

**Career Fair Survey for District Participants (Spring 2018 - 2021)**  
**Executive Summary Statement**

Employer satisfaction data are collected from school and district personnel who attend the PEP annual career fair. Please note that due to the COVID-19 pandemic, the PEP annual career fair in Spring 2021 was held virtually using Handshake.

**NAU Teacher Candidates Preparedness for Interviews**

The percentage of respondents indicating that our teacher candidates were prepared for their interviews with them has been consistently high at 94% (in Spring 2019) to 100% (in Spring 2018 and 2020), though the percentage decreased to 78% in Spring 2021. The change from an in-person event to a virtual format for the PEP annual career fair, due to the COVID-19 pandemic, may account for the decreased percentage of respondents indicating that our teacher candidates were prepared for their interviews.

**Strengthens of NAU Teacher Candidates' Preparation**

For these four years, respondents have indicated dispositions (e.g., attitude, openness for students to learn, confidence, ethics, etc.), and pedagogy were strengths of our candidates' preparation for their interviews. Classroom management was also identified as a strength in 2018 as well as technology and content were also strengths identified in 2019, 2020, and 2021.

**Areas of Improvement for NAU Teacher Candidates**

Areas of improvement for our candidates identified by respondents across these four years were special populations (e.g., IEPs, laws, differentiation, etc.) and assessment (e.g., collect, manage, and analyze assessment data). Pedagogy was also identified as an area of improvement in 2018, 2019, and 2021 as well as classroom management was identified as an area of improvement in 2019, 2020, and 2021.

**Did you find the NAU candidates prepared for their interviews with you?**

| Answer Options           | 2018      |       | 2019      |       | 2020      |       | 2021      |       |
|--------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
|                          | Percent   | Count | Percent   | Count | Percent   | Count | Percent   | Count |
| Yes                      | 100%      | 14    | 94%       | 48    | 100%      | 44    | 78%       | 32    |
| No                       | 0%        | 0     | 6%        | 3     | 0%        | 0     | 22%       | 9     |
| <i>answered question</i> | <b>14</b> |       | <b>51</b> |       | <b>44</b> |       | <b>41</b> |       |
| <i>skipped question</i>  | <b>0</b>  |       | <b>2</b>  |       | <b>2</b>  |       | <b>13</b> |       |

**What professional teaching areas did you find the teacher candidates to be the most competent?**

| Answer Options   | 2018      |       | 2019      |       | 2020      |       | 2021      |       |
|--|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
|  | %         | Count | %         | Count | %         | Count | %         | Count |
| Dispositions (e.g. attitude, openness for students to learn, confidence, ethics, etc.)         | 77%       | 10    | 65%       | 34    | 83%       | 35    | 64%       | 23    |
| Content  | 0%        | 0     | 13%       | 7     | 36%       | 15    | 31%       | 11    |
| Pedagogy   | 8%        | 1     | 19%       | 10    | 36%       | 15    | 31%       | 11    |
| Assessment (e.g. collect, manage, and analyze assessment data; use of formative and summative) | 0%        | 0     | 10%       | 5     | 26%       | 11    | 17%       | 6     |
| Classroom Management   | 15%       | 2     | 13%       | 7     | 26%       | 11    | 11%       | 4     |
| Technology (e.g. use of...to engage and impact student learning)                               | 0%        | 0     | 15%       | 8     | 31%       | 11    | 19%       | 7     |
| Special Populations (e.g., IEPs, laws, differentiation, ethics, goals, etc.)                   | 0%        | 0     | 8%        | 4     | 24%       | 10    | 6%        | 2     |
| Other (please specify)   | 0%        | 0     | 6%        | 3     | 2%        | 1     | 0%        | 0     |
| <i>answered question</i>   | <b>13</b> |       | <b>47</b> |       | <b>42</b> |       | <b>36</b> |       |
| <i>skipped question</i>  | <b>1</b>  |       | <b>5</b>  |       | <b>4</b>  |       | <b>18</b> |       |

**Other Responses**

**2020 Responses**

The overall quality of the candidates was impressive. The enthusiasm and energy the candidates brought to the table was also impressive.

**2019 Responses**

very prepared.

They were informed on teacher certification and finger print clearance card.

All - couldn't check multiple

All of the above

All great candidates.

I couldn't highlight all that applied, but all applied in my humble opinion. I selfishly would add a Charter School option button here. I feel that students had a lot of questions about what charters actually are and offer. Most charters and networks are different for a lot of reasons. So understanding the ins and outs in a state like AZ is very important before making decisions. Again, all of the students showed competencies in all of the above areas. It was relieving!

