## CARSON-NEWMAN COLLEGE Teacher Education Program Evaluation by Employer

| Name of emplo | yee for whom | this form is | being completed: |  |
|---------------|--------------|--------------|------------------|--|
|               |              |              |                  |  |

This form is designed to provide you an opportunity to give us feedback about how the Teacher Education Program at Carson-Newman College prepared one or more of your employees as a <u>beginning</u> teacher. Part I of the evaluation form is centered on the components of the Tennessee Framework for Evaluation and Professional Development.

Please use the following rating scale to evaluate how well your employee performed:

- 5 = Excellent level of preparation for a beginning teacher.
- 4 = Preparation was more than adequate, compared to other beginning teachers;
- 3 = Has achieved an acceptable level of preparation;
- 2 = Has some information about this topic, but did not develop adequate skills or knowledge in the area; or
- 1 = Did not prepare employee at all.

Feel free to write on the back or attach additional comments.

| Part I: Tennessee Evaluation Framework Components  |
|--|
| Planning  Establishes appropriate instructional goals and objectives  Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community  Adapts instructional opportunities for diverse learners  Comments:   |
| Teaching Strategies  Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area  Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students   |
| and real world connections for all students  Comments:   |
| Assessment and Evaluation  Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions  Communicates student achievement and progress to students, their parents, and appropriate others  Reflects on teaching practice through careful examination of classroom evaluation and assessments |
| Comments:  |

| Learning Environment                          |   |
|---|---|
|   | elops student intellectual capacity in the content area   |
| Manages classroom resources effecti Comments: | · · ·   |
| Comments.                                     |   |
|   |   |
| Professional Growth                           |   |
| Collaborates with colleagues and app          |   |
|   | ofessional development as defined by the Tennessee State Board of<br>t Policy to strengthen knowledge and skill in the content of the |
| Performs professional responsibilitie         | s efficiently and effectively   |
| Comments:                                     | ·   |
|   |   |
|   |   |
|   |   |
| Communication                                 |   |
|   | with students, parents, and other stakeholders  |
| Writes clearly and correctly Comments:        |   |
| Comments.                                     |   |
|   |   |
|   |   |
|   |   |
|   |   |
| Part II. General Program Information          |   |
|   | 14  |
| How well was the employee prepared            | d to use technology in the classroom?   |
| Comments:                                     |   |
|   |   |
|   |   |
|   |   |
|   |   |

| Comments: _                   | ssional competence, and a caring attitude for all students. Please comment.  |
|-------------------------------|--|
| _                             |  |
|                               |  |
|                               |  |
|                               |  |
|                               |  |
| use multiple t                | eacher Education Department's Conceptual Framework encourages graduates to be prepared eaching and learning strategies to engage diverse student populations in active learning Please comment on how you would rate your employee's preparation in this area. |
| Comments: _                   |  |
| _                             |  |
|                               |  |
|                               |  |
|                               |  |
|                               |  |
| What do you                   | see as the strengths of the employee? How are these related to the preparation process?  |
| -                             | see as the strengths of the employee? How are these related to the preparation process?  |
| -                             | see as the strengths of the employee? How are these related to the preparation process?  |
| -                             |  |
| -                             |  |
| 2                             |  |
| 2                             |  |
| -                             |  |
| Comments: _                   |  |
| Are there area incorporated i | as in which you would like to see improvements in the employee? Could these areas be not the preparation process?  |
| Are there area incorporated i | as in which you would like to see improvements in the employee? Could these areas be   |
| Are there area incorporated i | as in which you would like to see improvements in the employee? Could these areas be not the preparation process?  |
| Are there area incorporated i | as in which you would like to see improvements in the employee? Could these areas be not the preparation process?  |

| What suggestions do you have for the Teacher Education Program at Carson-Newman College?  Comments:                                 |
|---|
|   |
|   |
|   |
|   |
| As a practicing administrator, is there any way Carson-Newman may assist you?   |
| Comments:   |
|   |
|   |
|   |
|   |
| Would you be willing to participate in a short interview about the teacher education program? If so, please complete the following: |
| Name:   |
| Phone number:   |
| E-mail:   |

Thank you for assisting us to continue to improve the Teacher Education Program at Carson-Newman.