Recruiter Survey: Teacher Employment Day

1 – Below expectations 2 - Meets expectations 3 - Above expectations 4 – Outstanding NA- Not Applicable Teach Employment Day occurs during the Spring semester					
Candidate's Performance Question	***2009** N=15	***2010** N=14	**2011** N=46	**2012** N=136	**2013** N=88
1. Arrived promptly.	3.47	3.67	3.11	3.61	3.64
2. Dressed appropriately.	3.07	3.54	3.20	3.46	3.33
3. Were prepared to share a resume and samples of professional work (e.g., student portfolios).	3.27	3.62	3.30	3.48	3.48
4. Demonstrated knowledge about your district.	1.79	2.54	1.97	2.26	2.18
5. Demonstrated confidence in his/her skills and themselves.	2.57	3.23	2.93	3.08	2.97
6. Were able to communicate effectively.	2.93	3.46	3.02	3.44	2.99
7. Responded to your questions in an appropriate and comprehensive fashion.	2.79	3.31	2.86	3.12	2.94
8. Demonstrated appropriate interpersonal contact and demeanor including handshake and eye contact.	3.00	3.62	3.13	3.37	2.94
9. Demonstrates a caring disposition about working with others.	3.07	3.46	3.82	3.36	3.26
10. Demonstrated knowledge about appropriate practice in his/her field of specialty.	2.86	3.46	2.90	3.01	3.30
11. Described effective and current instructional practices.	2.71	3.08	2.73	2.82	3.02
12. Were knowledgeable about appropriate classroom management	2.36	3.23	2.57	2.81	2.88

strategies.					
13. Was knowledgeable of standards-based education.	2.50	3.15	2.66	2.79	2.74
14. Discussed developing appropriate academic goals for students with disabilities.	2.18	3.18	2.41	2.62	2.67
15. Discussed developing appropriate instruction to teach content in an age-appropriate manner.	2.43	3.08	2.62	2.80	2.77
16. Were knowledgeable about instructional practices for culturally and linguistically diverse students.	2.17	3.10	2.51	2.64	2.69
17. Demonstrated a well-developed philosophy about working with children.	2.57	3.15	2.74	3.00	2.95
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)**	Yes No 73% 13% *13% No Responds	Yes No 87% 0% * 13% No Responds	Yes No 69% 2% *17% responded "some" and 12% No Responds	3.26	3.19

*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.

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.

