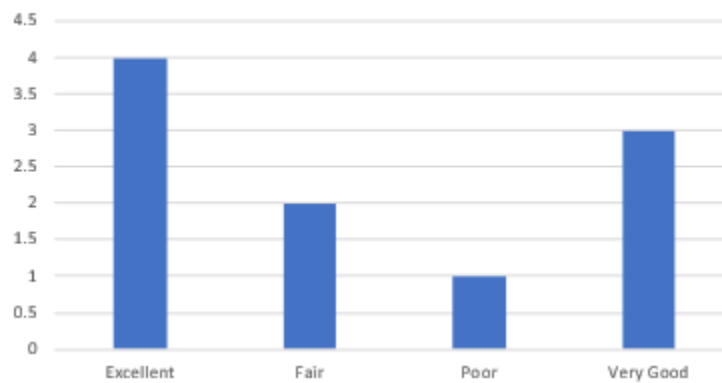


## Employer Survey Results

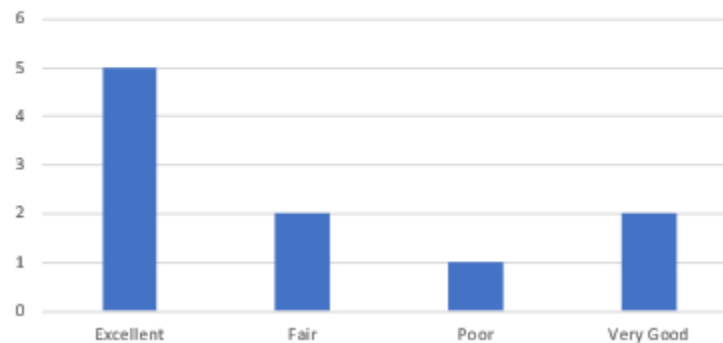
### *Initial Teacher Licensure Employer Survey Results*

#### *Completers from 2019-2020*

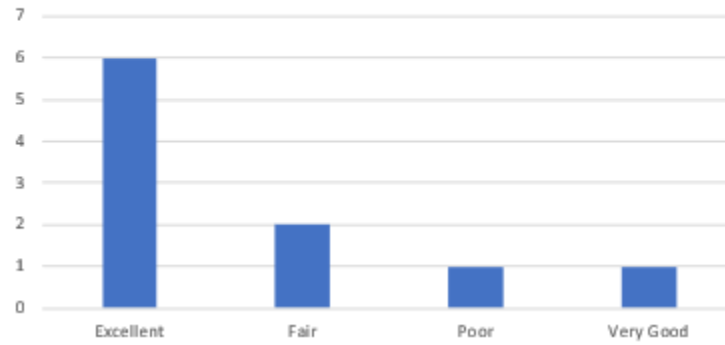
Count of Understanding of learner development



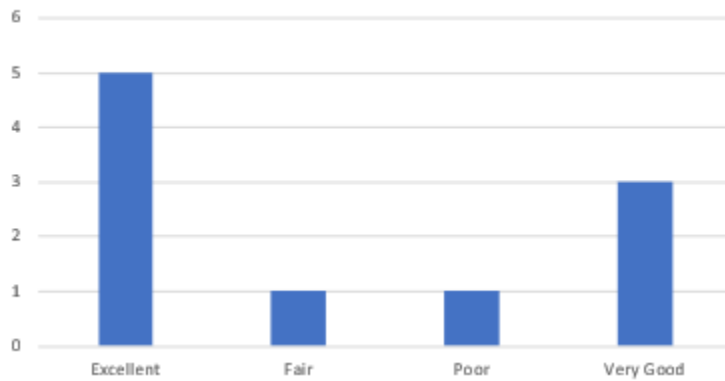
Count of Adapts lesson plans and activities to account for learner differences



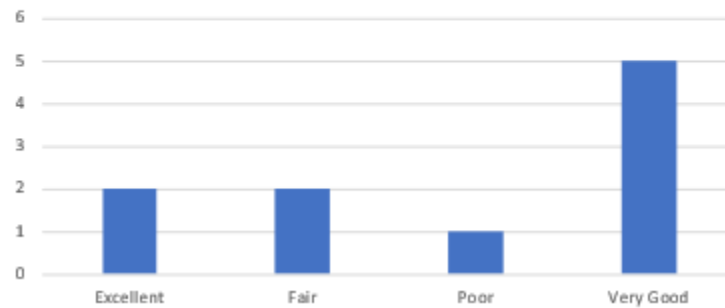
Count of Provides a supportive learning environment for students



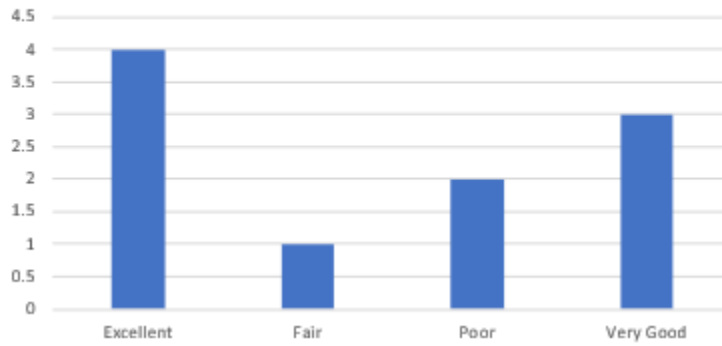
Count of Has in-depth knowledge of content area



