Alignment: CAEP R4 Program Impact
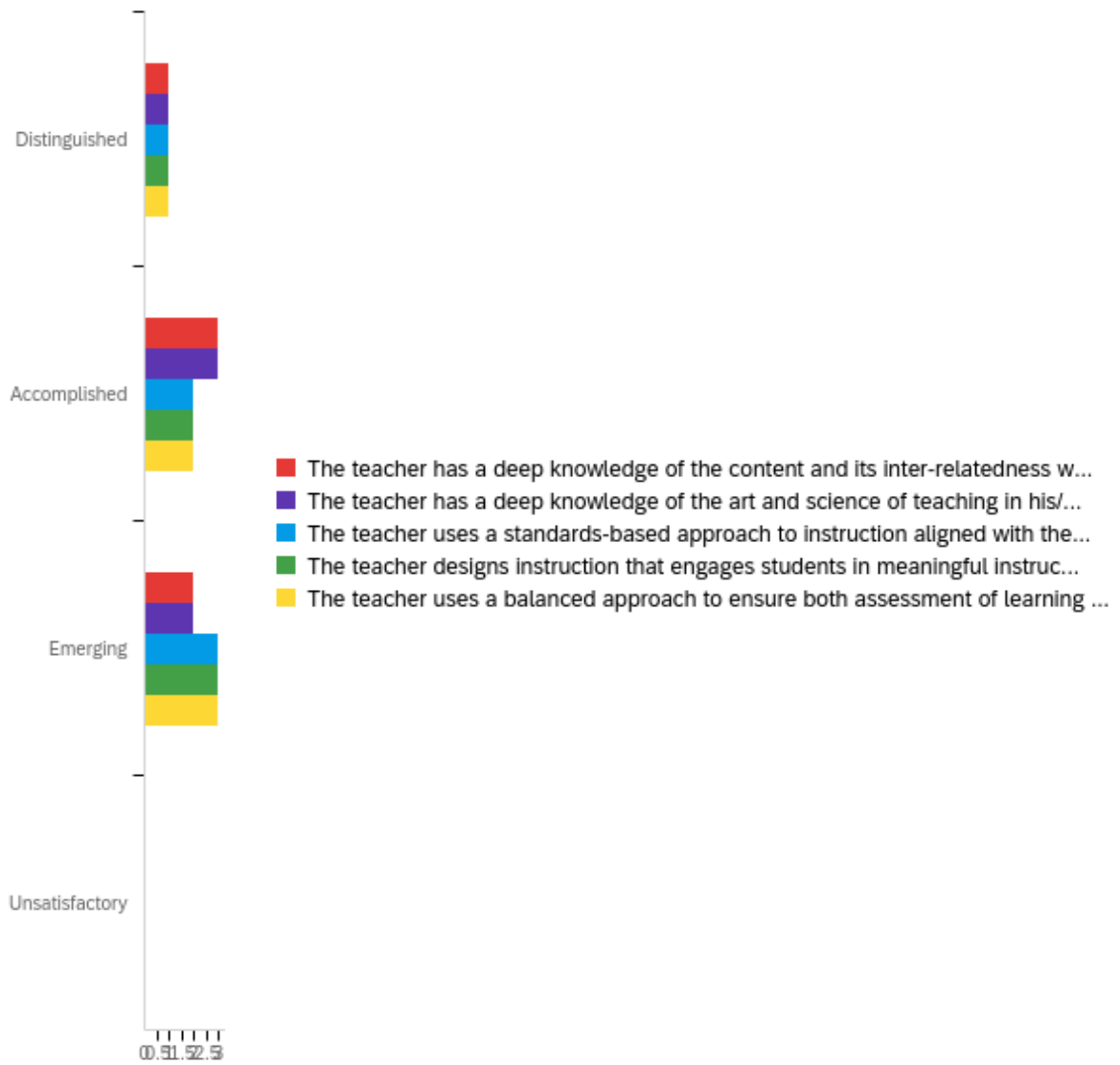CAEP R4.2: Satisfaction of Employers

Overview:
The First-Year Employer Survey was designed to evaluate first-year initial-level completers of the Marshall University College of Education and Professional Development who are employed as certified teachers. Survey items are aligned to the West Virginia Professional Teaching Standards (WVPTA) and are labeled appropriately. The survey was distributed via Qualtrics to 113 West Virginia high school principals in May 2013.

