

	2020-2021(n=1)					2019-2020 (n=4)					2018-2019(n=0)				
	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<b>Pedagogy: The graduate was prepared to</b>															
Demonstrate knowledge of discipline-specific concepts and employ a range of activities to support students to learn these concepts	1(100%)					3(75%)	1(25%)								
Demonstrate general knowledge of how students learn and engage students in active learning. You understand the different styles, interests, cultural assets, and prior knowledge that particular groups of students possess. When appropriate, you can use strategies that provide effective instruction for ELLs.	1(100%)					3(75%)		1(25%)							
Connect new content to student interests, assets, and/or prior learning.	1(100%)						3(75%)	1(25%)							
<b>Learners: The graduate was prepared to</b>															
Present materials and learning tasks in an engaging and enthusiastic manner and provide opportunities for student input and participation at the appropriate level of challenge and rigor to support deep learning.	1(100%)					3(75%)	1(25%)								
Establish clear expectations in the classroom with regard to both the rigor of work expected as well as classroom routines and procedures.		1(100%)				2(50%)	2(50%)								
Encourage student questions and be responsive to the diversity of students' learning and social/emotional needs.	1(100%)					2(50%)	1(25%)		1(25%)						
<b>Instruction: The graduate was prepared to</b>															
Use a variety of technological tools in the classroom in a way that is accessible to most of the students.	1(100%)					2(50%)	1(25%)	1(25%)							
Design and ask a variety of questions designed to encourage critical and higher-order thinking.	1(100%)					2(50%)*	1(25%)*								
Design a variety of assessment tools for formative and summative purposes and use assessment data to inform instructional planning.		1(100%)					3(75%)	1(25%)							

	2020-2021(n=0)					2019-2020 (n=4)					2018-2019(n=7)				
	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<b>Instructional Resource Management: The graduate was prepared to</b>															
Conduct lessons within the anticipated time frame, and demonstrate the precise timing of activities.	1(100%)					2(50%)	1(25%)	1(25%)							
Create smooth transitions with little if any instructional time lost and establish clear and effective classroom rules and routines.	1(100%)						4(100%)								
<b>Professionalism: The graduate was prepared to</b>															
Build relationships with families, colleagues, and community in order to increase learning opportunities for students and understand how professional decisions affect others	1(100%)					4(100%)									
Independently problem solve while at the same time understand when to seek help and when a problem or circumstance calls for consultation with other professionals.	1(100%)					2(50%)	2(50%)								
Demonstrate knowledge of the ethics and dispositions expected of teachers, and act in a responsible and trustworthy manner in all situations.	1(100%)					3(75%)	1(25%)								
Exhibit sufficient maturity and self-confidence to respond positively and productively to feedback and make efforts to improve performance based on feedback.	1(100%)					2(50%)	2(50%)								
Reflect on the effectiveness of his/her teaching, and has discussed or exhibited how s/he made changes to future instruction.	1(100%)					3(75%)	1(25%)								
Contribute to an expected level of student learning growth	1(100%)					1(25%)	2(50%)	1(25%)							

\*2019-2020: One employer did not provide answer for "Design and ask a variety of questions designed to encourage critical and higher-order thinking".