

MTSU COE Employer Survey for Initial Licensure Alumni -Fall 2021-Overall Results for all Programs

Employers of MTSU COE August 2019-May 2020 completers of initial licensure programs

Distribution and Response Rate

September 24, 2021 –120 emails were sent to employers

October 4, 2021 - A reminder was sent to all original recipients as responses were anonymous.

October 18, 2021 – Closed the survey.

Total respondents - 81

Incomplete responses – 15 did not complete any likert-type items

Response rate – 66 respondents 55%

What is your current role?

#	Answer	%	Count
1	District Administrator	0.00%	0
2	Principal	95.00%	76
3	Assistant Principal	3.75%	3
4	Other	1.25%	1
	Total	100%	80

If you role is "other", please share your current role.

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Children's Pastor

Please identify your district or organization.

#	Answer	%	Count
1	Bedford County Schools	2.53%	2
2	Metro Nashville Public Schools	7.59%	6
3	Murfreesboro City Schools	6.33%	5
4	Rutherford County Schools	29.11%	23
5	Wilson County Schools	6.33%	5

6	Williamson County Schools	5.06%	4
7	Other	43.04%	34
	Total	100%	79

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

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Church Murfreesboro

Coffee County Schools -3

Maury County -3

Sumner County Schools -4

Clarksville Montgomery County School System

Moore County Schools

KIPP Nashville

Grundy County

Lewis County

Cannon Co.

Tullahoma City Schools -2

Marshall County Schools -2

Manchester City Schools

Cheatham County Schools

Jefferson County

Lawrence County

Hamilton County Schools

Hickman County

How long have you been in your current position?

#	Answer	%	Count
1	Less than 1 year	18.99%	15
2	1-5 years	43.04%	34
3	6-10 years	26.58%	21
4	More than 10 years	11.39%	9
	Total	100%	79

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

#	Answer	%	Count
1	Preschool	19.82%	22
2	K-5	39.64%	44
3	6-8	24.32%	27
4	9-12	11.71%	13
5	Other	4.50%	5
	Total	100%	111

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

Pre-K-4 -3 respondents

K-8 – 1 respondent

What positions did the recent (August 2019-May 2020) MTSU initial licensure graduates (not job-embedded) fill? Mark all that apply.

#	Answer	%	Count
1	PreK	2.38%	2
2	K-5th grade	42.86%	36
3	6th-8th grade	15.48%	13
4	9th-12th grade	8.33%	7
5	Special Education	15.48%	13
6	English as a Second Language	1.19%	1
7	Physical Education	3.57%	3
8	Art	4.76%	4
9	Library Specialist	1.19%	1
12	Music	3.57%	3
13	Theater	1.19%	1
14	School Counselor	0.00%	0
	Total	100%	84

For the middle or secondary positions filled within the last year with recent (August 2019-May 2020) MTSU initial licensure graduates (not job-embedded), indicate the subject area(s) the graduate(s) filled. Mark all that apply.

#	Answer	%	Count
1	Math	20.00%	3
2	Science, 6th-8th grade	6.67%	1
3	Biology	6.67%	1
4	Physics	0.00%	0
5	Chemistry	0.00%	0
6	Social Studies - 6th-8th grade	13.33%	2
7	History	20.00%	3
8	Government	0.00%	0
9	Geography	0.00%	0
10	German	0.00%	0

11	French	0.00%	0
12	Spanish	6.67%	1
13	Family & Consumer Sciences	0.00%	0
14	Business	0.00%	0
15	Agriculture	6.67%	1
16	English/Language Arts	20.00%	3
	Total	100%	15

For the Special Education positions filled during the last year with recent (August 2019-May 2020) MTSU initial licensure graduates (not job-embedded), which type of position(s) did they fill? Choose all that apply.

#	Answer	%	Count
1	Interventionist Resource	7.69%	1
2	Interventionist Inclusion	46.15%	6
3	Comprehensive	38.46%	5
4	Unsure	7.69%	1
	Total	100%	13

Please respond to the following statements based on your experiences with the recent initial licensure completers. 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.	4.55%	3	6.06%	4	57.58%	38	28.79%	19	3.03%	2	66
2	Facilitate learners' use of technology.	1.52%	1	6.06%	4	46.97%	31	40.91%	27	4.55%	3	66
3	Develop instructional plans aligned to state standards.	1.52%	1	7.58%	5	45.45%	30	42.42%	28	3.03%	2	66
4	Organize content so that it is personally relevant to learners.	1.52%	1	4.55%	3	51.52%	34	39.39%	26	3.03%	2	66
5	Present content using visuals, examples, or modeling of thinking.	4.55%	3	7.58%	5	45.45%	30	39.39%	26	3.03%	2	66
6	Use effective pacing and structure in lessons.	1.52%	1	12.12%	8	56.06%	37	27.27%	18	3.03%	2	66
7	Display accurate content knowledge in all subjects taught.	4.55%	3	7.58%	5	45.45%	30	39.39%	26	3.03%	2	66
8	Use a variety of subject-specific instructional strategies.	3.03%	2	10.61%	7	46.97%	31	36.36%	24	3.03%	2	66
9	Incorporate activities that reinforce multiple types of problem solving.	3.03%	2	12.12%	8	50.00%	33	30.30%	20	4.55%	3	66
10	Teach foundational literacy skills (i.e., phonemic awareness, phonics, fluency).	2.38%	1	7.14%	3	57.14%	24	26.19%	11	7.14%	3	42
11	Promote vocabulary development.	2.38%	1	9.52%	4	59.52%	25	28.57%	12	0.00%	0	42

