

Measure 2: Satisfaction of Employers and Stakeholder Involvement (R4.2 & R5.3) – Summary

The Educator Preparation Provider (EPP) conducted employer interviews to evaluate satisfaction with first-year completers employed in local school settings ($n = 3$). Employers participated in structured, in-person interviews focused on seven key areas aligned with professional teaching expectations. Responses were rated using the following performance scale:

- 1 – Novice: Beginning teacher who is new to the profession
- 2 – Apprentice: Developing teacher with approximately 1–2 years of experience
- 3 – Accomplished Practitioner: Target-level teacher with approximately 3–4 years of experience

Employer Satisfaction Results

SURVEY TOPICS	NOVICE (1)	APRENTICE (2)	ACCOMPLISHED PRACTITIONER (3)
MANAGING THE CLASSROOM	0%	67%	33%
UNDERSTANDING DIVERSE LEARNERS	0%	0%	100%
PLANNING UNITS AND LESSONS	0%	33%	67%
USING VARIOUS INSTRUCTIONAL METHODS	0%	0%	100%
ASSESSING AND MONITORING STUDENT LEARNING	0%	33%	67%
TECHNOLOGY INTEGRATION	0%	0%	100%

Identified Strengths

Employer feedback highlighted multiple strengths demonstrated by first-year completers:

- Classrooms are well managed, and students remain actively engaged in learning.
- Instruction is effectively adapted to meet the needs of diverse learners.
- Completers follow district curriculum with fidelity and collaborate effectively with grade-level teams.
- Candidates incorporate a variety of instructional strategies and learning modalities.
- Teachers communicate student strengths and learning needs with relevant stakeholders.
- Completers effectively integrate technology to support instruction and student engagement.

Areas for Improvement and Professional Growth

Employers also identified opportunities for continued development:

- Strengthening consistency and confidence when addressing challenging student behaviors.
- Expanding enrichment and growth opportunities for students with typical behaviors.
- Initiating instructional discussions and sharing ideas more confidently within collaborative teams.
- Providing clearer expectations for materials management and classroom transitions.
- Increasing the frequency and quality of constructive feedback to students.
- Strengthening communication with parents and guardians regarding assessment results.
- Continuing to explore and pilot new technology-based formative assessment tools.

Overall Program Satisfaction

Employers were asked to rate their overall satisfaction with how the EPP prepared completers to work with P–12 students on a scale of 1–10. The average satisfaction score was 7.67.

Employers attributed their ratings to the natural skills, dispositions, and instructional abilities demonstrated by completers in their first year of teaching.

Recommendations for Program Improvement

Employers recommended the following additions to further strengthen the Elementary Teacher Education Program (ETEP):

- Trauma-informed care

- De-escalation strategies
- Increased opportunities to practice oral and written communication with parents/guardians.

Analysis and Use of Results

The EPP is encouraged by the positive ratings provided by employers regarding the preparedness and effectiveness of first-year completers. All three completers received Accomplished Practitioner ratings in three of the six evaluated performance areas, with strong outcomes in understanding diverse learners, instructional methods, and technology integration.

The employer feedback and recommendations will be reviewed during the EPP Data Retreat. Faculty will use these results to identify appropriate courses and clinical experiences where recommended content can be embedded, ensuring continuous program improvement and stronger preparation of future educators.