

**Exhibit 1a.4c**

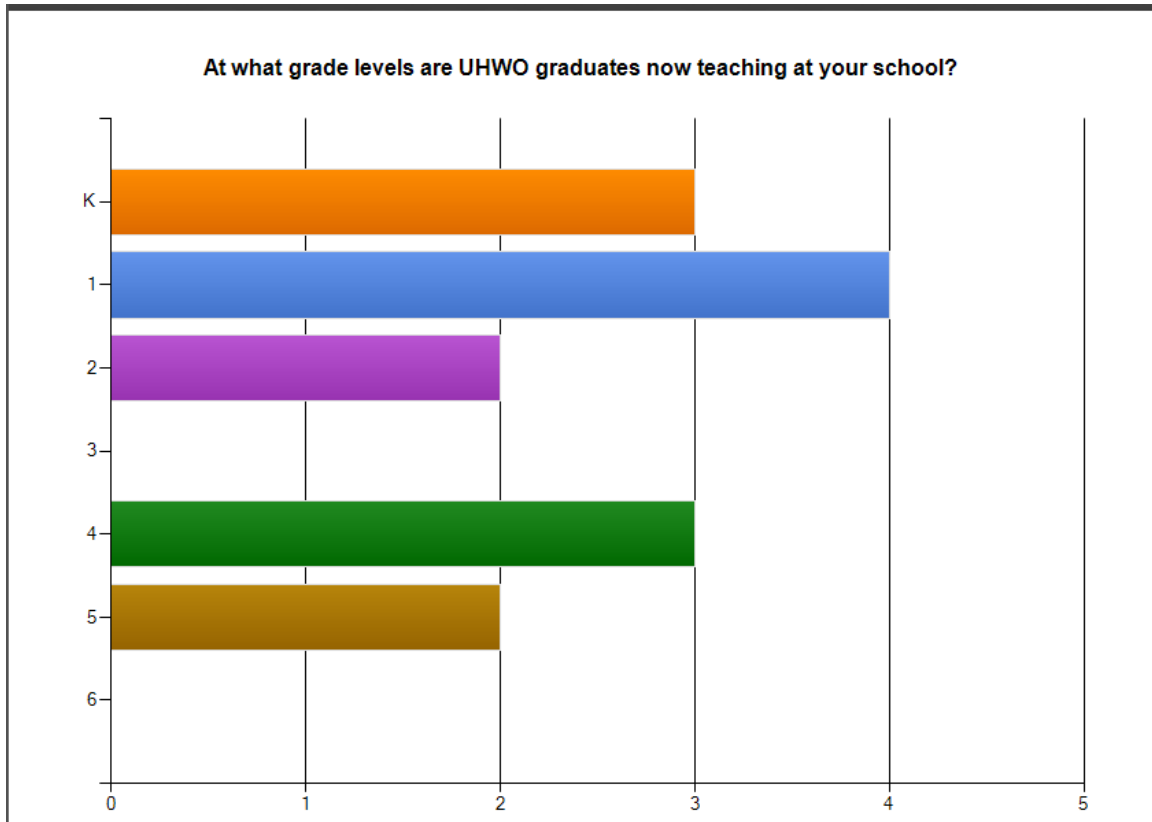
**Employer Survey (AY 2011-12)  
(n = 5/18 28% Response Rate)**

1. Tell us about the UHWO Elementary Education alumni that you have hired.

<b>2010 Spring Semester</b>								
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Response Count</b>
Number Hired	5	0	0	0	0	0	0	5
Number Still Employed at Your School	5	0	0	0	0	0	0	5
<b>2010-2011 School Year</b>								
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Response Count</b>
Number Hired	2	2	1	0	0	0	0	5
Number Still Employed at Your School	2	2	1	0	0	0	0	5
<b>2011-2012 School Year</b>								
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Response Count</b>
Number Hired	1	2	1	1	0	0	0	5
Number Still Employed at Your School	0	2	1	1	0	0	1	5

