

MTSU COE Employer Survey for Job-Embedded Alumni -Fall 2022 Overall Results for All Programs

Employers of job-embedded candidates who completed their programs August 2020-May 2021.

November 11th 2022, 9:40 am MST

Distribution and Response Rate

October 18, 2022 –59 emails were sent to employers

October 26, 2022 - A reminder was sent to all original recipients as responses were anonymous. (Note: 58 emails were sent as 1 of them responded via email that the employee is no longer with them)

November 2, 2022- another reminder was sent.

November 8, 2022 – Closed the survey.

Total respondents - 40

Incomplete responses – 11 did not complete any likert-type items

Response rate –29 respondents 49.2%

Summary of Findings

The majority of respondents were principals with 10 years of experience or less in that role. They represented various partner districts and provided feedback on one to multiple candidates. Respondents rated our preparation of job-embedded candidates positively. Areas to consider for improvement included supporting candidates with managing student behavior, using trauma-informed practices and promoting language and vocabulary development.

Q1 - What is your current role?

#	Answer	%	Count
1	District Administrator	0.00%	0
2	Principal	97.50%	39
3	Assistant Principal	0.00%	0
4	Other	2.50%	1
	Total	100%	40

Q2 - If your role is "other", please share your current role.

Academy Coach

Q3 - Please identify your district or organization.

#	Answer	%	Count
1	Bedford County Schools	12.50%	5
2	Metro Nashville Public Schools	12.50%	5
3	Murfreesboro City Schools	2.50%	1
4	Rutherford County Schools	30.00%	12
5	Wilson County Schools	12.50%	5
6	Williamson County Schools	7.50%	3
7	Other	22.50%	9
	Total	100%	40

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

Lawrence

Smith

Hickman

Sumner County Schools

Clarksville Montgomery County

Maury County

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

Answer	%	Count
Less than 1 year	12.50%	5
1-5 years	42.50%	17
6-10 years	25.00%	10
More than 10 years	20.00%	8
Total	100%	40

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

Answer	%	Count
Preschool	8.51%	4
K-5	23.40%	11
6-8	29.79%	14
9-12	34.04%	16
Other	4.26%	2
Total	100%	47

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

7-12

PreK- 6

Q8 - Approximately how many job-embedded candidates were hired for your school during the past year?

Answer	%	Count
1-2	48.65%	18
3-5	32.43%	12
6-8	8.11%	3
9 or more	0.00%	0
Unsure	10.81%	4
Total	100%	37

Q9 - Is the number of job-embedded candidates hired the past year typical, more, or less than the number usually hired for one academic year?

Answer	%	Count
Typical	40.54%	15
More than usual	45.95%	17
Less than usual	2.70%	1
Unsure	10.81%	4
Total	100%	37

Q10 - What positions did the recent (August 2020-August 2021) completers fill? Mark all that apply.

Answer	%	Count
PreK	0.00%	0
K-5th grade	10.53%	6
6th-8th grade	12.28%	7
9th-12th grade	28.07%	16
Special Education	19.30%	11
English as a Second Language	10.53%	6
Physical Education	5.26%	3
Art	1.75%	1
Library Specialist	5.26%	3
Music	1.75%	1
Theater	0.00%	0
School Counselor	5.26%	3
Total	100%	57

Q11 - For the middle or secondary positions filled with recent (August 2020-August 2021) completers, indicate the subject area(s) the graduate(s) filled. Mark all that apply.

Answer	%	Count
Math	24.39%	10
Science, 6th-8th grade	4.88%	2
Biology	4.88%	2
Physics	0.00%	0
Chemistry	9.76%	4
Social Studies - 6th-8th grade	2.44%	1
History	4.88%	2
Government	4.88%	2
Geography	0.00%	0
German	2.44%	1
French	2.44%	1
Spanish	12.20%	5
Family & Consumer Sciences	2.44%	1
Business	0.00%	0
Agriculture	0.00%	0
English/Language Arts	24.39%	10
Total	100%	41

Q12 - For the Special Education positions filled with recent (August 2020-August 2021) completers, which type of position(s) did they fill? Choose all that apply.

#	Answer	%	Count
1	Interventionist Resource	33.33%	3
2	Interventionist Inclusion	44.44%	4
3	Comprehensive	11.11%	1
4	Unsure	11.11%	1
	Total	100%	9

Q13#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.	3.45%	1	0.00%	0	55.17%	16	37.93%	11	3.45%	1	29
2	Facilitate learners' use of technology.	3.45%	1	3.45%	1	48.28%	14	41.38%	12	3.45%	1	29
3	Develop instructional plans aligned to state standards.	3.45%	1	0.00%	0	55.17%	16	37.93%	11	3.45%	1	29
4	Organize content so that it is personally relevant to learners.	3.45%	1	0.00%	0	51.72%	15	41.38%	12	3.45%	1	29
5	Present content using visuals, examples, or modeling of thinking.	3.45%	1	0.00%	0	48.28%	14	44.83%	13	3.45%	1	29
6	Use effective pacing and structure in lessons.	3.45%	1	6.90%	2	44.83%	13	41.38%	12	3.45%	1	29
7	Display accurate content knowledge in all subjects taught.	3.45%	1	6.90%	2	34.48%	10	51.72%	15	3.45%	1	29
8	Use a variety of subject-specific instructional strategies.	3.45%	1	3.45%	1	48.28%	14	37.93%	11	6.90%	2	29
9	Incorporate activities that reinforce multiple types of problem solving.	3.45%	1	3.45%	1	51.72%	15	37.93%	11	3.45%	1	29
10	Teach foundational literacy skills (i.e., phonemic awareness, phonics, fluency).	10.00%	1	0.00%	0	70.00%	7	20.00%	2	0.00%	0	10
11	Promote vocabulary development.	3.45%	1	0.00%	0	48.28%	14	41.38%	12	6.90%	2	29
12	Promote reading comprehension.	3.45%	1	6.90%	2	48.28%	14	37.93%	11	3.45%	1	29
13	Support language acquisition.	3.45%	1	10.34%	3	41.38%	12	41.38%	12	3.45%	1	29
14	Teach writing.	3.45%	1	10.34%	3	44.83%	13	31.03%	9	10.34%	3	29

