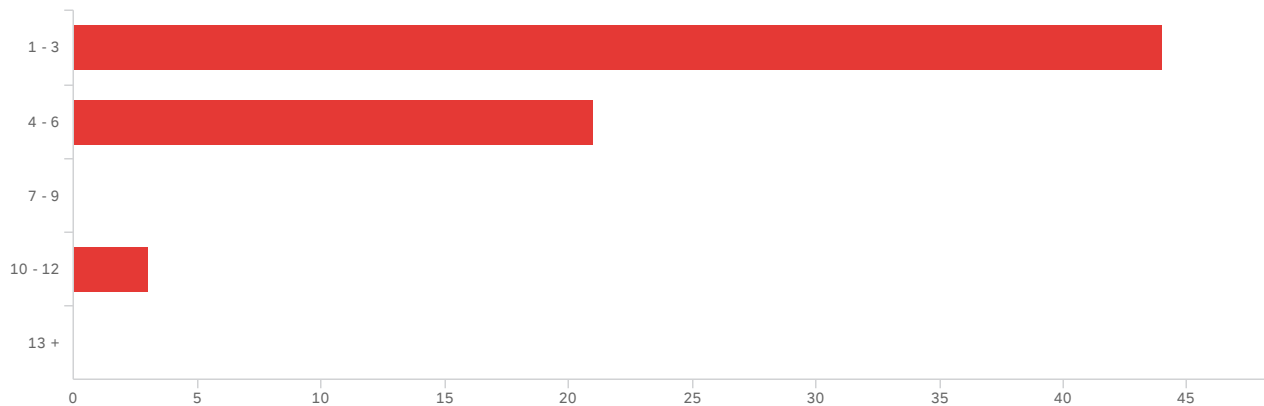


Default Report

Beginning Teacher Preparation Employer Survey

January 25, 2021 8:56 PM MST

Q2 - How many Tennessee Tech graduates have you employed in the last 3 years?

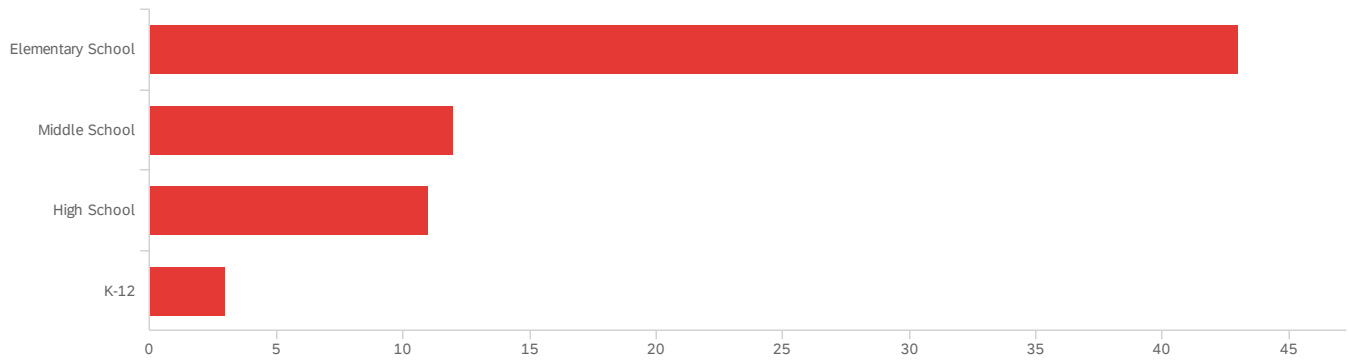


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many Tennessee Tech graduates have you employed in the last 3 years?	1.00	4.00	1.44	0.72	0.51	68

#	Field	Choice Count
1	1 - 3	64.71% 44
2	4 - 6	30.88% 21
3	7 - 9	0.00% 0
4	10 - 12	4.41% 3
5	13 +	0.00% 0
		68

Showing rows 1 - 6 of 6

Q10 - What best describes your school setting?



