

**Career Fair Survey for District Participants
(Spring 2015, Spring 2016, and Spring 2017)
Executive Summary Statement**

Did you find the NAU candidates prepared for their interviews with you? (Question 11)

Answer Options	2015		2016		2017	
	Percent	Count	Percent	Count	Percent	Count
Yes	65%	13	73%	22	85%	17
No	0%	0	3%	1	0%	0
Our district did not interview any NAU candidates today.	35%	7	27%	8	15%	3
<i>answered question</i>		20		30		20
<i>skipped question</i>		2		9		6

Open Ended Responses

2017 Responses

I would recommend that candidates have resumes to pass out as they meet on Friday night. Students needed to be prepared to share more examples of effective strategies used in the classroom.

We actually did screen one candidate, using our telephone interview screen

Especially the PRAXIS candidates; the other candidates were well-prepared though too.

It was difficult to find students seeking to work/live in rural communities. They're young.. I understand.

Candidates were very well prepared, and even brought work samples, impressive.

Candidates were prepared, dressed professionally and ready to answer questions.

2016 Responses

Students were well prepared when arriving for interview.

Students were well prepared and professional.

Students were well prepared and interviews went well.

2015 Responses

Survey did not include option for open ended responses in 2015.

Please provide any specific comments or observations regarding the strengths in terms of preparation of NAU teacher candidates.

Open Ended Responses

2017 Responses

A couple of candidates spoke specifically regarding dialogue between students, small group instruction, differentiation, and knowing students.

They were very confident and prepared for my interview

Students provided resumes and many students provided a folder with letters of recommendations etc.

Use and knowledge of best practices.

They were very student focused. All spoke about differentiation to meet needs of all students.

They had a strong content knowledge of differentiating instruction, scaffolding, and special education regulations.

confident in their ability and knowledge of content and pedagogy. confident and knowledgeable about how to meet the needs of all scholars.

Candidates were comfortable communicating their experiences, goals, educational philosophy, etc.

Equity

The teachers were able to answer all the questions I prepared ranging from content to classroom management. I felt the candidates were more prepared this year than past years.

They were calm and professional.

2016 Responses

Displaying their love for content and/or the profession.

Understanding of the state standards, pacing guides and lesson preparation are the three that stand out for me.

Mainly on their own experience of being in the classroom and really able to tell us what they want to teach and how they would teach it.

We are in a "standards-based" educational field now, so we appreciated when teachers talked about lesson planning starting with the standard. They also seemed very confident about classroom management strategies and building a community of learners in their class.

The interviewees had an understanding of current education trends for content delivery and classroom management.

Pedagogy is a strength.

Students were very informed on the topic of data literacy (uses, purposes, etc.)

Students spoke of assessments beyond end of the week and academic year. Students showed an understanding of formative assessments and checking to adjusting instruction.

Cultural competency and pedagogy.

Classroom management.

Very impressed that most students came with portfolios.

Students had solid examples, portfolios, and resumes.

Pleasantly surprised about range of experience with Native American students.

2015 Responses

Survey did not include option for open ended responses in 2015.

2015 Survey: If they were not prepared or able to communicate, what areas were most concerning?; 2016 & 2017 Surveys: If they were not prepared or able to communicate, what knowledge and skills were the most concerning? Check all that apply. (Question 13)

Answer Options	2015		2016		2017	
	Percent	Count	Percent	Count	Percent	Count
Dispositions (e.g. attitude, openness for students to learn, confidence, ethics, etc.)	0 %	0	11%	1	13%	1
Content	0%	0	11%	1	13%	1
Pedagogy	33%	1	44%	4	0%	0
Assessment (e.g. collect, manage, and analyze assessment data; use of formative and summative)	33%	1	56%	5	13%	1
Classroom Management	33%	1	56%	5	38%	3
Technology (e.g. use of...to engage and impact student learning)	0%	0	22%	2	25%	2
Special Populations (e.g. IEP's, laws, differentiation, ethics, goals, etc.)	33%	1	44%	4	13%	1
Other (please specify)	0%	0	0%	0	25%	2
<i>answered question</i>	3			9		8
<i>skipped question</i>	19			30		18

Please provide any specific comments or observations regarding the concerns in terms of preparation of NAU teacher candidates.

Open Ended Responses

2017 Responses

A few candidates couldn't speak to specific lessons they taught-curriculum and engagement.
n/a

Would like to have heard more of their experience with how they implement technology in the classrooms, in a variety of ways (to benefit curriculum, to engage families/parents, to update public and faculty using class website, etc.)

n/a

Candidate was prepared to discuss classroom management in a broad academic manner. No real familiarity with proven methods or strategies (e.g., Fred Jones, Jim Fay, etc.).

I need to comment this. If a teacher signed up for an interview and does NOT communicate that they've decided to not interview, I consider this an unprofessional abuse of our time. We traveled six hours total round trip. To them, it may be only 30 minutes; to us that is drive time that we could have used. I understand reconsidering and not interviewing. Just call OR text. We gave out our business cards, so they should have done this.

2016 Responses

The use of technology did not come up much and now a days that is huge because so much can be used with technology and make teaching a lot easier and organized.

Ability to work in a high-poverty school. Most candidates did not seem to have this experience in their preparation.

Several students did not have the ability to share good classroom management strategies and a few told us that they did not have extensive experience with technology. These are not "deal breakers" because we believe that we can help them with those skills if they are able to tell us that they need help, the people that don't see their lack of skill are those that we would avoid.

A lot of teachers mentioned "formal and informal assessments", but weren't able to provide specific examples of formal assessment types that are common in AZ, such as DIBELS, Galileo, AIMS Web, etc.

Maybe some exposure in their student teaching with analyzing formal assessment data?

Meeting a variety of learners needs in one class.

2015 Responses

Survey did not include option for open ended responses in 2015.