 72% Disagree = 4% Strongly Disagree = 0% No Response =0%	Strongly Agree = 51% Agree = 40% Disagree = 6% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 31% Agree = 62% Disagree = 6% Strongly Disagree = 0% No Response = 1%
3	Develops and manages a collaborative classroom in which all students have ownership.	Strongly Agree = 27% Agree = 62% Disagree = 10% Strongly Disagree = 0% No Response =1%	Strongly Agree = 40% Agree = 49% Disagree = 11% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 30% Agree = 61% Disagree = 8% Strongly Disagree = 0% No Response = 1%
4	Implements effective classroom management	Strongly Agree = 27% Agree = 61%	Strongly Agree = 37% Agree = 51%	Strongly Agree = 25% Agree = 64%

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	strategies and procedures in all school areas.	Disagree = 12% Strongly Disagree = 0% No Response =0%	Disagree = 6% Strongly Disagree = 3% No Response = 3%	Disagree = 10% Strongly Disagree = 1% No Response =0%
5	Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.	Strongly Agree = 24% Agree = 62% Disagree = 10% Strongly Disagree = 0% No Response =4%	Strongly Agree = 37% Agree = 67% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 28% Agree = 64% Disagree = 6% Strongly Disagree = 0% No Response = 2%
6	Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	Strongly Agree = 13% Agree = 78% Disagree = 7% Strongly Disagree = 0% No Response =2%	Strongly Agree = 40% Agree = 49% Disagree = 9% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 25% Agree = 64% Disagree = 9% Strongly Disagree = 1% No Response = 1%
7a	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students	Strongly Agree = 11% Agree = 60% Disagree = 5% Strongly Disagree = 0% No Response =24%	Strongly Agree = 11% Agree = 66% Disagree = 0% Strongly Disagree = 0% No Response = 23%	Strongly Agree = 17% Agree = 46% Disagree = 9% Strongly Disagree = 2% No Response = 26%
7b	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological	Strongly Agree = 17% Agree = 70% Disagree = 9% Strongly Disagree = 0% No Response =4%	Strongly Agree = 29% Agree = 60% Disagree = 3% Strongly Disagree = 3% No Response = 6%	Strongly Agree = 24% Agree = 54% Disagree = 8% Strongly Disagree = 2% No Response = 12%

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	tools to meet the diverse learning needs of: Students with Disabilities			
7c	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: English Language Learners	Strongly Agree = 10% Agree = 68% Disagree = 4% Strongly Disagree = 0% No Response = 17%	Strongly Agree = 26% Agree = 57% Disagree = 3% Strongly Disagree = 0% No Response = 14%	Strongly Agree = 19% Agree = 58% Disagree = 6% Strongly Disagree = 1% No Response = 16%
7d	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk Students	Strongly Agree = 16% Agree = 74% Disagree = 10% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 20% Agree = 74% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 25% Agree = 62% Disagree = 9% Strongly Disagree = 2% No Response = 2%
8	Uses technological tools and a variety of communication strategies to build communities that engage learners.	Strongly Agree = 22% Agree = 73% Disagree = 4% Strongly Disagree = 0% No Response = 1%	Strongly Agree = 31% Agree = 63% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 27% Agree = 69% Disagree = 4% Strongly Disagree = 0% No Response = 0%
9	Creates experiences to build accurate conceptual understandings.	Strongly Agree = 14% Agree = 82% Disagree = 2%	Strongly Agree = 43% Agree = 57% Disagree = 0%	Strongly Agree = 28% Agree = 64% Disagree = 8%

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		Strongly Disagree = 0% No Response = 2%	Strongly Disagree = 0% No Response = 0%	Strongly Disagree = 0% No Response = 0%
10	Creates opportunities for students to learn, practice, and master academic language.	Strongly Agree = 17% Agree = 78% Disagree = 3% Strongly Disagree = 0% No Response = 1%	Strongly Agree = 37% Agree = 54% Disagree = 3% Strongly Disagree = 3% No Response = 3%	Strongly Agree = 29% Agree = 64% Disagree = 6% Strongly Disagree = 0% No Response = 1%
11	Uses academic language in a way that encourages learners to integrate content areas.	Strongly Agree = 13% Agree = 75% Disagree = 8% Strongly Disagree = 0% No Response = 4%	Strongly Agree = 31% Agree = 60% Disagree = 3% Strongly Disagree = 3% No Response = 3%	Strongly Agree = 26% Agree = 69% Disagree = 6% Strongly Disagree = 0% No Response = 0%
12	Utilizes strategies to create learning environments which engage students in individual and collaborative learning.	Strongly Agree = 18% Agree = 76% Disagree = 4% Strongly Disagree = 0% No Response = 1%	Strongly Agree = 37% Agree = 57% Disagree = 3% Strongly Disagree = 3% No Response = 0%	Strongly Agree = 25% Agree = 67% Disagree = 8% Strongly Disagree = 0% No Response = 0%
13	Creates opportunities for learners to develop diverse social and cultural perspectives.	Strongly Agree = 12% Agree = 73% Disagree = 5% Strongly Disagree = 0% No Response = 10%	Strongly Agree = 26% Agree = 71% Disagree = 0% Strongly Disagree = 3% No Response = 0%	Strongly Agree = 20% Agree = 72% Disagree = 6% Strongly Disagree = 0% No Response = 2%
14	Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	Strongly Agree = 11% Agree = 71% Disagree = 9% Strongly Disagree = 0% No Response = 10%	Strongly Agree = 31% Agree = 60% Disagree = 6% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 18% Agree = 74% Disagree = 7% Strongly Disagree = 0% No Response = 1%
15	Examines data to understand each learner's progress and learning needs.	Strongly Agree = 17% Agree = 75% Disagree = 4% Strongly Disagree = 0%	Strongly Agree = 29% Agree = 66% Disagree = 3% Strongly Disagree = 0%	Strongly Agree = 25% Agree = 69% Disagree = 6% Strongly Disagree = 0%

