

Administrator Satisfaction

Evaluation point (4-point scale)	Average
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	3.39
2. The ability to assess student learning and to analyze data to inform practice.	3.26
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	3.45
4. The knowledge of content and the management of instructional time in the classroom.	3.45
5. The ability to monitor student learning and to differentiate according to student learning needs.	3.26
6. Classroom organization and management	3.41
7. Personal and professional development	3.55
8. Interpersonal relationships with students	3.54
9. Reflective decision-making based on student performance data.	3.29
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	3.45
11. Collaboration with peers and administration and support of the overall program of the school.	3.59
12. The ability to impact student learning as evidenced by student data.	3.32
Overall Satisfaction with NGU Graduate (5-point scale)	3.89

Administrator comments include:

Good preparatory program overall

This young lady is the best thing I've seen in a LONG time. She brings new ideas and gives 110% each day. Her data as a first year teacher was better than both of our experienced teachers!!!! She should be the SC Induction Teacher of the Year!!! So positive and already ready for high level instructional coaching!!! So PROUD of her!

We have several North Greenville graduates on our staff and we are very thankful for that. Our area of opportunity would be for research and preparation for working in highly effective PLCs - Professional Learning Communities with other staff members. Teachers working together in PLCs to plan together, analyze data from common assessments, and use the data to inform/adjust instruction is a foundation in our school district for continual improvement in instruction and student achievement. The North Greenville graduates have adapted very well and work well with colleagues, but they seem unfamiliar

with the concept and practices of PLCs upon beginning their teaching careers.

We have two graduates from NGU in our building. They are two of our better young teachers in the building.

NGU is doing a great job. Very well prepared educators!

Grow more graduates!

Teaching more in depth classroom management skills. They need to know minor details on the management of students raising hands before getting out of their seats, how to set up a classroom conducive to a positive learning environment, and how to manage the behavior with the parents. Many students come from poverty. Talking with students and having a set teacher tone with students in poverty is different than students that are not. Building confidence in the teachers to "own" the classroom.

They are positive and willing to work.

Ms. S is a wonderful addition to our staff and has made great gains in helping grow the band/music program over the past two years, even with the challenges presented by Covid. We love her ability to work well with others and her can-do attitude is invaluable.

Keep preparing them like you did Mrs. E. She is outstanding

All graduates could benefit from two important areas that are needed in secondary education. (1) best practices related to social emotional learning strategies (2) backwards design assessment strategies.

H is a very intelligent and effective teacher. She has a strong skill set for making the learning relevant for students. She is a varsity coach and uses this as an avenue to form great relationships with students.

I believe Ms. K's success isn't a reflection of her ability or preparation. She struggled with classroom management the first year which impacted student learning heavily. She, along with the previous principal, decided it would be in her best interest to repeat her Induction year. She was off to a good start this year and seemed to be making progress. That stopped when she found out she was pregnant and was already considering not to return next year. She's smart and capable but doesn't put the effort into planning, teaching, and assessing that she could. Her student achievement results for this year were on track in two areas but in a "needs improvement" range in MAP Reading. She's resigned and plans to stay home with her new baby next year.

Great overall teacher qualities. With experience, she will be an awesome teacher.

This teacher was very well prepared. Thank you!

Ms. W is an awesome teacher, strong in her content area, and manages her classes effectively. She assesses students regularly and makes adjustments accordingly to impact learning.

Solid literacy instruction; Administrators LOVE the senior year placement of two semesters--we have more time with these candidates; please continue to require the PRAXIS before allowing students to student teach. Keep those expectations high!

The teacher I have referred to is an excellent teacher--she is growing in her practice and is so coachable!! We expect a lot of our teachers in D5:)

She was already a truly remarkable young teacher when we first hired her as a young teacher. Over

time, Mrs. H has already grown into one of our very best teachers in only her 3rd year. From lesson design and execution to classroom culture, her attention to detail and relentless pursuit of self improvement truly put her in a league of her own.

In 2021, 110 Administrator Satisfaction Surveys were sent out to administrators of public-school teachers. The return rate was 38 responses, or 35%. The mean of scores ranged from 3.26 to 3.59 on a 4-point scale, which is comparable to previous responses.

Areas for growth, as identified by administrators, include the ability to assess student learning and to analyze data to inform practice (3.26); the ability to monitor student learning and to differentiate according to student learning needs (3.26); and reflective decision making based on student performance data (3.29). Administrators note three areas of strength, including personal and professional development (3.55), interpersonal relationships with students (3.54), and collaboration with peers and administration and support of the overall program of the school (3.59).

There were three completers who received a 1- not meeting expectations, but the administrators who rated these completers noted that they felt these scores were not a reflection of their preparation or learning, but of individual circumstances of the graduate.

The overall satisfaction of employees with teachers was rated on a 5-point scale. The mean was 3.89, which is just below the Accomplished Teacher (4.0). In the "Overall Satisfaction" rating, there was only one score of "1" given.