Data:

1. **Number of Third-Year Teachers Employed at your School who graduated from Marshall University:**

CHOICE	PERCENTAGE	TOTAL NUMBER OF THIRD-YEAR TEACHER
1	50%	4
2	50%	4
	100%	**8**

2. Please indicate the ratings of all First-Year Teachers Employed at your School who graduated from Marshall University.

Distinguished

Accomplished
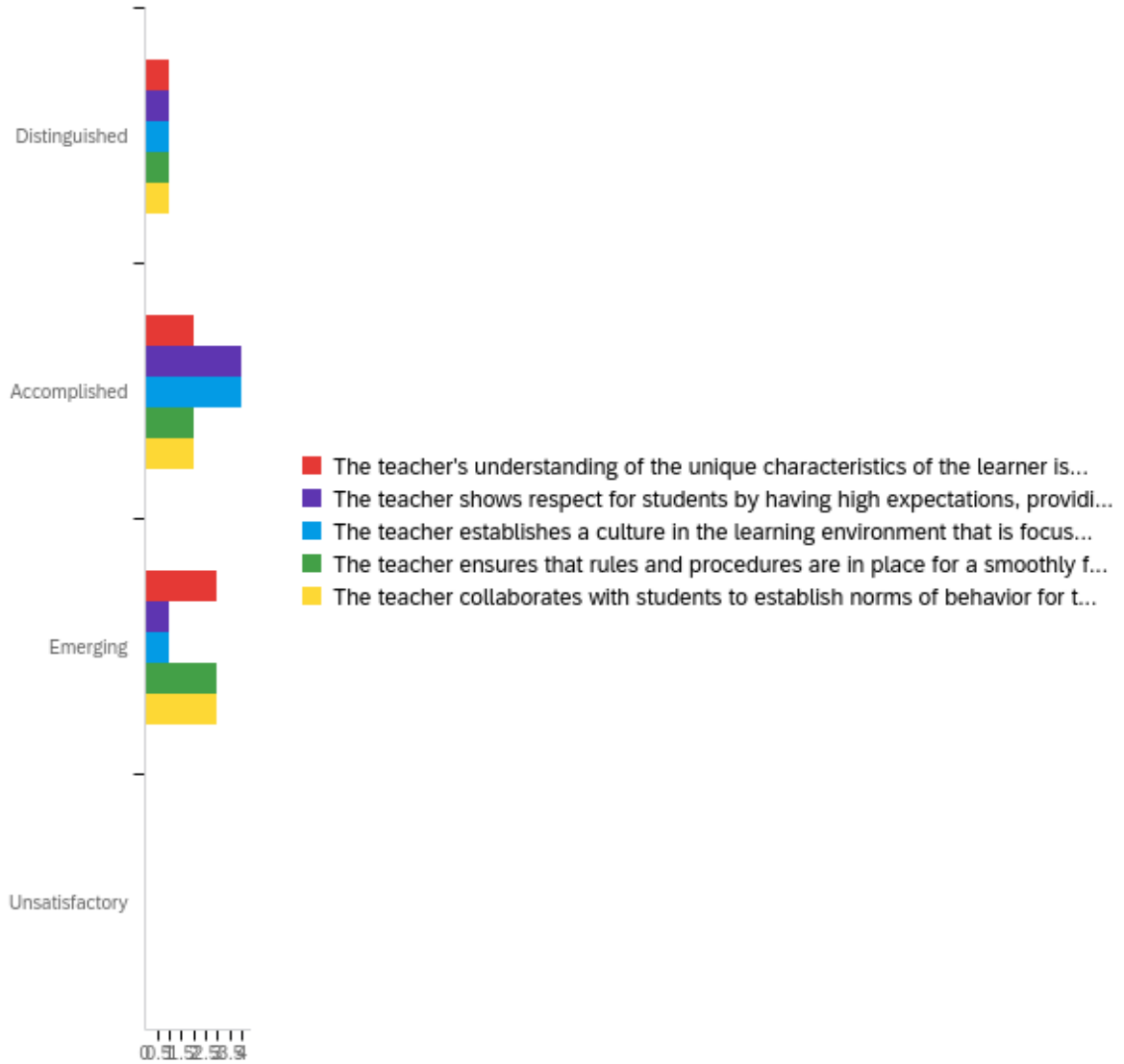
Emerging

Unsatisfactory

■ The teacher has a deep knowledge of the content and its inter-relatedness w...
■ The teacher has a deep knowledge of the art and science of teaching in his/...
■ The teacher uses a standards-based approach to instruction aligned with the...
■ The teacher designs instruction that engages students in meaningful instruc...
■ The teacher uses a balanced approach to ensure both assessment of learning ...

0 0.5 1 1.5 2 2.5 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work. (1A: Core Content)	1.00	3.00	2.17	0.69	0.47	6
2	The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving. (1B: Pedagogy)	1.00	3.00	2.17	0.69	0.47	6
3	The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn. (1C: Setting Goals and Objectives for Learning)	1.00	3.00	2.33	0.75	0.56	6
