

Summary of Findings from Employer Surveys, Fall 2024

Employers of Initial Licensure Completers

Strengths:

- Employers rated content knowledge (3.3 Traditional, 3.25 Job-Embedded) and instructional strategies (3.25 Traditional, 3.18 Job-Embedded) positively.
- Technology integration was well-rated (3.25 Traditional, 3.27 Job-Embedded).

Areas for Improvement:

- Trauma-informed practices received the lowest rating (2.79 Traditional, 2.73 Job-Embedded).
- Differentiated instruction for rigorous learning goals (3.2 Traditional, 2.91 Job-Embedded) showed a gap.

Employers of Advanced Program Completers

Strengths:

- Leadership, planning, and technology integration were rated highly (3.5).
- Strong feedback utilization and self-reflection were noted.

Areas for Improvement:

- Employers did not indicate major weaknesses but reinforced the need for continued leadership and advocacy skills.

Employer Survey for Initial Licensure Completers, Fall 2024

Completers Fall 2022-Summer 2023)

Employers of 2022-2023 initial licensure program completers were solicited through email during the fall 2024 semester to complete a brief survey about their perceptions of recent initial licensure completers' preparation. Reminder emails were sent three times. If employers had more than one completer, they were asked to consider how well all completers were prepared.

Employer Participants

Response Rate

	Employers of Traditional Completers	Employers of Job-Embedded Completers
Solicited	105	49
Participated	20/19%	13/26.5%

Completers Hired by Employers Solicited/# of Completers Represented in Responses

	Traditional	Job-Embedded
Early Childhood	14/4	1/0
Elementary	60/6	8/3

Middle Level	5/0	7/2
Special Education	14/3	12/2
Secondary Education	51/7	30/6
English as a Second Language	0	2/0
Library Science	3/0	1/0
Total Completers Represented in Responses	20	13

Current Role

Role	Traditional	Job-Embedded
Principal	95%	92%
Asst Principal	5%	7.6%

Length of Time in Current Position

	Traditional	Job-Embedded
1-5 years	40%	46.2%
6-10 years	25%	23.1%
More than 10 years	35%	30.7%

Employers' Ratings of Professional Practices

Items were rated on a Likert-type scale from 1-strongly disagree to 4-strongly agree. Some participants had completers in multiple categories and rated all completers within the same prompt.

“Based on your experiences with recent (August 2022-May 2023) MTSU initial licensure graduates hired to work in your school, MTSU’s teacher preparation program prepared them to...”

Items	Traditional completers (N= 20) Mean (SD)	Job-embedded completers (N= 13) Mean (SD)
Support all students' academic development	3.3 (.73)	3.15 (.55)
Address students' learning difficulties	3.3 (.73)	3 (.41)
Effective classroom management practices	3 (.86)	3 (.58)
Knowledge of content for the subject(s) taught	3.3 (.80)	3.25 (.45)
Use subject-specific instructional strategies	3.25 (.72)	3.18 (.40)
Use high-quality instructional materials	3.15 (.75)	3 (.63)
Engage students in critical thinking	3.15 (.67)	3.18 (.40)
Prepare instruction that supports all students in meeting rigorous learning goals	3.15 (.67)	3.09 (.54)
Differentiate instruction to support all students in meeting rigorous goals	3.2 (.70)	2.91 (.70)
Guide instructional decision-making	3.15 (.81)	3.09 (.70)

Items	Traditional completers (N= 20) Mean (SD)	Job-embedded completers (N= 13) Mean (SD)
Engage students in using available technology in the learning process	3.25 (.72)	3.27 (.65)
Use trauma-informed practices to support students' needs	2.79 (.85)	2.73 (.90)
Foster collaboration with families and colleagues	3.11 (.81)	3.18 (.60)
Adhere to the professional educator code of ethics	3.16 (.96)	3.18 (.60)
Advocate for the needs of all students	3.3 (.73)	3.18 (.60)
Engage in ongoing professional learning	3.3 (.80)	3.09 (.30)
Use inclusive practices that support students' cultural, linguistic, and learning differences	3.15 (.75)	3.09 (.54)
Effectively teach students how to read	3.15 (.80)	3 (0)

Employer Survey for Advanced Program Completers, Fall 2024

(Completers Fall 2022-Summer 2023)

Employers of 2022-2023 advanced program completers were solicited through email during the fall 2024 semester to complete a brief survey about their perceptions of recent instructional leader and reading specialist/literacy completers' preparation. Reminder emails were sent three times. If employers had more than one completer, they were asked to consider how well all the completers were prepared.