Q14#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.	3.57%	1	10.71%	3	39.29%	11	46.43%	13	0.00%	0	28
2	Facilitate learner engagement.	3.57%	1	0.00%	0	53.57%	15	42.86%	12	0.00%	0	28
3	Create an environment to promote individual and group learning.	3.57%	1	0.00%	0	60.71%	17	35.71%	10	0.00%	0	28
4	Create an environment in which learners exhibit caring and respect for one another.	3.57%	1	0.00%	0	50.00%	14	46.43%	13	0.00%	0	28
5	Support learners using trauma-informed practices.	3.57%	1	10.71%	3	39.29%	11	32.14%	9	14.29%	4	28
6	Use practices that address the anticipated learning difficulties of students.	3.57%	1	7.14%	2	53.57%	15	35.71%	10	0.00%	0	28
7	Use differentiated instructional methods to support learners' mastery of content.	3.57%	1	0.00%	0	64.29%	18	32.14%	9	0.00%	0	28
8	Use formative individual learner assessments to plan instruction.	3.57%	1	7.14%	2	50.00%	14	35.71%	10	3.57%	1	28
9	Use summative individual learner assessments.	3.57%	1	7.14%	2	50.00%	14	35.71%	10	3.57%	1	28
10	Assess instructional strategies to increase learner achievement.	3.57%	1	7.14%	2	50.00%	14	35.71%	10	3.57%	1	28
11	Work with grade level and/or subject peers to facilitate student learning.	7.14%	2	0.00%	0	46.43%	13	42.86%	12	3.57%	1	28
12	Collaborate with families to support student learning.	3.57%	1	7.14%	2	42.86%	12	42.86%	12	3.57%	1	28

Q15 - Based on your experiences with MTSU job-embedded candidates, what would you consider to be strengths of their initial teacher preparation?

Diverse backgrounds

Very prepared with current research and most effective practices

PLC

Strengths would include: the ability to manage a large caseload, provide academic and behavioral supports for individual students, accurately monitor progress of each student with IEP and write appropriate goals based on each students' individual needs.

I was unaware the student was job embedded. The candidate claimed to have graduated from UGA.

The candidates are well prepared and enthusiastic about improving their craft.

Presenting relevant lessons to students

Classroom presence or confidence in presenting material to students and participating in PLC'S with peers.

Understanding of the pedagogy of teaching.

content knowledge; desire to do well; takes feedback well; gets along with students; willing to go above and beyond

Behavior management and placing effective procedures in place.

Passion for position and services. Ability to conduct speech language teacher duties

Most know their content area.

Hard workers, willing to ask if they aren't sure.

Enthusiastic

Teachers that have been hired for our school are intrinsically motivated to strengthen their practice. They have been open to testing and implementing strategies learned from peers.

Q16 - Based on your experiences with MTSU job-embedded candidates, what would you consider to be areas for improvement related to their initial teacher preparation?

Classroom management strategies: 3

I would recommend a focus on interpreting TVAAS data and how to use it to make decisions regarding instruction, planning, and monitoring growth of the standards.

Classroom discipline, responding to students who do not comply immediately- these are things that improve with practice and experience.

Experience in developing and initiating differentiated instructional practices to promote all students learning.

Classroom management is an art which comes with experience-

Better use of data to inform their instruction.

getting overwhelmed, either in the immediate moment or with the stresses of teaching; relying on the experience of others to help when struggling

Becoming more knowledgeable with the curriculum which will come with experience

Work on writing IEPs and conducting eligibility meetings

Classroom management!! Trauma Informed in dealing with the mental health of these students after the pandemic!!

None noted

Collaboration with peers

Continued support

Q17 - Please provide any other comments about MTSU's job-embedded initial teacher preparation program.

I have been very pleased with the work and insights our employee has exhibited.

The MTSU Program prepares the candidates well, and with good placement with mentor teachers, they learn fast and put these lessons into practice.

MTSU's job-embedded program is excellent, and I strongly recommend it to anyone who is qualified and interested.

These students think that teaching is an easy job! They come in and realize that there is a lot more to it and learn really quickly what it really takes and what all is involved in being a teacher. Maybe these people need to actually do some time in the classroom before they actually start the program to see if this is actually what they want to do!

Mr. X is one of the best teachers in our building as identified by administration, his colleagues, and his students. He is a terrific reflection on your program.

Thank you for the support provided.