**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. .

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| **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)** |
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|  |  |
| --- | --- |
|  | * **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)** |
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|  |  |
| --- | --- |
|  | * 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.
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