

Employer Feedback Summary from Fall 2019 and Fall 2020

<p>Participants and Methods</p>	<p>Fall 2019 Feedback from Education First:          12 district partners          19 school leaders/mentor teachers          Data were collected by Education First staff who conducted focus groups and interviews.</p>	<p>Fall 2020 Employer Survey:          was distributed to 311 principals in Bedford County, Metro Nashville, Rutherford County, Murfreesboro City, Williamson County, and Wilson County School Districts. The 311 names were retrieved from district office lists and/or official websites. Two emails did not work. Therefore, the distribution went to 309 principals on the email list.          24.9% (n=77) responded to the question about whether a recent graduate had been hired. 54 of the 77 who responded indicated that they hired an MTSU initial licensure graduate (not job-embedded) within the past 3 years. 13.9% (n=43) of 309/ 79.6% of the survey completers who hired an MTSU initial licensure graduate within the past 3 years completed the perception questions.</p>
<p>Themes</p>		
<p>MTSU candidates are well prepared</p>	<p>2019 EdFirst Feedback:  <i>“Kudos to MTSU. I was an educational assistant before I was a teacher and I am seeing fewer and fewer candidates who are poor fits for teaching. We see those who are really invested in becoming a teacher. <u>We are getting a higher level of students coming in.</u>” – Principal</i></p> <p><i>“<u>[Teacher candidates] come in pedagogically pretty well prepared...And I feel like MTSU's doing a really good job on all their candidates are trained on the TEAM rubric tool and I feel like their EPP report card reflects that. That these teachers that are coming into our school system already have a working understanding of what we're looking for in the classroom. So, they're better trained.</u>” - District Leader</i></p>	<p>2020 Employer Survey:          On 5-point Likert-type scale, the mean score for items related to survey respondents’ perceptions of our graduates’ preparedness ranged from 4.09 to 4.84 on the 13 items. The items with a minimum of at least 3 and max of 5 and a mean of at least 4.3 included the following.</p> <ul style="list-style-type: none"> <li>• Develop student-teacher relationships.</li> <li>• Develop parent-student-teacher relationships.</li> <li>• Collaborate with colleagues and administrators.</li> <li>• Consider students' strengths and needs when planning lessons.</li> <li>• Utilize best practice instructional strategies.</li> <li>• Maintain student engagement throughout lessons.</li> <li>• Consider the pacing and timing mandates for the school/district.</li> </ul>

		<ul style="list-style-type: none"> <li>Organize and manage time, space, and resources.</li> </ul> <p>Anecdotal comments of strengths supported the ratings in these area.</p>
<p>Strong partnerships with districts</p>	<p>2019 EdFirst Feedback:</p> <p><i>“Within the college of education, I feel like we have a <u>great partnership</u> because the large majority of them were Rutherford County educators.” - District Leader</i></p> <p><i>“I feel like the college of education is utilizing the capacity that they have at their level to be able to do what they can do. They're all in on trying to help us, but they have some challenges of their own within their university power.” - District Leader</i></p> <p><i>“I'd love to be able to do something with MTSU to work with their kids sooner, observation, tutoring, sitting in on PLC meetings. Don't want to scare them off but think it's helpful. Would want them to come teach for us sooner. Could pay them to substitute teach, give some type of credit up there with a mentor type teacher here.” - District Leader</i></p>	<p>2020 Employer Survey:</p> <p>An anecdotal comment on the survey said, “I love working with the professors. They are <u>very collaborative</u>.”</p>
<p>Need more &amp; diverse teacher candidates</p>	<p>2019 EdFirst Feedback:</p> <p><i>“When I first started as a principal and I posted a language arts position, I might have 80 candidates. Now I might have 18.” - District Leader</i></p> <p><i>“I think it's huge to have a diverse faculty, administrative team. I would <u>love to be able to find more African-American teachers, administrators, Hispanic</u>. Our Hispanic population is very large, we're over 20% Hispanic. I would love to find good quality Hispanic teachers. Would love it.” - District Leader</i></p> <p><i>“We're not anywhere near the percentage of minority candidates that is a reflection of our students...We have a great community here and we've got engage them in that conversation. We <u>want to be able to reflect what our students look like</u>.” – District Leader</i></p> <p><i>“Because I do see the teachers of color that I've been able to hire</i></p>	<p>2020 Employer Survey:</p> <p>An anecdotal comment on the survey indicated that more teachers are needed.</p>