Employer Participants

Response Rate

	Employers of Instructional Leader Completers	Employers of Literacy/Reading Specialist Completers
Solicited	9	3
Participated	2/22%	0

Employers' Ratings of Professional Practices

Items were rated on a Likert-type scale from 1-strongly disagree to 4-strongly agree. Some participants had completers in multiple categories and rated all completers within the same prompt.

"Based on your experiences with recent graduates (Fall 2022-Summer 2023) who completed an advanced program at MTSU's College of Education, the graduate program prepared them to.."

Items	Mean (SD)
Use and/or generate meaningful action research.	3 (0)
Use problem-solving skills to address issues in practice.	3 (0)
Use data for planning purposes.	3 (0)
Use data to evaluate outcomes.	3 (0)
Integrate technology tools into assessments and decision-making processes.	3.5 (0.71)
Contribute to short and long-term planning for individuals and/or programs.	3.5 (0.71)
Be receptive to the interests of stakeholders impacted by their work.	3 (0)
Have extensive content knowledge that enhances their work.	3 (0)
Implement instructional and/or professional practices to enhance the knowledge of others.	3.5 (0.71)
Self-reflect on evidence to identify areas of strength and growth.	3 (0)
Use feedback to improve work performance in identified areas of need.	3.5 (0.71)
Serve as a leader.	3.5 (0.71)
Lead activities that lead to positive outcomes for a school/organization.	3 (0)
Advocate through leadership roles for those served, the organization, the community, and/or the profession.	3 (0)

Focus Group with District Principals

On October 14, 2024, a focus group was completed with principals from one district who hires completers across licensure areas to learn more about their perceptions of the preparation of initial licensure completers one year after completion of their programs. Each principal with completers from 2022 and 2023 was provided with the names of the traditional, job-embedded, or add-on licensure completers. 12 principals had completers from the traditional preparation programs. Two principals had completers from job-embedded programs, while 5 had add-on endorsement completers. Principals were asked to consider their lists of completers and to identify strengths and areas for growth based on the pathway (traditional, job-embedded, add-on, and program). They wrote the strengths and areas for growth on Post-it notes. When finished, they placed their notes on a large paper with the designated licensure area identified. Once all Post-it notes were collected, an open-ended discussion occurred.

Total Number of Completers Reflected in the Feedback

	2022	2023
Traditional	20	23
Job-Embedded	1	2
Add-On	3	1
Early Childhood	1	3
Elementary	15 (trad) 1 (JE)	16 (trad) 1 (JE)
Special Education Interventionist	4	5
ESL	1 (add-on)	
Art	1	
Music		1
PE		2
Instructional Leader	1 (add-on)	
Library Science	1 (add-on)	1 (JE)

Summary of Post-It Notes

Special Education Interventionist

- Strengths: Strong content knowledge, differentiation skills, IEP knowledge, organization, collaboration, classroom culture, and supporting families and students.
- Areas for Growth: Needs support in classroom management, leading assistants effectively, and confidence in developing IEPs. Teacher had challenges transitioning into the role.

Elementary Education – Traditional

- Strengths: High academic expectations, quick learner, structured and organized, effective instruction, strong classroom management, and ability to collaborate.
- Areas for Growth: Needs to improve parent communication, follow-through on curriculum-based lesson preparation, and confidence in differentiated instruction and classroom strategies.

Elementary Education – Job Embedded

- Strengths: Strong student rapport, classroom management, and organization. Creates a learning-focused environment, supports language acquisition, and prepares well for PLCs.
- Areas for Growth: Needs improvement in teamwork and understanding differentiated instruction.

Early Childhood

- Strengths: Effective instructional delivery, strong classroom management, and foundational literacy skills.
- Areas for Growth: Needs improvement in differentiated instructional methods.

Art Education

- Strengths: Strong rapport with students, creative, well-organized.
- Areas for Growth: Needs to incorporate more varied artistic mediums and manage all grade levels effectively.

Physical Education

- Strengths: Creates a positive learning environment.
- Areas for Growth: No specific areas mentioned.

Beginning Administrator

- Strengths: Understanding administrative responsibilities.
- Areas for Growth: No specific areas mentioned.

Summary of Discussion Notes

- Graduate Feedback: Strong classroom setup and management skills. Need more support in curriculum application. Most graduates were well-prepared but needed to improve on taking feedback and implementing it.
- Job-Embedded vs. CPP: Job-embedded teachers lacked student teaching experience but benefited from coaching. CPP students were preferred due to stronger partnerships and structured support.
- General Observations: Importance of high expectations in early childhood education. Field placements before student teaching were highly valued. Some students, particularly MT-ALT candidates, found edTPA overwhelming due to workload.