

Summary of Survey Results from Employers of 2021-22 Initial Licensure Completers
Collected Fall 2023

Employers were asked to rate the preparation of their employees who had completed their preparation program at MTSU one year before receiving the survey. Ratings were on a four-point scale ranging from strongly agree to strongly disagree. Specific names of completers were provided to the employers. If an employer had more than one MTSU completer working in their school, they considered all completers when rating. Responses from employers were submitted anonymously.

Response Rate

	Employers of Traditional Completers	Employers of Job-Embedded Completers
Solicited	107	43
Participated	56/52%	22/51%

Employers indicated that MTSU completers of initial licensure programs at MTSU are prepared to support student learning, engage students, differentiate instruction, use assessment practices, and support with literacy development. Specific strengths and areas for growth included the following.

Strengths:

Engaging learners in activities that provide sufficient challenge.

Developing instructional plans aligned with standards.

Presenting content using visuals, examples, or modeling of thinking.

Areas for growth:

Managing learner behavior, especially for those who are teaching upper elementary, 6-8, 9-12 and special education job-embedded completers.

Facilitating learner engagement in upper elementary, 6th-8th grade, 9-12th grade, PE, and music.

Supporting language acquisition for those teaching in 6th-8th grade.

Teachers of students in 6th-8th grades tended to receive lower ratings in some areas. More needs to be learned about this due to the low number of employers who had hired a completer in this grade band. Employers completing the survey did not identify the program the completers teaching in their buildings completed. They reported on the grade levels in which they hired a completer. When licensure bands overlap (e.g., early childhood and elementary; middle level and secondary), it is unclear which program contributed or did not contribute to the completers' knowledge and skills.

		Percentage of Employers	
		Traditional	Job-Embedded
Total Respondents (N)		56.0	22.0
Recent MTSU graduates possess the entry level teacher ability to:		%	
Engage learners in activities that provide sufficient challenge.	Strongly Disagree	3.6%	0.0%
	Disagree	1.8%	0.0%
	Agree	58.9%	63.6%
	Strongly Agree	33.9%	36.4%
	Don't Know	1.8%	0.0%
Facilitate learners' use of technology.	Strongly Disagree	1.8%	0.0%
	Disagree	10.7%	0.0%
	Agree	39.3%	63.6%
	Strongly Agree	48.2%	36.4%
	Don't Know	0.0%	0.0%
Develop instructional plans aligned to state standards.	Strongly Disagree	3.6%	0.0%
	Disagree	0.0%	9.1%
	Agree	44.6%	54.5%
	Strongly Agree	51.8%	36.4%
	Don't Know	0.0%	0.0%
Organize content so that it is personally relevant to learners.	Strongly Disagree	3.6%	0.0%
	Disagree	12.5%	9.1%
	Agree	37.5%	54.5%
	Strongly Agree	46.4%	36.4%
	Don't Know	0.0%	0.0%
Present content using visuals, examples, or modeling of thinking.	Strongly Disagree	1.8%	0.0%
	Disagree	0.0%	0.0%
	Agree	42.9%	54.5%
	Strongly Agree	55.4%	45.5%
	Don't Know	0.0%	0.0%
Use effective pacing and structure in lessons.	Strongly Disagree	3.6%	0.0%
	Disagree	8.9%	9.1%
	Agree	51.8%	59.1%
	Strongly Agree	35.7%	31.8%
	Don't Know	0.0%	0.0%
Display accurate content knowledge in all subjects taught.	Strongly Disagree	3.6%	0.0%
	Disagree	0.0%	0.0%
	Agree	51.8%	59.1%
	Strongly Agree	44.6%	40.9%
	Don't Know	0.0%	0.0%

