

## UNC Professional Education Unit (PEU) - Teacher Employment Day: Recruiter Survey

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 both in and out of the state of Colorado participate in the fair. In 2014, recruiters represented 139 districts spread across 80 different states with teacher candidate interviewees

	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	% of 1	% of 1.5	% of 2	% of 2.5	% of 3	% of 3.5	% of 4	% of NA
1. Arrived promptly.	0%	0%	22%	0%	13%	0%	65%	0%
2. Dressed appropriately.	2%	0%	20%	0%	23%	0%	55%	0%
3. Were prepared to share a resume and samples of professional work (e.g., student portfolios).	2%	0%	16%	0%	40%	0%	40%	2%
4. Demonstrated knowledge about your district.	18%	0%	44%	0%	25%	0%	4%	9%
5. Demonstrated confidence in his/her skills and themselves.	0%	0%	27%	0%	51%	0%	22%	0%
6. Were able to communicate effectively.	0%	0%	23%	0%	45%	0%	32%	0%
7. Responded to your questions in an appropriate and comprehensive fashion.	4%	0%	21%	0%	46%	0%	29%	0%
8. Demonstrated appropriate interpersonal contact and demeanor including handshake and eye contact.	0%	0%	18%	2%	30%	0%	50%	0%
9. Demonstrates a caring disposition about working with others.	0%	0%	11%	0%	38%	0%	50%	2%
10. Demonstrated knowledge about appropriate practice in his/her field of specialty.	2%	0%	30%	2%	45%	0%	21%	0%

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<b>11. Described effective and current instructional practices.</b>	2%	2%	32%	2%	38%	0%	20%	5%
<b>12. Were knowledgeable about appropriate classroom management strategies.</b>	4%	0%	32%	2%	39%	0%	18%	5%
<b>13. Was knowledgeable of standards-based education.</b>	4%	2%	34%	2%	38%	0%	13%	9%
<b>14. Discussed developing appropriate academic goals for students with disabilities.</b>	9%	2%	32%	2%	18%	0%	14%	23%
<b>15. Discussed developing appropriate instruction to teach content in an age-appropriate manner.</b>	7%	2%	21%	0%	43%	0%	16%	11%
<b>16. Were knowledgeable about instructional practices for culturally and linguistically diverse students.</b>	11%	2%	34%	0%	27%	0%	14%	13%
<b>17. Demonstrated a well-developed philosophy about working with children.</b>	2%	2%	29%	0%	39%	0%	23%	5%
<b>18. Overall were the UNC candidates competitive for a position in your district? (2012).</b>	0%	0%	10%	0%	55%	4%	31%	0%

Represented from 29 states. Having candidates attend from many non-UNC programs has made it difficult to distinguish between UNC teacher candidates' performance on meeting expectations from those students not affiliated with the university. Thus, these scores may not be completely representative of UNC candidates, as they are based on the recruiters' recollections of their perceptions of UNC candidates

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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.