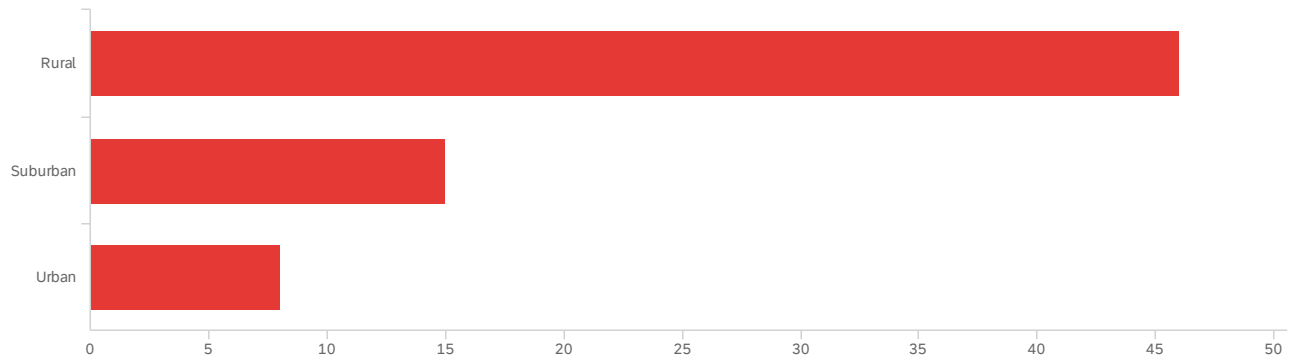
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What best describes your school setting?	1.00	4.00	1.62	0.90	0.81	69

#	Field	Choice Count
1	Elementary School	62.32% 43
2	Middle School	17.39% 12
3	High School	15.94% 11
4	K-12	4.35% 3

69

Showing rows 1 - 5 of 5

Q11 - What best describes the area served by your school?



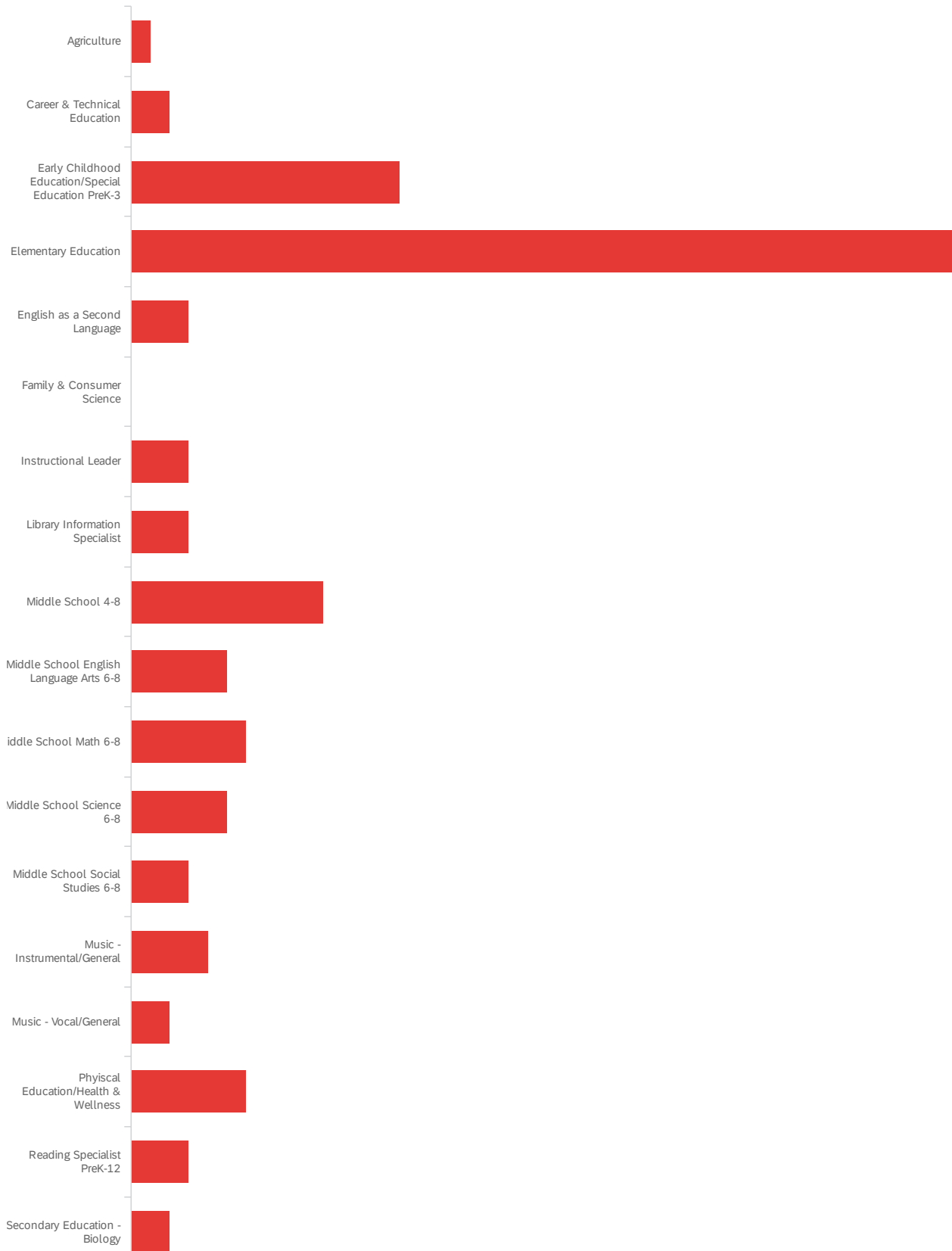
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What best describes the area served by your school?	1.00	3.00	1.45	0.69	0.48	69