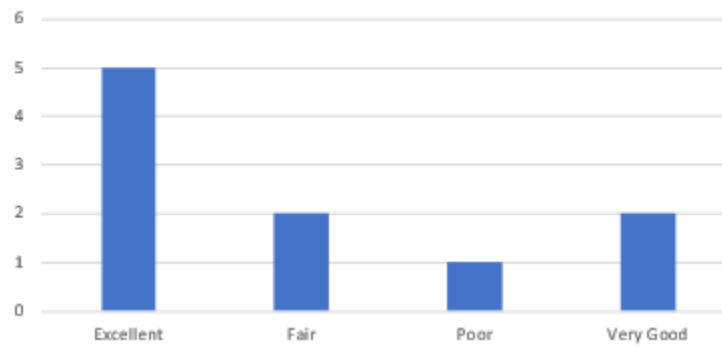
Count of Applies and connects different concepts within the learning content; actively engages students in learning



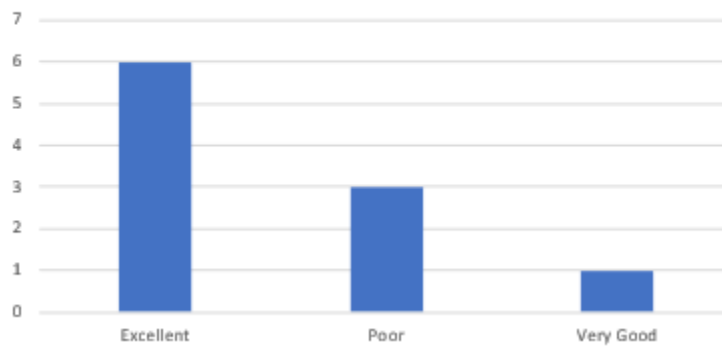
Count of Applies strategies of assessment to support the growth of students



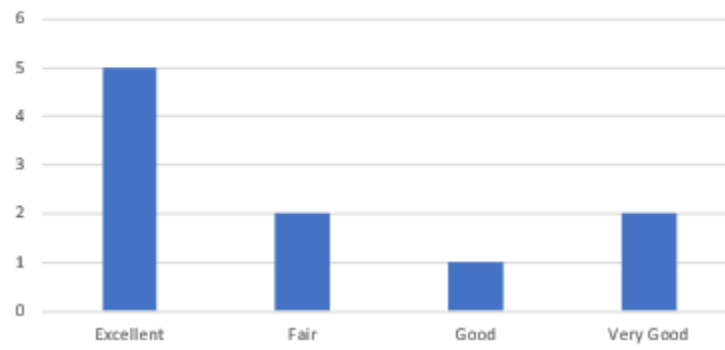
Count of Plans and organizes lesson according to curriculum goals and standards



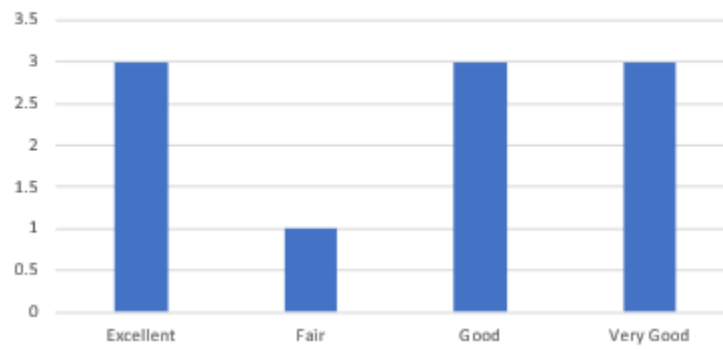
Count of Uses a variety of instructional methods to engage students



Count of Ongoing professional learning and ethical practices

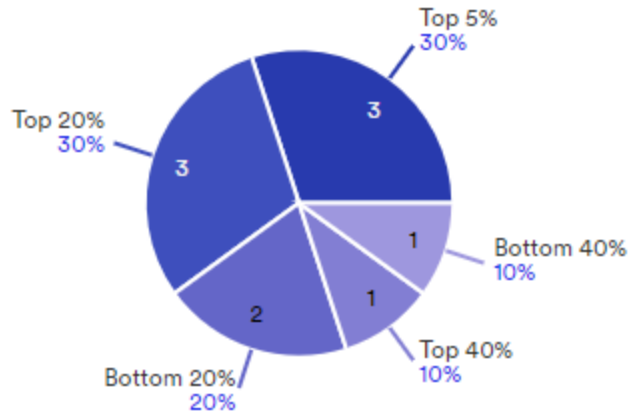


Count of Seeks out leadership opportunities and/or collaborates well with colleagues



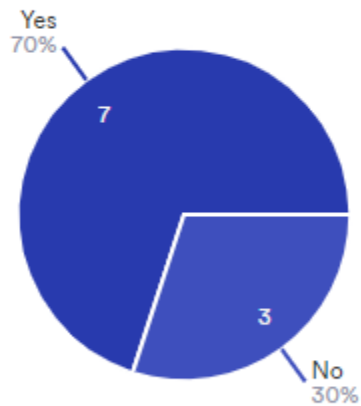
2. Part II. Indicate the best response. How would Carter & Moyers School of Education graduates rate in terms of teaching performance compared to non-Carter & Moyers School of Education teachers with a similar number of years of experience? (Select one)

