Employers Survey (Advanced) - Spring 2025

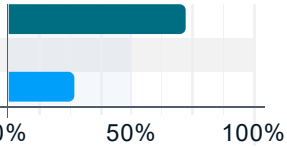
Project Title: **Employers Survey for Advanced - Spring 2025**

Survey Audience: **49**
Responses Received: **11**
Response Ratio: **22.4%**

Prepared by: **Melissa Lankford**
Creation Date: **Tuesday, April 22, 2025**

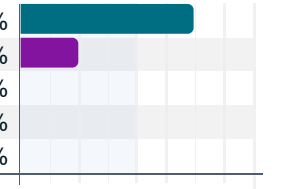
Does your school currently employ educational personnel who have completed their training and licensure at the School of Education at Bellarmine University?

Does your school currently employ educational personnel who have completed their training and licensure at the School of Education at Bellarmine University?		
Yes	8	72.7%
No	0	0.0%
I am unsure.	3	27.3%
Total	**11**	



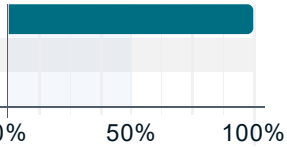
School Level:

School Level:		
Elementary School	6	75.0%
Middle School	2	25.0%
High School	0	0.0%
P-12	0	0.0%
Special School	0	0.0%
Total	**8**	



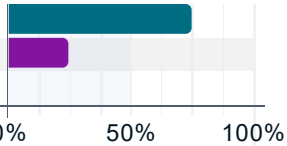
School type:

School type:		
Public	8	100.0%
Private	0	0.0%
Independent	0	0.0%
Total	**8**	



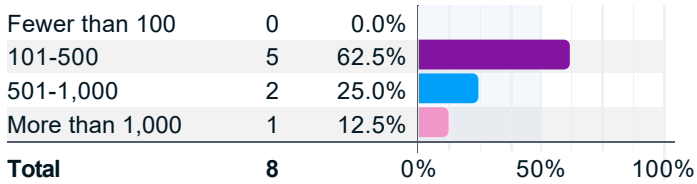
School setting:

School setting:		
Urban	6	75.0%
Suburban	2	25.0%
Rural	0	0.0%
Total	**8**	



Current enrollment:

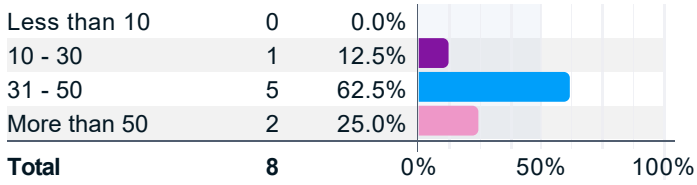
Current enrollment:



Fewer than 100	0	0.0%
101-500	5	62.5%
501-1,000	2	25.0%
More than 1,000	1	12.5%
Total	**8**	

In total, how many teachers does your school employ?

In total, how many teachers does your school employ?

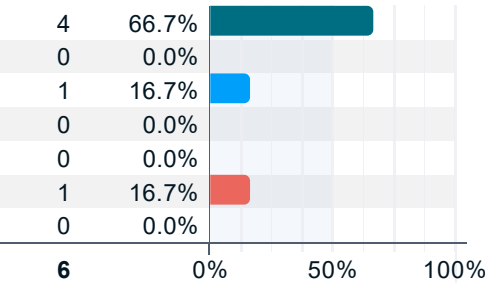


Less than 10	0	0.0%
10 - 30	1	12.5%
31 - 50	5	62.5%
More than 50	2	25.0%
Total	**8**	

How many of the teachers in your school from the School of Education have a specialization in:

1. English Language Arts

0	3	50.0%
1	0	0.0%
2	0	0.0%
3	1	16.7%
4	0	0.0%
5-10	2	33.3%
More than 10	0	0.0%
Total	**6**	

