

Q1 Since 2011, have you hired one or more recent Rhode Island College (RIC) graduates of initial teacher preparation programs (BA, BS, MAT degrees) to teaching positions at your school?

Answered: 30 Skipped: 0

Answer Choices	Responses	
Yes	100.00%	30
No	0.00%	0
Total		30

Q2 To the best of your knowledge, from which initial teacher preparation program(s) did these newly hired individuals graduate? (Check all that apply.)

Answered: 27 Skipped: 3

Answer Choices	Responses
Anthropology-Secondary	0.00% 0
Art Education	0.00% 0
Biology-Secondary	3.70% 1
Chemistry-Secondary	7.41% 2
Community Health & Wellness	0.00% 0
Early Childhood	11.11% 3
Elementary Education	44.44% 12
Elementary Education/Middle Grades Extension	3.70% 1
Elementary Education/Severe Intellectual Disabilities	3.70% 1
Elementary/Special Education Mild/Moderate	29.63% 8
Elementary/Special Education/Mild/Moderate & Severe Intellectual Disabilities	7.41% 2
English-Secondary	7.41% 2
French-Secondary	0.00% 0
General Science Secondary	3.70% 1
Geography-Secondary Health Education only	0.00% 0
Health and Physical Education	3.70% 1
History-Secondary	0.00% 0
Mathematics-Secondary	14.81% 4
Music Education	0.00% 0
Physical Education only	0.00% 0
Physics-Secondary	0.00% 0
Political Science-Secondary	0.00% 0
Portuguese-Secondary	0.00% 0
Secondary Education/Middle Grades Extension	11.11% 3
Social Studies-Secondary	7.41% 2
Sociology-Secondary	0.00% 0
Spanish-Secondary	0.00% 0
Technology Education	0.00% 0

2016 Survey of Employers of FSEHD Initial Program Graduates

Youth Development	0.00%	0
Other (please specify)	3.70%	1
Total Respondents: 27		

#	Other (please specify)	Date
1	Preschool Special Education	5/3/2016 11:43 AM

Q3 Overall, how prepared were recent (2011-2015) RIC graduates to assume professional teaching responsibilities when they first joined your staff?

Answered: 27 Skipped: 3

Answer Choices	Responses	
Not at all prepared	0.00%	0
Somewhat prepared	22.22%	6
Adequately prepared	48.15%	13
Very well prepared	29.63%	8
Total		27

Q4 How well have recent RIC graduates met your school's expectations for beginning teachers?

Answered: 27 Skipped: 3

Answer Choices	Responses	
Did not meet expectations	0.00%	0
Partially met expectations	22.22%	6
Met expectations	70.37%	19
Exceeded expectations	7.41%	2
Total		27

Q5 Please rate the preparation of recent RIC graduates as compared to teachers with the same level of preparation from other institutions.

Answered: 27 Skipped: 3

Answer Choices	Responses
Least well prepared	0.00% 0
Less well prepared than most	14.81% 4
About as well prepared as others	55.56% 15
Better prepared than most	22.22% 6
Among the best prepared	7.41% 2
Total	27

Q6 To what degree would you recommend that your school hire graduates of RIC initial teacher preparation programs?

Answered: 26 Skipped: 4

Answer Choices	Responses
Not at all	0.00% 0
With some reservation	15.38% 4
With confidence	46.15% 12
With high confidence	23.08% 6
Absolutely, without reservation	15.38% 4
Total	26

Q7 KnowledgeRIC graduates:

Answered: 26 Skipped: 4

	Not at all prepared	Somewhat prepared	Adequately prepared	Very well prepared	Total	Weighted Average
Understand central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content applicable to your certification area.	0.00% 0	23.08% 6	50.00% 13	26.92% 7	26	3.04
Possess a deep understanding of RI student standards that are applicable to your certification area.	0.00% 0	19.23% 5	53.85% 14	26.92% 7	26	3.08
Understand current RI educational initiatives.	3.85% 1	46.15% 12	34.62% 9	15.38% 4	26	2.62
Understand RI educational law and policies.	3.85% 1	53.85% 14	38.46% 10	3.85% 1	26	2.42
Understand the core principles, concepts, and purposes of assessment.	4.00% 1	32.00% 8	48.00% 12	16.00% 4	25	2.76

2016 Survey of Employers of FSEHD Initial Program Graduates

Q8 InstructionRIC graduates:

Answered: 26 Skipped: 4

	Not at all prepared	Somewhat prepared	Adequately prepared	Very well prepared	Total	Weighted Average
Create learning experiences using a broad base of general knowledge.	0.00% 0	34.62% 9	46.15% 12	19.23% 5	26	2.85
Design lessons that help students progress to proficiency in RI student standards that are applicable to your certification area.	0.00% 0	23.08% 6	57.69% 15	19.23% 5	26	2.96
Create instructional opportunities that reflect a respect for the diversity of learners.	3.85% 1	30.77% 8	50.00% 13	15.38% 4	26	2.77
Create instructional opportunities that reflect an understanding of how children learn, develop, and approach learning.	3.85% 1	30.77% 8	42.31% 11	23.08% 6	26	2.85
Create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	3.85% 1	26.92% 7	50.00% 13	19.23% 5	26	2.85
Use effective communication for student exploration, conjecture, discussion, and investigation of new ideas.	0.00% 0	46.15% 12	34.62% 9	19.23% 5	26	2.73
Create instructional opportunities to encourage student critical thinking, problem solving, performance skills, and literacy across content areas.	0.00% 0	46.15% 12	38.46% 10	15.38% 4	26	2.69
Use effective classroom management strategies.	3.85% 1	53.85% 14	30.77% 8	11.54% 3	26	2.50
Implement standards-based lessons in your certification area.	3.85% 1	26.92% 7	46.15% 12	23.08% 6	26	2.88
Integrate knowledge, skills, and practices embedded in key RI educational initiatives into your own educational practice.	4.00% 1	40.00% 10	32.00% 8	24.00% 6	25	2.76

2016 Survey of Employers of FSEHD Initial Program Graduates

Q9 AssessmentRIC graduates:

Answered: 26 Skipped: 4

	Not at all prepared	Somewhat prepared	Adequately prepared	Very well prepared	Total	Weighted Average
Assess student progress toward proficiency in the RI student standards that are applicable to your certification area.	3.85% 1	34.62% 9	42.31% 11	19.23% 5	26	2.77
Use appropriate informal assessment strategies.	7.69% 2	42.31% 11	38.46% 10	11.54% 3	26	2.54
Use appropriate formal assessment strategies with individuals and groups of students.	4.00% 1	28.00% 7	52.00% 13	16.00% 4	25	2.80
Balance the use of formative and summative assessment as appropriate to support, verify, and document student learning.	7.69% 2	46.15% 12	34.62% 9	11.54% 3	26	2.50
Select and implement assessments to monitor student progress.	0.00% 0	56.00% 14	28.00% 7	16.00% 4	25	2.60
Use assessment data to evaluate and modify your instructional practice.	3.85% 1	46.15% 12	38.46% 10	11.54% 3	26	2.58
Identify, gather, and analyze data from sources other than assessments to improve student learning and instructional practice.	4.00% 1	44.00% 11	40.00% 10	12.00% 3	25	2.60
Provide meaningful feedback to all learners	11.54% 3	34.62% 9	34.62% 9	19.23% 5	26	2.62
Design or select assessments that match learning objectives with assessment methods.	3.85% 1	42.31% 11	38.46% 10	15.38% 4	26	2.65
Design or select assessments that minimize sources of bias that can distort assessment results.	7.69% 2	46.15% 12	38.46% 10	7.69% 2	26	2.46

Q10 TechnologyRIC graduates:

Answered: 26 Skipped: 4

	Not at all prepared	Somewhat prepared	Adequately prepared	Very well prepared	Total	Weighted Average
Use technology-enhanced instructional strategies to support the diverse needs of all learners.	3.85% 1	30.77% 8	50.00% 13	15.38% 4	26	2.77
Evaluate various technology resources for accuracy and/or suitability.	3.85% 1	42.31% 11	42.31% 11	11.54% 3	26	2.62
Use digital media to increase socialization within the learning environment.	7.69% 2	26.92% 7	42.31% 11	23.08% 6	26	2.81
Plan activities using technology to engage students outside the classroom.	11.54% 3	26.92% 7	46.15% 12	15.38% 4	26	2.65
Facilitate technology-enhanced experiences that address student content standards.	8.00% 2	32.00% 8	40.00% 10	20.00% 5	25	2.72
Meet technology standards related to the Common Core Standards.	7.69% 2	34.62% 9	46.15% 12	11.54% 3	26	2.62
Utilize technology to analyze assessment results.	8.00% 2	40.00% 10	36.00% 9	16.00% 4	25	2.60
Use grade book software to organize student data.	11.54% 3	42.31% 11	30.77% 8	15.38% 4	26	2.50
Support the development of student electronic portfolios.	16.00% 4	40.00% 10	28.00% 7	16.00% 4	25	2.44
Use technology to communicate with other professionals.	7.69% 2	11.54% 3	57.69% 15	23.08% 6	26	2.96

Q11 DiversityRIC graduates:

Answered: 26 Skipped: 4

	Not at all prepared	Somewhat prepared	Adequately prepared	Very well prepared	Total	Weighted Average
Reflect on my own biases and worldview.	7.69% 2	34.62% 9	53.85% 14	3.85% 1	26	2.54
Understand the experiences of students from other cultures.	7.69% 2	42.31% 11	46.15% 12	3.85% 1	26	2.46
Understand the impact of poverty on learning.	16.00% 4	36.00% 9	36.00% 9	12.00% 3	25	2.44
Work effectively with English Language Learners.	8.33% 2	50.00% 12	33.33% 8	8.33% 2	24	2.42
Work effectively with students with disabilities.	8.00% 2	36.00% 9	44.00% 11	12.00% 3	25	2.60
Work effectively with students who are both English language learners AND students with disabilities.	8.33% 2	50.00% 12	33.33% 8	8.33% 2	24	2.42
Work effectively with gifted and talented students.	11.54% 3	34.62% 9	42.31% 11	11.54% 3	26	2.54
Work effectively with families in diverse communities.	12.00% 3	44.00% 11	36.00% 9	8.00% 2	25	2.40

Q12 ProfessionalismRIC graduates:

Answered: 26 Skipped: 4

	Not at all prepared	Somewhat prepared	Adequately prepared	Very well prepared	Total	Weighted Average
Work collaboratively with school personnel to create a professional learning community.	7.69% 2	19.23% 5	50.00% 13	23.08% 6	26	2.88
Maintain professional standards guided by legal and ethical principles.	3.85% 1	23.08% 6	57.69% 15	15.38% 4	26	2.85
Work collaboratively with the broader community to support teaching, learning and student achievement.	3.85% 1	26.92% 7	53.85% 14	15.38% 4	26	2.81
Work collaboratively with families to support teaching, learning and student achievement.	7.69% 2	23.08% 6	57.69% 15	11.54% 3	26	2.73
Actively seek and participate in opportunities to learn and grow as a professional.	11.54% 3	11.54% 3	53.85% 14	23.08% 6	26	2.88
Reflect on your practice.	15.38% 4	7.69% 2	53.85% 14	23.08% 6	26	2.85
Collaborate with other educators about data and how it relates to the learning needs of students.	11.54% 3	15.38% 4	57.69% 15	15.38% 4	26	2.77

Q13 Describe the greatest strengths of recent graduates of RIC initial teacher preparation programs.

Answered: 10 Skipped: 20

#	Responses	Date
1	Positive attitude and desire to improve their craft.	5/11/2016 7:24 AM
2	willingness to learn, embrace technology (we have one to one devices), to contribute to committees and dept meetings	5/3/2016 5:30 PM
3	Knowledge of content standards, ability to work collaboratively with colleagues	5/3/2016 12:08 PM
4	Bringing 21st century skills into the classrooms.	5/3/2016 11:55 AM
5	They are enthusiastic and passionate.	4/14/2016 2:56 PM
6	They care greatly about working with students.	4/12/2016 2:48 PM
7	Ability to "hit the ground running" in difficult and trying assignments.	4/11/2016 4:03 PM
8	personable, well groomed	4/11/2016 9:57 AM
9	Energy and excitement around content area, ability to work as a part of a team, willingness to learn from mentor, content knowledge	4/7/2016 4:33 PM
10	We have selected the very top candidates in the selection process. Last year we had 423 applicants for an elementary teaching position.	4/6/2016 12:46 PM

Q14 How can RIC better prepare graduates to work in your school?

Answered: 12 Skipped: 18

#	Responses	Date
1	Increase practicum time at each level.	5/11/2016 7:24 AM
2	explore multiple pathways for students, provide them with alternate means to learn and opportunities to show their learning.	5/3/2016 5:30 PM
3	Flexibility working with diverse populations and learners	5/3/2016 12:15 PM
4	stronger classroom management (though I am aware that this comes with experience!)	5/3/2016 12:08 PM
5	I feel they are very prepared the rest is the experiences they need to go through to develop "Thinking on your feet" skills	5/3/2016 11:55 AM
6	The students need to have a deeper understanding of RIELDS Standards; Assessment of preschool students; familiarity with ECERS and CLASS; familiarity with the RIDE Teacher Evaluation Rubric; familiarity with BrightStars expectations.	5/3/2016 11:48 AM
7	Greater focus on understanding diversity and teaching in diverse settings. Focus on professionalism and learning to take feedback.	4/14/2016 2:56 PM
8	More application of what districts are working with/doing now rather than the theory.	4/12/2016 2:48 PM
9	Focus less on ccss cross referencing and more on differentiating summative assessment for homeless and "bad environment" home students to increase the passage rate of this 1/3 of our population.	4/11/2016 4:03 PM
10	more time in a variety of classrooms before graduation	4/11/2016 9:57 AM
11	Highlander is an urban school that works with low income minority students. Teachers need to have more tools to deal with the population	4/7/2016 4:33 PM
12	Sometimes we receive student teachers who are less than capable teachers. Screening at an early stage of their education would be helpful well before the student teaching portion.	4/6/2016 12:46 PM