



### Employer Survey Results

Instrument	Internal or External Source	Collection Frequency	Collected from Whom	Review by	CAEP Standards Addressed
Employer Survey	Internal	Every year	Completer's Principal	EHC Education Department & Education Recruitment, Admission, & Retention Committee (EdRAR)	4.1, 4.2, 4.3, 4.4, 5.5

#### Summary:

The Emory & Henry Employer Survey of teacher preparation completers is sent to employers of those completers during their first year of teaching. Data collected from this survey reports employer satisfaction with the preparedness of completers in their first years of teaching. The goal of collecting this data is to provide the Education department with constructive feedback from employers regarding the quality and effectiveness of Emory & Henry students who have graduated and secured their first teaching position. Employers are asked to rate areas of our completer's preparation in the EPP as (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree.

Prior to the 2019 and 2020 Employer Survey instrument, the 2017 Employer Survey asked similar questions as the current survey. The EPP made changes to the survey after its use in 2017. The results of that survey are also included in this piece of evidence.

## Comparable Employer Survey Results for 2019 and 2020

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	2019SP					2020SP					Comparison
	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD	Difference of mean (2020SP - 2019SP)
5. My first-year teacher from Emory and Henry College was well prepared for his/her first year of teaching	12	2.0	4.0	3.583	.6686	11	3.0	4.0	3.818	.4045	0.235
6. The teacher was knowledgeable about his/her content.	12	3.0	4.0	3.583	.5149	11	2.0	4.0	3.636	.6742	0.053
7. The teacher was knowledgeable about his/her students.	12	3.0	4.0	3.500	.5222	11	3.0	4.0	3.636	.5045	0.136
8. The teacher effectively planned for instruction.	12	2.0	4.0	3.583	.6686	11	3.0	4.0	3.727	.4671	0.144
9. The teacher delivered instruction effectively, monitoring and adjusting as necessary.	12	2.0	4.0	3.667	.6513	11	2.0	4.0	3.636	.6742	-0.031
10. The teacher effectively assessed student performance.	12	2.0	4.0	3.583	.6686	11	3.0	4.0	3.727	.4671	0.144
11. The teacher provided a safe and effective learning environment for students.	12	3.0	4.0	3.750	.4523	11	3.0	4.0	3.818	.4045	0.068
12. The teacher established a classroom that valued diversity.	12	3.0	4.0	3.750	.4523	11	2.0	4.0	3.455	.6876	-0.295
13. The teacher effectively taught gifted or high-performing students.	12	3.0	4.0	3.500	.5222	11	3.0	4.0	3.636	.5045	0.136
14. The teacher effectively taught students with disabilities.	12	2.0	4.0	3.583	.6686	11	2.0	4.0	3.636	.6742	0.053
15. The teacher effectively taught English Language Learners.	12	3.0	4.0	3.500	.5222	11	3.0	4.0	3.636	.5045	0.136
16. The teacher used appropriate and effective instructional technology.	12	3.0	4.0	3.667	.4924	11	3.0	4.0	3.545	.5222	-0.122
17. The teacher effectively dealt with discipline problems.	12	3.0	4.0	3.500	.5222	11	3.0	4.0	3.545	.5222	0.045
18. The teacher worked collaboratively with families.	12	2.0	4.0	3.583	.6686	11	3.0	4.0	3.545	.5222	-0.038
19. The teacher exhibited professional dress and behaviors.	12	3.0	4.0	3.667	.4924	11	3.0	4.0	3.727	.4671	0.060

## **Additional Comments from Employers**

Ms. X is a phenomenal new teacher. She is a great part of our 8th grade team due to her diligence with preparedness, her firm but fair classroom structure, and her commitment to improvement!

Only issue ever addressed was he was teaching to only one side of the room at first. He is an outstanding teacher.

Mrs. X has quickly become an asset in our building. She is highly respected by her colleagues and her students. We appreciate the foundation that E&H created for her to have a very successful first year. I have no doubt she will have many more.

Mr. X has made great strides this year, and we are encouraged with his potential. However, the instructional strategies he began the year with were very traditional. He taught class as if he were teaching to a classroom full of students that only needed a few examples and then some practice problems. Instructional strategies for struggling math students is a must for incoming first year teachers.

X fit in immediately and at no time performed like a first year teacher. She is focused and plans instructions based on the standards she is required to teach. She integrates other disciplines in her classes to support regular classroom instruction when possible. Technology in the gym is limited, but X finds a way to access and integrate technology when it is needed to enhance instruction. She is a self motivator and needs little support. All the students love PE and X! Miss X is an asset to our school, and we are fortunate to have her on staff!