All of the above. We love NAU graduates.

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

### **2021 Open Ended Responses**

Candidates were well prepared and confident.

They were professional and seemed prepared in knowing about the school they were interviewing with.

They were prepared to ask great questions.

Very good.

The candidates that we interacted with were interested in our programs and eager to learn more.

### **2020 Open Ended Responses**

Candidates were able to name specific teaching strategies, learning theory, and classroom management methods. They were all excellent.

Very pleasant and well-prepared students!

This group did not use the "buzz words" when interviewing, they were well prepared and relaxed.

I would have liked my interviewees to pull more from their practicum and student teaching to use specific examples/strategies to answer the questions.

Each candidate we interviewed was very prepared. Their mindset for how they would be in the classroom with students was amazing. We would be lucky to have any one or all of our interviews to join us at our district and become teachers for us.

Elementary Education majors should be encouraged to emphasize a content. As a charter, we can employ candidates in a range of areas if they work to be multifaceted.

This group of candidates were awesome! They knew so much information it was a blessing to know they will be in classrooms. They were prepared to answer any questions about being in classrooms, knowledge of programs, and the use of technology. They understood what a turn-around school is and some information on the school improvement process

They were all very well prepared and came with questions. They were very articulate and enthusiastic.

They were professional and pretty well spoken. Seemed to have confidence even when knowledge was lacking. They all demonstrated a willingness to grow and accept feedback.

They were prepared and professional.

Every candidate was confident, articulate and well-prepared for their interview!

I was impressed with the preparedness of the candidates.

I didn't feel that most grasped the question of "What would a day in your classroom look like." If I were to walk into to classroom from the beginning to the end. I didn't hear one candidate talk about Objectives, Modeling, Checking for Understanding, Assessing Student Progress, and Closure.

The candidates, by and large, showed an immense passion for the teaching profession and their potential impact on students.

They all seemed very confident in their answers. I enjoyed meeting all the candidates we interviewed.

### **2019 Open Ended Responses**

Confident, enthusiastic and ready to have a classroom.

NAU has always done a great job preparing teachers. Keep up the fantastic work.

A great emphasis on student relationships and serving - underserved - communities and populations. I also liked the request for first-year mentoring programs.

I believe your kids based on our past hires are the best prepared by far. They have more experiences and seem to have many aspects of teaching down pat. They are comfortable and confident. That is why I want a chance to interview more.

The students appeared well prepared and interviewed with in depth knowledge of teaching.

The teachers were energetic and their belief in children and their ability to learn was clear. They seemed unsure about how to answer interview questions, and their answers lacked depth. I was shocked at the number of candidates who struggled with a basic question such as "What components do you include in your lesson plans?" when many had lesson plans to share that contained the desired components, but they could not answer the question.

They were prepared with resumes, etc.

All candidates were very eager and positive about children.

These candidates align very well with our strategies and goals.

They do their research and come ready to be part of a team. I was pleased with their knowledge of technology and supplemental resources.

They knew that they would need to see what the school is about and they did their research on the school.

The awareness of school improvement.

Well prepared

Very few mention differentiation and ensuring IEP/504 accommodations when planning for a lesson and few mention a backward design approach to planning.

Keep up the great work. I'd personally love to share how the charter world is misunderstood. We have hired a candidate that was almost talked out of the position by folks who may have talked her out of making a really good decision for her career. Not all charter experiences are good ones, and that is unfortunate. I find that most Charter experiences are quite the opposite, but these perceptions are difficult to manage when the odds are stacked against us upon onset of conversations. Again, we LOVE

NAU's teacher program. Keep it up!

Appreciated them being able to provide resume.

Were prepared and confident to interview.

Professionally dressed, resumes clean and neat and very articulate.

Most candidates were not interested in rural areas but were just interested in Phoenix, Flagstaff.

The students were extremely professional and confident.

### 2018 Open Ended Responses

The 3 we interviewed all scored very high on the TQI and seemed passionate about student success.

The students were professional and eager to meet with representatives from districts. They were prepared with teaching related questions in regards to their field of study/major.

NAU teachers were able to describe authentic classroom management.

Teachers were confident in their responses.

Well spoken.