	<p><i>have an impact on my kids. They have a different relationship with the kid who looks like them...They can't all be coaches. We got to get some that are math teachers or science teachers, because again, they've [students] have got to see somebody different than what may be typical.” - District Leader</i></p>	
<p>Need teachers in high demand areas</p>	<p>2019 EdFirst Feedback:  <i>“The need - <u>worldwide languages, math, science, ESL</u> - those are our challenges.” - District Leader</i></p> <p><i>“We're looking for our core areas and math, science, ESL, SPED, foreign language.” - District Leader</i></p> <p><i>“We’ve really struggled to find teachers. We have openings -- 7 right now -- for teaching positions that we can’t fill. Math, science, ESL, special ed. Same areas as everyone else. Bottom line is: with us, I’ve been involved with MTSU for a long time. I can remember a time where MTSU would have 500-600 people graduate with some type of teaching license, whether elem/sec. Simply don’t have the numbers now, that’s killing us. That’s not MTSU’s fault as much as the current climate in TN and throughout the country.” - District Leader</i></p>	<p>2020 Employer Survey:  An anecdotal comment on the survey indicated that <u>more ELL teachers are needed</u> and perhaps all graduates would receive this endorsement.</p>
<p>Areas for growth in MTSU’s teacher preparation programs</p>	<p>2019 EdFirst Feedback:  <i>“Specifically, <u>data and assessment</u> are areas that could probably be improved for everyone, but for first year teachers specifically <u>data assessment</u> and then the classroom management as well.” - District Leader</i></p> <p><i>“I rarely hire a first-year teacher here...The reason that happens is that I believe <u>communication</u> is huge and that is left out. It grows more and more each day as social media distracts people from the real world. Dealing with teachers being blasted on FB. How do we deliver bad news to a parent? Dealing with an email that is paragraphs long. It has to do with youngness and our students don’t know how to shut it out. How do you write an email when</i></p>	<p>2020 Employer Survey:  Survey respondents rated items related to <u>assessment</u> lower than the other items. These items ranged from 4.09 to 4.23 on the 5-point Likert scale. They included the following items.  Analyze student performance based on assessments. (M = 4.09)  Adjust instruction based on assessment findings. (M = 4.17)  Scaffold and support the academic needs of students. (M = 4.23)  Areas for growth identified through comments supported the ratings in the area of using data. Seven</p>

*someone has written a horrible attack on you? More real-life principals going into these courses and telling people how it really is. I was asked to speak to students, I said: "no boobs, no bellies, no butts." You are not going to be hired by as 23-year-old; you are going to be hired by someone like me." - Principal*

*"I think the classroom management portion - not that they haven't had been exposed, they haven't had the practice. I think the amount of practice has changed...I was able to practice when I was a freshman, sophomore, junior. A lot of them haven't had that practice. So that one stint of being in a classroom...doesn't give them that practice." - District Leader "The candidates need to grow their instructional practice...They don't have enough experience, particularly in classroom management and engagement of students." - District Leader*

*More focus on the day to day and real school experiences "At some places there is a disconnect between university and schools. Schools change every year. We received an email a couple of weeks ago from a professor to meet with our Res about all of these jargon-y terms because it is not practical. We don't talk about syntax and metacognition. These are the students we have, these are the standards we have, how are we going to meet these needs to fill the gaps we have. That is how we think and talk about it. I observed my student yesterday and filled out an 8-page rubric. 8 pages. Scoring them on reaching all of the milestones in one lesson that is really not necessary. A 30-minute lesson became a 90-minute lesson. It becomes a performance and not a learning experience for students. It becomes "all about me" and not all about the students. They are trying to do everything at once to "get the grade." - Teacher*  
*"A student teacher needs to see from beginning to end of a school year. We absolutely believe that." - Principal*

individuals indicated that use of data to make decisions needed to improve.

Survey respondents rated the item, manage classroom behavior through established techniques and procedure, lower than most items with a mean rating of 4.12. Organization of time, space and materials was rated higher with a mean rating of 4.43. Eleven comments were provided that suggested classroom management could be improved.

An anecdotal comment suggested that we "make sure classes are relevant to what is happening in school." Another comment suggested that "the program is rigorous and the field experiences seem to be preparing the students to teach."