

Employer Satisfaction

The Keeran School of Education surveys graduates' employers for the first 3 years post-graduation to determine employer satisfaction. The survey is aligned to INTASC Standards and measures the effectiveness of the completer as perceived by the. The collected data provides information on KSE completers and how they are doing in the field. Table 1 displays the employer data collected during each academic year.

Table 1

2019-2020																				
Question #	#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Elementary	9	3.11	3.33	3.33	3.56	3.56	3.44	3.33	3.11	3	3.11	3.33	3.11	3.33	3.44	3.56	3.44	3.2	3.33	3.11
Middle School	1	3.00	3.00	3.00	3.00	4.00	4.00	3.0	3.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	4.00	4.00	4.00	4.00
High School	1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2017-2018																				
Elementary	2	2.75	2.75	3.00	3.00	3.00	2.75	3.00	3.00	2.50	2.50	2.50	3.00	2.75	2.50	2.50	3.00	2.50	2.25	2.50
Middle School	1	2.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00	2.00	2.00	2.00	3.00	2.00	2.00	3.00	2.00	2.00	3.00	3.00
High School	1	3.00	3.00	2.00	2.00	2.00	2.00	2.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00	3.00	2.00	2.00	2.00	2.00

2019-2020 Employer Survey Results

Strengths of Graduates: Excellent work ethic, intelligent and organized, good instructional planning, authenticity, very motivated, differentiation, variety of instructional strategies, collaboration, hard worker/always prepared, team player/great rapport.

Growth Areas of Graduates: Experience, record keeping, assessment, assertiveness, differentiation, student discipline.

2018-2019 Employer Survey Results

No employer surveys received

2017-2018 Employer Survey Results

Strengths of Graduates Good relationships, high expectation for students

Growth Areas of Graduates No weaknesses were described.

Employer Survey Questions

Response Legend:

1=Strongly Disagree 2=Disagree 3= Agree 4=Strongly Agree

*** Learner Development**

1. The teacher regularly assesses individual and group performance to design and modify instruction to meet learners' needs.
2. The teacher designs and implements developmentally appropriate and challenging learning experiences.

*** Learning Differences**

3. The teacher uses understanding of individual differences to ensure each learner meets high standards.
4. The teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

*** Learning Environments**

5. The teacher works with others to create environments that support individual and collaborative learning.
6. The teacher works to encourage positive social interaction, active engagement in learning, and self-motivation.

*** Content Knowledge**

7. The teacher effectively provides multiple representations and explanations of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
8. The teacher creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*** Application of Content**

9. The teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*** Assessment**

10. The teacher uses multiple methods of assessment to engage learners in their own growth and to monitor learner progress
11. The teacher uses the analysis of multiple methods of assessment and to guide the teacher's and learners' next steps.

*** Planning for Instruction**

12. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.
13. The teacher plans for instructions based on knowledge of learners and the community context.

*** Instructional Strategies**

14. The teacher uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.
15. The teacher uses instructional strategies to build skills that allow application of knowledge in meaningful ways.

*** Professional Learning and Ethical Practice**

16. The teacher engages in ongoing professional learning based on the needs and impact of learners.
17. The teacher evaluates practices to determine their effects of his/her choices and actions on others (learners, families, other professionals, and the community).

*** Leadership and Collaboration**

18. The teacher provides leadership taking responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

19. The teacher provides leadership that advances the profession

*** Additional Questions**

Response Legend:

1 = No 2 = Yes

The teacher is overall prepared for the roles and responsibilities.

The teacher contributed to the expected level of student-learning growth of the individuals in which they taught.

The teacher effectively applied the dispositions of advocates, professional, equitable, scholarly, supportive, and collaborative.

*** Strengths**

*** Weakness**