



Survey results in the order the questions appear on the actual survey

Order: 31689 > Benchworks Teacher Education Employer Assessment

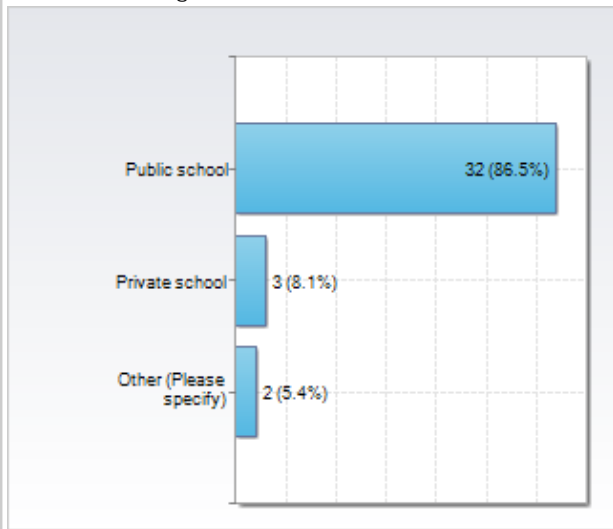
Population: Vanderbilt University > All Respondents (no filter selected) (37 responses)

Survey Statistics: No. Attempted = 60 No. Responded = 37 % Responding = 61.7%

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D001. Your Organization - Which best describes the organization for which you are employed?



	N	% of Total	% Resp = 100.0%
Public school	32	86.5%	N = 37
Private school	3	8.1%	
Other (Please specify)	2	5.4%	

Other (Please specify)

- Answer
- Non profit Early Intervention Resource agency
 - Parochial School

SA002. What is the name of your school/organization? (N=37)



- Answer
- Kirkpatrick Elementary
 - Grace School
 - Bottenfield Middle
 - Bellevue Middle Prep
 - KIPP Central City Primary School
 - Hillwood High School
 - Una Elementary
 - KIPP Academy Lynn Collegiate
 - Sumner County Schools
 - Ravenwood High School

SA003. In what city is your school/organization located? (N=37)



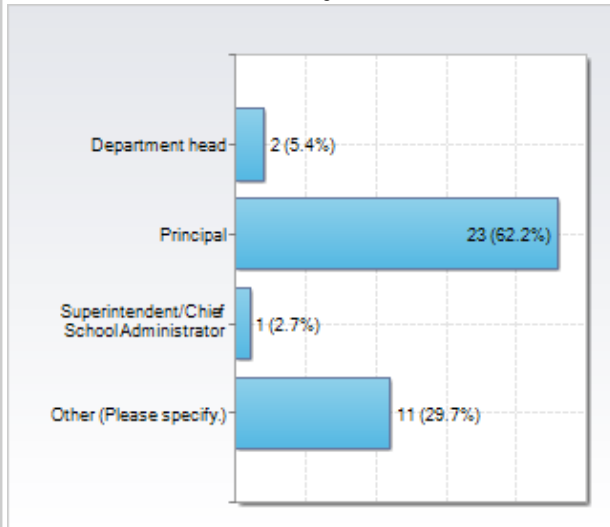
- Answer
- Nashville
 - HOUSTON
 - Adamsville
 - Nashville
 - New Orleans
 - Nashville
 - Nashville
 - Lynn
 - Gallatin
 - Brentwood

SA004. In what state is your school/organization located? (N=37)



Answer
Tennessee
Texas
AL
TN
LA
Tennessee
Tennessee
MA - Massachusetts
Tennessee
TN

D005. Your Role - What is your role at this school/organization?



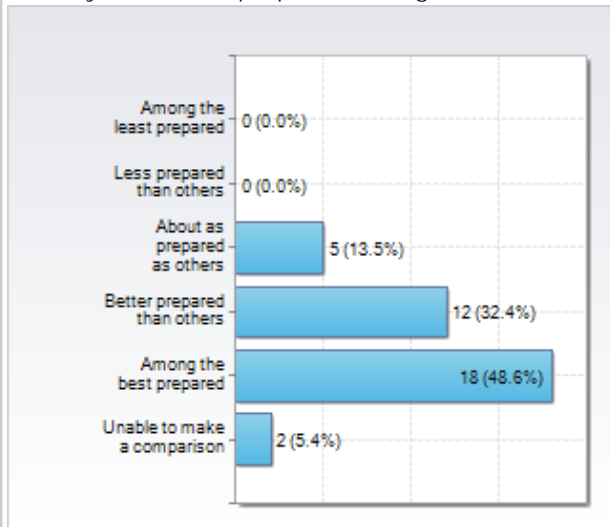
	N	% of Total
Department head	2	5.4%
Principal	23	62.2%
Superintendent/Chief School Administrator	1	2.7%
Other (Please specify.)	11	29.7%

% Resp = 100.0%
N = 37

Other (Please specify.)