**If there were any areas where teacher candidates were not prepared or able to communicate, what professional teaching areas were most concerning?**

| Answer Options   | 2018 |                  | 2019 |                  | 2020 |                  | 2021 |                  |
|--|------|------------------|------|------------------|------|------------------|------|------------------|
|  | %    | Count            | %    | Count            | %    | Count            | %    | Count            |
| Dispositions (e.g. attitude, openness for students to learn, confidence, ethics, etc.)         | 0%   | 0                | 9%   | 2                | 8%   | 2                | 0%   | 0                |
| Content  | 10%  | 1                | 0%   | 0                | 8%   | 2                | 0%   | 0                |
| Pedagogy   | 20%  | 2                | 17%  | 4                | 12%  | 3                | 17%  | 1                |
| Assessment (e.g. collect, manage, and analyze assessment data; use of formative and summative) | 30%  | 3                | 17%  | 4                | 36%  | 9                | 17%  | 1                |
| Classroom Management   | 0%   | 0                | 35%  | 8                | 32%  | 8                | 17%  | 1                |
| Technology (e.g. use of...to engage and impact student learning)                               | 0%   | 0                | 4%   | 1                | 24%  | 6                | 17%  | 1                |
| Special Populations (e.g., IEPs, laws, differentiation, ethics, goals, etc.)                   | 30%  | 3                | 9%   | 2                | 48%  | 12               | 33%  | 2                |
| Other (please specify)   | 10%  | 1                | 9%   | 2                | 4%   | 1                | 0%   | 0                |
| <b><i>answered question</i></b>  |      | <b><i>10</i></b> |      | <b><i>23</i></b> |      | <b><i>25</i></b> |      | <b><i>6</i></b>  |
| <b><i>6skipped question</i></b>  |      | <b><i>4</i></b>  |      | <b><i>30</i></b> |      | <b><i>21</i></b> |      | <b><i>40</i></b> |

## **Other Responses**

### **2020 Responses**

The mission and vision of the school where they are interested in applying, along with an articulation of what makes them a strong fit for that school

### **2019 Responses**

This is general observation. When looking to interview candidates were very open to special education. Upon interviewing candidates preferred general education and would consider changing after the first year.

Willingness to serve in rural communities serving Native American students

### **2018 Responses**

Knowledge of different schools.

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

### **2020 Open Ended Responses**

Most candidates relied more on the textbook definition rather than applying those concepts through examples within their practicum and student teaching experiences.

Question: Are students coached not to sign letters of intent? It was very tempting to not stay for the interview portion in the future.

Most said they were not Tech Savvy but after discussing, they were.

1 to 1 technology is the future. Being able to be hands on with technology while student teaching would be huge for their future in teaching.

Each candidate I interviewed suggested that they would need support with classroom management and resources for differentiation. Of course, we totally expect new teachers to need support in these areas, but it was interesting that they all seemed a little less confident in these two areas.

Didn't have depth of knowledge about these topics, but difficult areas to do so without experience.

Candidates could not speak to different areas of meeting students' needs above/beyond an IEP.

### **2019 Open Ended Responses**

Limited cultural knowledge.

Candidates struggled with answering questions regarding lesson planning and accommodating for academic differences.

One question that all students struggled with was our question about lesson planning - specifically in regards to starting with standards, then looking at the end result, and planning backward from there. They also struggled with the question about classroom management being more than just discipline. We were looking for answers regarding organization, procedures, and management systems. Most of the answers we heard were just regarding a management system, but even that was unclear in most answers. When asked, "What are the most important elements of a lesson plan?", students answered "the standard". Very few spoke about engagement. When asked to expand and describe the elements of instruction, students did not identify "check for understanding". Assessing students understanding throughout the lesson is critical to ensure students' acquire the skill/knowledge.

Students provided acquired knowledge with limited experience in afore mentioned items.

Well-organized. Thank you!

Having a strong recommendation letter for review is always helpful.

Most students already selected their school choice before the event

### **2018 Open Ended Responses**

I am an Alumni and NAU has consistently produced outstanding teachers. I wish you could produce more. Please keep up the great work.

There were many unique schools at the job fair (rural, traditional, public, magnet, etc.) and I think it would be helpful for teacher candidates to have more information about them before arriving at the job fair.

This answer refers to special education. Multiple candidates responded "I want to get my feet wet in general education before trying special education"

We had a wonderful experience at your career fair, it was the best in the state that we attended!

Knowledge of special education (implementation of accommodations, as well as IEP/504 knowledge) was our only concern.

#### **Classroom Management**

We were very pleased with the candidates and hired many of them for this school year. I feel that NAU's program has grown immensely over the past several years. We are finding the quality of candidates graduating from your school to be a great asset to us.