**Introductory Information:**

* EPP-developed survey given to the employers of Year 2 completers (September 1, 2015 – August 31, 2016)
* Survey items based on a Likert type scale of 1 to 4 (4: Strongly Agree; 3: Agree; 2: Disagree; 1: Strongly Disagree)
* All employers who returned the survey were employers for MAT completers.
* The N and percentage at each rate of the Likert type scale is presented below.
* No employer scored any rating at a Rate 1 on the Likert type scale. One employer scored a 2 on Domain 2 (as shown below)
* The SAU expectation would be that all candidates employers choose scores at a Rate 3 or 4 to have felt the completer was appropriately prepared.
* Due to the N being so small for a majority of programs it is difficult to draw program specific conclusions for one year. We will continue to review for trends over time.
* In the future we also hope to be able to disaggregate by undergraduate, online undergraduate, and MAT. .

|  |  |
| --- | --- |
| **Conceptual Framework/TESS Domain**  [4: Strongly Agree; 3: Agree; 2: Disagree; 1: Strongly Disagree] | |
| **Domain 1: Planning and Preparation**   * **Discussion from Employers:** * Does a good job planning and preparing. * She’s very organized. She could teach others about organization | |
|  | **AY 17-18**  *N=7* |
| Is familiar with relevant aspects of ALL students' background knowledge and experiences.  TESS.1; InTASC 1, 2, 4, 6, 7; ISTE 5, 7 | Rate 3 N =3 (43%)  Rate 4 N =4(57%) |
| Creates or selects teaching methods, learning activities, instructional materials and discipline-appropriate TECHNOLOGY (i.e. smartboards, projectors, etc.) or other resources that are appropriate for ALL students and that are aligned with the goals of the lesson.  TESS.1; InTASC 1, 2, 4, 6, 7; ISTE 5, 7 | Rate 3 N =2 (29%)  Rate 4 N =5(71%) |
| **Domain 2: Classroom Environment**   * **Discussion from Employers:** * He has very good classroom organizational skills and creates a positive environment. * Pleasant environment | |
| Establishes and maintains consistent standards of classroom behavior for ALL students.  TESS.2; InTASC 3; ISTE 3 | Rate 2 N =1 (14%)  Rate 3 N =3 (43%)  Rate 4 N =3(43%) |
| Makes the physical environment as safe and conducive to learning as possible for ALL students.  TESS.2; InTASC 3; ISTE 3 | Rate 3 N =2 (29%)  Rate 4 N =5(71%) |
| **Domain 3: Instruction**   * **Discussion from Employers:** * Does a good job with instruction | |
| Makes content comprehensible to ALL students using TECHNOLOGY when appropriate.  TESS.3; InTASC 3, 4, 5, 6, 8; ISTE 3, 6, 7 | Rate 3 N =2 (29%)  Rate 4 N =5(71%) |
| Monitors students' understanding of content through a variety of means including discipline-specific instructional technology, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.  TESS.3; InTASC 3, 4, 5, 6, 8; ISTE 3, 6, 7 | Rate 3 N =4 (57%)  Rate 4 N =3(43%) |
| **Domain 4: Professional Responsibilities**   * **Discussion from Employers:** * Very professional always involved with committees | |
| Reflects on the extent to which learning goals were met.  TESS.4; InTASC 9, 10; ISTE 1, 2 | Rate 3 N =3 (43%)  Rate 4 N =4(57%) |
| Builds professional relationships with colleagues to share teaching insights and coordinate learning activities for students.  TESS.4; InTASC 9, 10; ISTE 1, 2 | Rate 3 N =2 (29%)  Rate 4 N =5(71%) |
| **Do you foresee that this professional will remain an employee under your supervisor? (CAEP 4.4: Retention)** | |
| |  |  | | --- | --- | |  | * **YES** | | 7 *(100%)* |
| * **NO** | 0 *(0%)* |
| **Has this professional received a promotion under your supervision? If so, please state the specifics of the promotion: (CAEP 4.4: Promotion)** | |
| |  |  | | --- | --- | |  | * **YES** | | 1 *(14%)*  Lead Computer Science Teacher |
| * **NO** | 6 *(86%)* |
| **How do you foresee this professional’s employment trajectory? (CAEP 4.4: Employment Trajectory)** | |
| |  |  | | --- | --- | |  | * remaining in current position | | 4 *(57%)* |
| * remaining in current position but with more leadership responsibilities | 3 *(43%)* |
| |  |  | | --- | --- | |  | * advancing or moving into another role (e.g., school counselor; administrator) | | 0 *(0%)* |
| * none of these | 0 *(0%)* |
| **What do you see as the particular strengths of this professional?** | |
| * Cody Richey has a great concern for the welfare of students academically and personally. He is willing, and in fact he has, helped students with personal needs on a number of occasions. * Mr. Irvin is very open to suggestions and is very cooperative with his fellow staff members. He has very good attendance and is very positive in dealing with students. * Strong rapport with students. Gets along well with co-workers. Very intelligent. Classroom set up safe and conducive to learning. Strong ability to plan. * communication * Dedicated committed organized | |
| **What aspects of this professional's practice might have been further developed during the professional education program?** | |
| * None...he is very good and will continue to progress in his abilities as he gains more experience. * Consistency in managing student behavior/high student engagement. | |