

Evidence A.4.1 Satisfaction of Employers	
Administration and Purpose	
What is it?	Employer interview protocol for one cycle.
At what point or points is the assessment administered during the preparation program?	20% or 1 of 8 Fall 2020 graduates from the Trad A program completing their first year of teaching post Masters were included in this assessment. Principals were contacted and supplied with a set of pre-determined questions prior to being interviewed. Notes were taken during the interview and transcribed.
What is its purpose?	To determine the employers' satisfaction with the completer's preparation and that completers reach employment milestones such as promotion and retention.
Scoring	
How are data collected, analyzed, and reported?	Transcription from the interview completed by the Field Experience Director was supplied to the Assessment Director.
Is the basis for judging candidate performance well defined?	Strengths and weaknesses reported by the employer is charted and evaluated.
How is the information used?	Information is shared with stakeholders and members of the Teacher Advisory Committee and is used to plan revisions and improvements in the program.

Employer Interview Protocol

National Board Middle Childhood Generalist Standards

Standard I: Knowledge of Students

Accomplished teachers use their knowledge of child development, their knowledge of students as individual, and their knowledge of students as learners to develop and strengthen relationships that enhance learning.

Standard II: Respect for Diversity

Accomplished teachers respect and comprehend the complex nature of diversity. They provide opportunities for all students to access the knowledge, skills, and understandings they need to become caring and thoughtful participants in a global citizenry.

Standard III: Establishing an Environment for Learning

Accomplished teachers establish and maintain safe and respectful learning communities that nurture relationships and create climates that promote student engagement in learning.

Standard IV: Knowledge of Content and Curriculum

Accomplished teachers draw on and expand their knowledge of content and curriculum to determine what is important for students to learn and experience within and across the subject areas of the middle childhood years.

Standard V: Instructional Decision Making

Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.

Standard VI: Partnership and Outreach

Accomplished teachers establish and maintain partnerships with families and the greater community to enhance teaching and support student learning.

Standard VII: Professionalism, Leadership, and Advocacy

Accomplished teachers are leaders who advocate for the teaching profession and student learning.

Standard VIII: Responsiveness to Change

Accomplished teachers are cognizant of the changes that occur in society and in education. They thoughtfully and proactively analyze and respond to change as it affects their students and their profession.

Standard IX: Reflective Practice

Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.

Standards II, V	<p>Does the completer</p> <ul style="list-style-type: none"> Evaluate student learning and growth? _____ does indeed evaluate her students formatively using _____ technology such as Google, Schoology, and others. From this data she determines the growth of her students and places them and/or changes their small groups based on the information. Show respect and empathy for all students? Yes! _____ reinforces the school expectations in her classroom as well as her classroom rules, procedures, and expectations which all lead back to our Character Traits which is inclusive of ALL students. She utilizes LEAD tickets and highlights the
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	<p>good things happening among all her students. She also does Positive Office Referrals helping us all to celebrate good things the students do.</p>
Standards I, II	<p>Can the completer</p> <ul style="list-style-type: none"> <p>Effectively differentiate instruction and meet the needs of individual students?</p> <p>She groups her students by abilities helping them to show growth. She uses remediation stations to assist in the things they need help with. She does Tier II instruction and scaffolds her lessons beautifully. She also challenges her higher-Level students to go even further. She uses CORE and SNAP instructions in her class as well.</p> <p>Work in inclusive classrooms? Effectively teach students from diverse backgrounds?</p> <p>She does not have any special needs students in her classroom; however, she does have some with challenges. All special education students are placed in another classroom for more direct instruction.</p>
Standards I, III, V	<p>Can the completer</p> <ul style="list-style-type: none"> <p>Involve students with a variety of learning experiences?</p> <p>She does a wonderful job of coming up with fun ways to allow the students to engage in learning. She is great at finding great learning opportunities for all her students.</p> <p>Effectively manage the classroom?</p> <p>This is definitely not an area of concern for her. She shows respect and love for her students and they show her the same in return. Absolutely no concerns in this area.</p> <p>Create a caring and engaging learning environment?</p> <p>She provides many opportunities for her students to show their learning and progression. She uses portfolios, programs, fun activities, etc. in her classroom.</p>
Standard IV	<p>Does the completer demonstrate effective and accurate content knowledge?</p> <p>She came to us very prepared! She is one of the hardest working teachers on my staff. She is not afraid to embark on something new, and looks for professional development opportunities to help her get even better. She acts like a well-seasoned teacher instead of a 2nd year teacher.</p>

Standards IV, V	<p>Can the completer apply content knowledge accurately and effectively during classroom instruction?</p> <p>She is very intentional in creating lessons and is not afraid to try something new, as I stated earlier. She utilizes CORE instruction and differentiates well using I-READY.</p>
Standards IV, V	<p>Can the completer....</p> <ul style="list-style-type: none"> • Use a variety of assessment techniques Yes, definitely! She uses our County Common Formative Assessments (CFAs) She attends data meetings and based off her baseline data, celebrates growth and moves them into the correct categories so she can then be more intentional about their learning. • Show connection between standards, assessment and instruction Common planning time is used to discuss among grade level teachers and shar ideas of how to demonstrate mastery of standards, what the assessments show , and then share among one another ways to instruct for that mastery. ? is a leader in this area. • Use assessment to guide instruction Yes, as I said above, she is a leader in this area among her team members and school.
Standards IV, V, IX	<p>Can the completer....</p> <ul style="list-style-type: none"> • Plan effective instruction ? very effectively plans her small group lessons and updates them regularly based on the abilities of her students. • Plan in relation to short and long range goals. Yes. She looks to where the students need to be and plans accordingly. She is morphing into a true leader in this category and among her peers. • Adjust plans to meet student needs

	<p>is always cognizant of her students' needs and adjusts accordingly.</p>
<p>Standards I, III, IV</p>	<p>Can the completer....</p> <ul style="list-style-type: none"> • Plan effective instruction using a variety of instructional strategies <p>Absolutely. is always looking for new strategies to try with her students.</p> <ul style="list-style-type: none"> • Monitor student progress Laney does a great job in this area. • Engage all learners in problem solving and higher order thinking As stated earlier, looks to where they need to be and does whatever she can to get them there. She does phenomenally well in this area. • Ask higher order thinking questions. Yes!
<p>Standards VII</p>	<p>Does the completer....</p> <ul style="list-style-type: none"> • Engage in leadership, initiate, and professional growth Constantly! • Collaborate with colleagues Through grade level and common planning, Laney does this weekly! • Practice professional ethics? Most definitely! All Ethical Standards are reviewed with our faculty. • Engage with parents and his/her community? The parents love her. She is very involved in all outside activities within the community pertaining to school and is now coaching Soccer at the High School in our area.
<p>Technology</p>	<p>Does the completer use technology effectively?</p> <p>She is wonderful at using Google for all things in her classroom.</p>