10 Responses



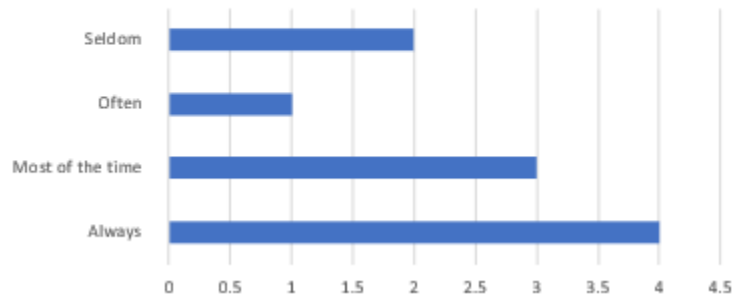
3. Do you feel Carter and Moyers School of Education graduates stand out in a positive way among teachers in the school/district?

10 Responses

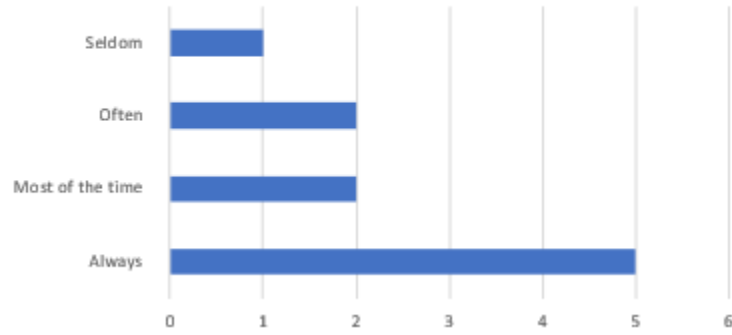


● Yes ● No

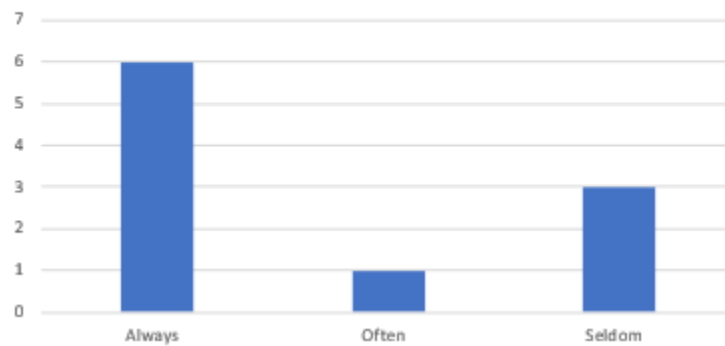
Count of Strong knowledge base of theory, content, pedagogy, and the use of technology to enhance outcomes



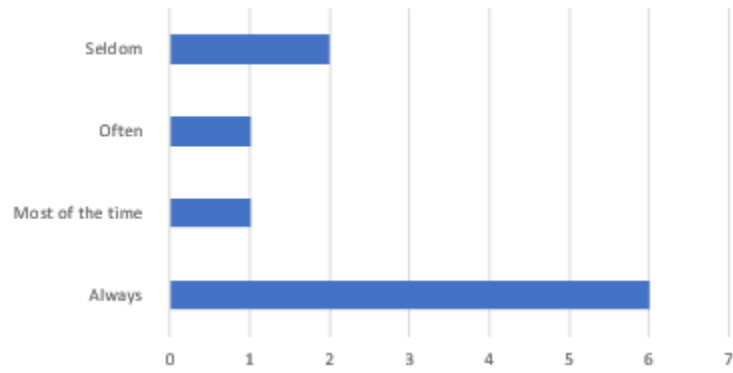
Count of Curiosity and intellectual enthusiasm for continued learning



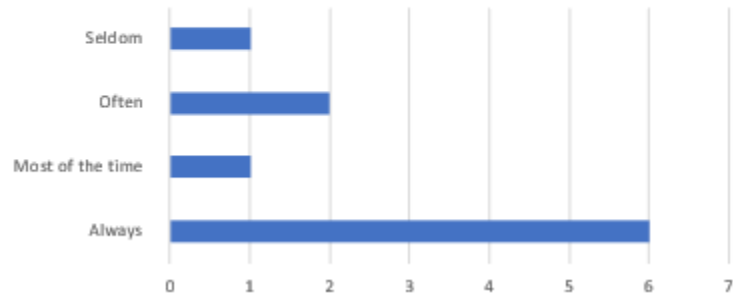
Count of Desire to make the learning process/interventions enjoyable



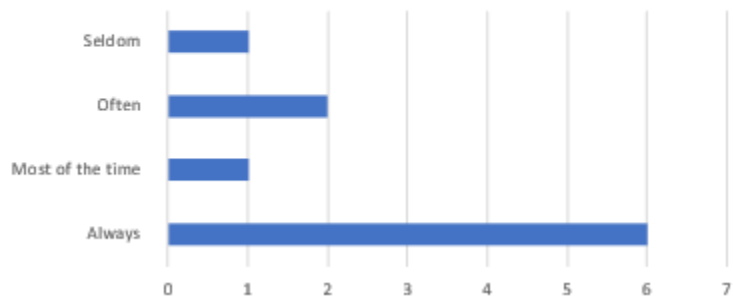
Count of Core belief that all students can learn



