



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

Order: 34361 > 2015-16 Benchworks Teacher Education Employer Assessment

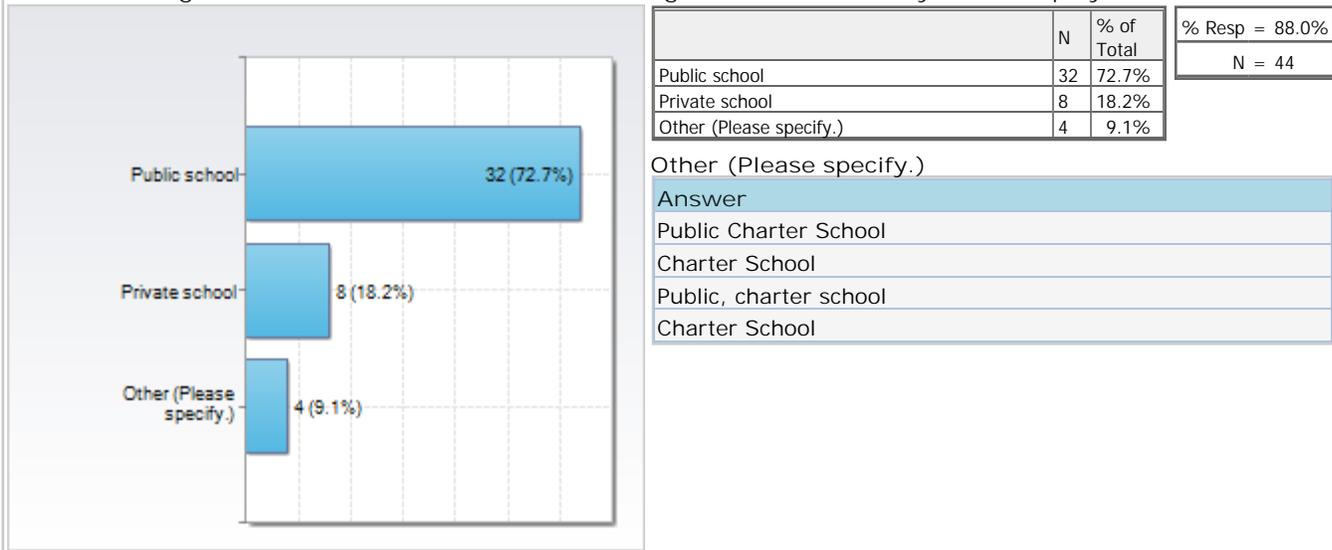
Population: Vanderbilt University > All Respondents (no filter selected) (50 responses)

Survey Statistics:	No. Attempted = 65	No. Responded = 50	% Responding = 76.9%
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Show up to  Question(s) per Report Page

Report Page  of 1

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



SA002. What is the name of your school/organization? (N=50)



Answer
Atid School
Metairie Park Country Day School
Pope John Paul II High School
Cherry Creek High School
Johnson Elementary School
Eakin School
Naperville Central High School
Uplift Education
Hunters Lane HS
Apollo Middle Prep
Woodland Middle School/Williamson County Schools
Wright Middle
Stratton Elementary School
Whitewater Middle School
DSST: Stapleton High School
Cypress Academy
KIPP South Fulton Academy
Sumner County Schools, Pupil Services Department
Crockett Elementary School
East Nashville Magnet High School
University School of Nashville
Westmeade

KIPP Austin Vista Middle School
Park Slope Collegiate
Centennial High
Carl Sandburg Middle School
Nashville School of the Arts
Flint Hill School
Morton 201
Gower Elementary
Grassland Middle
Bailey Middle School
Northern Highlands
Empower Charter School
Wright Middle School
Hardin county
Haywood
Metropolitan Nashville Public Schools
Stowers Elementary School
Mastery Charter Schools
Hutchison School
MNPS
Lakeview Design Center
Ravenwood High School
Williamson County Schools
Marblehead Public Schools
Station Camp High School
Akiva School
Metro Nashville Public Schools - JE Moss Elementary
Pope John Paul II High School

SA003. In what city is your school/organization located? (N=50)  