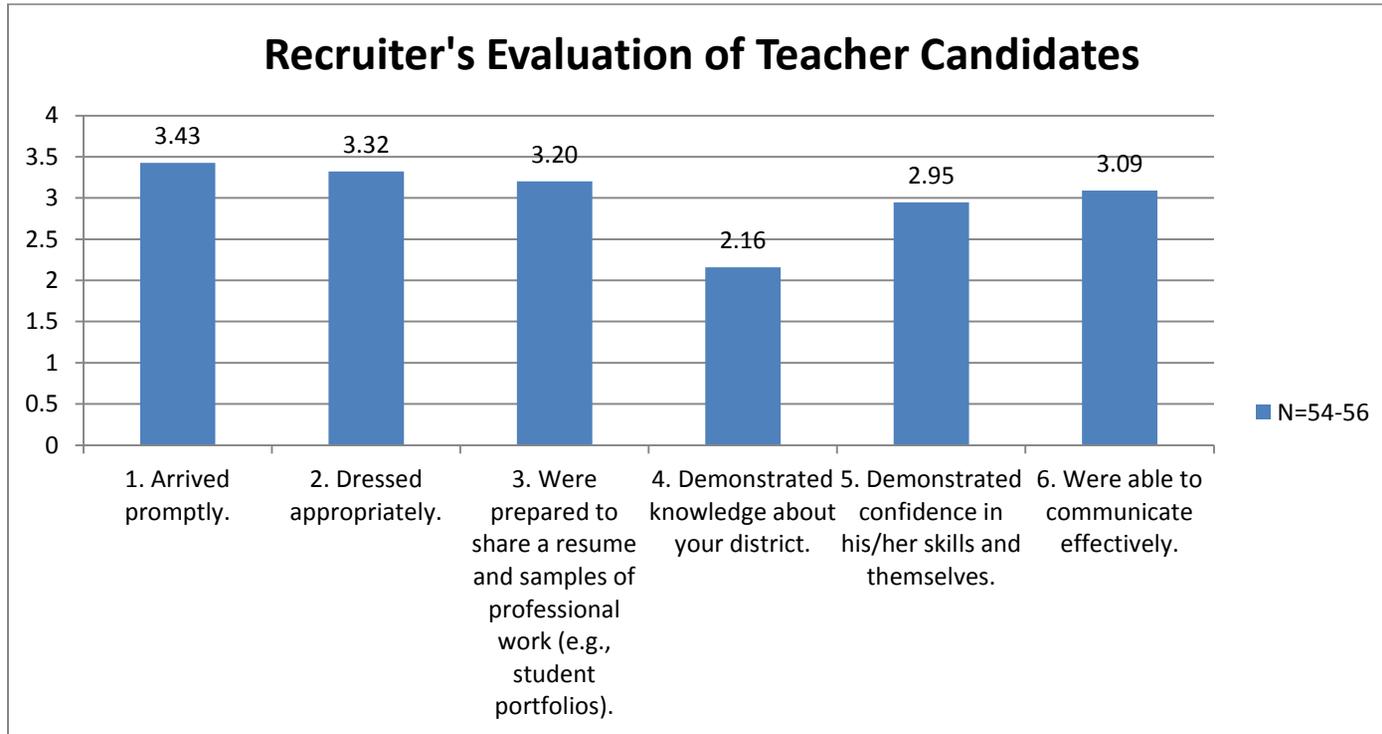
Estimates suggested that the 2014, was not as well-attended as previous Teacher Fairs. It is important to note that approximately 40% of the teacher candidates reported by recruiters to be in attendance at the Teacher Employment Days were not UNC teacher candidates. In addition, a student survey was administered electronically to teacher candidates registered for interviews at the Teacher Fair. Of the 43 UNC participants, 35% identified themselves as UNC Alumni. Elementary Education, Secondary Education, and K-12 were the most desired positions.

There were a total of 57 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 2.16 (demonstrates knowledge of district) to 3.43 (arrived promptly) on a four-point Likert scale, and over half of the candidates received ratings of 3's (Above Expectations) or 4's (Outstanding) on 15 out of 18 performance questions.

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 and particularly competitive as compared to candidates from other education programs. By and large, recruiters indicated that UNC candidates were able to proficiently discuss with articulate their knowledge related to their education to recruiters.

