

MTSU COE Employer Survey for Job-Embedded Alumni -Fall 2021 Overall Results for All Programs

Employers of job-embedded candidates who completed their programs August 2019-May 2020.

Distribution and Response Rate

September 27, 2021 – 40 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 - 28

Incomplete responses –3 did not complete any of the likert-type items

Response rate – 25 - 62.5%

What is your current role?

#	Answer	%	Count
1	District Administrator	7.14%	2
2	Principal	85.71%	24
3	Assistant Principal	3.57%	1
4	Other	3.57%	1
	Total	100%	28

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

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Academy Coach

Please identify your district or organization.

#	Answer	%	Count
1	Bedford County Schools	7.14%	2
2	Metro Nashville Public Schools	7.14%	2
3	Murfreesboro City Schools	0.00%	0
4	Rutherford County Schools	21.43%	6
5	Wilson County Schools	14.29%	4
6	Williamson County Schools	21.43%	6
7	Other	28.57%	8
	Total	100%	28

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

Manchester City Schools

Tullahoma City Schools

Clarksville Montgomery County

Franklin County Schools-2

How long have you been in your current position?

#	Answer	%	Count
1	Less than 1 year	7.14%	2
2	1-5 years	57.14%	16
3	6-10 years	14.29%	4
4	More than 10 years	21.43%	6
	Total	100%	28

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

#	Answer	%	Count
1	Preschool	10.81%	4
2	K-5	18.92%	7
3	6-8	24.32%	9
4	9-12	45.95%	17
5	Other	0.00%	0
	Total	100%	37

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

#	Answer	%	Count
1	1-2	59.26%	16
2	3-5	29.63%	8
3	6-8	0.00%	0
4	9 or more	0.00%	0
5	Unsure	11.11%	3
	Total	100%	27

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
1	Typical	25.93%	7
2	More than usual	40.74%	11
3	Less than usual	11.11%	3
4	Unsure	22.22%	6
	Total	100%	27

What positions did the recent (August 2019-May 2020) completers fill? Mark all that apply.

#	Answer	%	Count
1	PreK	0.00%	0
2	K-5th grade	2.94%	1
3	6th-8th grade	14.71%	5
4	9th-12th grade	35.29%	12
5	Special Education	20.59%	7
6	English as a Second Language	2.94%	1
7	Physical Education	2.94%	1
8	Art	0.00%	0
9	Library Specialist	2.94%	1
12	Music	2.94%	1
13	Theater	2.94%	1
14	School Counselor	11.76%	4
	Total	100%	34

For the middle or secondary positions filled with recent (August 2019-May 2020) completers, indicate the subject area(s) the graduate(s) filled. Mark all that apply.

#	Answer	%	Count
1	Math	8.70%	2
2	Science, 6th-8th grade	4.35%	1
3	Biology	13.04%	3
4	Physics	8.70%	2
5	Chemistry	0.00%	0
6	Social Studies - 6th-8th grade	8.70%	2
7	History	8.70%	2
8	Government	4.35%	1
9	Geography	0.00%	0
10	German	0.00%	0
11	French	0.00%	0
12	Spanish	8.70%	2

13	Family & Consumer Sciences	0.00%	0
14	Business	8.70%	2
15	Agriculture	0.00%	0
16	English/Language Arts	26.09%	6
	Total	100%	23

For the Special Education positions filled with recent (August 2019-May 2020) completers, which type of position(s) did they fill? Choose all that apply.

#	Answer	%	Count
1	Interventionist Resource	14.29%	1
2	Interventionist Inclusion	71.43%	5
3	Comprehensive	14.29%	1
4	Unsure	0.00%	0
	Total	100%	7

Please respond to the following statements based on your experiences with the recent job-embedded 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.	8.00%	2	4.00%	1	56.00%	14	28.00%	7	4.00%	1	25
2	Facilitate learners' use of technology.	8.00%	2	4.00%	1	40.00%	10	40.00%	10	8.00%	2	25
3	Develop instructional plans aligned to state standards.	8.00%	2	0.00%	0	36.00%	9	52.00%	13	4.00%	1	25
4	Organize content so that it is personally relevant to learners.	8.00%	2	4.00%	1	36.00%	9	48.00%	12	4.00%	1	25
5	Present content using visuals, examples, or	8.00%	2	8.00%	2	20.00%	5	56.00%	14	8.00%	2	25

	modeling of thinking.											
6	Use effective pacing and structure in lessons.	8.00%	2	8.00%	2	48.00%	12	32.00%	8	4.00%	1	25
7	Display accurate content knowledge in all subjects taught.	8.00%	2	4.00%	1	28.00%	7	56.00%	14	4.00%	1	25
8	Use a variety of subject-specific instructional strategies.	8.00%	2	8.00%	2	36.00%	9	44.00%	11	4.00%	1	25
9	Incorporate activities that reinforce multiple types of problem solving.	8.00%	2	8.00%	2	44.00%	11	28.00%	7	12.00%	3	25
10	Teach foundational literacy skills (i.e., phonemic awareness, phonics, fluency).	14.29%	1	28.57%	2	42.86%	3	14.29%	1	0.00%	0	7
11	Promote vocabulary development.	14.29%	1	28.57%	2	42.86%	3	14.29%	1	0.00%	0	7
12	Promote reading comprehension.	14.29%	1	14.29%	1	57.14%	4	14.29%	1	0.00%	0	7
13	Support language acquisition.	14.29%	1	28.57%	2	57.14%	4	0.00%	0	0.00%	0	7
14	Teach writing.	14.29%	1	28.57%	2	42.86%	3	0.00%	0	14.29%	1	7