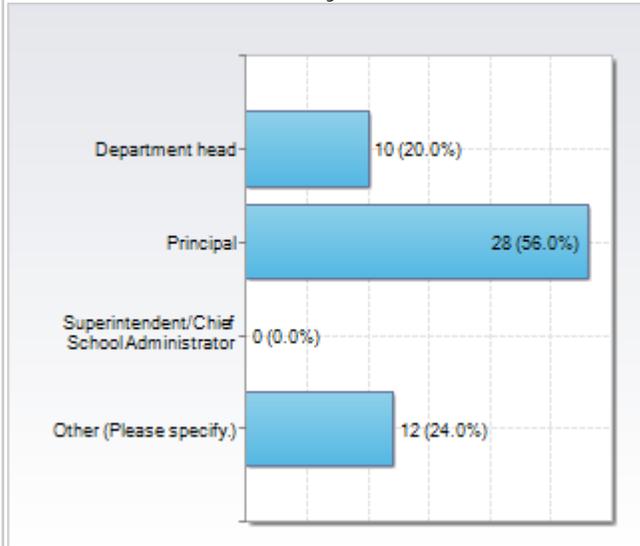
Answer
Mexico
Metairie
Hendersonville
Greenwood Village
Franklin
Nashville
Naperville
Dallas
Nashville
Antioch
Brentwood/Franklin
Nashville
Madison
Charlotte
Denver
New Orleans
East Point, GA
Gallatin
Brentwood
Nashville

Nashville
Nashville
Austin
Brooklyn
Franklin
Alexandria
Nashville
Oakton
Berwyn
Nashville
Franklin
Nashville
Allendale
Brooklyn
Nashville
Savannah, TN
Nashville
Nashville
Hillsborough County Public Schools
Philadelphia
Memphis
Nashville
Nashville
Brentwood
Franklin
Marblehead
Gallatin
Nashville
Nashville
Hendersonville

SA004. In what state is your school/organization located? (N=50)
Answer
Distrito Federal
Louisiana
Tn
Colorado
Tennessee
TN
ILLINOIS
Texas
TN
Tennessee
Tennessee
TN
TN
NC
Colorado
LA
Georgia
TN

Tennessee
TN
TN
TN
Texas
NY
Tennessee
VA
Tennessee
VA
Illinois
Tennessee
TN
Tennessee
NJ
New York
Tennessee
Tennessee
TN
Tn
Florida
PA
TN
Tennessee
TN
Tn
TN
Massachusetts
TN Tennessee
TN
Tennessee
Tennessee

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



	N	% of Total
Department head	10	20.0%
Principal	28	56.0%
Superintendent/Chief School Administrator	0	0.0%
Other (Please specify.)	12	24.0%

% Resp = 100.0%
N = 50

Other (Please specify.)

Answer
assistant principal
Assistant Principal
Special Education Coordinator
Assistant Principal
High School Counselor
Assistant Principal, English Administrator
Special Education Director
Behavior Support Team Coordinator
Assistant Principal
Head of Lower School
Assistant Principal that supervises Early Childhood (teacher in this survey).
Assistant Director Special Education

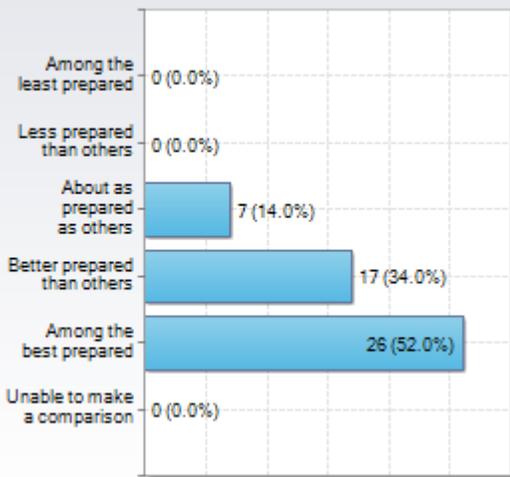
D006. Your Role - How long have you supervised graduates of this school of education?



	N	% of Total
I do not supervise graduates.	5	10.0%
Less than 1 year	7	14.0%
1 to 2 years	10	20.0%
3 to 4 years	12	24.0%
5 or more years	16	32.0%

% Resp = 100.0%  
N = 50

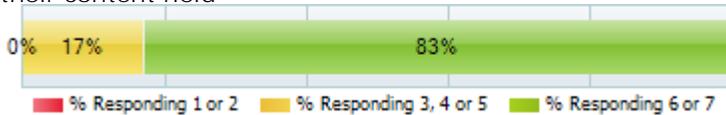
D007. Your Role - In comparison to other recent hires with similar levels of education and experience, how would you rate the preparation of graduates from this school of education?