4	The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning. (1D: Designing Instruction)	1.00	3.00	2.33	0.75	0.56	6
5	The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. (1E: Student Assessment)	1.00	3.00	2.33	0.75	0.56	6

#	Question	Distinguished		Accomplished		Emerging		Unsatisfactory		Total
1	The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work. (1A: Core Content)	16.67%	1	50.00%	3	33.33%	2	0.00%	0	6
2	The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving. (1B: Pedagogy)	16.67%	1	50.00%	3	33.33%	2	0.00%	0	6
3	The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn. (1C: Setting Goals and Objectives for Learning)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6
4	The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning. (1D: Designing Instruction)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6
5	The teacher uses a balanced approach to	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6

ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. (1E: Student Assessment)									

3. Please indicate the ratings of all First-Year Teachers Employed at your School who graduated from Marshall University.
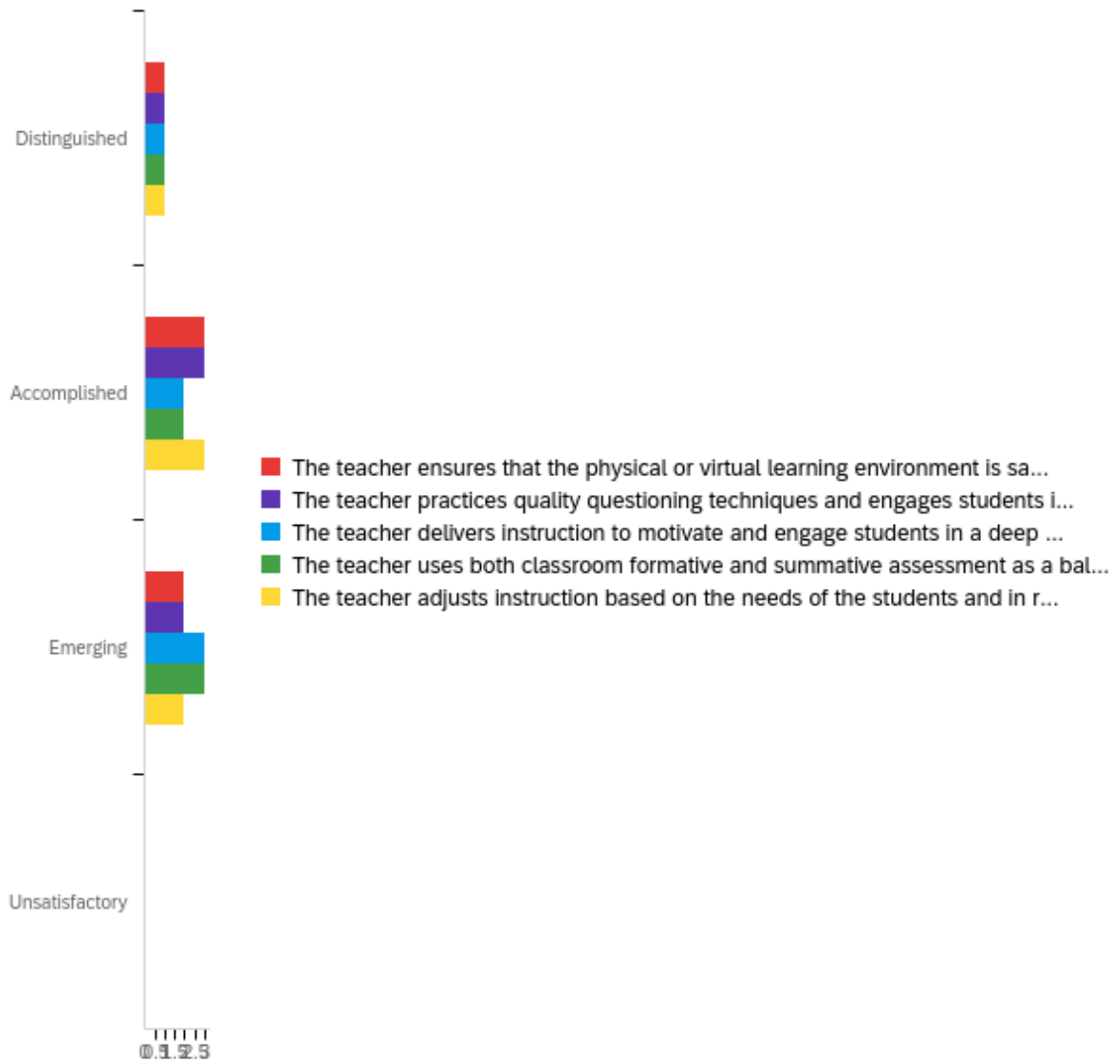