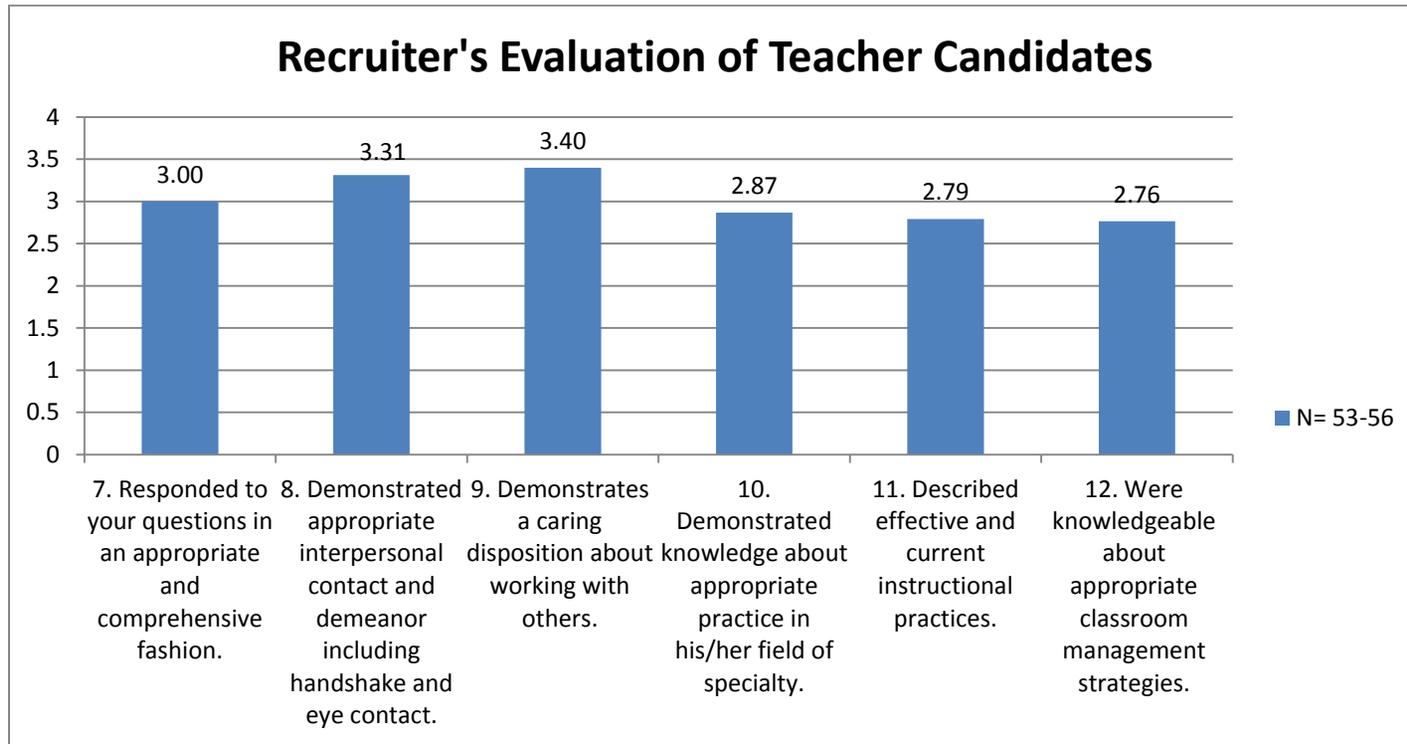
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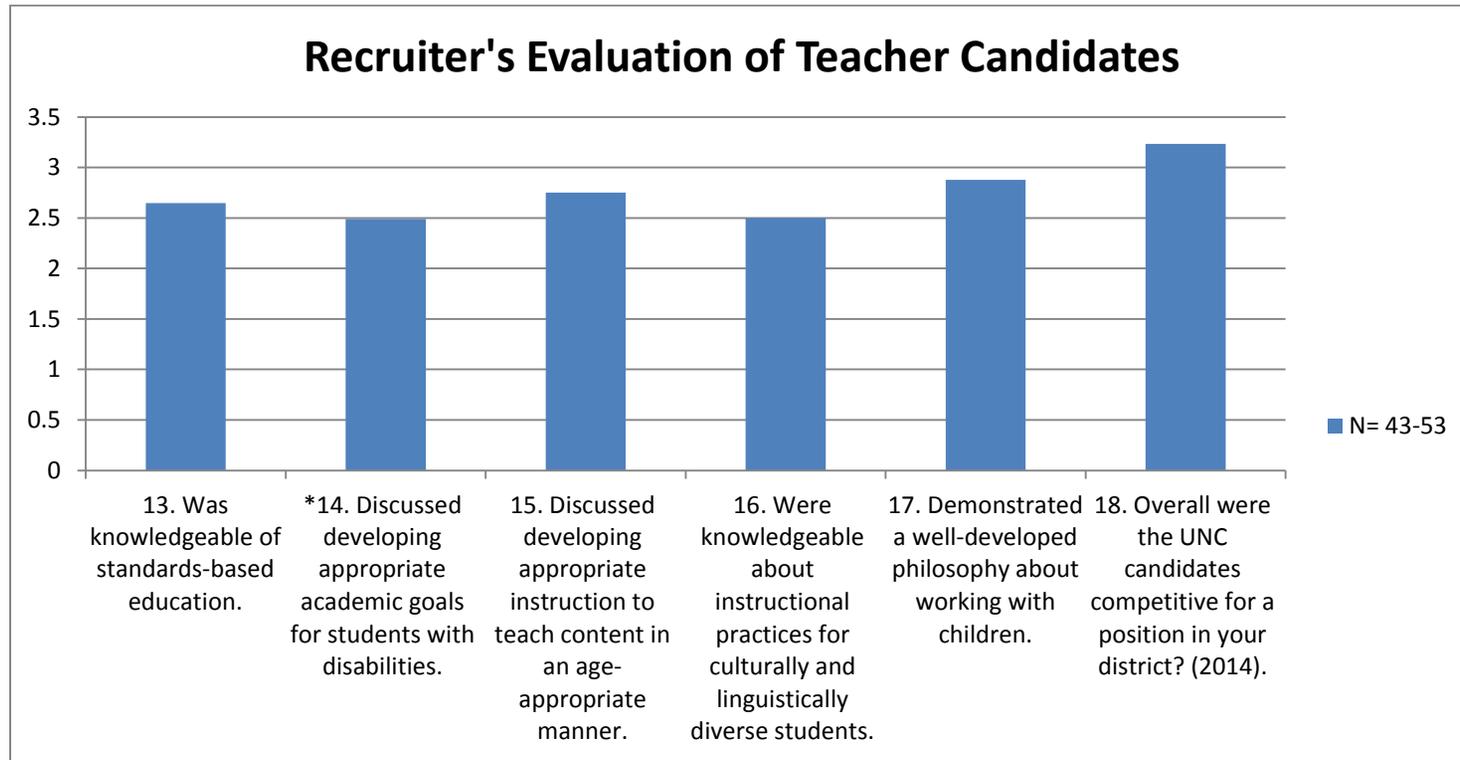
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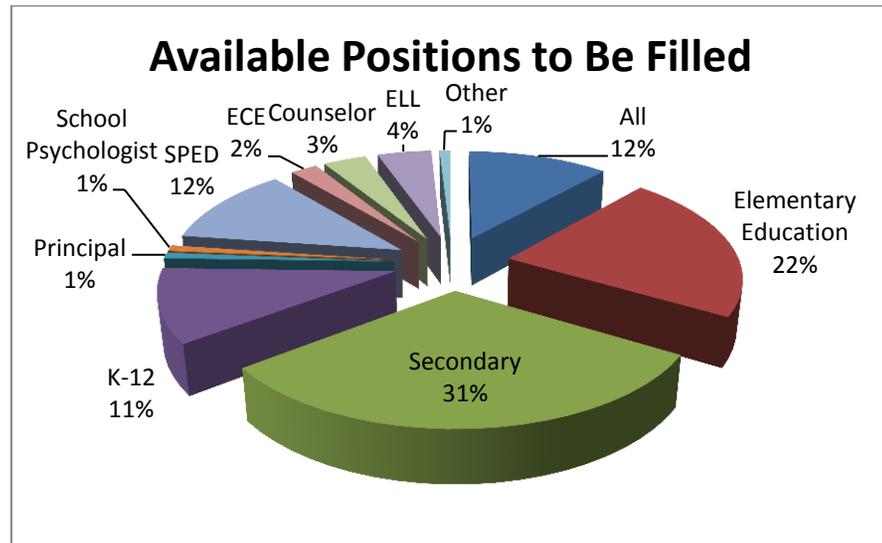
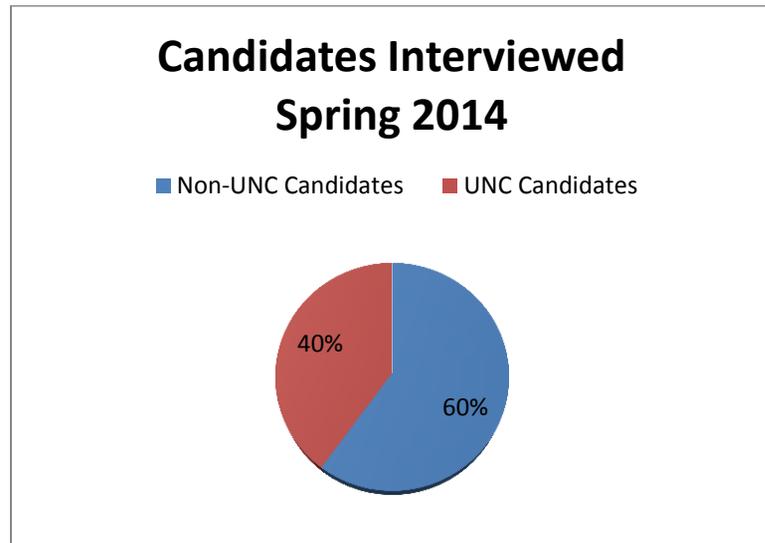
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### Candidates Interviewed Spring 2014



Note: Percentages are based on estimations from recruiters regarding the number of candidates interviewed and available positions to be filled.