	N	% of Total
Among the least prepared	0	0.0%
Less prepared than others	0	0.0%
About as prepared as others	7	14.0%
Better prepared than others	17	34.0%
Among the best prepared	26	52.0%
Unable to make a comparison	0	0.0%

% Resp = 100.0%  
N = 50

Q008. 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	3	6.4%
(5)	5	10.6%
(6)	22	46.8%
(7) Extremely	17	36.2%

% Resp = 94.0%  
N = 47  
Mean = 6.13  
Std Dev = 0.84

Q009. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Manage their classroom



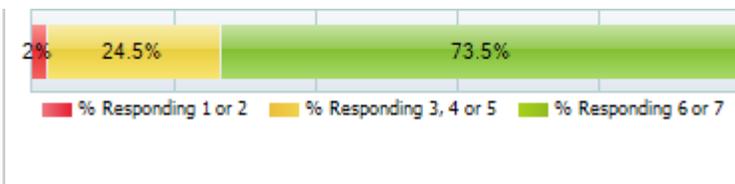
	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	2.1%
(4) Moderately	9	19.2%
(5)	8	17.0%
(6)	18	38.3%
(7) Extremely	11	23.4%

% Resp = 94.0%  
N = 47  
Mean = 5.62  
Std Dev = 1.10

Q010. 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%

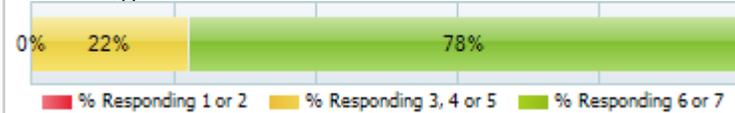
% Resp = 98.0%  
N = 49



(2)	1	2.0%
(3)	1	2.0%
(4) Moderately	5	10.2%
(5)	6	12.2%
(6)	21	42.9%
(7) Extremely	15	30.6%

Mean = 5.84
Std Dev = 1.15

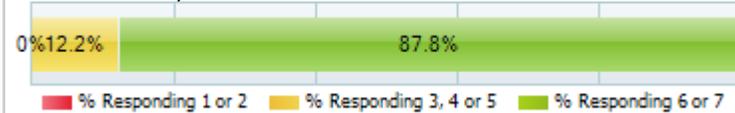
Q011. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Use technology



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	2	4.0%
(4) Moderately	3	6.0%
(5)	6	12.0%
(6)	13	26.0%
(7) Extremely	26	52.0%

% Resp = 100.0%
N = 50
Mean = 6.16
Std Dev = 1.10

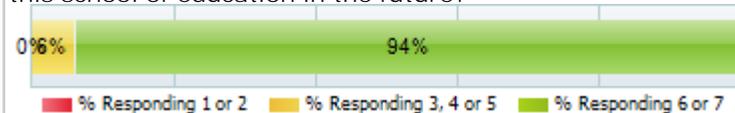
Q012. To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Work collaboratively with others



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	6.1%
(5)	3	6.1%
(6)	15	30.6%
(7) Extremely	28	57.1%

% Resp = 98.0%
N = 49
Mean = 6.39
Std Dev = 0.85

Q013. 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	2	4.0%
(5)	1	2.0%
(6)	20	40.0%
(7) Extremely	27	54.0%

% Resp = 100.0%
N = 50
Mean = 6.44
Std Dev = 0.73

LA014. 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=30)



Answer
Work collaboratively with others and be resistant to frustration.
strategies to understand and work more effectively with children who are ADHD, but too young to evaluate.
Broad philosophical knowledge is great--and the graduates are particularly effective at coming up with creative lessons. More focus on tying individual lessons to broader goals (e.g. unit plans appear to be better than lesson plans) for planning in my view. Some of the management ideas she came in with seemed more cumbersome than effective. Beyond theory, some focus on effective practices (non-verbal communication, public speaking, cold-calling, correcting students firmly but positively, etc.) could be helpful--but much of this might be on the job training. Overall, however, the preparation was excellent.
You are doing an outstanding job. Connley is extremely well prepared. I would rate her as the top hire in terms of a first year teacher during my 7 year career.
N/A
The focus on Social Emotional Learning with a direct focus on Restorative Justice/Practices
content knowledge, ability to continue learning and developing, willingness to persist through challenges, self-motivated.
More urban experiences and belief in urban education.
Classroom management; relationship building with students and parents.
How to work with demanding parental units or difficult situations, collaborative protocols
Project Based Learning and other groupings for students.
There are no recommendations. Your students are well prepared. Thank you!
Lindsay has great hard skills and knowledge. Perhaps some humility may have helped along the way...
Continue to work with individuals from diverse backgrounds.
Supervising educational assistants is always more of a challenge for new teachers

I would love to see your students begin their practicum/student teaching experience at the beginning of the year (August 1st). They gain valuable insight to what is needed to effectively set up your classroom and welcome students at the very beginning of the year. Having their experience also include the end of year ...closing out a school year would give future teachers an awareness of what takes place to get ready the end of year.