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		No Response = 3%	No Response = 3%	No Response = 1%
16	Engages learners in monitoring their own progress.	Strongly Agree = 8% Agree = 78% Disagree = 9% Strongly Disagree = 0% No Response = 5%	Strongly Agree = 20% Agree = 66% Disagree = 3% Strongly Disagree = 3% No Response = 9%	Strongly Agree = 12% Agree = 73% Disagree = 11% Strongly Disagree = 0% No Response = 3%
17	Develops supports for literacy development across content areas.	Strongly Agree = 13% Agree = 74% Disagree = 13% Strongly Disagree = 0% No Response =	Strongly Agree = 37% Agree = 54% Disagree = 6% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 20% Agree = 70% Disagree = 9% Strongly Disagree = 0% No Response = 1%
18	Develops flexible learning environments that foster discovery, exploration, and expression.	Strongly Agree = 15% Agree = 73% Disagree = 7% Strongly Disagree = 0% No Response =5%	Strongly Agree = 37% Agree = 57% Disagree = 6% Strongly Disagree = 0% No Response =	Strongly Agree = 21% Agree = 66% Disagree = 11% Strongly Disagree = 0% No Response = 1%
19	Utilizes a variety of technological resources to support and promote student learning.	Strongly Agree = 17% Agree = 75% Disagree = 3% Strongly Disagree = 0% No Response = 4%	Strongly Agree = 34% Agree = 60% Disagree = 6% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 20% Agree = 74% Disagree = 4% Strongly Disagree = 0% No Response = 1%
20	Promote students' responsible use of interactive technologies.	Strongly Agree = 16% Agree = 72% Disagree = 4% Strongly Disagree = 0% No Response = 8%	Strongly Agree = 20% Agree = 77% Disagree = 3% Strongly Disagree = 0% No Response =0%	Strongly Agree = 20% Agree = 72% Disagree = 7% Strongly Disagree = 0% No Response = 1%
21	Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	Strongly Agree = 16% Agree = 72% Disagree = 7% Strongly Disagree = 0%	Strongly Agree = 31% Agree = 63% Disagree = 3% Strongly Disagree = 0%	Strongly Agree = 19% Agree = 76% Disagree = 4% Strongly Disagree = 0%

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		No Response = 5%	No Response = 3%	No Response = 0%
22	Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs.	Strongly Agree = 18% Agree = 70% Disagree = 2% Strongly Disagree = 0% No Response = 5%	Strongly Agree = 26% Agree = 69% Disagree = 0% Strongly Disagree = 0% No Response = 6%	Strongly Agree = 17% Agree = 76% Disagree = 4% Strongly Disagree = 0% No Response = 2%
23	Uses formative and summative data to adjust instruction to enhance learning.	Strongly Agree = 16% Agree = 77% Disagree = 5% Strongly Disagree = 0% No Response = 1%	Strongly Agree = 34% Agree = 60% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 24% Agree = 69% Disagree = 4% Strongly Disagree = 1% No Response = 2%
24	Uses a variety of evidence-based practices to differentiate and support learning.	Strongly Agree = 14% Agree = 75% Disagree = 7% Strongly Disagree = 0% No Response = 4%	Strongly Agree = 34% Agree = 60% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 19% Agree = 70% Disagree = 8% Strongly Disagree = 1% No Response = 2%
25	Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	Strongly Agree = 18% Agree = 76% Disagree = 3% Strongly Disagree = 0% No Response = 2%	Strongly Agree = 29% Agree = 63% Disagree = 3% Strongly Disagree = 0% No Response = 6%	Strongly Agree = 22% Agree = 72% Disagree = 3% Strongly Disagree = 2% No Response = 0%
26	Aligns instructional goals and activities with state and district performance standards.	Strongly Agree = 25% Agree = 73% Disagree = 2% Strongly Disagree = 0% No Response =	Strongly Agree = 43% Agree = 51% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 29% Agree = 66% Disagree = 3% Strongly Disagree = 1% No Response = 0%
27	Reflects on the strengths and weaknesses of his/her professional practice.	Strongly Agree = 29% Agree = 65% Disagree = 3%	Strongly Agree = 40% Agree = 54% Disagree = 3%	Strongly Agree = 28% Agree = 63% Disagree = 4%