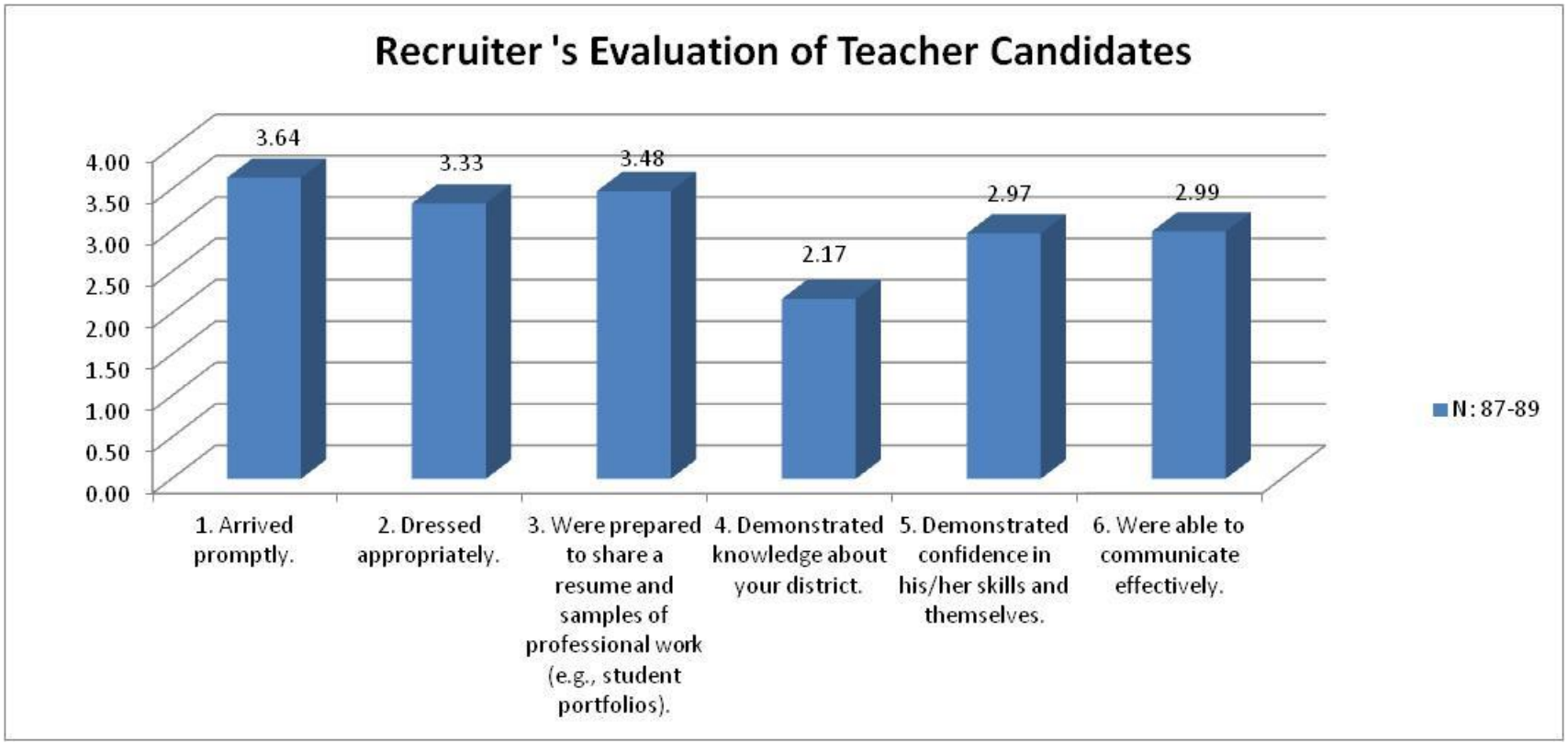
In 2012, the survey items were reviewed and adjusted to better identify the number of UNC student candidates. In 2012, the last survey item was reworded to identify UNC candidates, "Overall were the UNC candidates competitive for a position in your district?" The question was assigned a 4-point scale,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