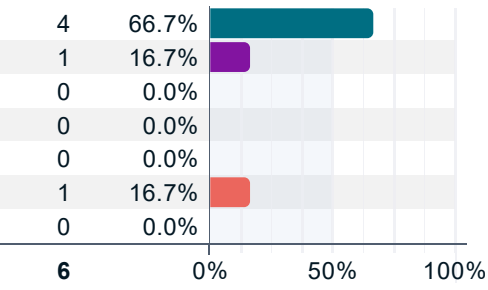


2. Mathematics

0	4	66.7%
1	0	0.0%
2	1	16.7%
3	0	0.0%
4	0	0.0%
5-10	1	16.7%
More than 10	0	0.0%
Total	**6**	

3. Social Studies

0	4	66.7%
1	1	16.7%
2	0	0.0%
3	0	0.0%
4	0	0.0%
5-10	1	16.7%
More than 10	0	0.0%
Total	**6**	

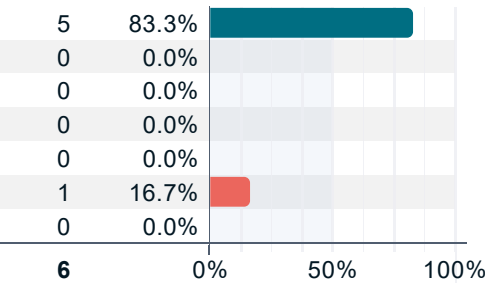


4. Science

0	4	66.7%
1	1	16.7%
2	0	0.0%
3	0	0.0%
4	0	0.0%
5-10	1	16.7%
More than 10	0	0.0%
Total	**6**	

5. Art

0	5	83.3%
1	0	0.0%
2	1	16.7%
3	0	0.0%
4	0	0.0%
5-10	0	0.0%
More than 10	0	0.0%
Total	**6**	



6. Music

0	5	83.3%
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	0	0.0%
5-10	1	16.7%
More than 10	0	0.0%
Total	**6**	

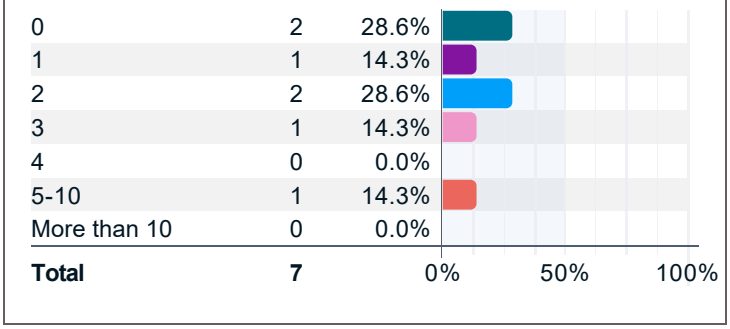
To the best of your knowledge, how many teachers in your school have received advanced credentials from the Annsley Frazier Thornton School of Education at Bellarmine University?

To the best of your knowledge, how many teachers in your school have received **advanced credentials** from the Annsley Frazier Thornton School of Education at Bellarmine University?

0	1	14.3%
1	1	14.3%
2	0	0.0%
3	1	14.3%
4	2	28.6%
5-10	2	28.6%
More than 10	0	0.0%
Total	**7**	

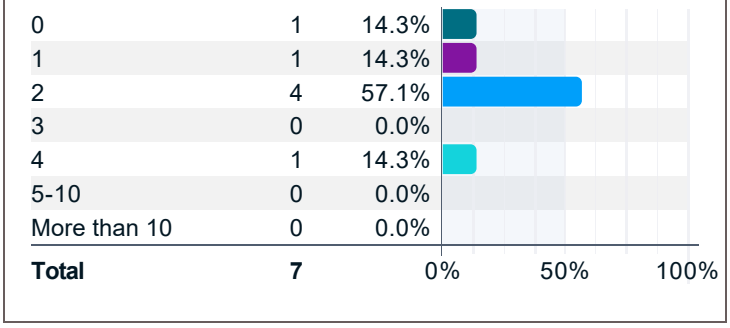
How many of the teachers in your school from the School of Education have advanced credentials in the area of Literacy Specialist?

How many of the teachers in your school from the School of Education have advanced credentials in the area of **Literacy Specialist**?