2. At what grade levels are UHWO graduates now teaching at your school?

<b>Grade</b>	<b>Response Percent</b>	<b>Response Count</b>
K	60%	3
1	80%	4
2	40%	2
3	0%	0
4	60%	3
5	40%	2
6	0%	0

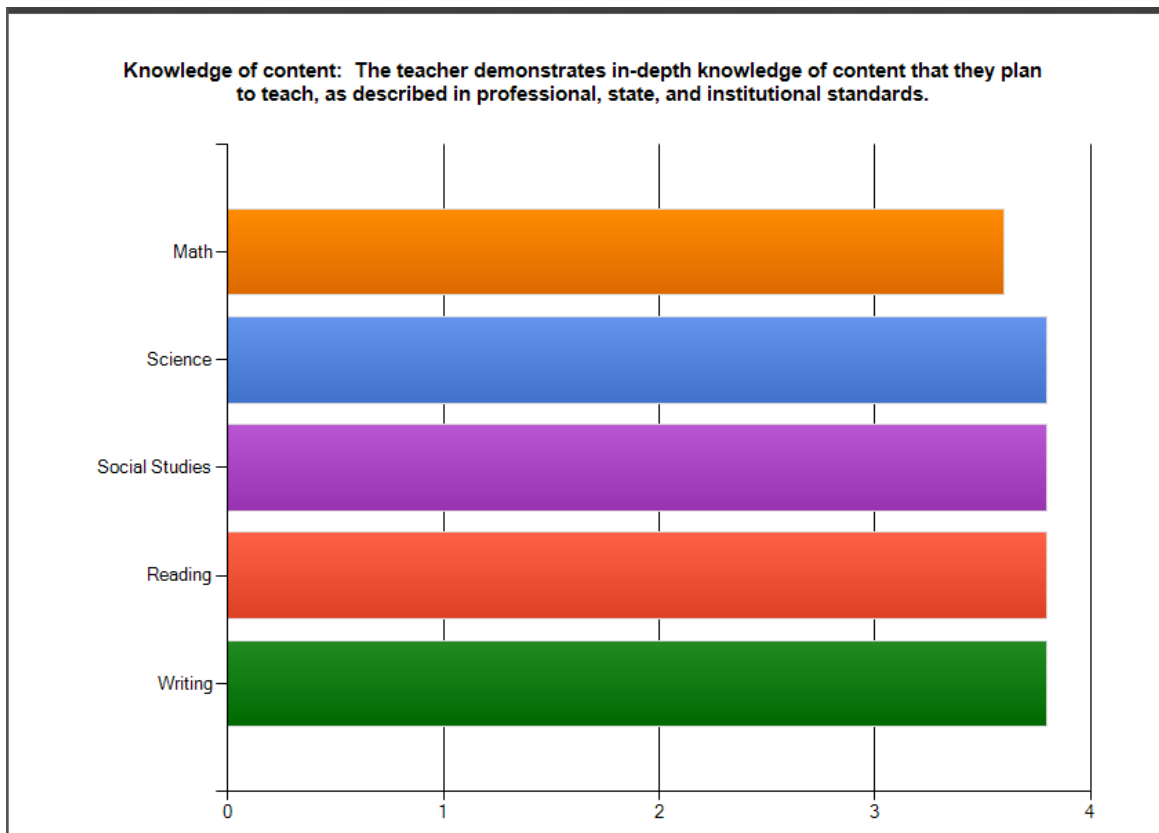


3. Indicate the number of UHWO graduates hired in each of the following positions.

Position	Number in Position				Response Count
	0	1	2	3	
Full Time Classroom Teacher: Regular	0	2	2	1	5
Full Time Classroom Teacher: Inclusion	1	1	0	0	2
Full Time Special Education Teacher: Resource Room	2	1	0	0	3
Full time Special Education Teacher: Inclusion	2	0	0	0	2
Part-Time Teacher (PTT)	2	0	0	0	2
Educational Assistant (EA)	2	0	0	0	2
Content Area Coach- Literacy	2	0	0	0	2
Content Area Coach- Math	2	0	0	0	2
Content Area Coach- Science	2	0	0	0	2
Content Area Coach- Other	2	0	0	0	2

4. Rate UHWO teacher candidate's preparedness in knowledge of content: The teacher demonstrates in depth knowledge of content that they plan to teach, as described in professional, state, and institutional standards.