- The teacher's understanding of the unique characteristics of the learner is...
- The teacher shows respect for students by having high expectations, providi...
- The teacher establishes a culture in the learning environment that is focus...
- The teacher ensures that rules and procedures are in place for a smoothly f...
- The teacher collaborates with students to establish norms of behavior for t...

Distinguished

Accomplished

Emerging

Unsatisfactory

0 0.5 1 1.5 2 2.5 3 3.5 4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. (2A: Understanding Intellectual/Cognitive, Social, and Emotional Development)	1.00	3.00	2.33	0.75	0.56	6
2	The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. (2B: Creating an Environment of Respect and Rapport)	1.00	3.00	2.00	0.58	0.33	6
3	The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. (2C: Establishing a Culture for Learning)	1.00	3.00	2.00	0.58	0.33	6
4	The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources. (2D: Implementing Classroom Procedures)	1.00	3.00	2.33	0.75	0.56	6
5	The teacher collaborates with students to establish norms of behavior for the learning environment that ensure a focus on learning. (2E: Managing Student Behaviors)	1.00	3.00	2.33	0.75	0.56	6

#	Question	Distinguished		Accomplished		Emerging		Unsatisfactory		Total
1	The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. (2A: Understanding Intellectual/Cognitive, Social, and Emotional Development)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6
2	The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. (2B: Creating an Environment of Respect and Rapport)	16.67%	1	66.67%	4	16.67%	1	0.00%	0	6
3	The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. (2C: Establishing a Culture for Learning)	16.67%	1	66.67%	4	16.67%	1	0.00%	0	6
4	The teacher ensures that rules and procedures are in place for a smoothly	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6