Graduates should be adept at working with economically disadvantaged students.

none

More research on working with behavioral challenged students in the general education setting.

Students should attend an induction process to help with understanding the school system. Thank you - I would like to hire next year if we have enough teachers

Emily Martin is an excellent hire for our school, and we are very pleased to have her on staff. She has a lot of potential to become an excellent teacher. That being said, classroom management in an urban school was a huge challenge for her this year. Any way that you can better prepare your graduates for this would really help them be more successful in their first year on the job.

none at this time

Our student was very prepared. Small group instruction would be an area that teachers need more preparation

Ability to set expectations and how to be consistent. Earn respect by giving respect. Job accountability.

I have not found Leah to be lacking in any area. I have other Vanderbilt graduates, but she exceeds all other graduates I have observed or supervised.

Our hire from your school of education is a BCBA and she is one of the best we have seen. She is so prepared and knowledgeable she knows how to work extremely well with both teachers and students. She has a tremendous work ethic. If you could use her as an example of success I would we feel extremely lucky that she chose to work for us.

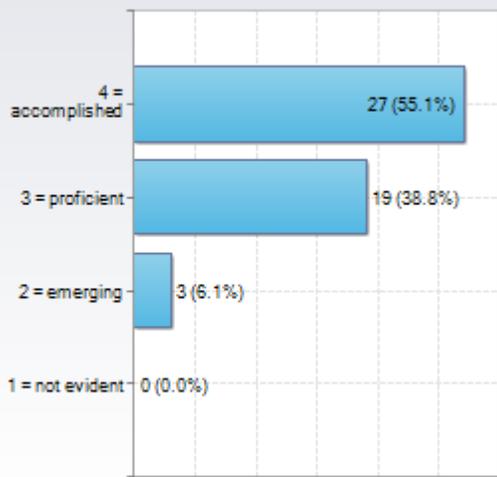
Although most of our Vanderbilt grads move away from middle Tennessee within 3-4 years of graduation, they are worth it. I interview all VU grads that apply for our positions.

Thinking through how to ensure that the room is peaceful (the impact of classroom space on learning and creative ways to address this.)

All students should be required to earn their ESL endorsement as part of their retired course of study

I find your graduates to be among the most well prepared of any teachers in our entire school. While they may not have certain skills specific to our school, they are willing to learn those skills and work hard to meet the needs of ever student. Other schools focus on skills only, the difference with your students is that they are completely student centered.

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)



	N	% of Total
4 = accomplished	27	55.1%
3 = proficient	19	38.8%
2 = emerging	3	6.1%
1 = not evident	0	0.0%

% Resp = 98.0%  
N = 49

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=43)



Answer

Work collaboratively with others. Establish a good professional relation with their students. Differentiate instruction.

solid base of child development, good knowledge of phonemic awareness, patience

1. Rapport and ability to connect with kids from all walks of life 2. Pedagogy skills 3. Content knowledge

Collaborate Be Flexible Develop and implement classroom management techniques for a diverse population of students