I have hired many E&H graduates, and all have been excellent! The program has it's pulse on the needs of our school division and trains teachers to meet those needs.

Excellent program. I have hired many E&H graduates in the last few years and all have been well prepared and become models of good teaching in our school, even, at times, to veteran teachers!

I can't quite put my finger on the instructional difference in X versus two other recent SPED hires. She is adequately prepared though and a delight of a person.

She is an awesome fit and a great teacher!!

Mr. X has been outstanding and has quickly become a leader in our building. He demonstrates a passion for teaching and building relationships with his students. His lessons are well planned and he is creative in his delivery. His first semester scores on the Civics SOL were near 95%.

Mrs. X has had an outstanding first year.

Ms. X has quickly become an asset to our team. She is creative and is willing to share new ideas. Collaboration is a strength for Ms. X. She also demonstrates the ability to develop trusting relationships with her students that leads to a conducive learning environment in her classroom. Great first year!

X is an awesome teacher and an asset to our school!

Mrs. X is receptive to constructive feedback and is improving daily.

I couldn't be more pleased with a first year teacher than I am with X.

X has been a great hire! Keep sending us those kinds of teachers!

Mr. X has not been a first year teacher at X, He has worked as an instructional aide in an inclusive setting. He has done an exceptional job so far this year in the position. He is responsible for planning for and teaching a leveled reading group and has led some remedial groups.

## 2017 Employer Survey Results

2017 Employer Survey Results

	N	Min.	Max.	Mean	SD
Overall, how do you rate the preparedness of the teacher?	18	3.0	5.0	3.944	.7254
Identifying the needs of each student and adapting instruction as needed	18	3.0	5.0	3.944	.7254
Creating relevant and engaging units of instruction	18	3.0	5.0	4.000	.7670
Planning instruction to achieve objectives aligned with division, state, and national standards	18	3.0	5.0	3.833	.7859
Collecting, analyzing, and using assessment data	18	3.0	5.0	3.778	.8782
Integrating technology into instruction	18	3.0	5.0	3.889	.8324
Managing the classroom to create a safe and supportive environment	18	3.0	5.0	4.056	.7254
Communicating effectively with school staff and with student families	18	2.0	5.0	3.944	.9984
Acting on feedback to improve teaching	18	3.0	5.0	4.111	.8324
Valid N (list wise)	18				

## Additional Comments

Very good student. I would highly recommend this employee. Great test scores and a positive relationship with everyone she comes in contact with.

My ratings are 3s, but that is in no way a negative for X or Emory & Henry, but rather that my expectations are high for each teacher, and therefore, she is meeting that level. X does a wonderful job for us. She also works in the capacity of an inclusion teacher, so some of the questions fall more with the regular classroom teacher. X is very excited about teaching and is a hard worker.....very pleased.

Ms. X has had a successful start to her teacher career. Her personality is engaging and she continuously serves as an advocate for the students. She collaborates openly with all faculty and staff and communicates frequently with parents. She was challenged at the beginning of the school year with classroom behavior. Working with her mentor she has managed those situations very well and the students are successful in her classroom. During observations when feedback is provided, Ms. X is always receptive and open to making needed changes. Overall, Ms. X is having a great first year and we are glad she joined our team.

Ms. X is a wonderful addition to our faculty!

Mrs. X is an outstanding teacher. She is exceptionally well prepared for her job as a Kindergarten Teacher. Mrs. X is always professional, positive, and friendly. Our faculty has embraced her.

As long term substitute in our school district X has received high remarks regarding his ability as a classroom teacher. He handles himself well and is requested for numerous positions. He's a great asset to our school district.

I have worked with many beginning teachers, and Mr. X is one of the stronger ones in terms of his content knowledge, classroom management, maturity, and ownership of student achievement and interest in self-improvement.

As much as possible, incorporate information about dealing with students with behavioral difficulties. Also, stress communication with parents - having personal conversations and not relying on text msgs., email, etc.

The only aspect she could have been more prepared with is managing the classroom. I do know that this is the hardest task for most first year teachers. She is a fine young lady and has been an asset to our school.

Student teachers need to be made aware of current VDOE trends, policies, legislation, etc. For example, Ms. X was unaware of the new state teacher evaluation standards that were adopted several years ago. Specifically, she did not understand what student progress goals were, what percentage of her evaluation that student progress goals accounted for, nor how to write and measure SMART student progress goals for evaluation purposes. Student teachers should be well acquainted with the VDOE website, i.e. how to navigate through the site, what content the site contains, how to use the site as a resource for instruction, etc.

Please send us more teachers like X!

X is an excellent first year teacher

X is a solid first year teacher.