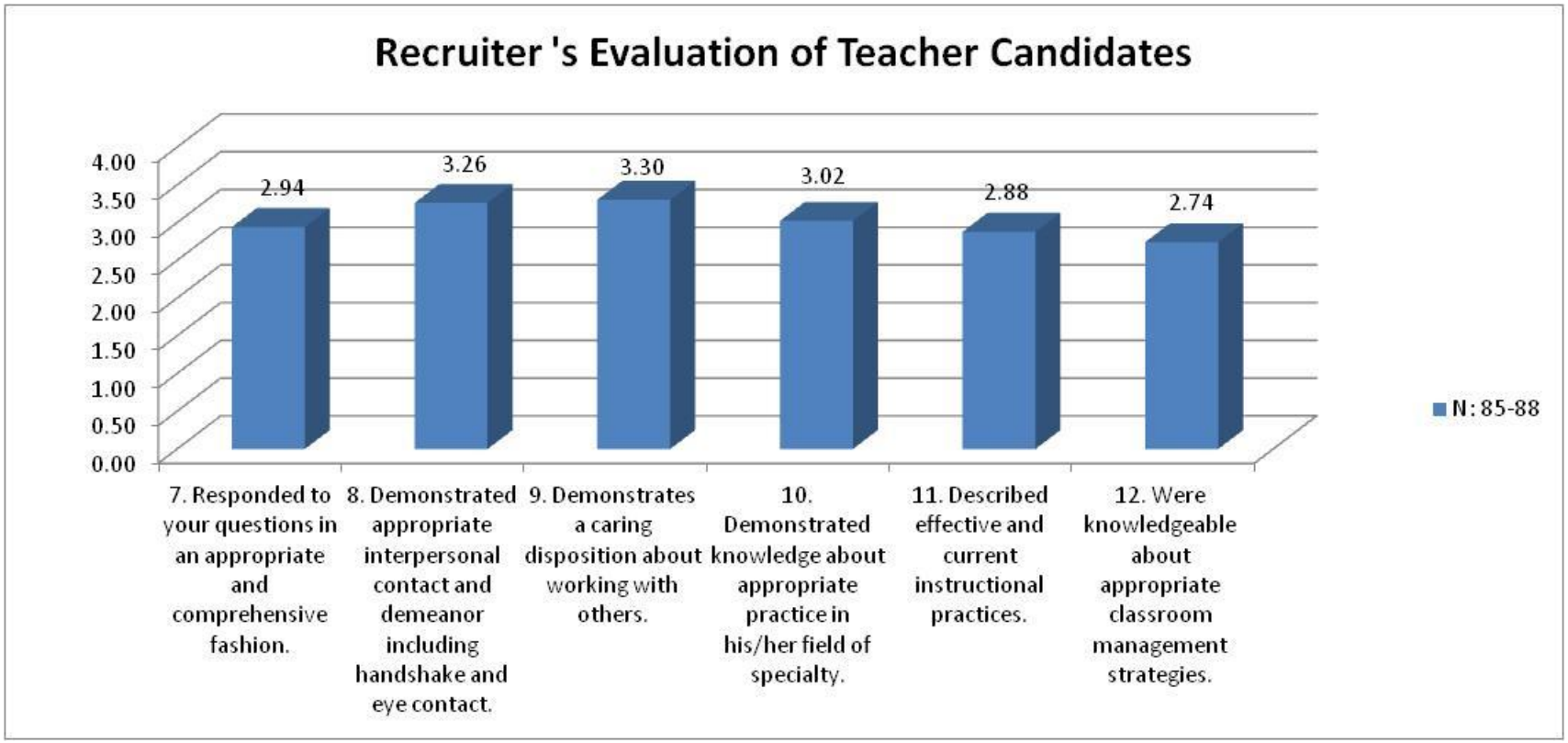
In 2013, one of the largest Teacher Fairs to date involved districts that participated compared to 110 districts in 2012. It is important to note that 36% of the teacher candidates reported by recruiters to be in attendance at the Interview Fair were not UNC teacher candidates. In addition, a student survey was administered electronically to teacher candidates registered for interviews at the Teacher Fair. Of the 60 participants, 61% identified themselves as UNC Alumni. Elementary Education, Secondary Education, and K-12 were the most desired positions.