Answer
Consulting Teacher
Assistant Principal
Sped Coordinator
assistant principal
Outreach Program Director
Stuent Supports/Special Education Coorinator
Assistant Principal

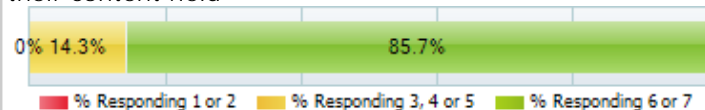
D006. Your Role - In comparison to other recent hires with similar levels of education and experience, how would you rate the preparation of graduates from this school of education?



	N	% of Total
Among the least prepared	0	0.0%
Less prepared than others	0	0.0%
About as prepared as others	5	13.5%
Better prepared than others	12	32.4%
Among the best prepared	18	48.7%
Unable to make a comparison	2	5.4%

% Resp = 100.0%
N = 37

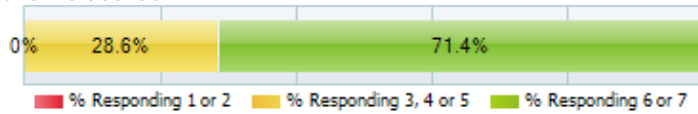
Q007. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Teach in their content field



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	2.9%
(5)	4	11.4%
(6)	13	37.1%
(7) Extremely	17	48.6%

% Resp = 94.6%
N = 35
Mean = 6.31
Std Dev = 0.78

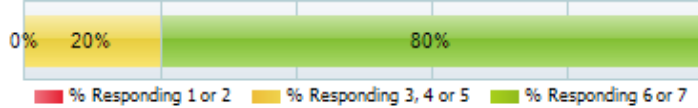
Q008. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Manage their classroom



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	4	11.4%
(5)	6	17.1%
(6)	10	28.6%
(7) Extremely	15	42.9%

% Resp = 94.6%
N = 35
Mean = 6.03
Std Dev = 1.03

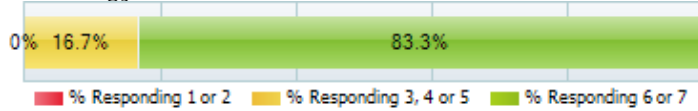
Q009. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Teach students with diverse backgrounds



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	2	5.7%
(5)	5	14.3%
(6)	12	34.3%
(7) Extremely	16	45.7%

% Resp = 94.6%
N = 35
Mean = 6.20
Std Dev = 0.89

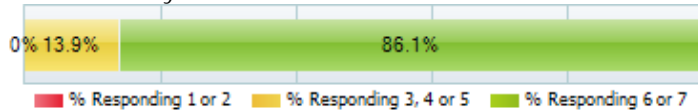
Q010. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Use technology



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	8.3%
(5)	3	8.3%
(6)	12	33.3%
(7) Extremely	18	50.0%

% Resp = 97.3%
N = 36
Mean = 6.25
Std Dev = 0.92

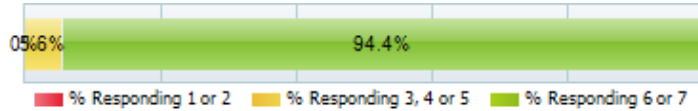
Q011. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Work collaboratively with others



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	2.8%
(5)	4	11.1%
(6)	15	41.7%
(7) Extremely	16	44.4%

% Resp = 97.3%
N = 36
Mean = 6.28
Std Dev = 0.77

Q012. Overall Evaluation - To what degree would you recommend that your school/organization hire graduates from this school of education in the future?



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	2.8%
(5)	1	2.8%
(6)	12	33.3%
(7) Extremely	22	61.1%

% Resp = 97.3%
N = 36
Mean = 6.53
Std Dev = 0.69

LA013. As we work to improve our curriculum, what skills/abilities/knowledge should we include that is not currently being demonstrated by our recent graduates? (N=22)



Answer

Classroom management is always a "hands-on" skill that has to be learned through experience, so the more opportunities to provide that experience for the students, the better prepared they will be in a classroom setting.