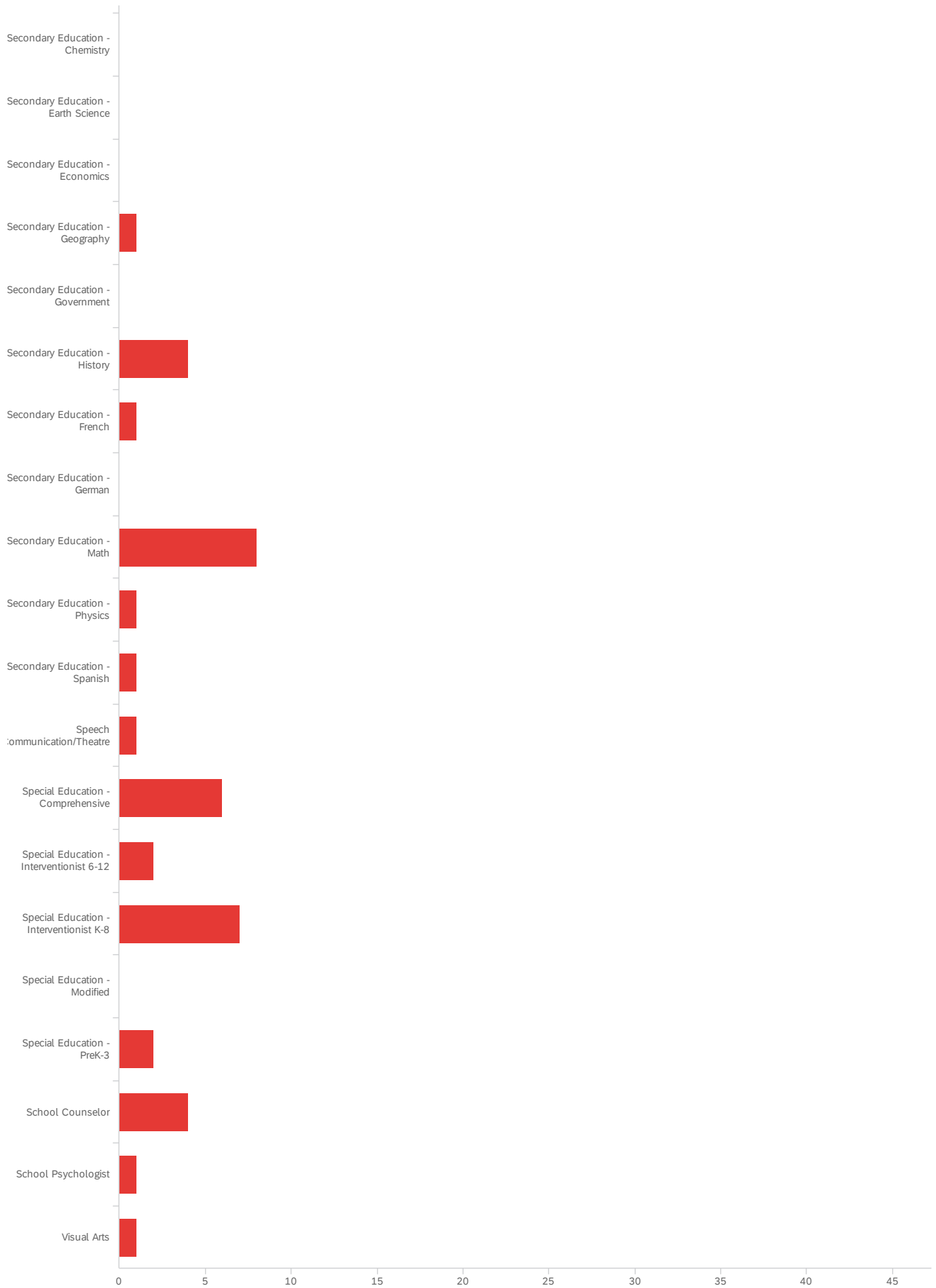
#	Field	Choice Count
1	Rural	66.67% 46
2	Suburban	21.74% 15
3	Urban	11.59% 8
		69