Teachers must be adaptable to the ever changing landscape of public education with an immense focus on student centered practices to reaching each student with personalized learning.
Counselor - 1. Needs to be prepared to deal with the social/emotional concerns of students 2. Needs to know how to gather data to assess student's needs 3. Need appropriate people skills and a strong drive to continue to improve as a professional
-use of data in the classroom - classroom management - holistic content knowledge
1. Strong academic background in subject matter 2. Classroom management skills with routines, procedures, student expectations 3. Flexibility and common sense in dealing with a myriad of situations/issues AND feeling comfortable in asking for assistance/advice
Working with students under motivated by parents due to their lack of education. Working with ELL students and families. Classroom management and ability to change due to unforeseen circumstances.
In order to be effective in our school, teachers need to be able to: * maintain good classroom management and a positive environment. * provide good quality instruction, monitor closely, and differentiate in order to meet all needs. * Maintain a good rapport with the students and use good communication skills with parents.
1. Build strong relationships with students from diverse backgrounds. 2. Develop structures in the classroom that allow for productive student participation and create a safe and stable learning environment. 3. Know the content that they teach deeply and be able to modify instruction to meet the needs of all students.
A strong knowledge of Special Education Law, a strong understanding of behavioral sciences, a strong understanding of how content instruction is delivered.
Teach reading! Manage a classroom to help students develop critical thinking skills Collaborate with others
Have strong content knowledge Be an effective educational coach Work well in a team oriented environment
focus on communication for those who do not have a mode of communication, use data to identify deficit areas, develop goals, and provide targeted intervention, create effective staff zoning, work with related service providers, educational assistants, and regular education teachers
Work collaboratively manage student behavior provide quality instruction
1. How to connect with and manage minority students and students who are economically disadvantaged.
Differentiate instruction; communicate effectively with students, parents, and staff
1. Flexibility- Working in education is not like studying theory at the university. Practices should be research-based, but also grounded in reality, intuition, etc. 2. Respecting diversity- Being able to appreciate students from different cultural and socioeconomic background. 3. Organization skills- Being able to juggle multiple responsibilities and manage their own time and energy.
1. A profound understanding of their content. 2. A genuine respect for their students and their students' families. 3. A willingness to take risks, fail, learn from that experience and be willing to share it with others.
1. School Culture 2. Use of Technology 3. Mastery of Content
collaborate with others, build relationships with students, engaging lessons and strategies
Embrace diversity, both in the faculty and student body. Tailor teaching practices to student interests; in our school's case, integrating arts with academics. Employ strategies of social emotional learning.
1-work collaboratively with colleagues 2-be open to new ideas (a growth mindset) 3-knowledge of pedagogy and child development
Hard work engaging team player
1. Gower is very diverse. A person needs to be open to work with all. 2. Gower services a high population of "Students with Disabilities". 3. The teacher should be able to make common sense decisions on their feet.
Be able to establish authentic relationships with students Have a passion for your content area and be a teacher who is always willing to learn, grow and share Relentless in their pursuit of excellence and expectations of students
Build relationships with students and teachers Understand data Participate in after school activities with the students
Manage a classroom, make content engaging for students, differentiate instruction
effectively plan differentiated quality lesson plans assess students for mastery effectively manage a diverse classroom of learners
Be flexible, willing to take feedback, communicate well with others.
Collaborate, Build Relationships, Have a strong understanding of cultural diversity.
1. Understanding the importance of positive racial identity 2. Building positive family relationships 3. Teaching conceptually
Differentiation in reading and math, work wee as a member of a team, and Readers and Writers Workshop
Ability to set expectations and how to be consistent. Earn respect by giving respect. Job accountability
teach content collaborative planning review assessment data
Collaborate, engage fully in the total school program, foster a joy for learning
1. Work effectively with our parent group which can be challenging at times. 2. Have the ability to be flexible in the day to day operation of the school while maintaining quality instruction. 3. In our early childhood program, the teacher is responsible for being the lead teacher who has to manage the classroom and planning for two teacher

assistants, one OT, and one PT, and one SLP while providing quality instruction from herself. This is really difficult for brand new graduates. Leah does well, because she has a calm personality. Even the most seasoned graduate struggles with this piece while maintaining 1 and 2 at the same time.

#### Organization Communication Collaboration

1. Love children 2. Work Ethic 3. Able to work with all levels of students, high to low.

1. Work collaboratively 2. Be masters of content and classroom management 3. Model what they "preach"

1. Manage classroom behavior effectively, especially special education inclusion classes and classes with students who come from a poverty background. 2. Be able to collaborate effectively on lesson and unit plans and be able to cooperate with a team of teachers. 3. Learn flexibility and adaptability as the field of education is in a constant state of change as our students change. Educators must come to the field with a continuous improvement mindset and understand that the process of continuous improvement is the norm in education and that if they are to stay in the profession successfully, that they must have that mindset.

They must be: 1. Student centered 2. Collaborative 3. Competent in their subject area and proficient in effective teaching methods.

Show up to  Question(s) per Report Page

Report Page  of 1

[back to top](#)

Report: Survey Snapshot  
Report Generated: 6/1/2017 3:41 PM

Benchworks Teacher Education Employer Assessment (Order:  
34361)  
Population: Vanderbilt University > All Respondents (no filter  
selected)