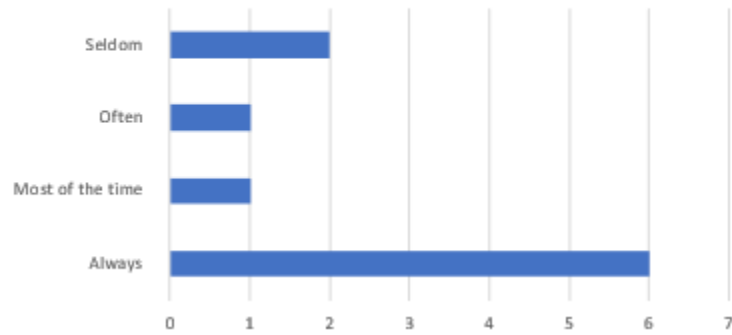
Count of Respect for the value of diversity in our culture and a desire to work with diverse populations



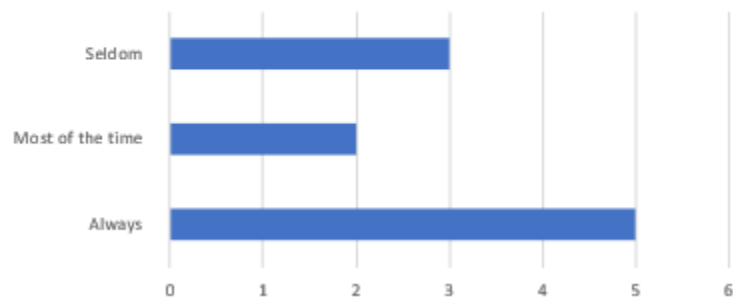
Count of Encourage to ask reflective questions about problems and work collaboratively to find solutions



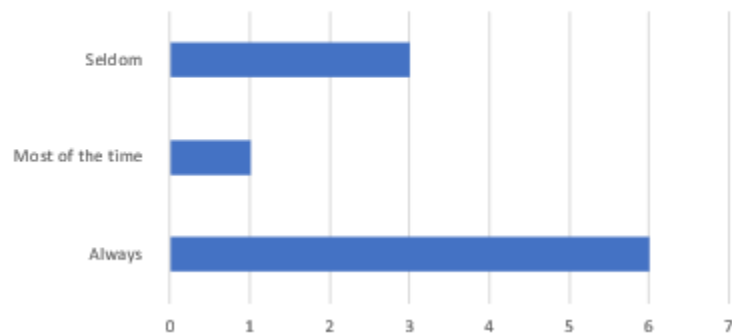
Count of Knowledge and creativity to produce new methods of teaching



Count of Ability to use multiple methods of technology to enhance and develop learning opportunities

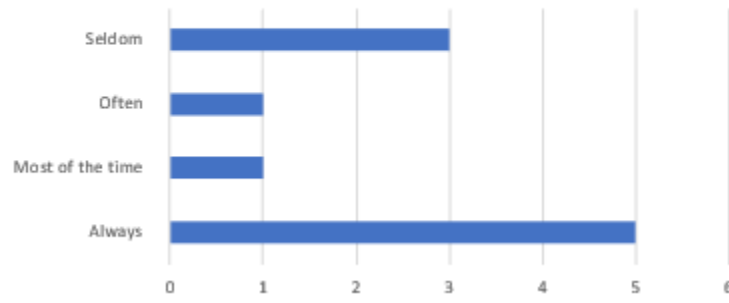


Count of Flexibility to use rich and diverse approaches to construct knowledge

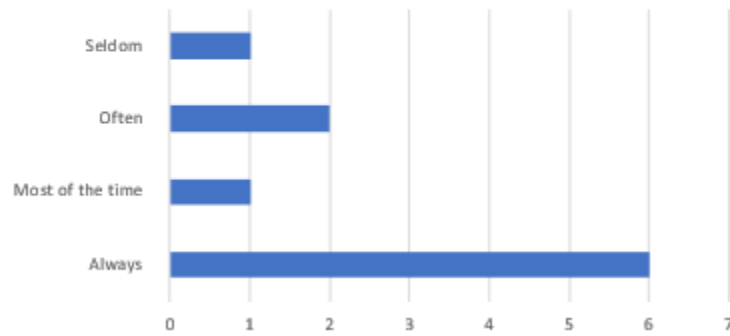




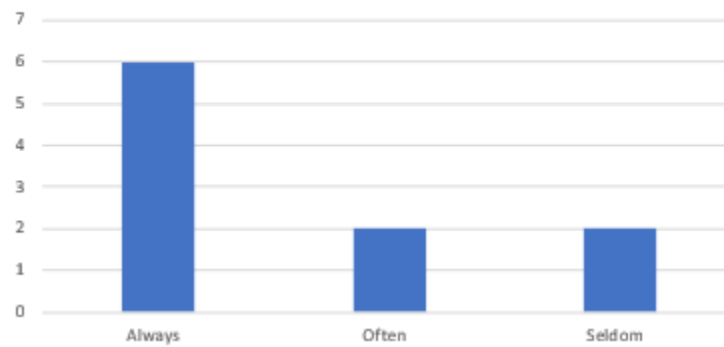
Count of Skill and knowledge to use varied methods of assessment to document improvement