Showing rows 1 - 4 of 4

Q7 - Please select all endorsement areas of the Tennessee Tech graduates you have

hired:





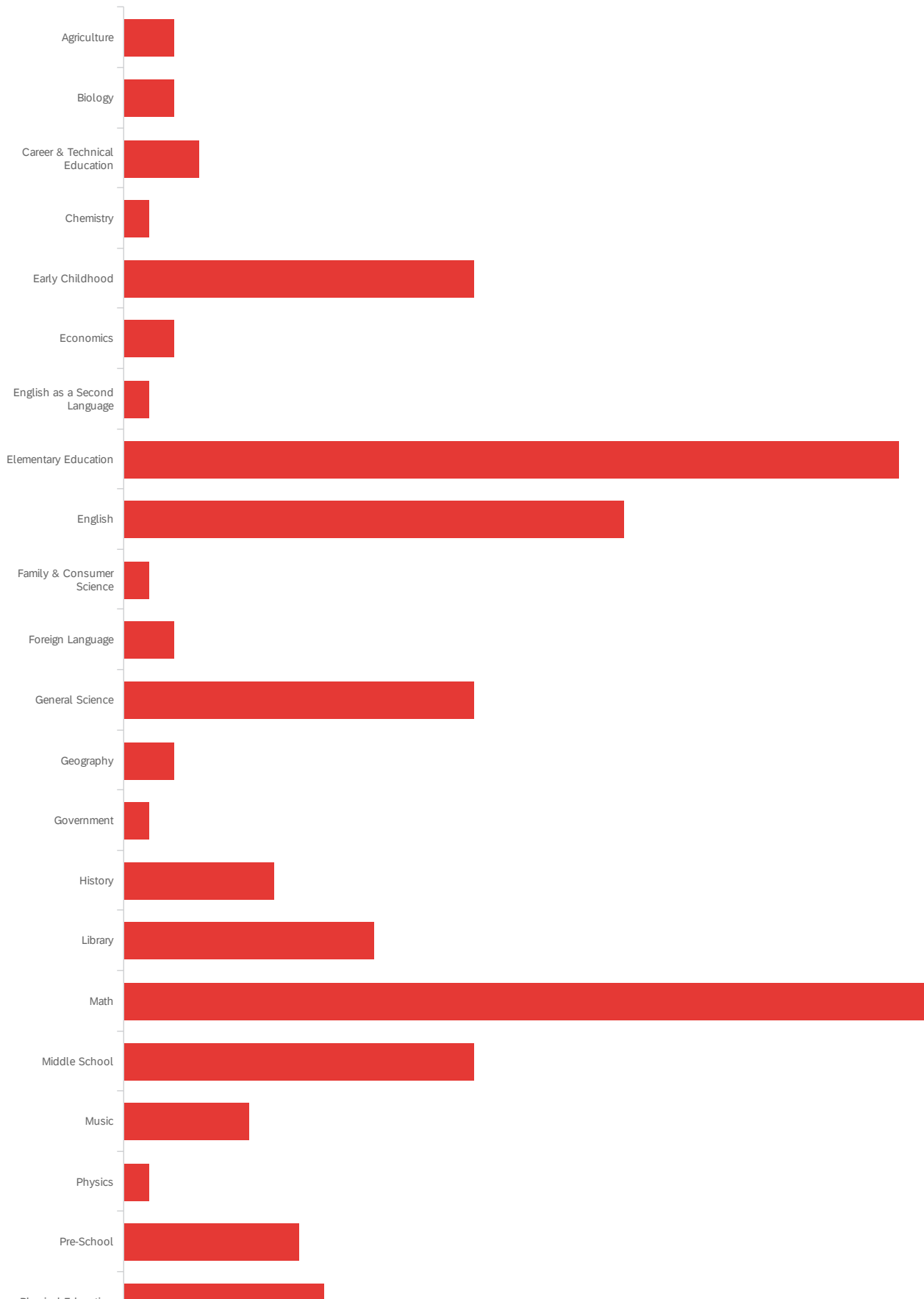
#	Field	Choice Count
1	Agriculture	0.65% 1
2	Career & Technical Education	1.29% 2
3	Early Childhood Education/Special Education PreK-3	9.03% 14
4	Elementary Education	27.74% 43
5	English as a Second Language	1.94% 3
6	Family & Consumer Science	0.00% 0
7	Instructional Leader	1.94% 3
8	Library Information Specialist	1.94% 3
9	Middle School 4-8	6.45% 10
10	Middle School English Language Arts 6-8	3.23% 5
11	Middle School Math 6-8	3.87% 6
12	Middle School Science 6-8	3.23% 5
13	Middle School Social Studies 6-8	1.94% 3
14	Music - Instrumental/General	2.58% 4
15	Music - Vocal/General	1.29% 2
16	Physical Education/Health & Wellness	3.87% 6
17	Reading Specialist PreK-12	1.94% 3
18	Secondary Education - Biology	1.29% 2
19	Secondary Education - Chemistry	0.00% 0
20	Secondary Education - Earth Science	0.00% 0
21	Secondary Education - Economics	0.00% 0
22	Secondary Education - Geography	0.65% 1
23	Secondary Education - Government	0.00% 0
24	Secondary Education - History	2.58% 4
25	Secondary Education - French	0.65% 1
26	Secondary Education - German	0.00% 0
27	Secondary Education - Math	5.16% 8
28	Secondary Education - Physics	0.65% 1
29	Secondary Education - Spanish	0.65% 1