		Percentage of Employers	
		Traditional	Job-Embedded
Use a variety of subject-specific instructional strategies.	Strongly Disagree	1.8%	0.0%
	Disagree	12.5%	0.0%
	Agree	53.6%	68.2%
	Strongly Agree	32.1%	31.8%
	Don't Know	0.0%	0.0%
Incorporate activities that reinforce multiple types of problem solving.	Strongly Disagree	3.6%	0.0%
	Disagree	14.3%	0.0%
	Agree	55.4%	72.7%
	Strongly Agree	26.8%	27.3%
	Don't Know	0.0%	0.0%
Teach foundational literacy skills (i.e., phonemic awareness, phonics, fluency).	Strongly Disagree	0.0%	0.0%
	Disagree	29.2%	0.0%
	Agree	20.8%	66.7%
	Strongly Agree	41.7%	20.0%
	Don't Know	8.3%	13.3%
Promote vocabulary development.	Strongly Disagree	1.8%	0.0%
	Disagree	16.1%	0.0%
	Agree	39.3%	59.1%
	Strongly Agree	42.9%	27.3%
	Don't Know	0.0%	13.6%
Promote reading comprehension.	Strongly Disagree	1.8%	0.0%
	Disagree	12.5%	0.0%
	Agree	44.6%	63.6%
	Strongly Agree	37.5%	27.3%
	Don't Know	3.6%	9.1%
Support language acquisition.	Strongly Disagree	1.8%	0.0%
	Disagree	17.9%	0.0%
	Agree	42.9%	68.2%
	Strongly Agree	32.1%	18.2%
	Don't Know	5.4%	13.6%
Teach writing.	Strongly Disagree	3.6%	0.0%
	Disagree	10.7%	0.0%
	Agree	50.0%	59.1%
	Strongly Agree	30.4%	22.7%
	Don't Know	5.4%	18.2%
Manage learner behavior.	Strongly Disagree	14.8%	0.0%

		Percentage of Employers	
		Traditional	Job-Embedded
	Disagree	11.1%	18.2%
	Agree	46.3%	59.1%
	Strongly Agree	27.8%	22.7%
	Don't Know	0.0%	0.0%
Facilitate learner engagement.	Strongly Disagree	1.9%	0.0%
	Disagree	18.5%	9.1%
	Agree	48.1%	59.1%
	Strongly Agree	31.5%	31.8%
	Don't Know	0.0%	0.0%
Create an environment to promote individual and group learning.	Strongly Disagree	1.9%	0.0%
	Disagree	16.7%	0.0%
	Agree	38.9%	59.1%
	Strongly Agree	42.6%	40.9%
	Don't Know	0.0%	0.0%
Create an environment in which learners exhibit caring and respect for one another.	Strongly Disagree	0.0%	0.0%
	Disagree	13.0%	0.0%
	Agree	44.4%	59.1%
	Strongly Agree	42.6%	40.9%
	Don't Know	0.0%	0.0%
Support learners using trauma-informed practices.	Strongly Disagree	0.0%	0.0%
	Disagree	22.2%	13.6%
	Agree	51.9%	54.5%
	Strongly Agree	24.1%	22.7%
	Don't Know	1.9%	9.1%
Use practices that address the anticipated learning difficulties of students.	Strongly Disagree	1.9%	0.0%
	Disagree	9.3%	4.5%
	Agree	63.0%	72.7%
	Strongly Agree	25.9%	22.7%
	Don't Know	0.0%	0.0%
Use differentiated instructional methods to support learners' mastery of content.	Strongly Disagree	1.9%	0.0%
	Disagree	9.3%	0.0%
	Agree	63.0%	72.7%
	Strongly Agree	25.9%	27.3%
	Don't Know	0.0%	0.0%
Use formative individual learner assessments to plan instruction.	Strongly Disagree	1.9%	0.0%
	Disagree	13.0%	9.1%
	Agree	55.6%	63.6%