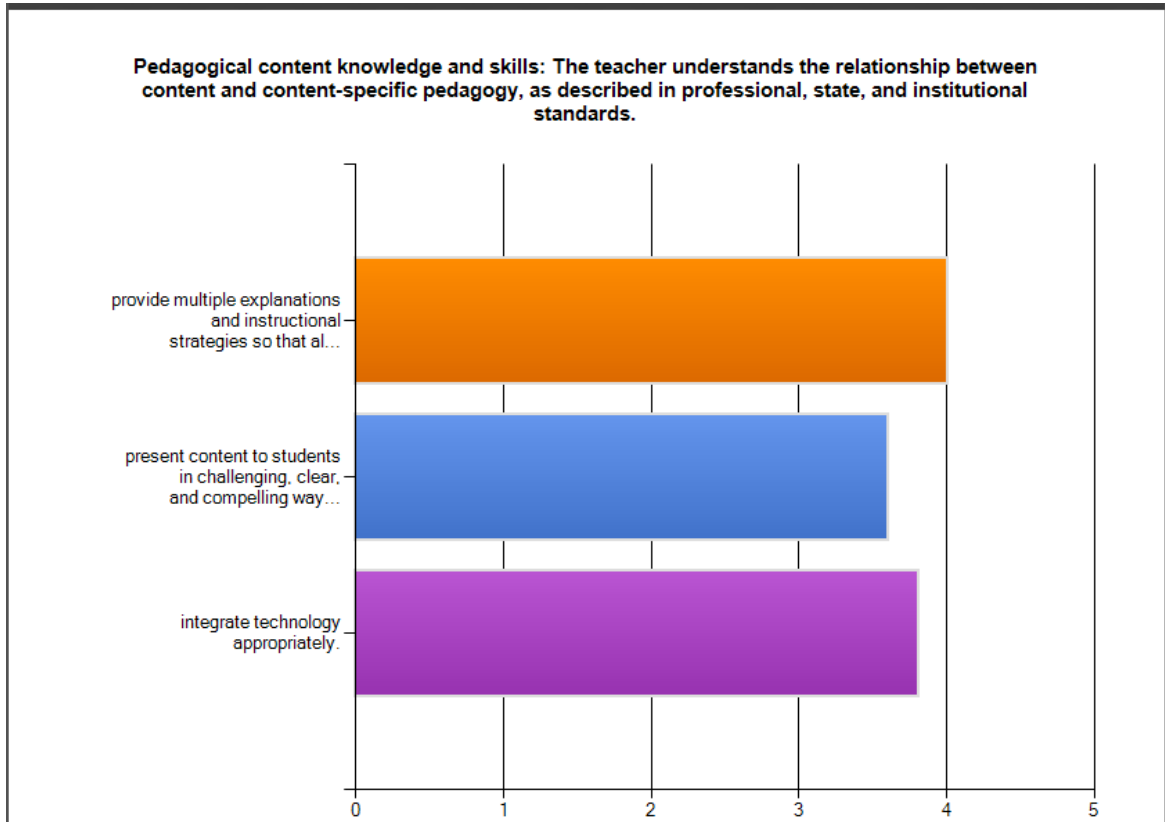
Subject	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Math	0	1	0	0	3	1	3.6	5
Science	0	0	1	0	3	1	3.8	5
Social Studies	0	0	1	0	3	1	3.8	5
Reading	0	0	1	0	3	1	3.8	5
Writing	0	0	1	0	3	1	3.8	5



5. Rate UHWO teacher candidate's preparedness in pedagogical content knowledge and skills: The teacher understands the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