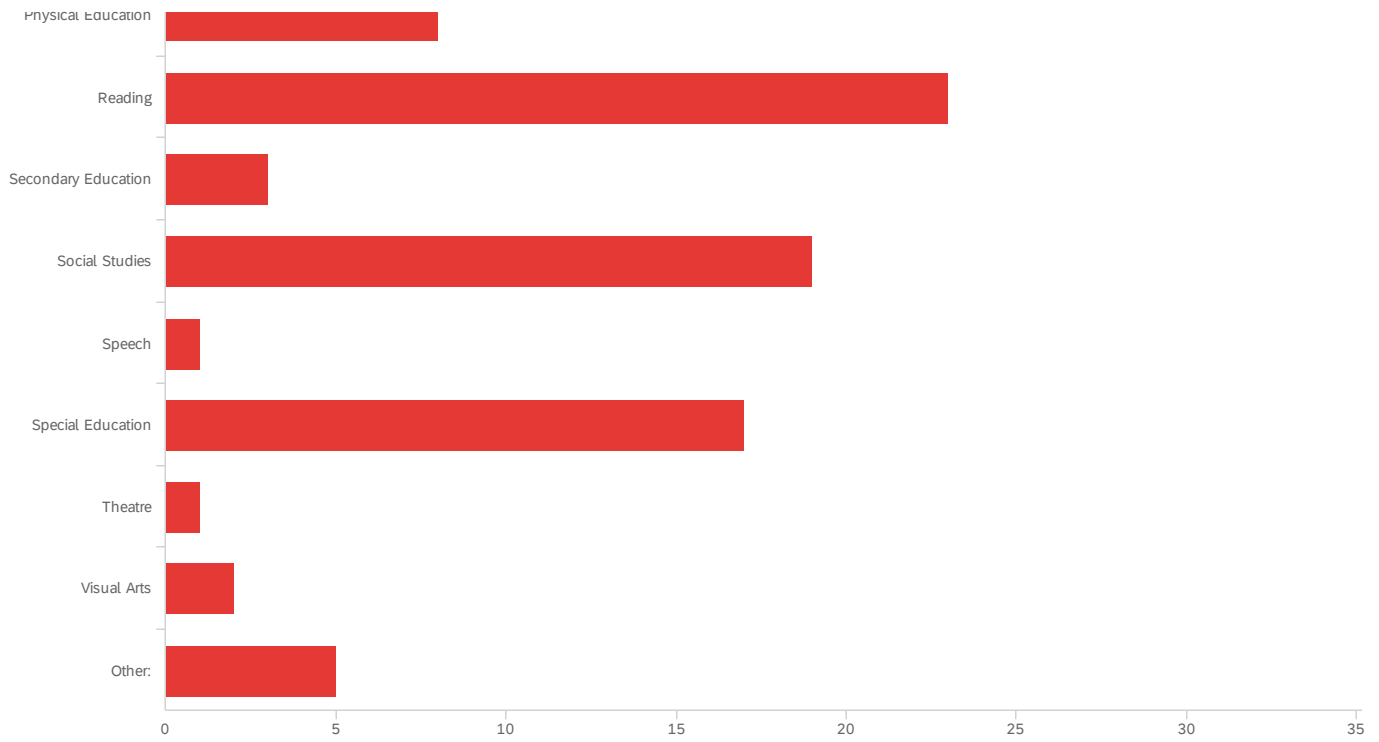
#	Field	Choice Count
30	Speech Communication/Theatre	0.65% 1
31	Special Education - Comprehensive	3.87% 6
32	Special Education - Interventionist 6-12	1.29% 2
33	Special Education - Interventionist K-8	4.52% 7
34	Special Education - Modified	0.00% 0
35	Special Education - PreK-3	1.29% 2
36	School Counselor	2.58% 4
37	School Psychologist	0.65% 1
38	Visual Arts	0.65% 1

