

2018-2019 Employer Satisfaction Survey

Employees by Program		
Program	n	% of Total Respondents
Agriculture & Agriscience Education	4	1.29%
Art Education	26	8.39%
Deaf and Hard of Hearing Education	7	2.26%
Early Childhood (PreK-K)	10	3.23%
Early Childhood (PreK-3)	26	8.39%
Elementary (Urban Multicultural Cohort)	22	7.10%
Elementary (Rural Cohort)	12	3.87%
Secondary English/English as an Additional Language	21	6.77%
Library Information Specialist	12	3.87%
Middle Grades (Science)	17	5.48%
Middle Grades (Math)	19	6.13%
Music Education (Vocal and Instrumental)	25	8.06%
Secondary Math Education	21	6.77%
Secondary Science Education	18	5.81%
Secondary Social Science Education	16	5.16%
Special Education	36	11.61%
World Languages	13	4.19%
Other	5	1.61%
Total	310	100%

Licensure Pathway of Employees

Intern	Student Teachers	Job-Embedded Practitioner
64(41%)	57(37%)	34(22%)

Does your school/district host UTK Teacher Candidates? (Interns, Student Teachers, Job-Embedded Candidates?)

Yes		No		I Don't Know	
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
79	94%	3	4%	2	2%

Do you feel that hosting UTK Teacher Candidates has a positive impact on student learning in your school/district?

Yes		No		I Don't Know	
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
73	92%	0	0%	6	8%

Comments:

- It puts an extra person in the classroom which is invaluable. As they near the second semester, they become a second teacher in the classroom.
- I believe that this program can have a positive impact. However, it is dependent on the quality of the intern.
- They really fly under the radar. I would prefer to be more actively involved in the process if at all possible.
- This provides a very unique opportunity for true co-teaching.
- Yes and no. It depends on the quality of the teacher candidate and the willingness of the candidate to take instruction/direction from their mentoring teacher.
- excellent training and students
- They are very professional. They are very helpful in the classrooms where they are assigned.
- Yes. I definitely think it is mutually beneficial, for UTK Teacher Candidates, KCS teachers, and overall student learning.

How would you categorize your satisfaction with the preparation of UTK teacher education graduates?

Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied	
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
55	77%	15	21%	0	0%	1	1%

Are you likely to hire future UTK Teacher Education Graduates?

Very Likely		Somewhat Likely		Somewhat Unlikely		Very Unlikely	
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
62	87%	8	11%	0	0%	1	1%

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
UTK Teacher Education Graduates are prepared to effectively use classroom and educational technology	50	70%	21	30%	0	0%	0	0%
UTK Teacher Education Graduates are prepared to teach in diverse settings with students of various backgrounds	32	45%	36	51%	3	4%	0	0%
UTK Teacher Education Graduates are prepared to deliver instruction informed by the Response to Instruction and Intervention (RTI2) Framework	32	46%	34	49%	4	6%	0	0%

The UTK Teacher Education Graduates are prepared to meet Planning expectations on the following criteria:

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Instructional Plans are aligned to state standards, appropriate for diverse learners, and accommodate individual student needs.	35	56%	27	44%	0	0%	0	0%
Student Work requires more than reproduction, utilizes extended writing, and makes connections to daily life.	26	42%	35	56%	1	2%	0	0%
Assessments are aligned with state standards, have clear measurement criteria, measure multiple student performances, and inform future instruction.	27	44%	35	56%	0	0%	0	0%

Comments

The UTK Teacher Education Graduates are prepared to meet Environment expectations on the following criteria:

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Expectations for students are high and demanding, encourage learning from mistakes, promote success, and optimize instructional time.	25	40%	35	56%	2	3%	0	0%

Behavior Management includes consistently well-behaved and on-task students, clearly established rules, overlooking inconsequential behaviors, and quick attention to disruptions.	19	31%	40	65%	3	5%	0	0%
The Environment of the classroom is welcoming, organized, accessible, adorned with student work, and arranged to promote individual and group learning.	25	40%	37	60%	0	0%	0	0%
Respectful Culture is seen in student-teacher and student-student interactions.	28	45%	32	52%	2	3%	0	0%

The teacher was prepared to meet Instruction expectations on the following criteria:

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Communicating Standards and Objectives that are connected to state standards and previous material.	32	41%	35	45%	4	5%	4	5%
Student Motivation is maintained/developed through organizing the material in a meaningful and relevant way, developing exploration-based experiences, and reinforcing effort.	27	44%	34	55%	1	2%	0	0%
Presenting Instructional Content includes essential information and is presented with visuals, examples, modeling of the thinking process, concise communication, and logical sequencing and segmenting.	25	40%	36	58%	1	2%	0	0%
Lesson Structure and Pacing is characterized as prompt, coherent, appropriately paced for diverse learners, and efficient.	21	34%	39	63%	2	3%	0	0%
Activities and Materials support lesson objectives, provide challenge, sustain attention, elicit a variety of thinking, provide time for reflection, are relevant, provide student-to-student interaction opportunities, induce curiosity, provide choices, incorporate technology, and incorporate multiple resources.	25	40%	36	58%	1	2%	0	0%
Teacher Questions are varied and high quality.	22	35%	39	63%	1	2%	0	0%
Academic Feedback is academic focused and given frequently.	20	33%	39	65%	1	2%	0	0%
Methods of Grouping Students enhances student understanding and learning efficiency and instructional group composition is varied.	19	31%	41	67%	1	2%	0	0%
Teacher displays accurate Content Knowledge, uses various subject-specific instructional strategies, and highlights key concepts and ideas.	26	42%	25	56%	1	2%	0	0%

Teacher displays Knowledge of Students that shows understanding for student learning difficulties, provides differentiated instruction, and incorporates student backgrounds and interests.	21	34%	39	63%	2	3%	0	0%
The teacher thoroughly teaches multiple types of Thinking and provides opportunities where students generate and analyze ideas.	18	29%	43	69%	1	2%	0	0%
The teacher implements activities that teach multiple forms of Problem-Solving.	17	27%	43	69%	2	3%	0	0%

The UTK Teacher Education Graduates are prepared to meet Professionalism expectations on the following criteria:

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The teacher engages appropriately in Professional Growth and Learning opportunities including self-reflection, professional development, and evaluations.	26	42%	35	56%	1	2%	0	0%
The teacher's Use of Data guides instructional decisions.	17	27%	43	69%	2	3%	0	0%
The teacher's School and Community Involvement supports the school, complies with policy, and improves learning environment.	23	37%	38	61%	1	2%	2	3%
The teacher's Leadership contributes to the school community in multiple ways.	19	31%	40	65%	3	5%	0	0%

What do you see as the major strength(s) of beginning teachers from UTK?:

- dedicated to learning more, for the most part love being with the students and becoming a part of the building
- content knowledge, planning, collaboration
- Full year of experience before entering classroom.
- Their overall knowledge of how teaching and learning works.
- They are very aware of diverse students, and accepting of their differences
- prepared
- Three areas of strength for beginning teachers are: deep understanding of the TEAM rubric, great instructional strategies, and professionalism.
- Yearlong experience prepares them for first-year classroom

- The program prepares them very well.
- Planning and pedagogy
- Content Knowledge, Presentation of Content
- Content Knowledge
- Content knowledge
- Confidence, passion
- Content knowledge and instructional practices.
- Enthusiasm and confidence in the content areas/specialty areas they teach
- The yearlong internship is very helpful. The students that are part of the urban cohort of prepared and ready for their own classrooms.
- Willing to meet the challenges.
- Professionalism and knowledge
- They are prepared for most situations and instructional focus
- Seeing the 'big picture' of teaching because of their length of time spent in the classroom. A higher level of professionalism overall.
- Well versed in state teaching standards
- UTK's teachers have lots of classroom experience through the full year internship.
- Very knowledgeable with content. Very professional, well prepared to teach.
- Willingness to learn and open to feedback
- They are well rounded and familiar with our current rubrics for evaluation and effective instruction.
- Content Knowledge
- Beginning teachers are comfortable and at ease working with a variety of students. They also bring in new ideas and help grow our school.
- prep program
- A strong commitment to the teaching profession
- They are dedicated to the process of continuous learning and growth.
- Students work to learn their craft and hone their skills.
- They are prepared and effective interns who jump right in and do a wonderful job. They are prepared and ready to learn.
- Aligning standards and lesson planning
- Professionalism
- Instructional knowledge
- These teachers basically get the full year experience, and are able to receive feedback very well from both their mentors as well as the administrators.

- the experience(s) the internship program provides
- In school experiences
- Their experience from the yearlong internship
- Well versed in TEAM evaluation and lesson plan writing
- Knowing their content focus
- diversity and planning
- Strong understanding of developmentally appropriate practice
- Their understanding of the TEAM rubric and teaching strategies
- Willing to grow professionally (coachable)
- Yearlong prep and quality of professors leading the program

What do you see as the major weakness(es) of beginning teachers from UTK?