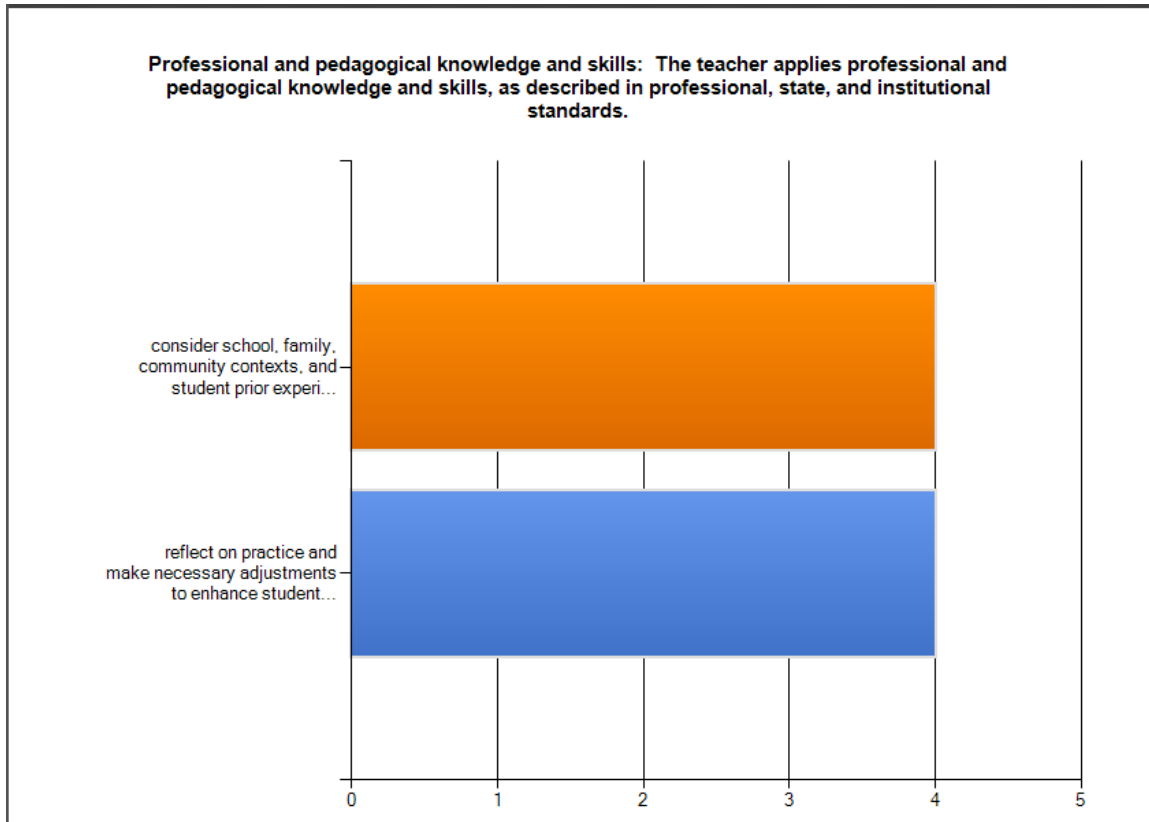
	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Provide multiple explanations and instructional strategies so that all students learn	0	1	0	0	1	3	4.0	5

Present content to students in challenging, clear, and compelling ways, using real-world contexts	0	1	0	0	3	1	3.6	5
Integrate technology appropriately	0	0	0	2	2	1	3.8	5