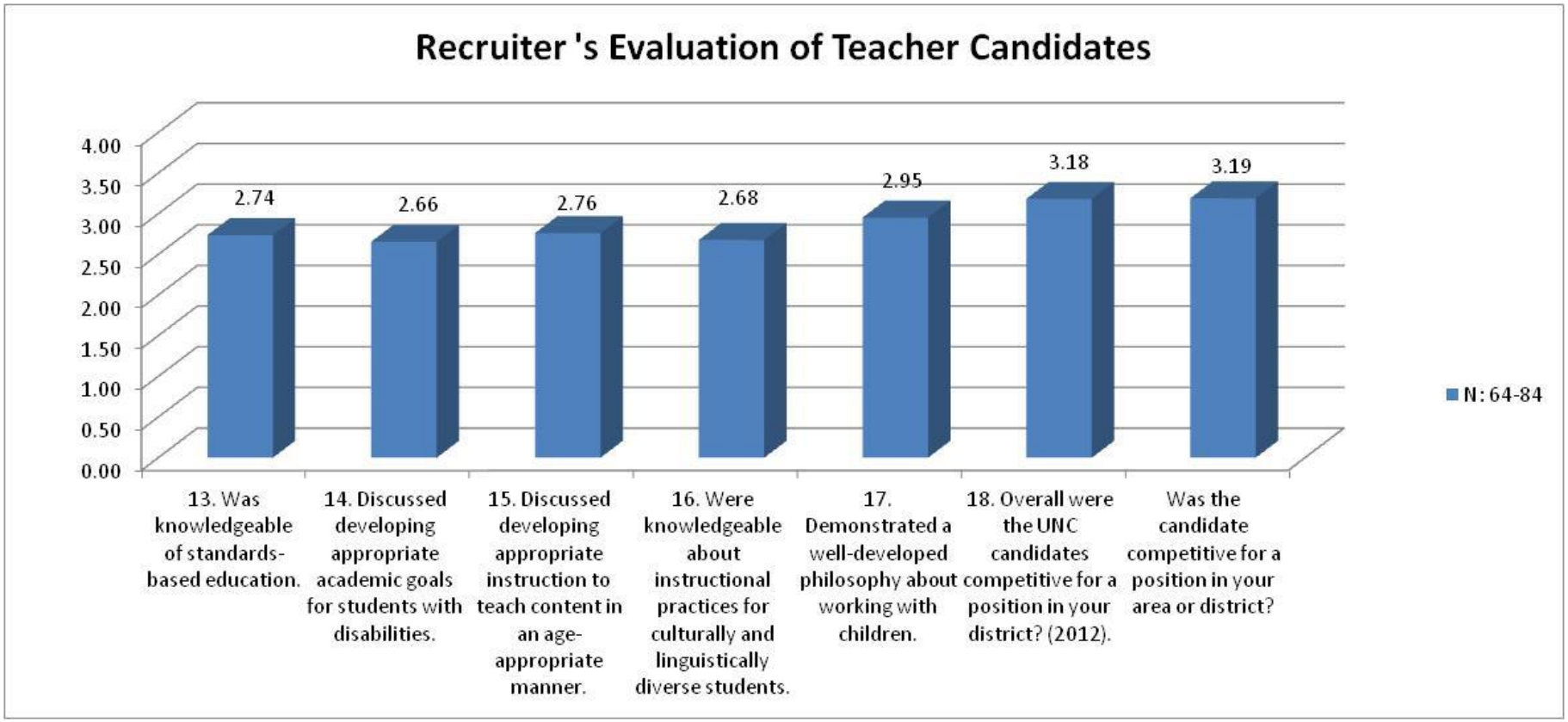
There were a total of 88 recruiters who completed and returned the 18-item survey that asked them to rate the preparation of UNC candidates/graduates as a group on several critical areas where competency indicates the ability to positively impact student learning. The scores were rated on a 4-point Likert scale ranging from 1 = Below Expectations to 4 = Outstanding. UNC graduates received ratings between 2.18 (demonstrates knowledge of district) to 3.64 (arrived promptly) on a four-point Likert scale, and 39% (7 out of 18) of the items were rated "Above Expectations" and 61% rated "Meets expectations."

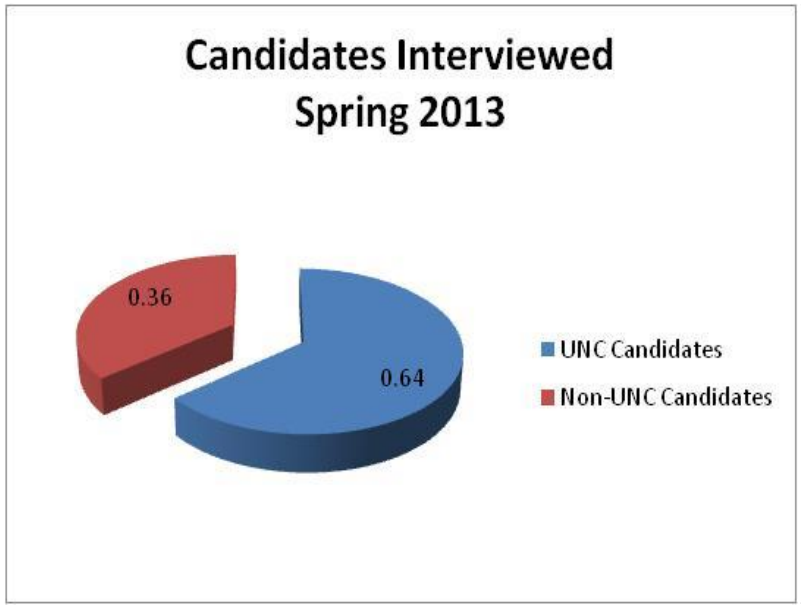
In summary, the analysis of data suggests that the UNC education programs are successful in developing and producing well prepared teachers and professional educators. Comments from interviewers indicate that candidates were generally well qualified for positions in the schools. More emphasis has been placed on developing goals for students with disabilities (M = 2.67) and teaching students from diverse backgrounds (M = 2.69) 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.

