

## Satisfaction of Employers

Completers degree of employer satisfaction is assessed via observation by district administrators. Trained district administrators evaluate educators' proficiency based upon performance criteria aligned with the state's professional educators' evaluation model. District procedures include evaluative measures to document teachers' proficiency and professional growth needs. This information from the employer survey collected by the partner administrator without identification by licensure area from alumni between 2023 and 2025.

CAEP	InTASC	SCSU Department of Teacher Education Employer Survey		Period	Strongly Agree	Agree	Disagree	Strongly Disagree
		2023-2024: 8	2024-2025: 7					
		Breakdown is by %						
4.2		1) Demonstrate enthusiasm for the discipline		2023-2024	87.5	12.5		
				2024-2025	80	20		
				2025-2026				
4.2		2) Demonstrate enthusiasm for the students		2023-2024	66.7	33.3		
				2024-2025	100			
				2025-2026	100			
9		3) Invest time resources adapting materials, services, or information to meet individual student needs		2023-2024	100			
				2024-2025	100			
				2025-2026	100			
9		4) Responsive to family needs		2023-2024	100			
				2024-2025	100			
				2025-2026	100			
1.4, 4.2	7	5) Use knowledge of students and their backgrounds in planning		2023-2024	100			
				2024-2025	100			
				2025-2026	100			
		6) Relate information/instruction/services to students' out-of-school experiences		2023-2024	87.5	12.5		
				2024-	87.5	1		

			2025		2 . 5		
			2025-2026	100			
4.2	10	7) Reach out to parents/guardians and encourages collaboration & shared support of students	2023-2024	87.7	12.5		
			2024-2025	100			
			2025-2026	100			
4.2	5	8) Create a learning or school environment that encourages exploration, asking questions & learning from experiences	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
4.2	1	9) Nurture & challenge each student	2023-2024	100			
			2024-2025	100			
			2025-2026	100			

	9	10) Demonstrate positive professional-student interactions	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	4	11) Use correct language and terminology of the discipline	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	5	12) Employ discipline-specific procedures and skills	2023-2024	87/5	12.5		
			2024-2025	100			
			2025-2026	100			
1.4, 4.2	7	13) Demonstrate careful planning & organization to connect content/information with student needs	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
		14) Demonstrate openness to constructive criticism during instruction	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
1.4, 4.2	7	15) Formulate questions to elicit levels of students' understandings and to explore their experiences	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
4.2	6	16) Use information gained from assessment to inform initial instruction/interventions	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
1.4, 4.2	6	17) Use information gained from ongoing assessment to inform revisions in instruction/interventions	2023-2024	100			
			2024-2025	100			
			2025-	100			

			2026				
4.2	8	18) Use instructional/intervention approaches based on current research in the field	2023-2024	100			
			2024-2025	100			
			2025-2026	100			

1.4, 4.2	6	19) Demonstrate appropriate assessment approaches that are aligned with instruction/interventions	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
4.2	8	20) Demonstrate evidence-based instructional/intervention approaches	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
4.2	8	21) Integrate the use of technology to enhance student learning, behavior change and inclusion	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	3	22) Promote positive student-student interactions	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	3	23) Promote positive professional-student interactions	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
4.2	1	24) Design discipline-specific tasks that support student learning, behavior change and inclusion	2023-2024	100			
			2024-2025	100			
			2025-2026	50	50		
4.2	3	25) Contribute to the building of a democratic classroom or school community that fosters respect for all students	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	3	26) Promote the appreciation of diversity among students	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	3	27) Promote tolerance for all learners	2023-2024	100			
			2024-2025	100			
			2025-	100			

			2026				
	2	28) Support cross-cultural awareness and respect in students' development of skills and behaviors	2023-2024	100			
			2024-2025	100			

			2025-2026	100			
	2	29) Value diversity of students	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	10	30) Value diversity of families	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	3	31) Promote social justice	2023-2024	100			
			2024-2025	100			
			2025-2026	100			
	3	32) Encourage democratic decision-making	2023-2024	100			
			2024-2025	100			
			2025-2026	100			