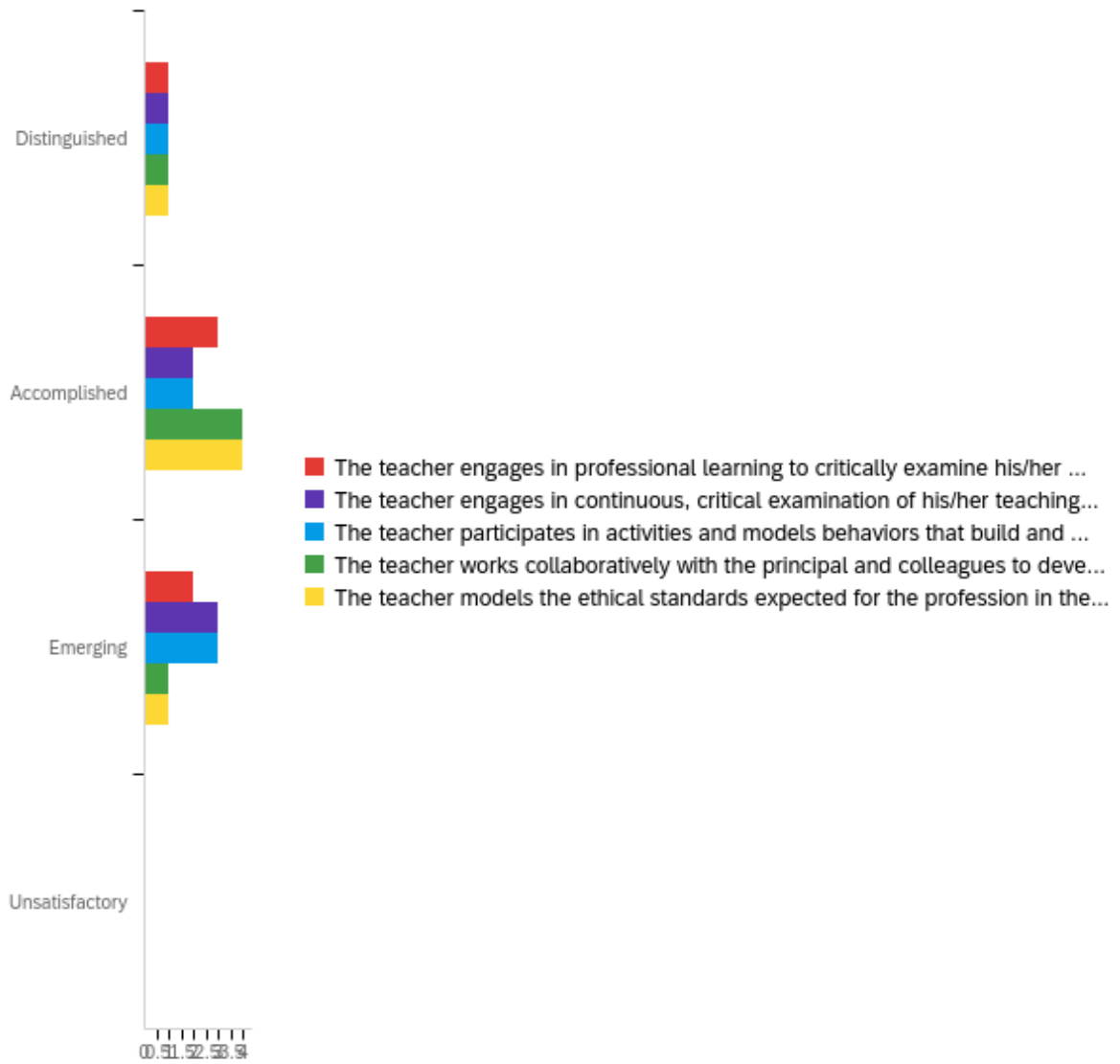|										
	functioning learning environment evidenced by the efficient use of time and resources. (2D: Implementing Classroom Procedures)									
5	The teacher collaborates with students to establish norms of behavior for the learning environment that ensure a focus on learning. (2E: Managing Student Behaviors)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6

4. Please indicate the ratings of all First-Year Teachers Employed at your School who graduated from Marshall University.

Legend:
- ■ The teacher ensures that the physical or virtual learning environment is sa...
- ■ The teacher practices quality questioning techniques and engages students i...
- ■ The teacher delivers instruction to motivate and engage students in a deep ...
- ■ The teacher uses both classroom formative and summative assessment as a bal...
- ■ The teacher adjusts instruction based on the needs of the students and in r...

