

One measure used to document candidate learning is the recruiter survey conducted at the UNC Annual Teacher Employment Days held each year in the spring. The UNC Teacher Fair is the largest teacher fair in the state of Colorado and candidates throughout the state of Colorado participate. This year recruiter's represented 110 districts spread across 8 different states and teacher candidates represented 31 states. This has made it difficult to distinguish between UNC teacher candidate's performance on meeting expectations and those students not affiliated with the university. Thus scores may not have been representative of UNC candidates in previous years.

In 2012, the survey items were reviewed and adjusted to better identify the number of UNC student candidates. It is important to note that 41% of the teacher candidates in attendance at the Interview Fair were not UNC teacher candidates. In addition, a student survey was administered electronically to teacher candidates registered for interviews at the Teacher Fair. Of the 103 participants, 44% identified themselves as UNC Alumni. Elementary Education, Secondary Education, and K-12 were the most desired positions.

Recruiters (N = 234) returned the 18-item survey that asked them to rate the preparation of UNC candidates/graduates as a group on several critical areas where competency indicates the ability to positively impact student learning. The scores were rated on a 4-point Likert scale ranging from 1 = Below Expectations to 4 = Outstanding. UNC graduates received ratings between 2.26 (demonstrates knowledge of district) to 3.61 (arrived promptly) on a four-point Likert scale and 56% (10 out of 18) of the items were rated "Above Expectations."

In 2012, the last survey item was reworded to identify UNC candidates, "Overall were the UNC candidates competitive for a position in your district?" The question was assigned a 4-point scale, from competitive to very competitive. These findings indicate that our teacher candidates overall have been seen as competitive by recruiters

In summary, the analysis of data suggests that the UNC education programs are successful in developing and producing well prepared teachers and professional educators. Comments from interviewers indicate that candidates were generally well qualified for positions in the schools. More emphasis has been placed on developing goals for students with disabilities (M = 2.67) and teaching students from diverse backgrounds (M = 2.64) and, which is evidenced by our candidates increased scores within these areas. This indicates that our candidates were able to proficiently discuss with and articulate their knowledge within these areas to recruiters.

## Teacher Employment Day: Interviewer Survey

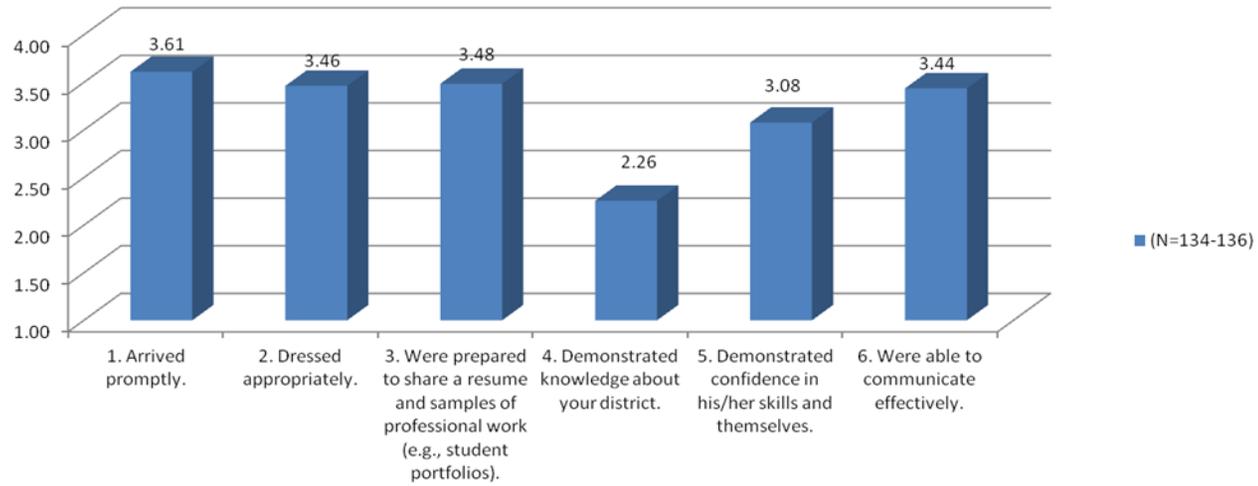
1 – Below expectations 2 - Meets expectations 3 - Above expectations 4 – Outstanding NA- Not Applicable						
Candidate's Performance Question	2007 (53 out of 161 School Districts Represented)	2008 (36 out of 176 School Districts Represented)	*2009 (14 out of 115 School Districts Represented)	*2010 (15 out of 100 School Districts Represented)	2011 (25 out of 101 School Districts Represented)	**2012 (61 out of 110 School Districts Represented)
1. Arrived promptly.	3.25	3.56	3.47	3.67	3.11	3.61
2. Dressed appropriately.	3.36	3.29	3.07	3.54	3.20	3.46
3. Were prepared to share a resume and samples of professional work (e.g., student portfolios).	3.46	3.44	3.27	3.62	3.30	3.48
4. Demonstrated knowledge about your district.	2.14	2.16	1.79	2.54	1.97	2.26
5. Demonstrated confidence in his/her skills and themselves.	3.0	2.95	2.57	3.23	2.93	3.08
6. Were able to communicate effectively.	3.12	2.97	2.93	3.46	3.02	3.44
7. Responded to your questions in an appropriate and comprehensive fashion.	2.95	3.00	2.79	3.31	2.86	3.12
8. Demonstrated appropriate interpersonal contact and demeanor including handshake and eye contact.	3.45	3.27	3.00	3.62	3.13	3.37
9. Demonstrates a caring disposition about working with others.	3.30	3.28	3.07	3.46	3.82	3.36
10. Demonstrated knowledge about appropriate practice in his/her field of specialty.	3.05	2.90	2.86	3.46	2.90	3.01
11. Described effective and current instructional practices.	2.76	2.71	2.71	3.08	2.73	2.82

<b>12. Were knowledgeable about appropriate classroom management strategies.</b>	2.76	2.61	2.36	3.23	2.57	2.81					
<b>13. Was knowledgeable of standards-based education.</b>	2.76	2.63	2.50	3.15	2.66	2.79					
<b>14. Discussed developing appropriate academic goals for students with disabilities.</b>	2.6	2.40	2.18	3.18	2.41	2.62					
<b>15. Discussed developing appropriate instruction to teach content in an age-appropriate manner.</b>	2.76	2.69	2.43	3.08	2.62	2.80					
<b>16. Were knowledgeable about instructional practices for culturally and linguistically diverse students.</b>	2.67	2.53	2.17	3.10	2.51	2.64					
<b>17. Demonstrated a well-developed philosophy about working with children.</b>	2.98	2.95	2.57	3.15	2.74	3.00					
<b>18. Overall were the UNC candidates competitive for a position in your district? (2012). Was this candidate competitive for a position in your area or district? (07-11)</b>	Yes 98%	No 2%	Yes 92%	No 8%	Yes 73%	No 13% *13% No Responds	Yes 87%	No 0% * 13% No Responds	Yes 69%	No 2% *17% responded “some” and 12% No Responds	3.26

\*In 2009, there was a blizzard during the Teacher Employment days that prohibited both candidates and recruiters' from traveling. In 2010, two of the survey completers only responded to the last survey question.

\*\*In 2012, a total of 61 school districts participated. However, only 54 districts indicated the numbers of UNC candidates were interviewed. “

### Recruiter's Evaluation of Teacher Candidate's



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