

## **Measure 3: Satisfaction of Employers and Employment Milestones**

Employer survey assesses satisfaction for both initial certification completers and advance practice completers across programs. At the initial certification level, data indicate overall employer satisfaction with specific survey items aligned to InTASC standards. At the advanced level, data indicate overall employer satisfaction with specific survey items tied to specific professional association standards as relevant to individual fields. Data are discussed in the aggregate before being discussed by relevant standard.

### **Cycle 3: 2019-2020**

#### **Employer Survey**

Overall, employers are satisfied with the early completers of our initial and advanced programs. One hundred percent of employers report that they would hire another Bellarmine graduate and recommend a Bellarmine graduate to another administrator. Employers report that Bellarmine completers demonstrate subject matter knowledge in their area of licensure and academic knowledge in their field. One hundred percent of employers agree that our completers demonstrate subject matter relevant to their licensure area and over 85% agree that completers demonstrate academic knowledge in their field. Further, 100% of employers agree that Bellarmine completers create clear professional growth plans; respond to student behaviors in appropriate and respectful ways; demonstrate social, moral, and ethical responsibilities; create positive classroom environments; and use technology to collect data and evaluate instructional practice. Over 85% of employers agree that Bellarmine completers work well with people from diverse backgrounds, effectively self-evaluate their overall performance, collaborate well with stakeholders, and understand the impact of effective teaching. Just over 60% of employers agree that completers communicate assessment results to all stakeholders. This is the only identified area of improvement with one respondent indicating dissatisfaction with completers communication of learning assessment results to stakeholders. We will continue to monitor this area for growth.

#### **InTASC Standards Implementation**

Data indicate that employers believe early completers demonstrate proficiency with the InTASC standards through their instructional practices. Highest satisfaction items include 100% of employers agreeing completers seek leadership roles and engage in impactful professional development opportunities. Just over 85% of employers agree completers implement rigorous instruction, use multiple learning strategies, employ diverse perspectives, support collaborative learning, implement meaningful learning experiences, and build inclusive environments. Just over 70% of employers agree completers implement individualized and developmentally appropriate learning experiences, and over 57% believe completers use multiple assessment methods. Overall, employers find early completers to be effective classroom teachers.

### **Advanced Standards Implementation – Teacher Leader Model Standards**

Employers indicated high rates of satisfaction for teacher leader completers across all Teacher Leader Model Standards with one exception. Twenty percent of employers disagreed that completers advocate for educational policy with the other 80% agreeing or somewhat agreeing on this item. One hundred percent of employers agree completers create collaborative environments, promote continuous improvement, model behaviors that promote instructional improvement, and facilitate collaboration among stakeholders. Eighty percent of employers agree that completers utilize systemic inquiry and optimize school improvement strategies.

### **Advanced Standards Implementation – Professional Standards of Educational Leaders (PSEL)**

Employers indicated high rates of satisfaction for Ed.S. completers across all PSEL standards with employers agreeing or somewhat agreeing that completers demonstrate these standards in observable ways. Highest ratings reveal completers enact cover values of academic success, demonstrate high levels of professionalism, cultivate inclusive communities, foster professional communities of teachers and staff, and manage resources well. Over 85% of employers agree that completers support rigorous instruction, demonstrate professional standards with school personnel, and engage stakeholders in beneficial ways. Just over 70% of employers agree that completers demonstrated continuous improvement practices and over 57% somewhat agree that completers support culturally responsive practices, with over 42% agreeing to this item.

### **Advanced Standards Implementation – International Literacy Association (ILA) Standards**

Employers indicated high rates of satisfaction for Literacy Leader completers across all ILA standards with employers agreeing or somewhat agreeing that completers demonstrate these standards in observable ways. All respondents agree or somewhat agree that completers demonstrate evidence-based foundations of literacy, employ evidence-based instruction, create inclusive learning environments, utilize appropriate assessment methods, employ multiple modes of materials, and facilitate ongoing professional learning. There were no identified deficiencies across these standards.

### **Cycle 2: 2018-2019 Employer Survey**

### **Cycle 1: 2017-2018 Employer Survey**