

MTSU COE Employer Survey for Initial Licensure Alumni -Fall 2022-Overall Results for all Programs

November 10th 2022, 12:36 pm MST

Distribution and Response Rate

October 18, 2022 –109 emails were sent to employers

October 26, 2022 - A reminder was sent to all original recipients as responses were anonymous. (Note: 103 emails were sent as 6 of them responded via email that the employees are no longer with them)

November 2, 2022- another reminder was sent. (2 more responded via email that the employees are no longer with them)

November 8, 2022 – Closed the survey.

Total respondents - 73

Incomplete responses – 21 did not complete any likert-type items

Response rate –52 respondents 47.7%

Summary of Findings

The majority of respondents were principals with 1-5 years of experience in that role. They represented various partner districts and provided feedback on one to multiple candidates. Respondents rated our preparation of initial licensure candidates positively. Areas to consider for improvement based on the survey data included supporting candidates with teaching multiple forms of problem-solving, managing student behavior, and using trauma-informed practices.

Q1 - What is your current role?

#	Answer	%	Count
1	District Administrator	2.74%	2
2	Principal	95.89%	70
3	Assistant Principal	1.37%	1
4	Other	0.00%	0
	Total	100%	73

Q3 - Please identify your district or organization.

#	Answer	%	Count
1	Bedford County Schools	4.23%	3
2	Metro Nashville Public Schools	11.27%	8
3	Murfreesboro City Schools	11.27%	8
4	Rutherford County Schools	26.76%	19
5	Wilson County Schools	9.86%	7
6	Williamson County Schools	4.23%	3
7	Other	32.39%	23
	Total	100%	71

Q4 - If your district/organization is "other", please enter your district/organization name.

Cannon

Sumner County Schools: 2

Macon County: 2

Maury County Public Schools: 4

Hickman County Schools: 2

Marshall County School System: 2

Dickson

Jefferson County Schools

Q5 - How long have you been in your current position?

#	Answer	%	Count
1	Less than 1 year	13.04%	9
2	1-5 years	40.58%	28
3	6-10 years	27.54%	19
4	More than 10 years	18.84%	13
	Total	100%	69

Q6 - Please indicate the grade levels your school/organization serves. Mark all that apply.

#	Answer	%	Count
1	Preschool	16.67%	16
2	K-5	45.83%	44
3	6-8	21.88%	21
4	9-12	10.42%	10
5	Other	5.21%	5
	Total	100%	96

Q7 - If you chose "other" for the grade level, please identify the grade level or age served by your school or organization.

6th grade

K-12

4-6

6-8

Q8 - What positions did the recent (August 2020-May 2021) MTSU initial licensure graduates (not job-embedded) fill? Mark all that apply.

Answer	%	Count
PreK	1.33%	1
K-5th grade	45.33%	34
6th-8th grade	17.33%	13
9th-12th grade	13.33%	10
Special Education	9.33%	7
English as a Second Language	2.67%	2
Physical Education	1.33%	1
Art	2.67%	2
Library Specialist	1.33%	1
Music	4.00%	3
Theater	0.00%	0
School Counselor	1.33%	1
Total	100%	75

Q9 - For the middle and/or secondary positions filled within the last year with recent (August 2020-May 2021) MTSU initial licensure graduates (not job-embedded), indicate the subject area(s) the graduate(s) filled. Mark all that apply.

Answer	%	Count
Math	21.74%	5
Science, 6th-8th grade	13.04%	3
Biology	8.70%	2
Physics	4.35%	1
Chemistry	4.35%	1
Social Studies - 6th-8th grade	4.35%	1
History	8.70%	2
Government	4.35%	1
Geography	0.00%	0
German	0.00%	0

French	0.00%	0
Spanish	0.00%	0
Family & Consumer Sciences	0.00%	0
Business	0.00%	0
Agriculture	0.00%	0
English/Language Arts	30.43%	7
Total	100%	23

Q10 - For the Special Education positions filled during the last year with recent (August 2020-May 2021) MTSU initial licensure graduates (not job-embedded), which type of position(s) did they fill? Choose all that apply.

Answer	%	Count
Interventionist Resource	28.57%	2
Interventionist Inclusion	28.57%	2
Comprehensive	42.86%	3
Unsure	0.00%	0
Total	100%	7

Q11#1 - Please respond to the following statements based on your experiences with the recent (August 2020... - Recent MTSU graduates possess the entry level teacher ability to:

#	Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know		Total
1	Engage learners in activities that provide sufficient challenge.	1.92%	1	5.77%	3	36.54%	19	53.85%	28	1.92%	1	52
2	Facilitate learners' use of technology.	0.00%	0	0.00%	0	44.23%	23	50.00%	26	5.77%	3	52
3	Develop instructional plans aligned to state standards.	0.00%	0	5.77%	3	19.23%	10	69.23%	36	5.77%	3	52
4	Organize content so that it is personally relevant to learners.	0.00%	0	1.92%	1	34.62%	18	57.69%	30	5.77%	3	52
5	Present content using visuals, examples, or modeling of thinking.	0.00%	0	1.92%	1	38.46%	20	53.85%	28	5.77%	3	52
6	Use effective pacing and structure in lessons.	1.92%	1	3.85%	2	40.38%	21	50.00%	26	3.85%	2	52
7	Display accurate content knowledge in all subjects taught.	1.96%	1	1.96%	1	31.37%	16	60.78%	31	3.92%	2	51
8	Use a variety of subject-specific instructional strategies.	0.00%	0	3.85%	2	40.38%	21	51.92%	27	3.85%	2	52
9	Incorporate activities that reinforce multiple types of problem solving.	1.92%	1	9.62%	5	44.23%	23	38.46%	20	5.77%	3	52
10	Teach foundational literacy skills (i.e., phonemic awareness, phonics, fluency).	0.00%	0	2.94%	1	35.29%	12	55.88%	19	5.88%	2	34
11	Promote vocabulary development.	0.00%	0	0.00%	0	51.92%	27	42.31%	22	5.77%	3	52
12	Promote reading comprehension.	0.00%	0	5.77%	3	42.31%	22	44.23%	23	7.69%	4	52
13	Support language acquisition.	1.92%	1	1.92%	1	42.31%	22	42.31%	22	11.54%	6	52
14	Teach writing.	1.92%	1	7.69%	4	38.46%	20	38.46%	20	13.46%	7	52

Q12#1 - Please respond to the following statements based on your experiences with the recent (August 2020... - Recent MTSU graduates possess the entry level teacher ability to:

#	Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know		Total
1	Manage learner behavior.	2.04%	1	20.41%	10	30.61%	15	46.94%	23	0.00%	0	49
2	Facilitate learner engagement.	0.00%	0	6.12%	3	48.98%	24	44.90%	22	0.00%	0	49
3	Create an environment to promote individual and group learning.	0.00%	0	2.04%	1	40.82%	20	55.10%	27	2.04%	1	49
4	Create an environment in which learners exhibit caring and respect for one another.	0.00%	0	4.08%	2	36.73%	18	55.10%	27	4.08%	2	49
5	Support learners using trauma-informed practices.	2.04%	1	16.33%	8	36.73%	18	30.61%	15	14.29%	7	49
6	Use practices that address the anticipated learning difficulties of students.	0.00%	0	6.12%	3	59.18%	29	32.65%	16	2.04%	1	49
7	Use differentiated instructional methods to support learners' mastery of content.	0.00%	0	8.16%	4	51.02%	25	38.78%	19	2.04%	1	49
8	Use formative individual learner assessments to plan instruction.	0.00%	0	8.16%	4	48.98%	24	40.82%	20	2.04%	1	49
9	Use summative individual learner assessments.	0.00%	0	4.08%	2	40.82%	20	53.06%	26	2.04%	1	49
10	Assess instructional strategies to increase learner achievement.	0.00%	0	6.12%	3	44.90%	22	46.94%	23	2.04%	1	49
11	Work with grade level and/or subject peers to facilitate student learning.	0.00%	0	2.04%	1	32.65%	16	61.22%	30	4.08%	2	49
12	Collaborate with families to support student learning.	0.00%	0	6.12%	3	42.86%	21	46.94%	23	4.08%	2	49

Q13 - Based on your experiences with MTSU graduates, what would you consider to be strengths of their initial teacher preparation?

Good foundation to grow from.

Content knowledge Instructional strategies

planning, communication and willingness to learn

Well rounded teachers with knowledge of instruction

These graduates have created great classroom environments, have a good understanding of managing classroom behaviors, and understand how to develop a good lesson.

The head knowledge of the teachers. I have the opportunity to compare candidates from other programs, but MTSU student teachers seem to be more prepared for the classroom.

In general MTSU student teachers and graduates are exposed to a variety of educational settings.

Preparing differentiated lesson plans for all learners

Knowledge of trauma informed practices

The ability to create great lesson plans and carry out the plan created.

Her strengths include structure, organization and building relationships with families.

Content, knowledge of materials

Energetic with the student focus in education.

MTSU provides a strong foundation in literacy foundational skills as well as behavior management. I always put MTSU graduates at the top of my interview list.

Strong understanding of the TEAM rubric; best instructional practices.

Very organized, ready and willing to dive deep into the curriculum, good and effective use of technology

The teacher is well prepared in writing plans and preparing lessons/activities for the grade she teaches.

wanted to do better; very professional; intelligent

Classroom Management

Ms. X came in prepared and ready to receive hands on instruction. She very quickly picked up direct instruction with the classroom she was assigned. Her mentor teacher spoke of her ability to take feedback well and respond quickly to that feedback. In today's times, young adults being able to hear and adapt to feedback is so critical.

I am finding that the Graduates are very versed in planning. That's a benefit because everything centers around a good plan. A good plan benefits all educational stakeholder.