- There seems to be a disconnect between the TEAM eval scores they received from their professors and what it looks like in practice, seems to be an inflated sense of self
- Analyzing student work/data, progress monitoring, motivating students with high expectations, classroom management
- Pedagogy of teaching Reading
- I think the program does a great job of preparing students.
- Just experience in classroom mgmt.
- This is a struggle for most new teachers, but beginning teachers can struggle with students with behavior disorders who spend time in both Special Education and General Education classrooms.
- All beginning teachers are novices. They simply lack experience.
- Interns deserve at least a stipend.
- Classroom management, technology instructional tools
- Motivating Students
- Classroom Management Strategies
- Understanding of rigor, questioning and student work to promote thinking and problem solving.
- Experience with inner-city students, or students from backgrounds that are different from the teacher's upbringing.
- For all beginning teachers, classroom and behavior management are essential.
- As expected from all beginning teachers, classroom management can be an area of refinement

- The job-embedded experience through Special Ed. was difficult. The student was not prepared to be the teacher of record in this difficult specialty area.
- They feel they should score higher on the TEAM rubric. Once they get in the classroom, they are not usually 4&5 but they expect 4&5 ratings.
- Management for High Needs students.
- They still need more training in classroom management.
- Lesson preparation/detailed plans
- Classroom discipline is a weakness but that usually comes with experiences that can't be taught in the college classroom.
- None noted
- Classroom management and high expectations (but both improve with experience)
- Pacing
- behavior management classes need to increase
- Classroom Management
- I think it would be beneficial for teacher candidates to be more prepared for interview skills including soft skills in their pursuit of a position.
- I'd like to see more prep given for teacher candidates in an interview setting. I'd recommend practice interviews with panels citing education topics like RTI, Special Education, Differentiating Instruction, Blended Learning etc.
- They are usually very strong interns. Higher education in general needs more reading and reading intervention. It would also benefit them to be Google certified.
- Classroom management with students with behavioral issues
- Realistic view of the TEAM rubric
- Behavior management
- They do not seem very strong in strategies for teaching and intervening/diagnosing reading issues. (Phonemic awareness, phonics, comprehension, etc.)
- same as all first year teachers - how to make it all work in the 'real world'
- N/A
- Creating differentiated instruction and classroom management
- Lack of preparation for urban schools in secondary
- classroom management
- Supporting children with challenging behavior
- A lack of Teach Like a Champion (TLAC) training
- Candidates need to understand the daily duties of teachers better, bus duties, monitoring students in the hallway etc.

Comments regarding UTK's teacher education programs or graduates:

- As a product of the ECE program many, many years ago, I would say that UT is the best teacher prep program in the land. While nothing adequately prepares you for that first year completely by yourself, the teachers coming out of UT have a better foundation than many other prep programs
- Overall very mature for their age. Very committed to the profession of teaching.
- I appreciate the partnership and working relationship we have with UTK.
- very well prepared
- We need a steady pipeline of teachers for the profession. Please continue to increase your recruitment and retention of teaching candidates.
- Continue to work on communication with school administrators
- Interns are well prepared. Vols teach can come in under-compensated is they don't have an advanced degree
- I'm a proud UTK Teacher Ed Alumni! I do see the need for pre-service teachers to spend more time at 'those schools' that have difficult kids. They are the schools with the highest teacher turnover and are realistically probably where new teachers will end up.
- We have hosted UT interns, in addition to students from other EPPs. It is abundantly clear that UT interns leave their program more prepared than any other program.
- As an administrator, I have always found teachers and interns who have attended UTK to be well-prepared and ready to teach. They need very little guidance from the very beginning of their first year.
- I think they are fantastic programs! When hiring candidates, this helps them to stand out.
- Excellent program with well prepared graduates.
- Preparation is improving, so you are headed in a positive direction!
- We are always glad to have students from UTK's teacher education program.
- N/A
- As a grad of the prep program '90 I wish I had more classroom management classes as well as how to have difficult conversations with parents.
- UTK teacher Ed graduates are the most prepared and professional first year teachers when compared to other programs
- I appreciate the efforts by UTK for being in contact with our school, providing feedback on teacher candidates and working to grow their program with a growth mindset approach complete with reflection practices.
- They are usually our strongest interns and are very well prepared. I graduated from UT's education program and was very well prepared.
- All UTK candidates have demonstrated exceptional work ethic
- They are very professional

- UTK has been producing effective educators for many years.
- We appreciate seeing UTK's mentor faculty in our building, supporting and giving feedback to the UTK students. We also very much appreciate the rigorous expectations at UTK. Many other programs do NOT have those high expectations.
- I believe it is excellent!
- We always welcome UTK under grads. They are welcome at Heritage Middle anytime. You all have a superior program.
- Overall, have been really impressed!
- Pleased with the overall quality of the graduates. Go Vols!
- We enjoy having UTK candidates they are high quality and are a value added person for our school