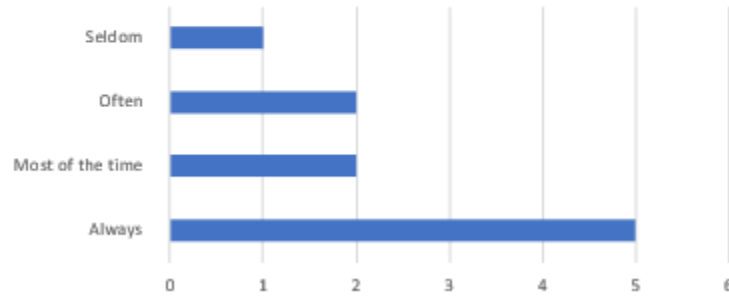
Count of Compassion, caring, and desire to make a positive difference in the world



Count of Use of ethical standards to make evidence-based decisions



Count of Actively seeks out opportunities for professional development, personal growth, and is supportive of continuous lifelong learning



5. Part IV. Open-ended questions and overall grade. What do you feel are the major strengths of the Carter and Moyers School of Education?

6 Responses

Data	Responses
I can only make judgments about the student and she is an excellent teacher! I have also seen programs who graduate both excellent and poor teacher candidates. This should not happen. If all of your candidates are like this student, I would have confidence in your program.	1
This is a difficult question to answer based on the limited sample size of C & M graduates working at Norris Middle.	1
Classroom management	1
I like the way you are adaptable to those who are coming into the profession later in life.	1
on time for work	1
Planned prepared and energetic	1

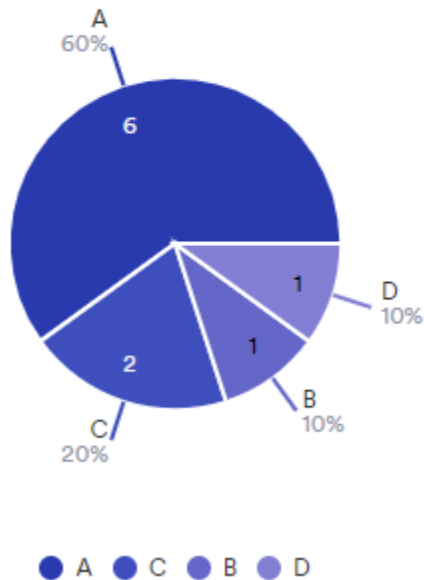
6. What suggestions would you like to make to improve the Carter and Moyers School of Education?

6 Responses

Data	Responses
NA	1
None at this time.	1
Longer internship with more varied experiences for the students.	1
None.	1
content, relationship building, listening to constructive criticism and striving to improve	1
None	1

7. Overall, how would you "grade" your satisfaction with the overall quality of the Carter and Moyers School of Education?

10 Responses



8. Briefly describe your impressions of a Carter and Moyers School of Education Graduate.

8 Responses

Data	Responses
The work ethic of this graduate has been less than stellar. She has missed over 20 days this school year and seldom finds a substitute. Classroom management is very weak, but she isn't here enough to help grow and improve.	1
She is excellent all the way around. This has a lot to do with her own work ethic and determination. This was in place prior to her attending your school. However, she has been well prepared.	1
██████████ is always eager to learn new things. She has taken her job seriously and participates fully in any learning opportunity she can. She strives to make learning for for her students, while also ensuring she is teaching her grade level standards.	1
He is a good person who wants to do well. He is somewhat limited in pedagogy and skills.	1
Top notch, graduates among the best/	1
██████████ is a great teacher. She was well prepared to take on her role this year.	1
lack of content knowledge, relationship skills, little rapport with students	1
Professional, respectful, diligent, flexible, and willing to grow	1

9. Briefly describe areas where further professional development for the graduate you supervise might be appropriate.

7 Responses

Data	Responses
Classroom management	1
Differentiation is always a need, due to it being so varied. I would also say to increase instruction for candidates in the area of SPED and how to modify work for SPED student. Also, how to implement accommodations according to the IEP.	1
██████████ would benefit from any opportunity for professional growth, particularly in the areas of classroom management and reading instruction.	1
Additional practical work teaching and implementing varied strategies. He is limited on his knowledge and we have had to spend extra time working to develop his daily ROUTINES, REPERTOIRE, & approach to classroom management.	1
Classroom management and parent engagement strategies.	1
relationships and building rapport with students, content knowledge, teaching strategies	1
None that I can tell	1

10. Please make any additional comments in the space below.

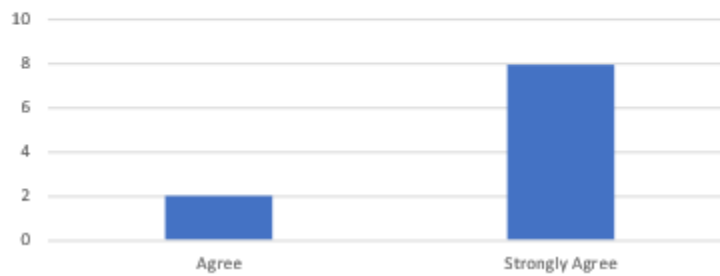
3 Responses

Data	Responses
NA	1
Please know this is only a reflection of the individual who worked with us last school year and not the entire program.	1
None	1