155

Showing rows 1 - 39 of 39

Q9 - Please select all subjects taught by Tennessee Tech graduates:





#	Field	Choice Count
1	Agriculture	0.80% 2
2	Biology	0.80% 2
3	Career & Technical Education	1.20% 3
4	Chemistry	0.40% 1
5	Early Childhood	5.60% 14
6	Economics	0.80% 2
7	English as a Second Language	0.40% 1
8	Elementary Education	12.40% 31
9	English	8.00% 20
10	Family & Consumer Science	0.40% 1
11	Foreign Language	0.80% 2
12	General Science	5.60% 14
13	Geography	0.80% 2
14	Government	0.40% 1
15	History	2.40% 6
16	Library	4.00% 10
17	Math	12.80% 32

#	Field	Choice Count
18	Middle School	5.60% 14
19	Music	2.00% 5
20	Physics	0.40% 1
21	Pre-School	2.80% 7
22	Physical Education	3.20% 8
23	Reading	9.20% 23
24	Secondary Education	1.20% 3
25	Social Studies	7.60% 19
26	Speech	0.40% 1
27	Special Education	6.80% 17
28	Theatre	0.40% 1
29	Visual Arts	0.80% 2
30	Other:	2.00% 5

250

Showing rows 1 - 31 of 31

Q9_30_TEXT - Other:

Other:

Psychologist, Data Coach, Keyboarding, Principal

Science

Q5 - I: Craft Teaching Strategies: Tennessee Tech graduates...

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Demonstrate an understanding of and use a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills	2.00	3.00	2.22	0.42	0.17	49
2	Promote meaningful and inclusive participation of diverse learners when accessing content	1.00	3.00	2.19	0.49	0.24	47
3	Integrate technology during instruction	1.00	3.00	2.40	0.58	0.33	43
4	Demonstrate an understanding of teaching to mastery through the use of differentiated instruction	1.00	3.00	2.00	0.55	0.30	46
5	Motivate learners through learning experiences, content instruction, and building learner self-initiative	1.00	3.00	2.18	0.49	0.24	44

Q6 - Learning Environment:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Use appropriate classroom management techniques for individual learners as well as whole class successfully	1.00	3.00	2.09	0.54	0.29	47
2	Set high expectations for all learners	1.00	3.00	2.11	0.48	0.23	45
3	Establish a positive learning environment that supports development of learners	2.00	3.00	2.53	0.50	0.25	38

Q13 - Assessment & Evaluation:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Use information from data (pre-test, formative, summative, probes, benchmark testing, formal assessments, etc.) to make instructional decisions	1.00	3.00	1.96	0.54	0.30	47
2	Use assessment which have clear measurable criteria for mastery	1.00	3.00	2.02	0.50	0.25	44
3	Provide learners a variety of measures to show competency in multiple ways	1.00	3.00	2.14	0.59	0.35	43
4	Communicate positive and corrective feedback to learners throughout formative assessment and end of unit/lesson assessment (summative)	1.00	3.00	2.12	0.49	0.24	43

Q12 - Comments:

Comments:

I do believe the newer teachers are lacking in how to organize which affects planning and teaching which can then cause issues with meeting deadlines, classroom behavior, etc.

Graduates are well prepared for life in the classroom.

Students must be provided options during Free Play. Currently, the schedule does not align with the state standards.

