

4.3.3 Employers' satisfaction individual interviews about novice teachers (completers¹) and focus group

Employers' Individual Responses about Novice Teachers (completers)				
Dimensions/Categories	Celso Barbosa Public School Principal	San Juan Public School of Drama	CEDIN Laboratory School of the Some InterAmerican University (private)	Alignment with Opinions given by Employers at the Focus Group (six)
performance as teachers	<p>-“They are very good; excellent”!</p> <p>-“They are equipped with new strategies and innovations.”</p> <p>- “They have sound knowledge in technology and softwares.”</p> <p>-“They know how to align the curriculum with state standards.”</p>	<p>- “They are responsible teachers, responsible with teaching time, they do lessons plans, follow up students achievement and show good attendance.”</p>	<p>-“In general, excellent.”</p> <p>-“High professionalism, master content, constructivistic planning and innovative strategies. “</p>	<p>EPI: UPRRP teachers demonstrate better reading practices that allow PK to 3rd students can attain reading mastery.</p> <p>EB: Teacher quality and effectiveness; deep knowledge; I have been school principal in both public and private system; and I observe they give extra time and effort to students; they also contribute to the decision making process in the school.</p> <p>SF: They are very task oriented, focused, eager to learn and very resourceful.</p>
student achievements promoted by completers	<p>-“...students' achievement in the state standardized tests”</p>	<p>-“I do not know if they have received recognitions in other schools”.</p>	<p>-“Mathematics- High places on Math Counts and Math Olympics competitions.”</p> <p>-“Very good scores on standardized tests (Learn Aid).”</p>	<p>UG²: Last year, one of our UPRRP teachers (not novice) received the Presidential Award Barak Obama, as well as one of his students, who received a similar award.</p> <p>MS: “Students receive many academic distinctions; they are mentored by good teachers, which are UPRRP teachers.</p> <p>UG: “... they excel as mentors of the National Honor Society competitions, students are awarded statewide and internationally.</p> <p>MS: “They have been recognized by the Association of Vocational and Industrial Teachers”.</p>
educational activities design or coordination	<p>-“Performance and drama workshops for students”</p> <p>-“APA referecne workshops”</p> <p>-“Technology workshops for teachers”</p> <p>- Some of them integrated peer mentory to reinforce skills in English Language Arts</p> <p>- School auditorium remodeling</p>	<p>-“ they coordinate activities related with their major, e.i. health and nutrition campaigns, sport events.”</p>	<p>- Ancient World Fair</p> <p>- Rescuing an Ecosystem</p> <p>-Young Forest Explorers</p> <p>-Eco-School Project</p> <p>-Drama performances</p> <p>-Environment Fair</p>	<p>MS: “Leadership achievements; they give the extra mile.”</p> <p>-...[They are] very focused and well driven; always willing to learn.”</p> <p>SF: “They train students in robotics; the majority of them [UPRRP teachers] show high commitment and give <i>the extra mile</i>”.</p> <p>EPI: “...they promote better reading practices that allow PK to 3rd students can attain reading mastery.”</p>

	-Virtual School Project leader			
Satisfaction levels	-“One of UPR novice teachers was mentor for other teachers in the use of smart board.” -“I feel very satisfied”.	-“Very good.”	- “Very high”	
Professional preparation	-“Very well prepared.” -They know very well educational standards, curricular integration and critical thinking” -“They master knowledge content”	- “They [UPRRP teachers] demonstrate sound knowledge in their specialty area”. -“They demonstrate especial interest in knowing more about PRDE public policy, planning, strategies to work with parents and how to monitor effectively students’ academic achievement during the semester”	-“Excellent preparation.”	EB: “They barely need supervision to accomplish the job duties; is receptive to school principal’s ideas, and know how to work collectively.” UG: “They seem interested in graduate studies.”
Recruitment <i>“Would you recruit EPP teachers?”</i>	Yes; they are very committed. They have good interpersonal relations and they are high scope leaders.	- “Yes are very well prepared in their subject matters; high disposition to learn. They adjust to the organizational culture of the school. “ “They are cooperative, and conduct their job with responsibility.”	-“Excellent preparation, in general. However, this is not the only criteria for recruitment”. “Our experience with UPRRP has been excellent. “	SF: I do recruiting interviews and we always ask the EPP institution; to make sure we recruit UPRRP teachers. We recruited teachers from other EPP once, but we were not satisfied. EB: “When resumes or vitae arrived, we choose them [UPRRP] first,”
Areas for improvement		-- “An observation in my school, compared with other teachers, UPRRP novice teachers seem less interested in post graduate studies.“		SF: “Planning with “Norman Web”.” MS: “Technology: to master Excel, they do not build data base; smart boards. Technology to use it on assessments” UG: “They should have training in Edmodo, Google Drive, and PRDE data base (SIE). There are some resistance or fear to deep more on it.” Planning and assessment - to state the level of difficulty (thinking skills and function)” EB: “To use technology for the student’s learning”

¹ We kept “teachers” (completers) in this text.

² UG (school principal in training)