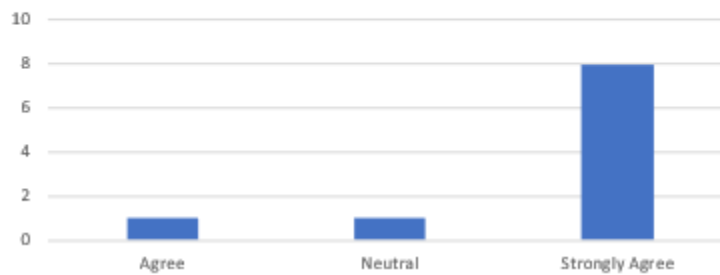
***Instructional Leadership Employer Survey Results***

***Completers from 2019-2020***

Count of The instructional leader collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.



Count of The instructional leader builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.



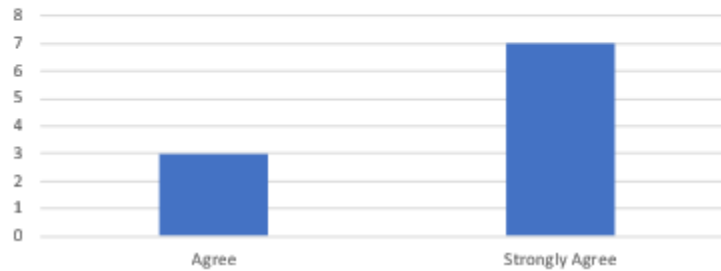
Count of The instructional leader collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.



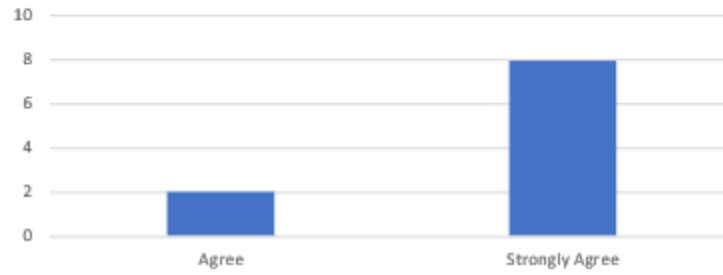
Count of The instructional leader leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).



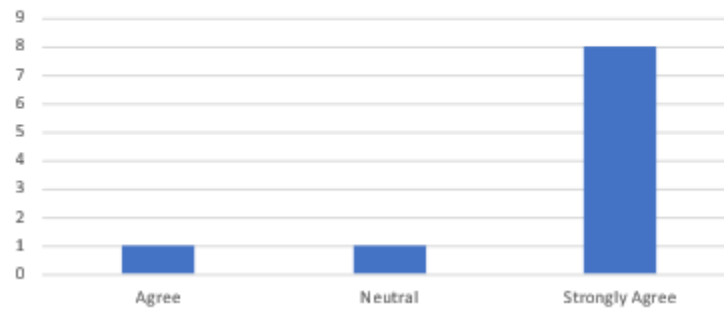
Count of The instructional leader systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.



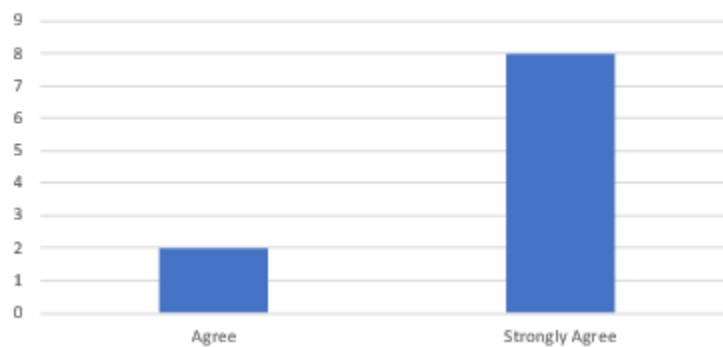
Count of The instructional leader collaborates with stakeholders to establish a clear, compelling vision for a culture conducive to teaching and learning.



Count of The instructional leader leverages educator strengths to engage all students in meaningful, relevant learning opportunities.

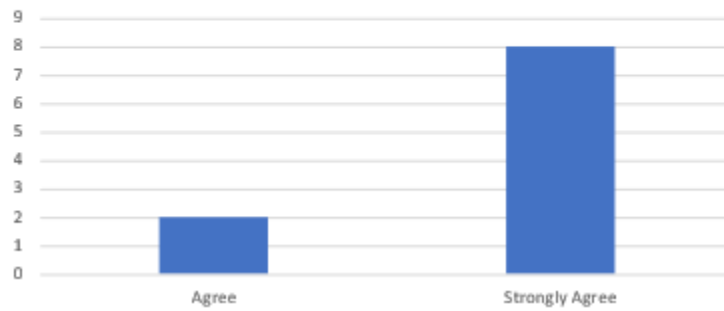


Count of The instructional leader fosters a safe, respectful, and orderly environment for all.