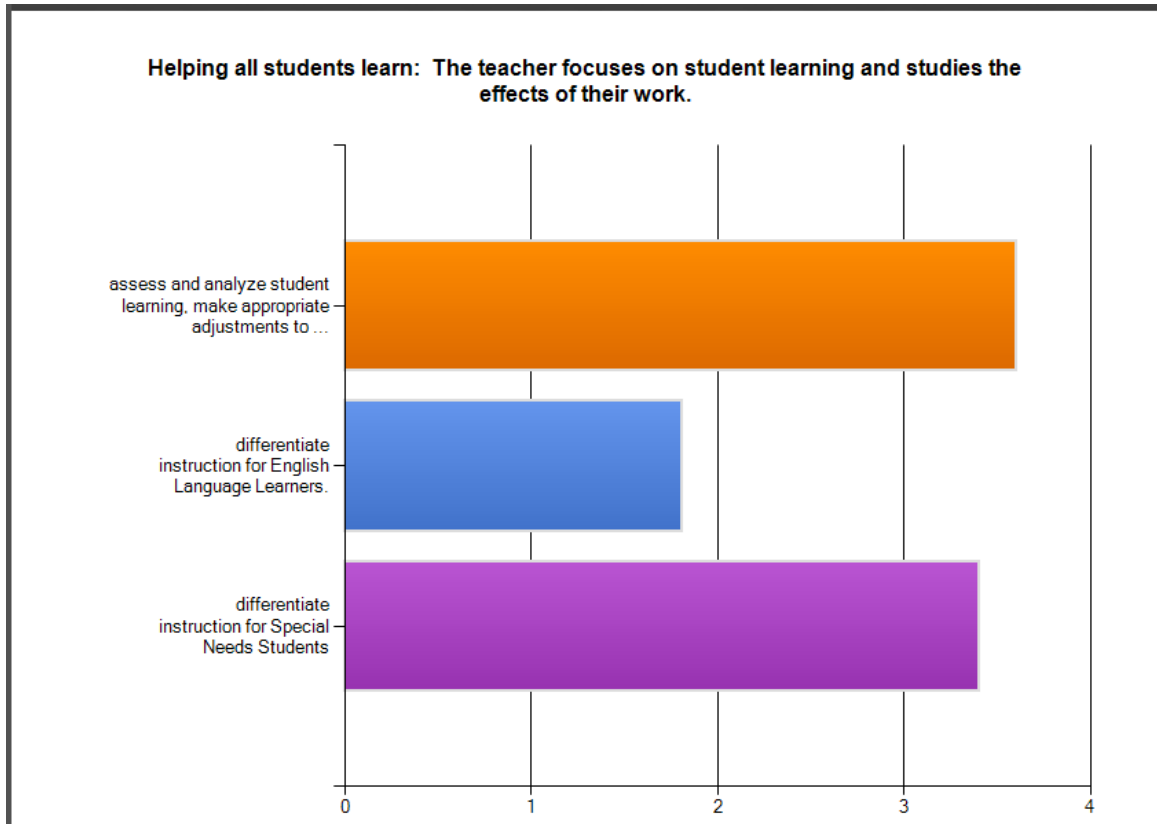
6. Rate UHWO teacher candidate’s preparedness in professional and pedagogical knowledge and skills: The teacher applies professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards.

	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Consider school, family, community contexts, and student experiences to develop meaningful learning experiences	0	1	0	0	1	3	4.0	5
Reflect on practice and make necessary adjustments to enhance student learning	0	1	0	0	1	3	4.0	5