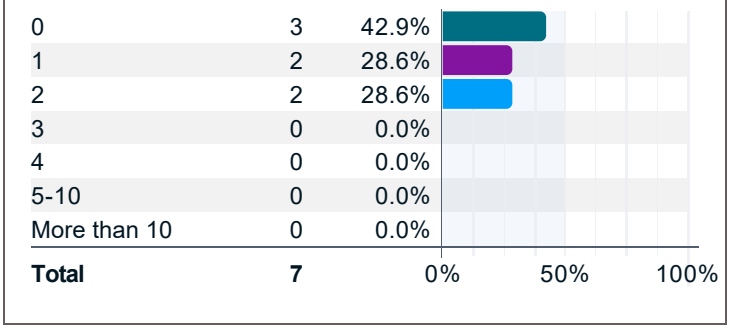
How many of the teachers in your school from the School of Education have advanced credentials in the area of Teacher Leadership?

How many of the teachers in your school from the School of Education have advanced credentials in the area of **Teacher Leadership**?



How many of the teachers in your school from the School of Education have advanced credentials in the area of School Leadership Administration?

How many of the teachers in your school from the School of Education have advanced credentials in the area of **School Leadership Administration**?

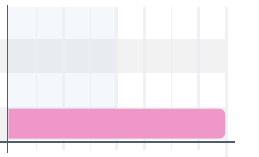


Bellarmine graduates demonstrate the following observable skills and/or dispositions:

Teacher Leader Model Standards

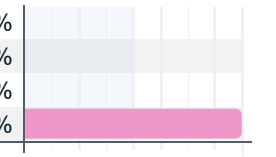
1. Creates a collaborative environment.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	0	0.0%
Agree	6	100.0%
Total	**6**	



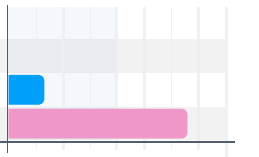
2. Facilitates the use of systemic inquiry

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	0	0.0%
Agree	6	100.0%
Total	**6**	



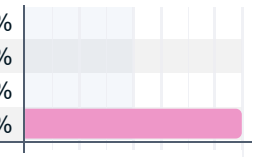
3. Promotes continuous improvement

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	16.7%
Agree	5	83.3%
Total	**6**	



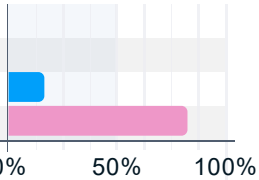
4. Models behavior that promotes continual instructional improvement

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	0	0.0%
Agree	6	100.0%
Total	**6**	



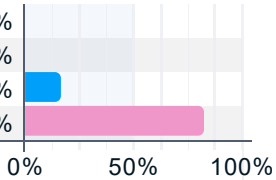
5. Optimizes school improvement strategies

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	16.7%
Agree	5	83.3%
Total	**6**	



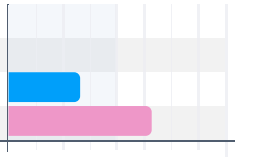
6. Facilitates collaboration among stakeholders

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	16.7%
Agree	5	83.3%
Total	**6**	



7. Advocates for educational policy

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	33.3%
Agree	4	66.7%
Total	**6**	

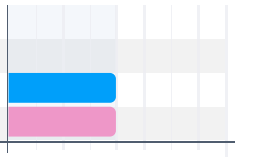


Bellarmine graduates demonstrate the following observable skills and/or dispositions:

Professional Standards of Educational Leaders

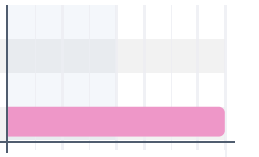
1. Enacts core values of academic success for each student.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	50.0%
Agree	2	50.0%
Total	**4**	0% 50% 100%



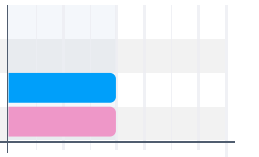
2. Demonstrates professional standards in all situations.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	0	0.0%
Agree	4	100.0%
Total	**4**	0% 50% 100%



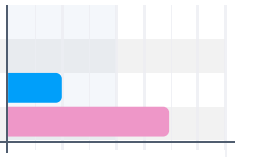
3. Supports culturally responsive practices to promote student's academic success.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	50.0%
Agree	2	50.0%
Total	**4**	0% 50% 100%