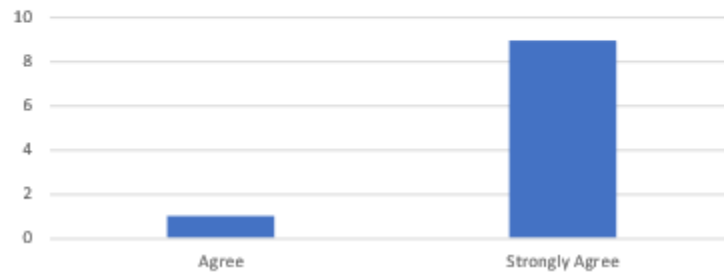




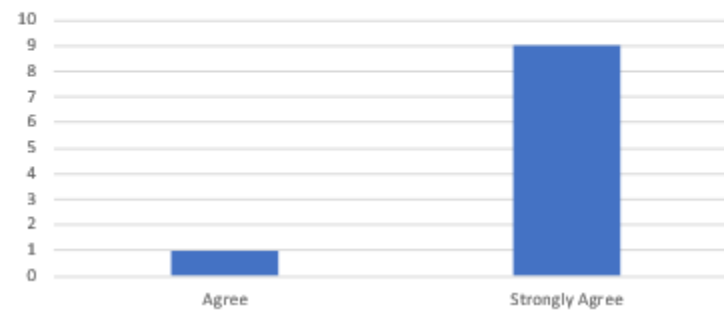
Count of The instructional leader takes measures to actively involve families in the education of their children.



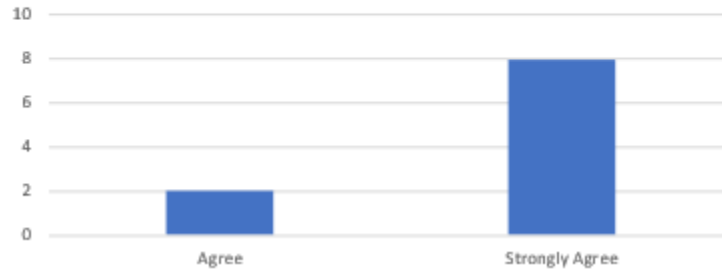
Count of The instructional leader models and communicates expectations for individual and shared ownership of student, educator, and school success.



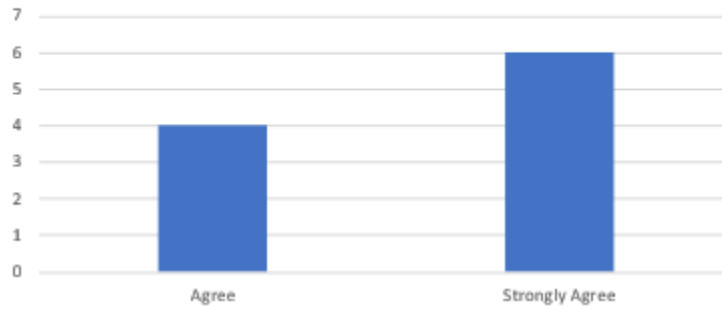
Count of The instructional leader recognizes and celebrates improved educator and student performance related to school vision and goals.



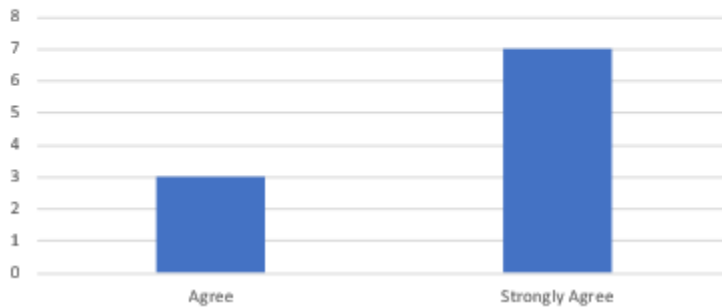
Count of The instructional leader collaborates with stakeholders to establish and communicate a clear, compelling vision for professional learning and growth.



Count of The instructional leader implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.



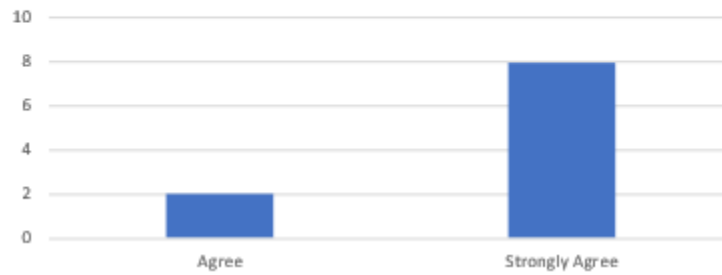
Count of The instructional leader uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.



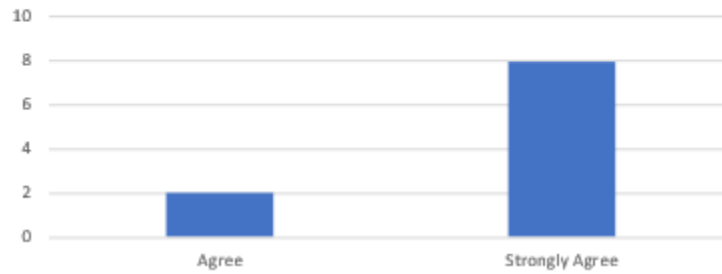
Count of The instructional leader engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.