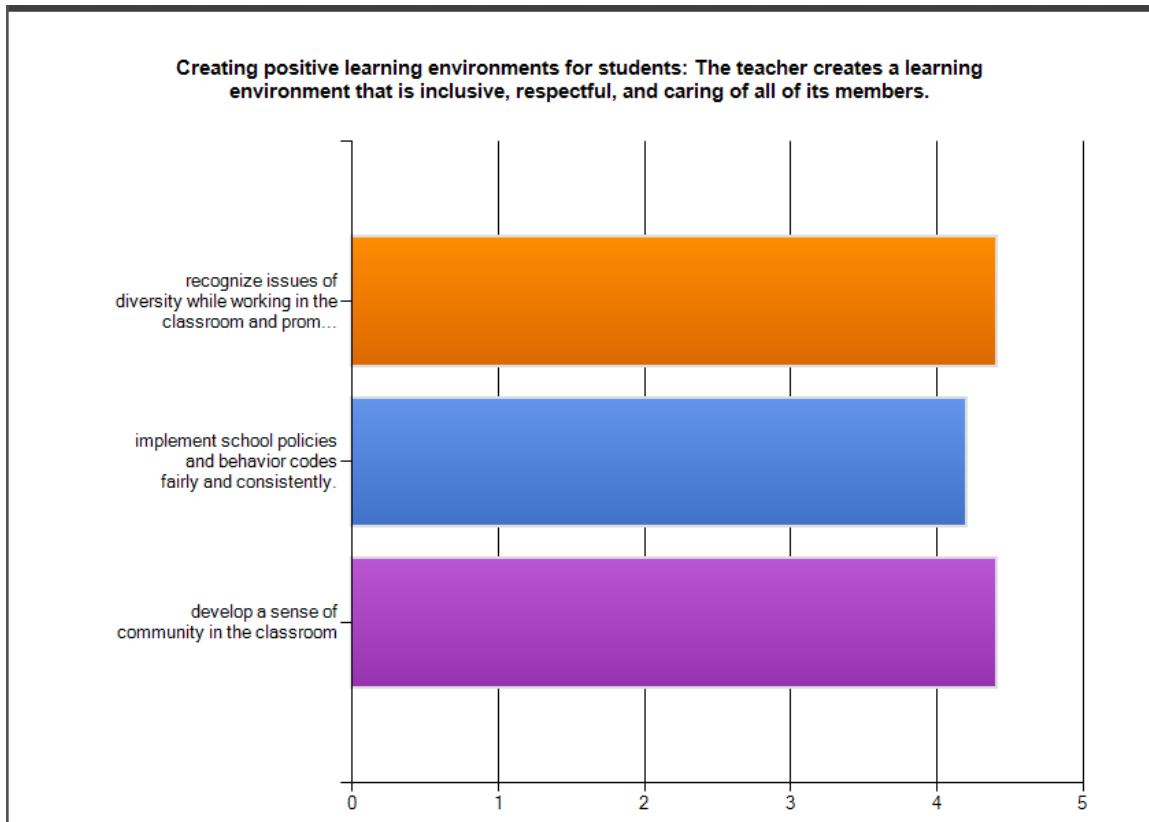
7. Rate UHWO teacher candidate's preparedness in helping all students learn: The teacher focuses on student learning and studies the effects of their work.

	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning	0	1	0	0	3	1	3.6	5
Differentiate instruction for English Language Learners	2	1	0	0	2	0	1.8	5
Differentiate instruction for Special Needs Students	0	1	0	0	4	0	3.4	5



8. Rate UHWO teacher candidate’s preparedness in creating positive learning environments for students: The teacher creates a learning environment that is inclusive, respectful, and caring of all of its members.