		Percentage of Employers	
		Traditional	Job-Embedded
	Strongly Agree	29.6%	27.3%
	Don't Know	0.0%	0.0%
Use summative individual learner assessments.	Strongly Disagree	1.9%	0.0%
	Disagree	11.1%	0.0%
	Agree	61.1%	63.6%
	Strongly Agree	25.9%	36.4%
	Don't Know	0.0%	0.0%
Assess instructional strategies to increase learner achievement.	Strongly Disagree	1.9%	0.0%
	Disagree	16.7%	0.0%
	Agree	57.4%	77.3%
	Strongly Agree	22.2%	22.7%
	Don't Know	1.9%	0.0%
Work with grade level and/or subject peers to facilitate student learning.	Strongly Disagree	0.0%	0.0%
	Disagree	25.9%	9.1%
	Agree	25.9%	59.1%
	Strongly Agree	46.3%	31.8%
	Don't Know	1.9%	0.0%
Collaborate with families to support student learning.	Strongly Disagree	1.9%	0.0%
	Disagree	13.0%	0.0%
	Agree	48.1%	86.4%
	Strongly Agree	37.0%	13.6%
	Don't Know	0.0%	0.0%

Summary of Survey Results from Employers of 2021-22 Completers of Advanced Programs
Collected Fall 2023

This survey was distributed to TN public school district employers of individuals who had completed advanced preparation programs at MTSU. These completers added on an endorsement in instructional leader, reading specialist, or another licensure area. Thirty-one employers were solicited, with 9 ultimately completing the ratings of preparation. Ratings were on a four-point scale ranging from strongly agree to strongly disagree. Specific names of completers were provided to the employers. If an employer had more than one MTSU completer working in their school, they considered all completers when rating.

The data were not disaggregated by program due to the employer anonymously responding and programs of completers not being delineated by the employer. Overall, employers indicated MTSU advanced program completers were prepared. As noted in the table, all items were rated positively by the majority of the respondents. Specific areas of strength included using problem-solving skills to address issues in practice, using data for a variety of purposes, and using feedback to improve work performance. Being receptive to the interests of stakeholders, displaying extensive content knowledge, using subject-specific strategies, and self-reflecting on evidence to improve practice were also noted as strong areas of preparation. Future plans include adjusting how data are collected from employers to ensure feedback about specific programs can be disaggregated to inform reflection and next steps more adequately.

The MTSU advanced program graduate:	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
Uses and/or generates meaningful action research related to work with stakeholders (e.g., students, others).	0.00%	0.00%	0.00%	44.44%	55.56%
Uses problem-solving skills to address issues in practice.	0.00%	0.00%	0.00%	33.33%	66.67%
Uses data for planning purposes.	0.00%	0.00%	11.11%	22.22%	66.67%
Uses a variety of data to evaluate outcomes of professional practice.	0.00%	0.00%	11.11%	22.22%	66.67%
Uses feedback from a variety of sources to improve work performance in identified areas of need.	0.00%	0.00%	11.11%	22.22%	66.67%
Accesses technological resources, within and outside of the school/ organization, as supports for analysis, reflection, and problem-solving.	11.11%	0.00%	0.00%	33.33%	55.56%
Integrates technology tools into assessments and other activities provided to track outcomes for individuals or programs.	11.11%	0.00%	0.00%	33.33%	55.56%
Uses practices that incorporate stakeholders' (students, constituents) background.	0.00%	0.00%	0.00%	66.67%	33.33%
Contributes to short- and long-term plans for individuals who benefit from our work.	0.00%	0.00%	11.11%	44.44%	44.44%

The MTSU advanced program graduate:	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
Is receptive to the interests of all stakeholders (students, constituents).	0.00%	0.00%	0.00%	22.22%	77.78%
Displays extensive content knowledge to perform his/her work.	0.00%	0.00%	0.00%	22.22%	77.78%
Implements a variety of subject-specific instructional and/or professional strategies to enhance the knowledge of others.	0.00%	0.00%	0.00%	33.33%	66.67%
Self-reflects on evidence to identify areas of strength and growth.	0.00%	0.00%	22.22%	11.11%	66.67%
Serves as a leader and model for others.	0.00%	0.00%	11.11%	33.33%	55.56%
Lead activities that positively that impact school/organization results.	0.00%	0.00%	11.11%	44.44%	44.44%
Advocates for learners, the school, the community, and/or the profession through leadership roles.	0.00%	0.00%	0.00%	33.33%	66.67%