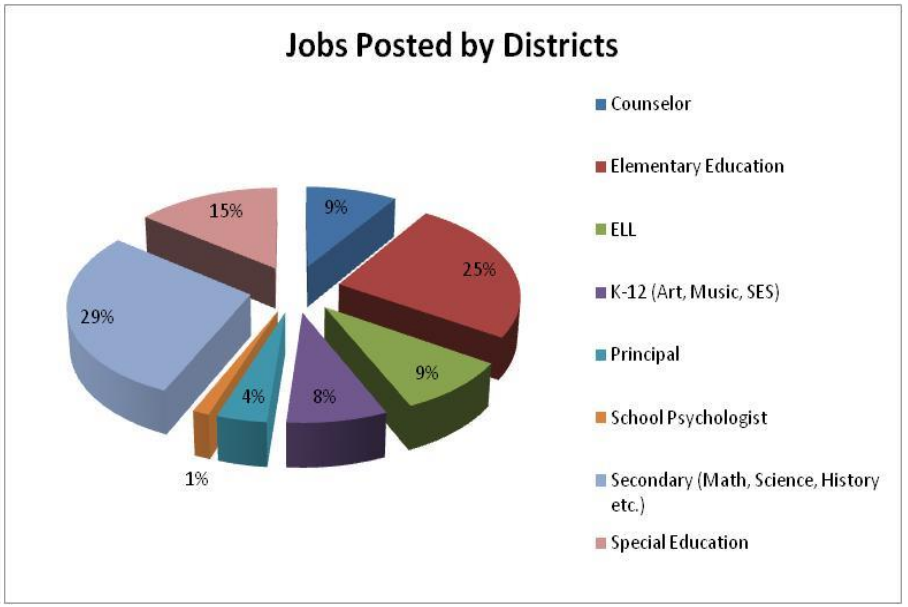
1 = Below Expectations; 2= Meets Expectations; 3= Above Expectations; 4 = Outstanding.




Recruiter 's Evaluation of Teacher Candidates
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2.94
3.26
3.30
3.02
2.88
2.74
7. Responded to your questions in an appropriate and comprehensive fashion.
8. Demonstrated appropriate interpersonal contact and demeanor including handshake and eye contact.
9. Demonstrates a caring disposition about working with others.
10. Demonstrated knowledge about appropriate practice in his/her field of specialty.
11. Described effective and current instructional practices.
12. Were knowledgeable about appropriate classroom management strategies.
N: 85-88


Recruiter 's Evaluation of Teacher Candidates
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2.74
2.66
2.76
2.68
2.95
3.18
3.19
13. Was knowledgeable of standards-based education.
14. Discussed developing appropriate academic goals for students with disabilities.
15. Discussed developing appropriate instruction to teach content in an age-appropriate manner.
16. Were knowledgeable about instructional practices for culturally and linguistically diverse students.
17. Demonstrated a well-developed philosophy about working with children.
18. Overall were the UNC candidates competitive for a position in your district? (2012).
Was the candidate competitive for a position in your area or district?
N: 64-84


Candidates Interviewed
Spring 2013
0.36
0.64
UNC Candidates
Non-UNC Candidates


Jobs Posted by Districts
9%
25%
9%
8%
4%
1%
29%
15%
Counselor
Elementary Education
ELL
K-12 (Art, Music, SES)
Principal
School Psychologist
Secondary (Math, Science, History etc.)
Special Education