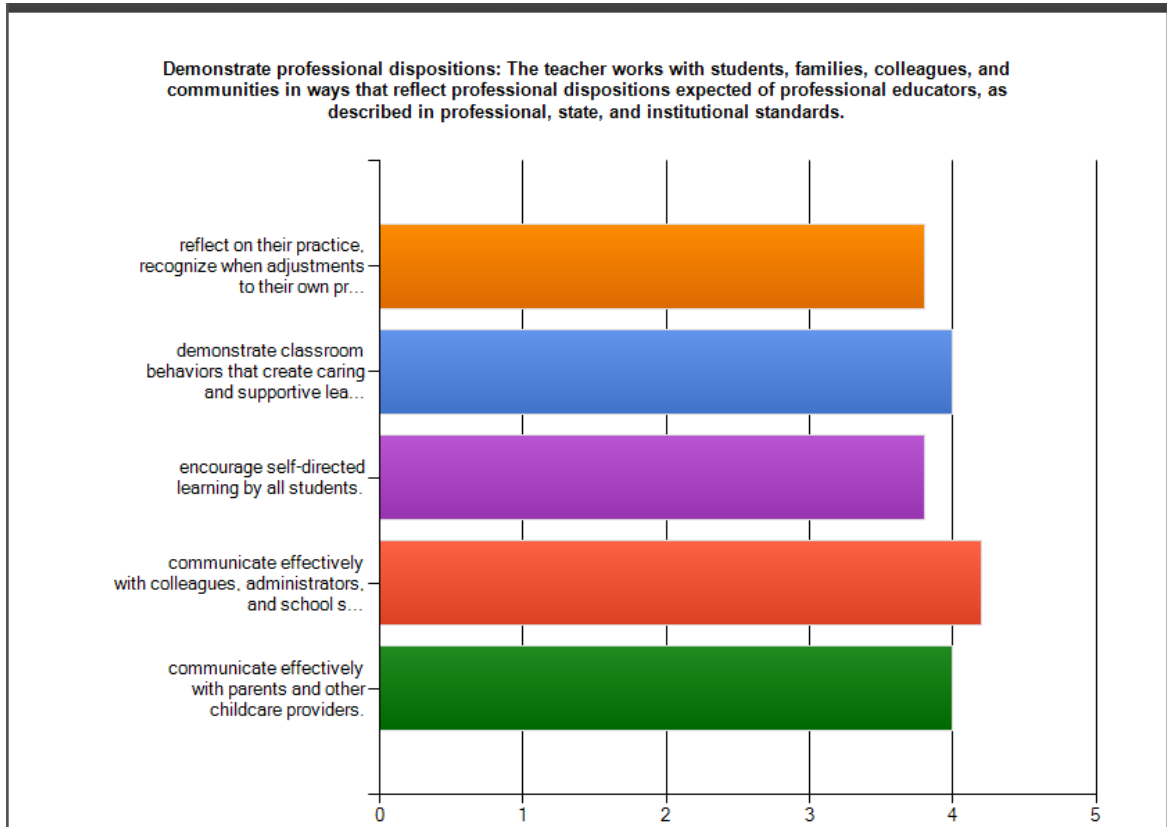
	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Recognize issues of diversity while working in the classroom and promoting respect	0	0	0	1	1	3	4.4	5
Implement school policies and behavior codes fairly and consistently	0	0	0	1	2	2	4.2	5
Develop a sense of community in the classroom	0	0	0	1	1	3	4.4	5



9. Rate UHWO teacher candidate's preparedness in demonstrating professional dispositions: The teacher works with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.

	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Reflect on their practice, recognize when adjustment to their own professional dispositions need to be made, and develop plans to do so	0	1	0	0	2	2	3.8	5
Demonstrate classroom behaviors that create caring and supportive learning environments	0	0	1	0	2	2	4.0	5
Encourage self-directed learning by all students	0	1	0	0	2	2	3.8	5
Communicate effectively with colleagues, administrators, and	0	0	0	1	2	2	4.2	5

school staff								
Communicate effectively with parents and other childcare providers	0	0	0	1	3	1	4.0	5



10. Based upon your interactions with our graduates who teach in your schools, what are the strength and needs of the UHWO Elementary Teacher Education program?

<b>Open-ended Responses</b>
Very professional, passionate about their craft, knowledgeable in their profession
They are prepared and confident. They are willing to try new ideas and to collaborate with their colleagues.
Strength is the parent and community awareness that is integrated into their repertoire. Needs may be in differentiated, literacy infused integrated instructional practice.
Needs- **classroom management**, be able to seek help as well as receive help, then implement with a positive attitude, reading and math content as well as be able to incorporate and utilize various instructional practices. Know the difference between teaching and student learning and being committed to do whatever it takes to have their students meet and exceed proficiency. Be an effective member of a team/professional learning community.
Proactive in working with diverse learners and high expectations for student learning outcomes



11. What inservice presentations, workshops, or credit courses would you like the UHWO Division of Education to consider developing, in support of your inservice teachers? (e.g., computer technology, classroom management, literacy, math, science, etc.)

<b>Open-ended Responses</b>
Classroom management for differentiation (small groupings, how to plan etc...) This is even difficult for our veteran teachers!!
The use of the computer and web 2.0 tools by teachers and students.
State common core standards and the SBAC evaluations. Also, problem solving and critical thinking skills and strategies.
Classroom management, math content and process skills, literacy, lesson planning.
Differentiation strategies for diverse learners, small grouping, re-teaching.