

Measure 4: Satisfaction of Completers

Completer survey assesses satisfaction for both initial certification completers and advanced practice completers across programs. Response rates are higher for initial certification completers with this group representing just over 71% of the data. Advanced practice completers comprise the remaining 29%. Just over 96% of these completers hold positions as classroom teachers with 1 respondent holding the position of Literacy Specialist. The ability of advanced practice completers to move into leadership positions depends on job availability among other factors. Data are discussed in the aggregate before being discussed by relevant standard.

Cycle 3: 2019-2020

Completer Survey

Overall, completers are satisfied with our initial and advanced programs. One hundred percent of completers report demonstrating subject matter knowledge in their area of licensure and academic knowledge in their field. Further, results indicate completers feel prepared to define professional growth plans based on self-assessment; demonstrate moral, ethical, and social responsibilities in their fields; understand the impact of effective teaching on schools and communities; and use technology to collect and evaluate their instructional practice. While no respondents reported dissatisfaction with any aspect of the programs, one to three respondents somewhat dissatisfied with their ability to self-evaluate their performance, collaborate with stakeholders, work with people from diverse backgrounds, manage student behavior, communicate assessment results to stakeholders, and create positive classroom environments.

InTASC Standards Implementation

Data indicate that completers report proficiency with the InTASC standards through their instructional practices. Highest satisfaction items include 100% of completers agree or somewhat agree they implement individualized instruction, support collaborative learning, enable mastery of content, use multiple assessments, implement rigorous instruction, use multiple learning strategies, engage in impactful professional development, and seek leadership roles. All but one respondent agree or somewhat agree they use diverse perspectives to engage learners and build inclusive learning environments. Overall, initial certification completers report satisfaction with program preparation.

Advanced Standards Implementation – International Literacy Association (ILA) Standards

The individual literacy specialist program completer reported demonstrating use of evidence-based foundations of literacy, evaluating evidence-based instruction, utilizing appropriate assessment tools, creating inclusive learning environments, utilizing multiple mode of literacy materials, and facilitating professional development. This completer reported high levels of satisfaction with this advanced program.

Cycle 2: 2018-2019 Completer Survey

Cycle 1: 2017-2018 Completer Survey