We would love to partner to place more of your graduates. :)

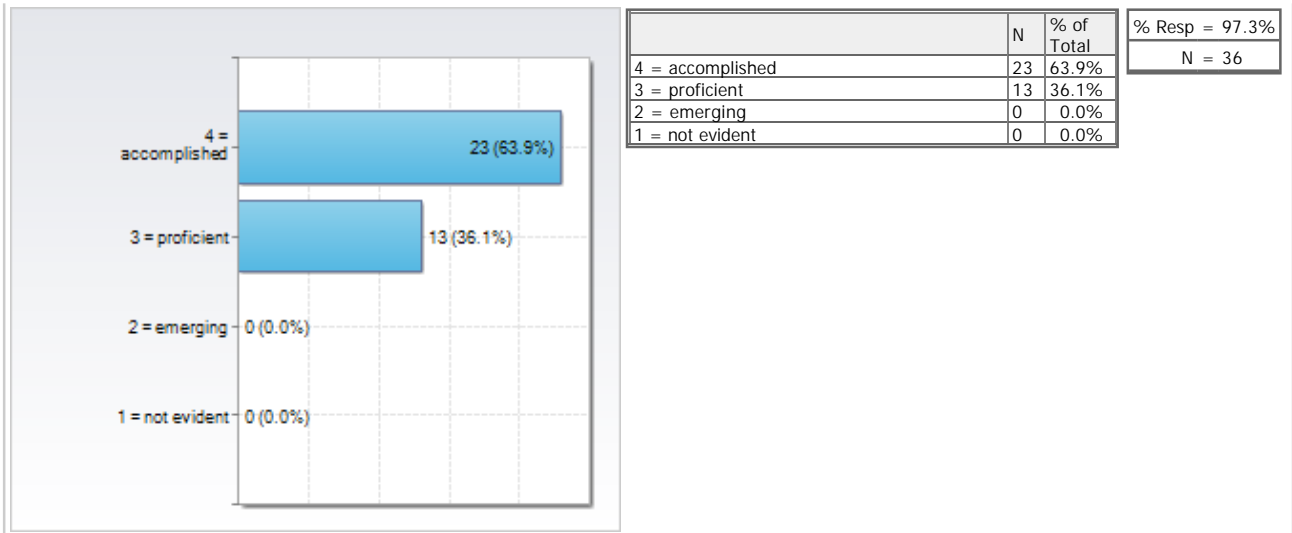
Classroom management is an area that most graduates need improvement.

In general in the state of MA, Transition Planning at the HS level for students on IEPs is a huge part of his/her IEPs. Learning how to do these plans well would be super helpful. Also, writing HS level IEP goals has been a challenge for our school.

Data implementation is ever changing and teacher adaptability to various sources of data need to be incorporated into lesson planning.

Provide opportunities for experience in the early intervention field with families and children with disabilities. Also training on routine base intervention in the home, teaching caregivers to work with their children within their daily routine.

OQ1. Institution Specific Questions - Please rate this teacher in the three areas you have described above, using the following scale of 1 to 4: (4=accomplished, 3=proficient, 2=emerging, 1=not evident)



OQ2. What are the three most important things teachers need to know and/or be able to do, in order to be effective in your school? (N=33)



Answer

- Build relationship with families, classroom management, and strategies for diverse student behaviors.
- Have knowledge of the developmental stages of middle school students. Have a deep understanding of their content area. Work well with their colleagues to be a continuous learner.
- Pedigogy Classroom management Build relationships
- Work collaboratively with others Use data to drive instruction Be student centered
- Classroom management Early Literacy Development Work with others
- Expert in content Strong research-based instructional strategies Able to work with diverse students
- 1. Emotional constancy- when things get busy and stressful, continuing to manage emotions in front of other colleagues is an area for growth 2. Thinking about how to get kids to more of the "heavy lifting" in their classes 3. Learning how to plan and run PD for general ed teachers
- Applv knowledae of effective reading and math intervention. write instructionally appropriate IEPs. and communicate

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Report: Survey Snapshot
Report Generated: 4/4/2016 7:30 AM

Benchworks Teacher Education Employer Assessment (Order: 31689)
Population: Vanderbilt University > All Respondents (no filter selected)