Categories (y-axis): Distinguished, Accomplished, Emerging, Unsatisfactory

x-axis: 0 .5 1 1.5 2 2.5 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment. (2F: Organizing the Learning Environment)	1.00	3.00	2.17	0.69	0.47	6
2	The teacher practices quality questioning techniques and engages students in discussion. (3C: Questioning and Discussion Techniques)	1.00	3.00	2.17	0.69	0.47	6
3	The teacher delivers instruction to motivate and engage students in a deep understanding of the content. (3D: Student Engagement)	1.00	3.00	2.33	0.75	0.56	6
4	The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making. (3E: Use of Assessments in Instruction)	1.00	3.00	2.33	0.75	0.56	6
5	The teacher adjusts instruction based on the needs of the students and in response to "teachable moments." (3F: Flexibility and Responsiveness)	1.00	3.00	2.17	0.69	0.47	6

#	Question	Distinguished		Accomplished		Emerging		Unsatisfactory		Total
1	The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment. (2F: Organizing the Learning Environment)	16.67%	1	50.00%	3	33.33%	2	0.00%	0	6
2	The teacher practices quality questioning techniques and engages students in discussion. (3C: Questioning and Discussion Techniques)	16.67%	1	50.00%	3	33.33%	2	0.00%	0	6
3	The teacher delivers instruction to motivate and engage students in a deep understanding of the content. (3D: Student Engagement)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6
4	The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making. (3E: Use of Assessments in Instruction)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6
5	The teacher adjusts instruction based on the needs of the students and in response to "teachable moments." (3F: Flexibility and Responsiveness)	16.67%	1	50.00%	3	33.33%	2	0.00%	0	6

5. Please indicate the ratings of all First-Year Teachers Employed at your School who graduated from Marshall University.

■ The teacher engages in professional learning to critically examine his/her ...
■ The teacher engages in continuous, critical examination of his/her teaching...
■ The teacher participates in activities and models behaviors that build and ...
■ The teacher works collaboratively with the principal and colleagues to deve...
■ The teacher models the ethical standards expected for the profession in the...

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society. (4A: Professional Learning)	1.00	3.00	2.17	0.69	0.47	6
2	The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data. (4C: Reflection on Practice)	1.00	3.00	2.33	0.75	0.56	6
3	The teacher participates in activities and models behaviors that build and sustain a learner centered culture. (5C: Learner-Centered Culture)	1.00	3.00	2.33	0.75	0.56	6
4	The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (5D: Student Support Systems)	1.00	3.00	2.00	0.58	0.33	6
5	The teacher models the ethical standards expected for the profession in the learning environment and in the community. (5I: Ethical Standards)	1.00	3.00	2.00	0.58	0.33	6

#	Question	Distinguished		Accomplished		Emerging		Unsatisfactory		Total
1	The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society. (4A: Professional Learning)	16.67%	1	50.00%	3	33.33%	2	0.00%	0	6
2	The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data. (4C: Reflection on Practice)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6
3	The teacher participates in activities and models behaviors that build and sustain a learner centered culture. (5C: Learner-Centered Culture)	16.67%	1	33.33%	2	50.00%	3	0.00%	0	6
4	The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (5D: Student Support Systems)	16.67%	1	66.67%	4	16.67%	1	0.00%	0	6
5	The teacher models the ethical standards expected for the profession in the learning environment and in the community. (5I: Ethical Standards)	16.67%	1	66.67%	4	16.67%	1	0.00%	0	6

6. Please indicate what you believe to be the major strengths of Third-Year Teachers Employed at your school who graduated from Marshall University.

Lesson planning

Content knowledge and adaptability to change

Our first year teachers are strong in their content knowledge.

.Strengths are that they are very knowledgeable with technological instructional strategies,

Super teacher with passion for education

7. Please indicate what you believe to be the major weaknesses of Third-Year Teachers Employed at your school who graduated from Marshall University.

Scaffolding and working with inclusion staff - co teaching.

Management of the classroom within the normal range of comparable 1st year teachers

No major weaknesses that real classroom experience will not address

A weakness would be that some truly do not comprehend the trauma that some children are experiencing. We have 2 that have learned a great deal in this area.

experience