

Administrator Satisfaction 2021-2022

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.	3.37
2. The ability to assess student learning and to analyze data to inform practice.	3.19
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	3.41
4. The knowledge of content and the management of instructional time in the classroom.	3.37
5. The ability to monitor student learning and to differentiate according to student learning needs.	3.19
6. Classroom organization and management	3.42
7. Personal and professional development	3.59
8. Interpersonal relationships with students	3.63
9. Reflective decision-making based on student performance data.	3.20
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	3.52
11. Collaboration with peers and administration and support of the overall program of the school.	3.67
12. The ability to impact student learning as evidenced by student data.	3.26
Overall Satisfaction with NGU Graduate (5-point scale)	3.96

<u>Administrator comments include:</u>
Improvements for the NGU COE Program
Continue to focus on the PLC process; making instructional decisions based on data
Mrs. E has struggled a little bit with classroom management of "big behaviors." She also has struggled with parent communication and "bedside manner" with parents, especially with these behavior issues. I think it is both strategies and confidence. Her organization is great, but she struggles with student behavior. I might also say flexibility because she wants everything to be perfect! :)
Organization of everyday classroom routines and pacing of the lessons
Use 4.0 and Eleot Observations

Students need to understand data and how it directs instruction.
GROW--send more teachers our way, please
Continue to develop interpersonal skills that teachers need to successfully engage with parents and other stakeholders. Continue to develop strong work ethic and an understanding that education is a field of service.
Learning about the PLC process; Increasing student achievement for students who have lower skill or motivation levels
Seeks out help (coaching), but then often doesn't implement the suggestions/ideas, struggles with time management, using data in classroom to drive instruction, especially with acceleration for high students
We have 3 recent NGU grads. 2 are great. A. has struggled.
using data to guide instructional decisions.... formative assessments to determine student mastery.....gradual release model
V came to us struggling to know where to even begin planning instruction for her students. Unfortunately, she is not reflective of her own practices and places the majority of the blame on her students.
Perhaps a little more information on how to help with interventions when a student isn't special ed but isn't progressing as they should.
A bit more direction in working with students with disabilities.
I spoke with Mrs. G and she mentioned more instruction in the Reading and Math workshop model which we use in D1. Teaching guided reading to a small group is part of it, but what independent work looks like with the rest of the class. How to manage the class within these stations. One other thing that she mentioned was the scoring and interpretation of running records and how to use this to instruct.
Not sure if these ratings are reflective of program issues or just personal issues for this teacher.
Provide opportunities for students to do clinicals in a variety of grade levels.
Teachers need to plan from the standards and know how to determine if the assessment is actually aligning with the standard. The teacher's do not cross check materials to ensure alignment to standards. For example, they may go page by page in the adopted math book and therefore not teach to the rigor of the standard.
Classroom management of trauma-filled students. Many students of NGU may not have experienced Title I families, trauma themselves (thank goodness!), or poverty. Therefore, it is a shock to many that these types of situations actually exist. If they are aware of the need, then it is not nearly as shocking when they are teaching the students and helping the families. It also allows them to help relate and be more sensitive to their needs.
Strengths of NGU COE Graduates
She is amazing and I don't think there is anything I can recommend.
Keep up the great work!
Overall we are very pleased
We have been very pleased with H.
I have no suggestions. Mr. S is doing a very good job.
She is my only teacher who is a graduate of North Greenville but she has done an outstanding job in

her first year as a teacher.
I think H came into her teaching career very prepared. She comes from a great background with her youth group experience.
Nothing at this time - NGU grads are fabulous!
Relatability with students, excitement, instructional delivery
Classroom management Rapport with students and families
Extremely strong teacher, especially for first year! Open and willing to take feedback and do coaching cycles. Strong plans and works well with the team. Awesome pacing and time management. Really cares about her classroom and students. Great collaboration with the team. Great planning.
Mrs. B has been a wonderful addition to our staff. Her students have had some of the highest growth in all of our first grade classrooms.
Professional Attitude and understanding of students
Assertive, organized, professional, speaks "our language", has a good grasp on Spartanburg One expectations
Ms. G is doing well with classroom management. She also builds great relationships with her students and the staff. Her team works well together and she is a great addition to our school.
Classroom Management, Professionalism, and Team Player
L is doing a great job as a first year teacher. I look forward to seeing her continue to grow as an educator with the foundation you established in your teaching program.
Mrs. F is doing a great job. She is always willing to learn and does what is asked about her.
Friendly and caring people
Rapport with students
Work ethic
Keep teaching work ethic. The teachers we have are great.
Works well with her team, communication, eager to learn, technology integration
Ms. W has exemplary rapport with students and "speaks their language". I am so proud of how much she has grown as an educator over the past 2 years!
Excellent classroom management, receptive to feedback, continually learns and tries new strategies to positively impact student success, positive attitude, team player
Classroom management is definitely a strength.
Professionalism
They felt like she was well trained in the delivery of instruction and creating a positive classroom environment. I agreed- she does great in these two areas.
Building positive student relationships
They come in well-prepared to teach the core content.
The positive energy and coachable attitudes the students bring to the school. Because K is so coachable

and loyal to the leadership team at our school, she has grown tremendously as an educator and person. She loves these sweet kids and is tough on them so that they are held accountable. This just took an extra couple of years to learn, but now she is one of the most improved teachers at our school!

In 2022, 76 Administrator Satisfaction Surveys were sent out to administrators of public school teachers. The return rate was 54 responses, 71%. The mean scores ranged from 3.19 to 3.67 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 (3.19); the ability to monitor student learning and to differentiate according to student learning needs (3.19); and reflective decision-making based on student performance data (3.20). Administrators note three areas of strength, including personal and professional development (3.59), interpersonal relationships with students (3.63), and collaboration with peers and administration and support of the overall program of the school (3.67).

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 the individual circumstances of the graduate, such as lack of self-reflection or ability to implement suggestions or strategies given.

The overall satisfaction of employees with teachers was rated on a 5-point scale. The mean was 3.96, which is just below the Accomplished Teacher (4.0). In the "Overall Satisfaction" rating, there were only two scores of "1" given.