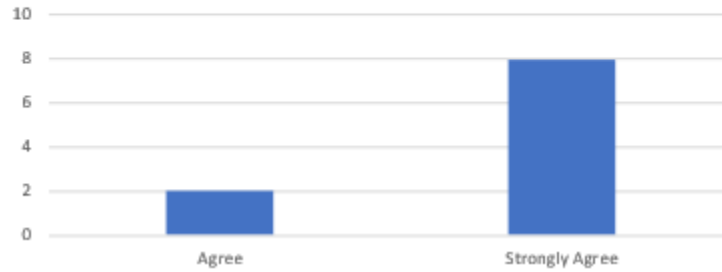
Count of The instructional leader collaborates with other to induct, support, retain, and grow/extend effective educators based on evidence of student and educator outcomes.



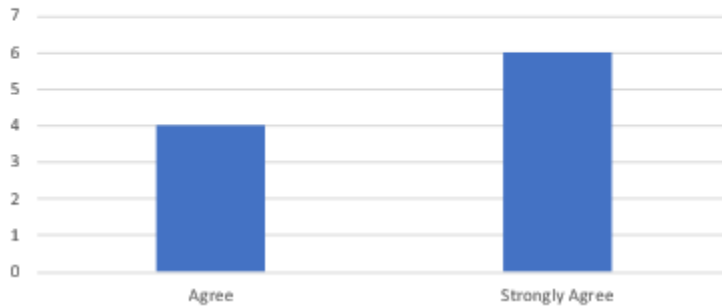
Count of The instructional leader identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.



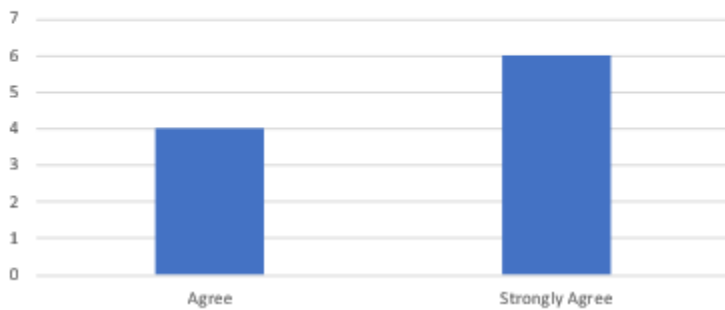
Count of The instructional leader improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.



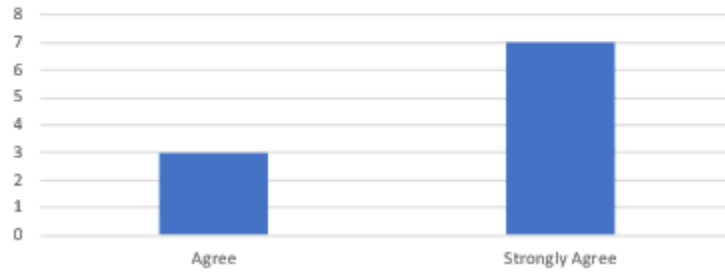
Count of The instructional leader strategically utilizes community resources and partners to support the school's mission, vision, and goals.



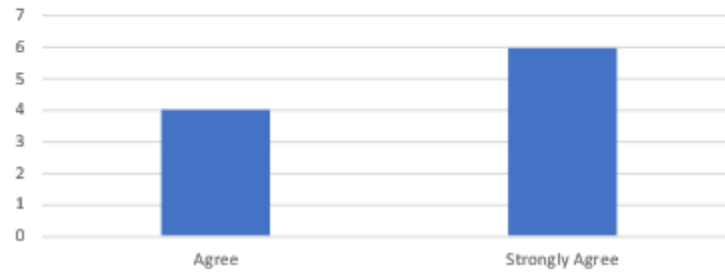
Count of The instructional leader includes a diverse set of educators and stakeholders in school improvement decisions.



Count of The instructional leader establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.

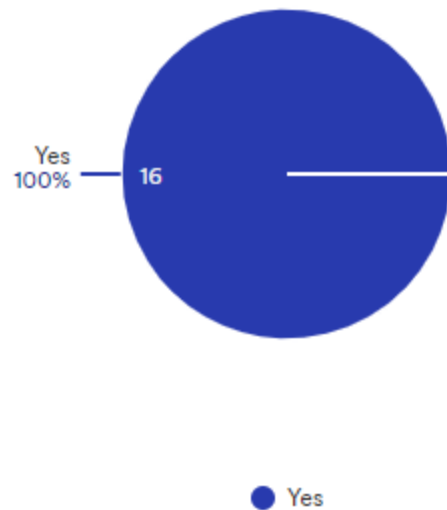


Count of The instructional leader performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.



Do you feel that Carter & Moyers School of Education completers stand out in a positive way among the instructional leaders in your school/district?

16 Responses



### *Open Ended Questions*

**What suggestions would you make to improve the Carter & Moyers School of Education programs?**

- Na
- None
- None at this time
- Na

**Please give any additional feedback in the space below.**

- (Redacted) is incredible.