

Undergraduate Teacher Education Program Employer Survey 2018 Excerpts

*(Employers of program completers who are 1, 2, and 3 years out of program,
having graduated between December 2014 and August 2017.)*

Response Rates

PROGRAM	EMPLOYERS		
	Surveyed N=	Responses N=	Response Rate
TOTAL	46	34	74%
Early/Primary and Elementary (PreK-3/6)	25	19	76%
Secondary (6-12)	11	9	82%
All-Grade (PreK-12)	10	8	80%
Special Education (K-12)	4	3	75%

How satisfied are you with the way EMU equipped [the completer] for the assigned responsibilities in working with P-12 students?



■ Extremely Satisfied (35%, 11)
 ■ Very Satisfied (48%, 15)
■ Adequately Satisfied (13%, 4)
 ■ Less than Adequately Satisfied (3%, 1)

(There were 0 responses of "Not at all Satisfied")

Employer qualitative responses - STRENGTHS

Learner & Learning

PreK-3/6 employer	I did not work with [the Grad] during her first year at the school. I have worked with her, however, the past two school years. She has grown tremendously in her confidence and with differentiation. She has a wide spread of academic levels and language learners and has adapted well to provide solid instruction for all students. What I am most impressed with is her commitment to the school, students, profession and her style of instruction. She [uses] some very natural, engaging strategies that come easily to her. As she has learned more about the curriculum, and has built some confidence and a voice, she has become a very proficient teacher. She perhaps needed a little more experience with diverse learners and behavior management. But she has learned a lot in her first 3 years.
Secondary employer	Excellent first year teacher! She rocked!!! [The Grad] established and maintained rapport with students and families. She did not shy from parent contact, even after experiencing a few negative reactions.
Secondary employer	[The Grad] has done a great job differentiating instruction in ways that encourage students to take risks within a safe, learning environment. Send us more grads like her, please!
All-Grade employer	[The Grad] has been a wonderful addition to our staff. She runs her classroom without issue, is quick to seek out help if she needs it and treats all of our students with dignity and respect.

Content

All-Grade employer	All of [the Grad's] class align with the state standards and she allows the students to help in the design of some of the lessons.
Secondary employer	[The Grad] has shown growth in connecting the content to real world examples and applications.
PreK-3/6 employer	[The Grad] is very strong in breaking down the standards, aligning her instruction, and using the data to support changes in her instruction.
PreK-3/6 employer	[The Grad] was able to use backward planning and pre-assessment data to plan engaging lessons for her students.
SPED and PreK-3/6 employer	Due to her SPED background [the Grad] was able to effectively meet the needs of her students with IEPs.

Instructional Practice

Secondary employer	[The Grad] collects information from both formative and summative assessments [throughout] her units. She then adjusts her lesson based on the data she receives.
Secondary employer	[The Grad] is very reflective and uses data to determine how to better meet the needs of her students.
PreK-3/6 employer	[The Grad] was effective in analyzing data and utilizing it to inform her instruction.
SPED & PreK-3/6 employer	[The Grad's] fourth grade team worked well together with collaboration and analyzing data to inform and improve future instruction.

Professional Responsibility

PreK-3/6 Employer	[The Grad] seeks feedback and collaborates well with colleagues. She is committed to continuous improvement and demonstrates flexibility.
Secondary employer	I don't choose "extremely well prepared" for everyone; however, that is certainly the case with [this Grad]. She is a wonderful collaborator and takes every opportunity to develop professionally.

Diversity

Secondary employer	Cultural-responsiveness was a strength. This teacher provided a welcoming environment to students from the minute they walked in the door, with each language of the students represented in a welcome poster at the door, to the closing activity, where students took a class picture with their country's flag wrapped around them. Small details were paid attention to in home visits, honoring student practices during Ramadan, in the decoration of the room, in not relying on Spanish as a teacher because other students spoke Arabic and this would leave them out.
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Technology

Secondary employer	[The Grad] utilized Reading Plus, IXL Language Arts, and Schoology to improve the learning experience for students.
SPED employer	[The Grad] was proficient with technology and was good at collecting data while in the gen. ed. classroom.

Conceptual Framework

All-grade employer	She is quick to reflect on events and her classroom and adjust her practices as necessary all while keeping the needs of her students at the front of every decision.
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Employer qualitative responses - AREAS FOR IMPROVEMENT**Learner & Learning**

PreK-3/6 Employer	Universities may need to devote more time to social emotional training, trauma based teaching, and behavior intervention strategies.
PreK-3/6 employer	There are times when [the Grad] just needs to relax and teach children. She presents as having a great need to maintain student control through stern interactions when in fact this can be done through the design of the lessons and management issues will not be apparent.