

Bagwell College of Education at Kennesaw State University
Survey of 1st Year Induction Teacher Employers (2016 Completer Cohort)

Employer	N=139	Yes	No
a. Was the inductee "in-field" during the first year of teaching?		126 (91%)	13 (9%)

Now that this teacher has completed his/her first year of teaching, I can say that this teacher...	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC 1)	58 (42%)	80 (58%)	1 (1%)	0 (0%)	0 (0%)
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC 1)	59 (42%)	79 (57%)	1 (1%)	0 (0%)	0 (0%)
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC 3)	51 (37%)	79 (57%)	8 (6%)	1 (1%)	0 (0%)
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC 3)	49 (35%)	73 (53%)	15 (11%)	2 (1%)	0 (0%)
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC 3)	46 (33%)	78 (56%)	13 (9%)	2 (1%)	0 (0%)
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC 5)	46 (33%)	86 (62%)	7 (5%)	0 (0%)	0 (0%)
7.a. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students (InTASC 1)	24 (17%)	85 (61%)	8 (6%)	0 (0%)	22 (16%)
7.b. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities (InTASC 1)	28 (20%)	84 (60%)	5 (4%)	0 (0%)	22 (16%)
7.c. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: English Language Learners. (InTASC 1)	23 (17%)	83 (60%)	5 (4%)	0 (0%)	28 (20%)
7.d. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk Students (InTASC 1)	35 (25%)	87 (63%)	10 (7%)	0 (0%)	7 (5%)
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC 10)	43 (31%)	90 (65%)	3 (2%)	0 (0%)	3 (2%)
9. Creates experiences to build accurate conceptual understandings. (InTASC 4)	44 (32%)	87 (63%)	4 (3%)	0 (0%)	4 (3%)
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC 4)	44 (32%)	93 (67%)	1 (1%)	0 (0%)	1 (1%)
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC 4)	44 (32%)	90 (65%)	4 (3%)	0 (0%)	1 (1%)

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12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC 3)	52 (37%)	80 (58%)	4 (3%)	0 (0%)	3 (2%)
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC 5)	38 (27%)	87 (63%)	11 (8%)	0 (0%)	3 (2%)
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC 4)	36 (26%)	89 (64%)	9 (6%)	0 (0%)	5 (4%)
15. Examines data to understand each learner's progress and learning needs. (InTASC 6)	36 (26%)	100 (72%)	1 (1%)	0 (0%)	2 (1%)
16. Engages learners in monitoring their own progress. (InTASC 6)	27 (19%)	96 (69%)	14 (10%)	0 (0%)	2 (1%)
17. Develops supports for literacy development across content areas. (InTASC 5)	37 (27%)	89 (64%)	6 (4%)	0 (0%)	7 (5%)
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC 5)	42 (30%)	81 (58%)	11 (8%)	0 (0%)	5 (4%)
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC 5)	38 (27%)	92 (66%)	5 (4%)	0 (0%)	4 (3%)
20. Promote students' responsible use of interactive technologies. (InTASC 3)	37 (27%)	94 (68%)	3 (2%)	0 (0%)	5 (4%)
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC 6)	36 (26%)	98 (71%)	4 (3%)	0 (0%)	1 (1%)
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC 3)	29 (21%)	106 (76%)	3 (2%)	0 (0%)	1 (1%)
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC 6)	35 (25%)	99 (71%)	3 (2%)	0 (0%)	2 (1%)
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC 7)	36 (26%)	96 (69%)	5 (4%)	0 (0%)	2 (1%)
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC 8)	37 (27%)	93 (67%)	6 (4%)	0 (0%)	3 (2%)
26. Aligns instructional goals and activities with state and district performance standards. (InTASC 8)	49 (35%)	90 (65%)	0 (0%)	0 (0%)	0 (0%)
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC 9)	45 (32%)	86 (62%)	6 (4%)	0 (0%)	2 (1%)
28. Seeks professional development opportunities to further develop his/her practice. (InTASC 9)	53 (38%)	79 (57%)	6 (4%)	0 (0%)	1 (1%)
29. Works collaboratively with colleagues and other professionals. (InTASC 10)	67 (48%)	69 (50%)	2 (1%)	0 (0%)	1 (1%)
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC 9)	67 (48%)	69 (50%)	0 (0%)	0 (0%)	3 (2%)
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC 10)	60 (43%)	69 (50%)	10 (7%)	0 (0%)	0 (0%)