12	Promote reading comprehension.	2.38%	1	11.90%	5	57.14%	24	23.81%	10	4.76%	2	42
13	Support language acquisition.	2.38%	1	9.52%	4	61.90%	26	21.43%	9	4.76%	2	42
14	Teach writing.	4.76%	2	4.76%	2	66.67%	28	19.05%	8	4.76%	2	42

Please respond to the following statements based on your experiences with the recent initial licensure completers. 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.	6.15%	4	12.31%	8	52.31%	34	27.69%	18	1.54%	1	65
2	Facilitate learner engagement.	4.62%	3	7.69%	5	52.31%	34	33.85%	22	1.54%	1	65
3	Create an environment to promote individual and group learning.	3.08%	2	9.23%	6	47.69%	31	36.92%	24	3.08%	2	65
4	Create an environment in which learners exhibit caring and respect for one another.	1.54%	1	10.77%	7	41.54%	27	44.62%	29	1.54%	1	65
5	Support learners using trauma-informed practices.	4.62%	3	12.31%	8	49.23%	32	20.00%	13	13.85%	9	65
6	Use practices that address the anticipated learning difficulties of students.	4.62%	3	10.77%	7	55.38%	36	27.69%	18	1.54%	1	65
7	Use differentiated instructional methods to support learners' mastery of content.	6.15%	4	9.23%	6	50.77%	33	32.31%	21	1.54%	1	65
8	Use formative individual learner assessments to plan instruction.	4.62%	3	7.69%	5	60.00%	39	26.15%	17	1.54%	1	65
9	Use summative individual learner assessments.	4.62%	3	9.23%	6	56.92%	37	27.69%	18	1.54%	1	65

10	Assess instructional strategies to increase learner achievement.	4.62%	3	9.23%	6	53.85%	35	30.77%	20	1.54%	1	65
11	Work with grade level and/or subject peers to facilitate student learning.	3.08%	2	9.23%	6	43.08%	28	43.08%	28	1.54%	1	65
12	Collaborate with families to support student learning.	3.08%	2	10.77%	7	49.23%	32	33.85%	22	3.08%	2	65

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

Willingness to learn about trauma informed students

Willingness to learn, try, and implement skills and techniques to improve their professional skill set.

Most students are excited about the profession.

The graduates we have worked with have had a strong foundation of the basics. They have been able to step in, be flexible, and learn as they go.

Classroom management

Students are engaged in learning.

knowledge

They come into the classroom very confident with experience collaborating with others.

Their initial leadership skills.

XX is well prepared to teach using a variety of instructional strategies while meeting the needs of individual learners

Classroom Management and Lesson Planning

Ability to understand and implement standards and objectives

New graduates seem to be familiar with almost everything.

Content knowledge

Good support for new teachers.

We had no MTSU hires.

General knowledge

Instruction

Ms. exhibits strength in student engagement in the lesson and developing activities that are aligned with the state standards.

The graduate excels with differentiated instruction and engages students based on their level.

Solid foundation. However, these candidates have the dispositions to become excellent teachers.

The MTSU grads we've hired not only understand, but typically embrace, the collaborative processes in place to support student learning and development.

Technology and standards.

She is good with relationship building and teaching students how to have a respectful, encouraging culture! She was an asset to the team in her knowledge of EL curriculum as we transitioned to it during her first full year.

They have been able to walk right into class and be successful

Energetic

Lesson planning, theory, strategies for instruction

Passion for teaching that candidates possess.

Student Management

He worked well with his professional learning community.

Competency in basic instructional practices and content knowledge

Content Knowledge

** Ms. X teaching assignments is 6-8 Math not science. The survey would not let me go back and change Ms. X is mature and very competent in her content knowledge. She works long hours to create lessons and activities for her classroom. She regularly incorporates technology in her classroom.

taking initiative; working well with peers/colleagues

Usually content knowledge

Prepared to write and develop curriculum aligned with the content area.

MTSU graduates display strengths in differentiation, building strong relationships with students, and working as part of a grade level team.

Most of our MTSU graduates understand how to set up a learning environment, how to develop a lesson, and have several strategies to support instruction and behavior.

Good understanding of classroom management.

Graduates have a good understanding of the TEAM instructional rubric and are able to implement quality instructional practices.

Our teacher came in and was implementing small group instruction within the first few weeks of school. That was so impressive that she was able to set up and manage that type of learning so quickly.