Knowledgeable about standards and basic classroom management

knowledge of content standards

this teacher was able to come in as a first year teacher and perform like a veteran. Her classroom management is excellent. Her knowledge of state standards is deep.

They were very prepared to teach the curriculum.

Ability to differentiate to meet the needs of their students and classroom management

They have a very good knowledge base

He does not struggle with classroom management.

MTSU graduates are prepared to enter the classroom and engage learners in a variety of manners and determine the strengths/weaknesses of students to promote learning.

Planning, collaboration, assessments, organization

They have the content knowledge.

Teachers are invested in our students and want to do well.

This candidate was really prepared

Strong baseline knowledge and skill in classroom behavior management and student engagement.

Candidates are typically ready to be a teacher in multiple grades.

Good work ethic. Willing to learn. Team work.

Commitment and willingness to maximize learning in an engaging way.

content knowledge

Ability to solve problems and have a "with it ness" that some seasoned teachers do not have.

Q14 - Based on your experiences with MTSU graduates, what would you consider to be areas for improvement related to their initial teacher preparation?

management

Classroom management: 3

IEP planning and implementation

behavior and classroom management: 2

I think these graduates are continuing to develop strategies and interventions to provide access to all learners, especially our ESL students.

Being observed more from the university. I can only remember once or twice when that student's teachers were observed and offered feedback.

The issues I saw with that group of graduates were not issues related to MTSU.

Preparing teacher to plan based on the TEAM Rubric

Knowledge in teaching foundational reading skills

The ability to handle students with mental health deficits and trauma.

Classroom management, student engagement, rigor

Lesson planning to fulfill the course time pacing.

Confidence in collaborative planning with more experienced teachers. My Blue Raider graduates take a few years before they find their own voice with the more experienced staff.

Writing instruction - some classroom management for one teacher.

Social emotional needs

poor management; poor planning; needed to work on her "teacher voice" - assertiveness

Lesson structure and pace and growth in depth of knowledge of the curriculum.

Candidates need to have a firm understanding of reviewing data and then making data driven decisions. We see that candidates have a better understanding of core instruction and need a stronger foundation in intervention strategies.

I would like to see the students have more exposure to classroom management, social and emotional learning, and empathy for students.

No glaring areas to note for improvement based on Mr. X's performance.

student behavior management de-escalation strategies meeting the needs of diverse learners promoting core content in related arts curriculum

N/A

One is better than the other as far as managing behavior in the classroom. Please give them more strategies for supporting five and six year old students.

Use of various forms of data to inform instruction and next steps

He has very little content knowledge and limited instructional strategies. He also does not know how to analyze test data and what to do with it.

I have had to hold discussions with them to focus on navigating the professional environment in such a way to promote collaboration, as their solid preparation can also cause an overestimation of their self-views. Not a large issue, but the only one I have observed.

Trauma informed practices, communication with parents, SPED inclusion, behavior management

They need classroom management strategies.

MTSU graduates would benefit from additional behavior strategies, which are separate from classroom management.

Differentiating special populations

None. Fantastic initial preparation compared to other first new teachers/new graduates.

I would like to see more focus on the social emotional aspect of learners with attention to ACEs.

Classroom organization, procedures and behavior.

Some employees listed should not have been licensed. Very weak educators.

discipline and classroom structure

More exposure to innovative teacher methods, STEM, and 21st century learning skills.

Q15 - Please provide any other comments about MTSU's initial teacher preparation program.

These graduates have been great hires and have an understanding of the demands and components of a good teacher.

The program is on the right trajectory. I would like an opportunity for building-level admin to meet with MTSU professors or department heads about being more strategic about teacher needs for their specific buildings.

N//a

I was pleased with my 2 applicants.

None

Analyzing data is also helpful to understand.

Keep sending your graduates to J E M Elementary! I, too, am a Blue Raider and I love the way you prepare teachers for my school! I would like to ask for information on getting paraprofessionals who want to teach a program that will get them licensed. I am also interested in more information about job-embedded possibilities with MTSU.

I have been delighted with the level of preparation she received.

We were so blessed to have Ms. X complete her Residency II. We were intentional in hiring her for a full time position in our building before she finished her residency.

MTSU is to be saluted for turning out well trained professional teachers. I consider myself lucky to have them on my staff.

If all teachers from MTSU were as prepared as well as this one, our profession would surely shine!

He struggles with almost everything in the classroom. He lectures, asks lower level questions and shows videos. He has the students do very little work.

I LOVE MTSU grads. If I see MTSU on an application/resume, I work hard to get that person to come to my school because I know I can trust their ability in the classroom.

I appreciate our partnership and having MTSU students and new teachers on campus.

Would love to hire from this program again!

Ask administrators to place students with top tier teachers that can development the next round of teachers. It may take administrators some time to "talk" teachers into receiving an assigned student. Too often student teachers or interns are assigned to someone that just wants a student teacher or body in the room.

NA