These ratings are only for teachers from TTU that are in their first 3 years of teaching. They do have a lot of great qualities and are very coachable, however they are limited on the amount of experience and knowledge they have with implementing teaching strategies and how to use analyze, evaluate and use data to make instructional decisions. They have little knowledge and understanding of the evaluation model; that the standards are "what" they teach and the rubric is the "how" you teach.

I believe that TTU needs to explicitly teach a system of classroom management to ALL their graduates. The student may not use that system at their first school placement, but at least they have some tools to pull from. If a new teacher does not have classroom management skills, the great lesson that they have will not be communicated as it should to the students. I have great instructors who are lost when it comes to classroom management. As a TTU grad, we were taught Assertive Discipline, which I still use aspects of today.

Many of the TTU students are exposed to using data sources, but have not actually had the opportunity to do so.

It is difficult to respond to some of these questions accurately because we work with a variety of students. Experience also helps students build many of the skills questioned.

Q14 - II: Essential Knowledge Planning: Tennessee Tech graduates...

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Establish appropriate instructional goals aligned with state standards, observable and measureable objectives, and research based practices/activities at the lesson plan and unit plan levels	1.00	3.00	2.21	0.46	0.22	42
2	Plan for individual differences through accommodations and modifications	1.00	3.00	2.02	0.49	0.24	45
3	Plan and include preparation for future grade and/or college/career readiness	1.00	3.00	2.08	0.42	0.17	39

Q15 - Communication:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Model correct grammar and mechanics in verbal and written communication with learners, parents, colleagues, and community at large	1.00	3.00	2.23	0.56	0.31	44
2	Communicate with no irrelevant, confusing, or non-essential information when communicating with learners, parents, and colleagues	1.00	3.00	2.19	0.55	0.30	42

Q16 - Comments:

Comments:

As a very general statement, it is difficult for seasoned teachers to master some of the expectations. These evaluations can be valid for many teachers, but they are definitely the goals for the classroom experiences. I find great value in the questions being assessed!

Q17 - III: Attitudes & Values Professionalism: Tennessee Tech graduates...

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are punctual and regular in attendance	2.00	3.00	2.64	0.48	0.23	42
2	Conduct themselves in a professional manner with learners, parents, and colleagues	1.00	3.00	2.58	0.54	0.29	40
3	Complete assignments on time with integrity	2.00	3.00	2.51	0.50	0.25	39

Q18 - Professional Growth:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Encourage and respond positively to evaluative feedback	2.00	3.00	2.48	0.50	0.25	44
2	Use research-based strategies	2.00	3.00	2.23	0.42	0.18	43
3	Engage in professional development in relevant areas	2.00	3.00	2.45	0.50	0.25	42

Q19 - Dispositions:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Believe all children can learn and demonstrate belief through the use of accommodations and/or modifications	1.00	3.00	2.32	0.56	0.31	41
2	Welcome diversity within the classroom and models acceptance of all learners	1.00	3.00	2.47	0.55	0.30	38
3	Demonstrate flexibility, positive attitude, confidence, and initiative in tasks	2.00	3.00	2.44	0.50	0.25	39

Q21 - IV. Relationships & Collaboration

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Collaborate with colleagues, parents, and appropriate others	1.00	3.00	2.41	0.54	0.29	41
2	Collaborate with school personnel, such as other teachers, paraprofessionals, etc.	2.00	3.00	2.50	0.50	0.25	40
3	Model and show respect for all learners, parents, and colleagues	2.00	3.00	2.54	0.50	0.25	41
4	Maintain confidentiality	2.00	3.00	2.52	0.50	0.25	40

Q20 - Comments:

Comments:

At times the young teachers may be overly confident. We address any concerns as they occur. We never know what we didn't know until we look in the rearview mirror and realize our personal progress.

Q22 - Overall:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your overall satisfaction with Tennessee Tech graduates in regards to value-added measures, student growth, student learning and development, and other state supported P-12 measures	2.00	3.00	2.33	0.47	0.22	36

Q23 - Please provide feedback addressing Tennessee Tech's strengths in preparing teachers:

Please provide feedback addressing Tennessee Tech's strengths in preparing...

TTU graduates are as prepared as one can be without years of experience.

Teachers seem to be more prepared in comparison to past experiences. They have a better knowledge of expectations and classroom management techniques.

Professional and dedicated to the children they serve.

Most have great classroom management techniques and a positive attitude.