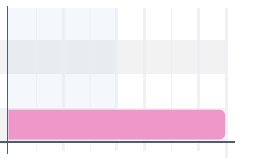
4. Supports rigorous instruction to promote student's academic success.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	25.0%
Agree	3	75.0%
Total	**4**	0% 50% 100%



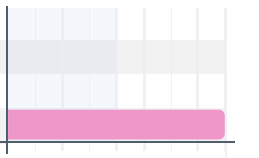
5. Cultivates inclusive school community that promotes student's academic success.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	0	0.0%
Agree	4	100.0%
Total	**4**	0% 50% 100%



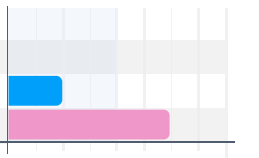
6. Demonstrates professional standards with school personnel.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	0	0.0%
Agree	4	100.0%
Total	**4**	0% 50% 100%



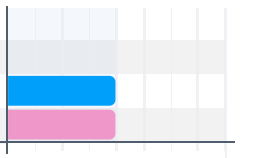
7. Fosters a professional community of teachers and staff to promote student's academic success.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	25.0%
Agree	3	75.0%
Total	**4**	0% 50% 100%



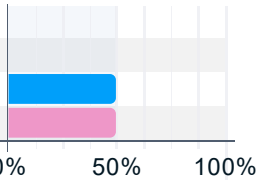
8. Engages with all stakeholders in mutually-beneficial ways

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	50.0%
Agree	2	50.0%
Total	**4**	0% 50% 100%



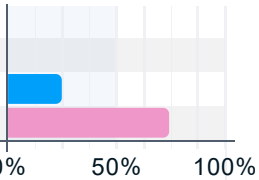
9. Demonstrates the ability to manage resources well.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	50.0%
Agree	2	50.0%
Total	**4**	0% 50% 100%



10. Practices continuous improvement

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	25.0%
Agree	3	75.0%
Total	**4**	0% 50% 100%

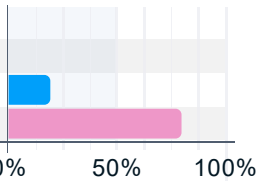


Bellarmine graduates demonstrate the following observable skills and/or dispositions:

International Literacy Association Standards

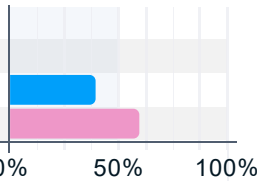
1. Demonstrates use of evidence-based foundations of literacy

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	20.0%
Agree	4	80.0%
Total	**5**	



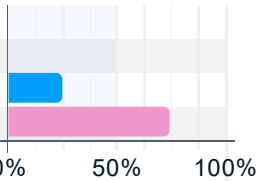
2. Evaluates evidence-based literacy instruction

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	40.0%
Agree	3	60.0%
Total	**5**	



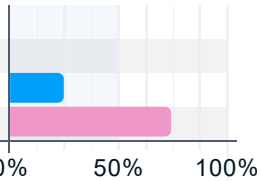
3. Utilizes appropriate assessment tools to measure student literacy achievement.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	25.0%
Agree	3	75.0%
Total	**4**	



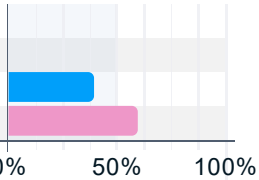
4. Creates learning environments that are inclusive for all learners.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	25.0%
Agree	3	75.0%
Total	**4**	



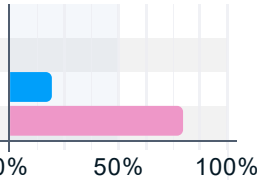
5. Utilizes multiple modes of literacy materials

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	40.0%
Agree	3	60.0%
Total	**5**	



6. Facilitates ongoing professional learning

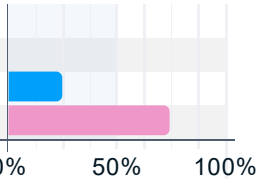
Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	1	20.0%
Agree	4	80.0%
Total	**5**	



Bellarmine graduates consistently demonstrate:

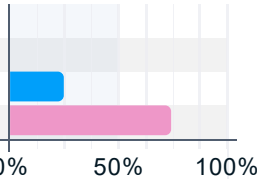
1. Academic knowledge in their field.

Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	25.0%
Agree	6	75.0%
Total	**8**	



2. Subject matter in their licensure area.

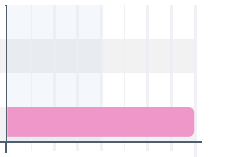
Disagree	0	0.0%
Somewhat disagree	0	0.0%
Somewhat agree	2	25.0%
Agree	6	75.0%
Total	**8**	



How satisfied are you when you observe BU grads:

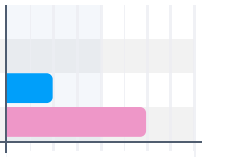
1. Working with people of diverse backgrounds?

Dissatisfied	0	0.0%
Somewhat dissatisfied	0	0.0%
Somewhat satisfied	0	0.0%
Satisfied	8	100.0%
Total	**8**	



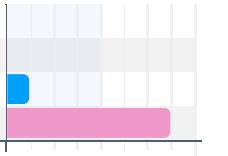
2. Self-evaluating their overall performance with respect to teaching Kentucky's learning goals?

Dissatisfied	0	0.0%
Somewhat dissatisfied	0	0.0%
Somewhat satisfied	2	25.0%
Satisfied	6	75.0%
Total	**8**	



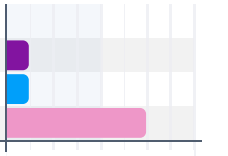
3. Defining clear professional growth plans based on self-assessment?

Dissatisfied	0	0.0%
Somewhat dissatisfied	0	0.0%
Somewhat satisfied	1	12.5%
Satisfied	7	87.5%
Total	**8**	



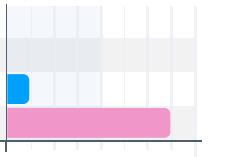
4. Collaborating with stakeholders to design, implement, and support learning programs?

Dissatisfied	0	0.0%
Somewhat dissatisfied	1	12.5%
Somewhat satisfied	1	12.5%
Satisfied	6	75.0%
Total	**8**	



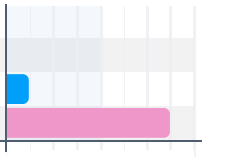
5. Responding to student behavior in ways that are both appropriate and respectful of students?

Dissatisfied	0	0.0%
Somewhat dissatisfied	0	0.0%
Somewhat satisfied	1	12.5%
Satisfied	7	87.5%
Total	**8**	



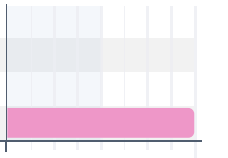
6. Creating a class environment that is both emotionally and physically safe for all students?

Dissatisfied	0	0.0%
Somewhat dissatisfied	0	0.0%
Somewhat satisfied	1	12.5%
Satisfied	7	87.5%
Total	**8**	



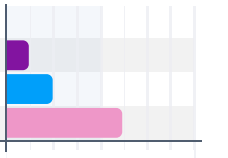
7. Demonstrating a sense of social, moral and ethical responsibilities as they relate to his or her field?

Dissatisfied	0	0.0%
Somewhat dissatisfied	0	0.0%
Somewhat satisfied	0	0.0%
Satisfied	8	100.0%
Total	**8**	



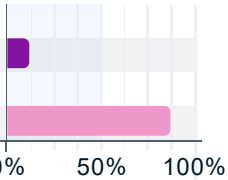
8. Communicating learning assessment results to all stakeholders?

Dissatisfied	0	0.0%
Somewhat dissatisfied	1	12.5%
Somewhat satisfied	2	25.0%
Satisfied	5	62.5%
Total	**8**	



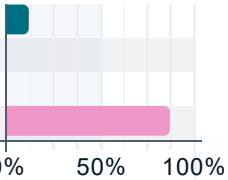
9. Understanding the impact of effective teaching on the success of your school and community?

Dissatisfied	0	0.0%
Somewhat dissatisfied	1	12.5%
Somewhat satisfied	0	0.0%
Satisfied	7	87.5%
Total	**8**	



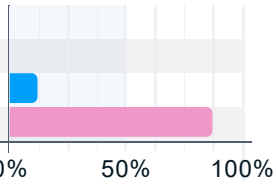
10. Using technology to collect data and evaluate instructional practice?