Please respond to the following statements based on your experiences with the recent job-embedded 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.	8.00%	2	12.00%	3	40.00%	10	32.00%	8	8.00%	2	25
2	Facilitate learner engagement.	8.00%	2	8.00%	2	40.00%	10	40.00%	10	4.00%	1	25
3	Create an environment to promote individual and group learning.	8.00%	2	8.00%	2	40.00%	10	36.00%	9	8.00%	2	25
4	Create an environment in which learners exhibit caring and respect for one another.	8.00%	2	8.00%	2	28.00%	7	52.00%	13	4.00%	1	25
5	Support learners using trauma-informed practices.	8.00%	2	12.00%	3	44.00%	11	12.00%	3	24.00%	6	25
6	Use practices that address the anticipated learning difficulties of students.	8.00%	2	12.00%	3	52.00%	13	16.00%	4	12.00%	3	25
7	Use differentiated instructional methods to support learners' mastery of content.	8.00%	2	12.00%	3	44.00%	11	28.00%	7	8.00%	2	25
8	Use formative individual learner assessments to plan instruction.	8.00%	2	12.00%	3	48.00%	12	24.00%	6	8.00%	2	25
9	Use summative individual learner assessments.	8.00%	2	12.00%	3	36.00%	9	32.00%	8	12.00%	3	25
10	Assess instructional strategies to increase learner achievement.	8.00%	2	12.00%	3	40.00%	10	36.00%	9	4.00%	1	25
11	Work with grade level and/or subject peers to	8.00%	2	12.00%	3	24.00%	6	52.00%	13	4.00%	1	25

	facilitate student learning.											
12	Collaborate with families to support student learning.	8.00%	2	16.00%	4	36.00%	9	32.00%	8	8.00%	2	25

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

Not Sure!

Knowledge of content and planning for lessons

Content/instructional strategies

Content

Content knowledge

They are very knowledgeable in their area of study.

Great rapport with students. Well-planned instruction. Know their content standards.

Ms. X is well prepared to meet the challenges of her job.

Because this was a non-traditional student, with career experience, he came in with a maturity that is a strength...having nothing to do with the initial teacher preparation. He is strong in technology integration so it appears the teacher preparation program incorporates that tool into lesson design and implementation.

Mature and stable mentally for the most part.

Organization and student engagement

The overall program offered and the diversity of subjects/topics covered to prepare educators.

Real world knowledge.

building proper relationships with students

Have the knowledge base to be successful.

strong in content and developing creative ways to communicate information; hands-on learning

We have been blessed with teachers that walk into their jobs prepared and ready to make a difference.

I think each teacher needs to be evaluated on individual strengths. Ms. X has shown exceptional growth as a teacher using her musical ability which is on a scale of perfection!

Classroom management ability and work ethic.

X came to ES with a strong instructional background. Her classroom procedures and routines were seamless. She came with academic strategies to help support students at any age level.

The learner is familiar with standards and understands how to access the resources needed to perform the job.

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

Not sure!

Providing an environment suitable for all learners.

Classroom Management

IEP writing based on data Classroom Management

Classroom management

More focus on classroom management.

NA

None as of now!

In this case, I cannot think of any.

Classroom management

Communication to shared teachers

Collaboration with and feedback from the embedded location on the educator's performance.

Classroom management

pacing of lessons, continued growth in new technologies

Classroom Management.

enforcing school rules and classroom management, thus, engagement

Just continue to put them in places to see live classroom settings and how that works. The more they are exposed to real-life scenarios the better.

I am pleased with my experience!

Correlating lesson plans to the TEAM rubric.

X came already well-rounded in the area of educational strategies. I would not recommend any areas of improvement.

Understanding it will take more time than the contract specifies for the first few years in your position.

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

Not sure!

MTSU has a good program and has been good/easy to work with

Thank you

The MTSU program is positive and beneficial for the teacher and school.

NA

I'm very impressed with what MTSU has to offer. I encourage our students to give MTSU a look when looking for a university.

I've always considered MTSU candidates very highly. Unfortunately this one did not meet those expectations.

In general these teachers do okay. They struggle with managing the classroom the most. Their strength is applying their subject to real world problems.

None.

good experience so far

We need all that you can find, it is getting harder and harder to find qualified teachers.

I think this is a wonderful program to allow people with skills to teach especially when teachers are needed so much!

X is the best! She digs in to help support her students each and every day!