Most are well prepared and coach-able. As always , there are one to two that miss the "above expectations" but as a whole, above expectations.

Students are prepared to manage a classroom and eager to learn. They are also tech savvy and prepared to analyze data and differentiate.

Content knowledge is a strength for high school teachers.

A strength of the program is the length of internship.

They seem very prepared with instructional strategies.

Collaboration, professionalism, and communication are top notch

Teacher candidates have a passion for teaching, great employees and add value to the school culture. They are coachable and want to be excellent teachers.

The young teachers are well trained and eager to do well.

I believe TTU is preparing good strong instructional teachers.

They are well prepared for their task as an educator.

Teachers are confident and eager to jump in and develop their classroom instructional practices.

TTU students are eager to teach. They feel they feel they are prepared and ready to take over a classroom. Building experience and confidence help support a prepared professional. Often they choose to volunteer to enhance their experience. TTU students are willing to learn. The faculty we work with at TTU are supportive and that is greatly appreciated!

Teachers have come to me prepared to write lesson plans and knowing the content.

While I have only been able to hire one Tech teacher, I have been very impressed during interviews and have offered additional applicants positions. They, however, took positions elsewhere.

Very professional and willing to grow through meaningful conversations around TEAM rubric, mastery experience opportunities, and professional development opportunities.

Please provide feedback addressing Tennessee Tech's strengths in preparing...

Quality teachers

They understand the need to be consistent.

Q24 - Please provide feedback addressing Tennessee Tech's areas for improvement in preparing teachers:

Please provide feedback addressing Tennessee Tech's areas for improvement i...

Understanding the evaluation rubric is for improvement, working with others as a team, and professional dress would be priorities.

Data tracking and reteaching.

Classroom management for urban schools

Organizational skills are important for teachers. It needs to be addressed often during the first year or two.

Rigorous training in planning, reading and using data, and behavior management (coping with students).

Differentiating activities for varied skill levels. Reading and math intervention strategies/research based materials.

Organization of day to day operations and teaching strategies can be difficult for many high school teachers. They get caught up in the content and forget about teaching children.

We would love to see them work on interview skills, personal skills such as speaking to administrators, colleagues, etc. Value the importance of being at school and being on-time with things, and being able to take feedback without feeling offended.

Using data to inform instruction on a regular basis and not just for EdTPA; Assessment and Instruction that are rigorous and not just fun; Student accountability; questioning

Spend more time teaching, modeling, and practicing effective teaching strategies and receiving effective and quality feedback. Teacher candidates need a deeper understanding of the evaluation model and the rubric. If students are required to do EdTPA, it needs to be taught in a way that is more applicable, real life, and tied in with the TEAM evaluation model. Teachers instructional practices are observed, along with how they create their classroom environment and how they plan. Teacher candidates seem to stress over the EdTPA and spend more time concerned with completing and passing it without really understanding the process and how it is applicable once they start teaching. More emphasis is being placed on EdTPA rather than a deep understanding of the evaluation model, therefore when they begin teaching, they do not understand the depth of the rubric ... they look at it as something you only look at when you are observed and not has a guide for everyday excellent and effective teaching.

Teachers lack experience in the classroom which there isn't a whole lot you can do about. Our Students from Tech have historically done very well in our classrooms.

Teach explicit system for classroom management. Also, TTU should support the adopted curriculum of school systems. I have heard many times that if a student uses CKLA (our adopted curriculum) they won't do well on EDTPA. What?? That is confusing to students.

They need instruction on discipline and how to deal with a diverse community of parents in today's world.

Please stop giving residency students 4s and 5s on their TEAM rubric evaluations. They come into the schools and receive lower scores that are more realistic and they are devastated. Earning a 5 as a brand new teacher is not realistic. They have to have time to hone their craft and develop as an educator.

The TTU student experience on our campus serves as a job reference, and the choices made are noted. The "real" job requires extended hours, and TTU tries to impress that upon students during their experience. We would love students to arrive with a strong foundation with phonics and reading instruction. This is an expectation K-4, and we do not have the resources to teach how to teach reading. Teaching reading is an expectation day one. Thank you for your continued efforts to improve our educational system!

Please provide feedback addressing Tennessee Tech's areas for improvement i...

Teachers need more instruction on differentiation and planning purposeful content.

Continue to grow skills in the areas of data mining and standards-based teaching approach.

Discipline and differentiation

Lack of respect for veteran teachers. Ex: they "know it all" already and there is no need for improvement in any area.

End of Report