Knowledge of engagement of students and planning of lessons

Content knowledge

Creating responsible and organized teachers that are eager to learn.

She is a team player and is willing to listen to refinements to strengthen her teaching abilities.

Ms. X knowledge of best instructional practices and developmentally appropriate practices are exceptional for a beginning teacher.

Knowledge of practice, willingness to learn

Confidence in the ability to plan and implement lesson plans.

These teachers are strong in content knowledge.

Building classroom community, differentiated instructional techniques, aligning lessons to standards. Working collaboratively and being team players in their PLC's. Strong work ethics, personal drive and commitment to students.

Knowledgeable about music standards/ content area.

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

Teaching foundational skills

Improved ability to handle the daily stresses and real-life struggles that are part of the profession. Enhanced ability to cope and adapt to different situations related to both students' lives and the professional learning environment.

Classroom Management Professional disposition and confidence

The graduates at some point will need more training with specific areas that pertain to behaviors and special education. Most of this will come with more experience in the field.

More phonics knowledge and how to teach that.

Classroom management

more experience with teachers

Many new teachers simply need time in the classroom to develop their skills. I am pleased with the level at which this graduate entered the classroom.

Adjusting to differentiation within a diverse classroom.

Continue to collaborate as a team with stakeholders

Teaching Foundation Reading Skills

Provide rigor in instruction

Data tracking

Classroom management/ expectations

Lesson planning that aligns with the Team rubric.

We had no MTSU hires.

Engaging students, making thinking visible, assessment quality

Interpersonal relationships, professionalism, communication with families/peers/ administrators.

Questioning and academic feedback are two areas that need improvement.

Preparation of state and federal paperwork

Differentiation and using curriculum as a resource instead of a crutch.

For SpEd teachers, the more instruction and experience you can offer writing IEPs and conducting IEP meetings would benefit teachers, schools, and students.

Classroom management

Classroom management - setting expectations and staying with them

Just continue to put them in live scenarios, where they can see as many live situations as they can. This helps them handle classroom situations.

Parent communication

Classroom management, pacing, effective communication with parents and peers

Classroom management is always an area that can be improved with any program.

Elementary Mathematics understanding and pedagogy

Last year he definitely struggled with classroom management. It was a difficult year for everyone with online learning as well as in class students. I will say that the beginning of this year has been much smoother than last year.

Candidates need stronger training in classroom management and student engagement

Classroom Management

Classroom management is always an area for new teachers to develop. Grouping and student-to-student collaboration has been minimal with COVID restrictions last school year and this one.

technology (but may be due to the content more than the teacher's know-how or prep program)

Classroom management

Needs more experience on managing a class with the expectations of maintaining consistency and solid instruction

New teachers don't know what they don't know. There is and will probably always be a tall learning curve for new teachers.

Several of our MTSU students could improve on how using data to determine groupings, how to run small groups, and the overall pacing of a lesson.

Deeper understanding of phonics instruction.

With the shift to foundations first literacy, continuing the strong methods in that area.

Classroom Management

Classroom Management, self assessment

Positive classroom management and engaging instructional practices to motivate students. Deeper understanding of standards and student learning outcomes, what learning behaviors look like .

Imbedding spelling and grammar into more collaboration with reading instead of trying to teach them all in isolation.

Possibly more depth of knowledge on how to differentiate instruction to meet the needs of students with the most at-risk students.

Due to Covid, probably not enough actual hands-on, independent instructional practice. This teacher struggled with classroom mgmt and consistency in her first year.

Trauma informed practices.

They need more experience in classroom management and discipline.

Classroom management techniques that foster high expectations and personal accountability. Building challenge and rigor into assignments and having high academic expectations for students. Teach the students to build upon their knowledge base and deepen their understanding of the standards taught.

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

They work well with their grade level teams.

NA

X has done a really good job for us!

I believe it to be an excellent prep program for future educators.

I think it would be helpful to ensure graduates have deep roots in the Science of Reading.

Very good

NA

We had no MTSU hires.

We are happy to have the opportunity to partner with MTSU.

This group that we got is one of the better groups that we have received over the years. They are just good, hard workers that want to learn and improve. Again, their disposition is more important than actual teaching strategies.

We have been very pleased with our teachers who have been part of MTSU's teacher prep programs.

none

Ms. X came in as a very prepared, hard working first year teacher. Her first year was like no other group of first year teachers with in-person and distance learning platforms, quarantines, and contact tracing - she persevered through it all!

our teacher is a GREAT one, so the program has served him (and us) well

It's hard to provide more "stick time" for our teacher candidates while still providing ample classroom time at the university and not taking time from the actual teachers in the classroom in regards to time they have to stretch their students academically, socially and emotionally.

Our SPED graduates have done a fantastic job and have been prepared to come right in, set up a classroom, and run their classroom with multiple groupings and schedules.

We like to hire MTSU candidates as they come prepared.

Thank you for all you do!

More emphasis on planning and standards / standards hierarchy (ability to incorporate some standards into broader, higher-reaching standards). So many of our new teachers cannot connect the lesson to the appropriate standard.