

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Administrator Feedback

Data were collected from the administrators of all the completers. In most cases, the data were in the form of teacher evaluations; in one instance, the administrator did not want the evaluation shared with us, so she wrote a letter summarizing the contents of the evaluation. The data are disaggregated by completer in the following paragraphs.

The completer teaching first grade provided a letter from her administrator. The administrator noted that she attended numerous trainings and workshops over the course of the year. She said that the completer used innovative teaching methods, that her lesson plans contained the essential elements, that effective strategies and resources were used, and that her students were actively engaged in learning. She also noted that there was evidence of student progress monitoring. She commended the completer for her positive rapport with parents and students, the fact that she used proper documentation procedures, demonstrated professionalism, and had a successful school year.

The completer teaching 4th grade provided a mid-year evaluation due to the timing of the communication. On each of the eight teaching standards (professional knowledge, instructional planning, instructional delivery, assessment of/for learning, learning environment, culturally responsive teaching and equitable practices, professionalism, and student academic progress), the administrator could mark “evident” or “not evident. The completer rated “evident” for each indicator. The comments were overwhelmingly positive. Strengths noted were in work ethic and providing positive referrals. Areas for continued growth included mastering the 4th-grade standards and building a “bag of tricks” for working with students with challenging behaviors. Again, it is noted that this was a mid-year evaluation, and data were not available for the end of the year.

The high school biology completer’s administrator evaluation was based on the following documentation: goal-setting forms, formal classroom observation forms, reflection on teaching summary forms, parent communication logs, and student survey summary forms. The completer was found to be effective in all eight areas. She was commended for her personality and style, which contributed to a positive learning environment. She consistently demonstrated a strong understanding of content, using SOL-released questions for warm-ups, displaying student work, and teaching evolution in a way that communicated the content without infringing on students’ personal belief systems. No areas for improvement were noted, and she was recommended for re-employment.

Only the midpoint assessment was available for the Health and Physical Education completer. The assessment by the administrator had errors and was incomplete. Therefore, this data is not of great value for our purposes.

The SPED completer provided her supervisor's Summative Evaluation for her first year of teaching. Her supervisor selected “proficient” for every standard addressed (professional

knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment, culturally responsive teaching and equitable practices, and professionalism, student progress). The overall evaluation summary indicated this completer “is proficient and meets the standard in a manner consistent with the school’s mission and goals.”

The MUED completer shared comments provided on the end-of-year assessment, stating that they earned ‘proficient’ for each benchmark. Based on assessment comments at the District VI Choral Assessment, the choral ensemble earned scores of excellent or superior in each of the categories, including balance, blend, attention to musical score, diction, musicality, and professionalism.