Dissatisfied	1	12.5%
Somewhat dissatisfied	0	0.0%
Somewhat satisfied	0	0.0%
Satisfied	7	87.5%
Total	**8**	

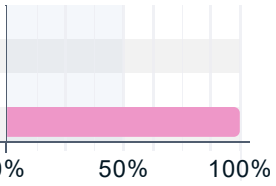


How likely are you to:

1. Recommend a BU grad to another school administrator?		
Unlikely	0	0.0%
Somewhat unlikely	0	0.0%
Somewhat likely	1	12.5%
Likely	7	87.5%
Total	**8**	



2. Hire another BU grad based on your previous/current experience?		
Unlikely	0	0.0%
Somewhat unlikely	0	0.0%
Somewhat likely	0	0.0%
Likely	8	100.0%
Total	**8**	



Please provide any comments regarding your impression of graduates from the Annsley Frazier Thornton School of Education

Comments
bellarmine graduates are passionate and compassionate with learners and colleagues
I am always impressed with the professionalism and the preparedness of our Bellarmine grads. I would prefer to hire a Bellarmine grad over other graduates. I love that they get a variety of experience in different school settings and also have the ece/ elementary ed certification.
They are all passionate about kids.
We have 8 teachers in our building currently who did their undergraduate work at Bellarmine. I have been extremely impressed with the quality of work and professional attitude that they bring to our building. Because of the great experience with Bellarmine graduates, we have worked with Bellarmine to build a partnership with the school, and we are actively recruiting Bellarmine graduates to come and teach at our school. Keep up the great work with preparing teachers to educate the students of Jefferson County!

Please provide any comments regarding recommended improvements and/or changes for the educator preparation program at the Annsley Frazier Thornton School of Education

Comments
At the Elementary Level, teaching programs that align with the Science of teaching reading such as LETRS and the KCM Numeracy Counts
I think that the continued growth in our ESL population with continue be a needed focus for prep programs.
Teachers out of college are not prepared at all for the real world of teaching. They don’t understand how to effectively plan and assess. They don’t know how to analyze data to plan for next steps. They also struggle with classroom management strategies which is typically related to lack of engagement strategies. They also don’t understand how students learn to read and therefore struggle to teach students in this area.
One way to continue to improve future teachers to be prepared would be to have each student in the teacher preparation program to complete IMSE/Orton Gillingham or LETRS Training. This would provide students with the "Why" behind the science of reading, and it would teach them the necessary pedagogical practices to help students learn to read. Along with this, the students would get resources that they could take with them as they move into their first teaching job that would help give them guidance and support on how to teach reading regardless of the level of support that they may receive at the school they go to. I would also recommend the educator preparation program to utilize the Math in Practice text during a class involving differentiated instruction. This would be a great tool to help young teachers see the vertical progression of standards, ways to support students through the concrete, semi–concrete, and abstract understandings of concepts, and it would give the students a resource that they could utilize when they get their first teaching job that they can use from day one.

Please provide any general suggestions, concerns or issues in the space provided below.

Comments
Regardless of the curricula that JCPS adopts, the foundations programs such as the Science of reading LETRS and KCM Numeracy counts will strengthen the instructional strategies and provide deeper insights for diagnostic and progress monitoring tools to supplement any curriculum in the content areas of literacy and math. Behavior Management and scaffolding for ML students is a critical component of instruction at the Elementary Level as well, specifically for students with Autism. There are fewer students being placed in self–contained settings and homeroom teachers are not equipped to manage the behaviors and learning needs of a high volume of ML and ECE students. Preparing them with basic strategies and skills to start will reduce frustration and burn out.
Na
Teach students about the science behind how kids learn to read. Have them use standards to plan for lessons. Have them create assessments, analyze them, and plan for next steps. Teach them engagement strategies
Based on my experiences, Bellarmine graduates have been more prepared than other prospective teachers that we have interviewed/hired. We have been extremeley impressed and happy with the Bellarmine graduates that we have had the privilege of working with.