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		Strongly Disagree = 0% No Response = 2%	Strongly Disagree = 3% No Response = 0%	Strongly Disagree = 2% No Response = 2%
28	Seeks professional development opportunities to further develop his/her practice.	Strongly Agree = 29% Agree = 65% Disagree = 5% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 43% Agree = 54% Disagree = 3% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 34% Agree = 60% Disagree = 4% Strongly Disagree = 2% No Response = 0%
29	Works collaboratively with colleagues and other professionals.	Strongly Agree = 39% Agree = 54% Disagree = 4% Strongly Disagree = 0% No Response = 2%	Strongly Agree = 49% Agree = 46% Disagree = 3% Strongly Disagree = 3% No Response = 0%	Strongly Agree = 47% Agree = 49% Disagree = 2% Strongly Disagree = 1% No Response = 0%
30	Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.	Strongly Agree = 41% Agree = 55% Disagree = 3% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 51% Agree = 43% Disagree = 0% Strongly Disagree = 6% No Response = 0%	Strongly Agree = 49% Agree = 49% Disagree = 2% Strongly Disagree = 0% No Response = 0%
31	Contributes to positive changes in practice and advances the teaching profession.	Strongly Agree = 29% Agree = 63% Disagree = 5% Strongly Disagree = 0% No Response = 2%	Strongly Agree = 51% Agree = 40% Disagree = 0% Strongly Disagree = 3% No Response = 6%	Strongly Agree = 38% Agree = 56% Disagree = 6% Strongly Disagree = 0% No Response = 0%

The Georgia Professional Standards Commission (GaPSC) developed the employer survey in 2017, and this is sent to all employers of all induction-level, first-year teachers who graduated from each Educator Preparation Provider (EPP). They then provide these surveys to all EPPs across the state of Georgia. When the data is given to us, we cannot disaggregate this data by program, so what is presented above is for the EPP as a whole. This could be due to low numbers in some programs and attempts to preserve the anonymity of first-year teachers, and it would take a great deal of time on the part of our partners and the GaPSC to provide this data by program to each EPP across the state. We now have three years of data, which we have presented here. By the time of our joint CAEP and GaPSC site-visit in 2021, we should have the data, as well, from the employers of the 2018-2019 completers, who taught for their first year in 2019-2020. As seen through the questions provided above, these surveys provide employer feedback on

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the performance of first-year teachers, including an assessment of their impact on P-12 student learning and development and ways in which the EPP could help to better prepare these first-year educators.

In terms of how the surveys are distributed, the GaPSC emails all employers in May of each year. After the first year, the GaPSC recommended that we follow up with emails to ensure stronger participation. We started this process two years ago, and we now email all principals and provide them with a list of all induction-level, first-year educators at their school who graduated from the University of North Georgia. We have had more success with employers completing the survey than we have with our induction level teachers, and all response rates meet the CAEP guidelines for response rates, as seen in the data table above.

In regard to the questions, again, the GaPSC developed the questions for the employer survey presented here. Survey questions, which are all included in the table above, are centered on the GaPSC rules for programs, which are based on national and state content standards and requirements. For all questions, the majority of employers felt confident in the ways in which these first-year, induction-level teachers approached planning, instruction, and assessment as related to all learners. In addition, they felt confident in the development of these educators over time and in their ethical and professional behaviors as employees. While there were no major areas of disagreement, we did look closely at all responses, and we placed particular emphasis on disagreement over 10 percent.

Similar to the teachers themselves, the employers had slightly less confidence in educators' abilities to manage their classrooms, with this being 12 percent disagree or strongly disagree in 2017, 11 percent in 2018, and 11 percent in 2019. Also similar to the teachers themselves, 11 percent of employers in 2019 disagreed or strongly disagreed that teachers were able to differentiate instruction for gifted and at-risk students. Moreover, 11 percent of employees in 2019 disagreed or strongly disagreed that first-year teachers could engage learners in monitoring their own progress or could create flexible learning environments for the multiple learners in their classrooms. We saw these same trends in the teacher data, and this triangulation indicates that these are all areas in which we need increased focus in the coming year. Unlike the teacher data, 11 percent of employers in 2019 disagreed or strongly disagreed that candidates could implement appropriate literacy content for all learners. This is an area of need across our state and is an initiative of our Governor (improvement in approaches to literacy at the K-5 level), and we have become part of a pilot that is implementing increased and innovative literacy techniques in the coming year. We saw this emphasis on improved approaches to literacy mirrored in the data from our case study, and employers noted that first-year teachers in general, not just from our institution, needed to be more well-rounded in their approaches to literacy, having techniques in both phonics and whole word approaches to literacy. We plan to provide professional development opportunities for our faculty across all programs in the coming year based on literacy, classroom management, use of technology, and diversity.

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