

Initial Licensure Employer Survey (all paths)

Addresses CAEP Standards 4.3, 5.4

**Upon reflecting on the professional teaching experiences, the Harding University
Teacher Preparation Program prepared the teacher to:**

		Spring 2020	Spring 2019	Spring 2018	Fall 2016	Fall 2015
Completer Year		2018-2019	2017-2018	2016-2017	2014-2015	2013-14
	Danielson	n= 19 , 32.76% return	n= 24 , 35.29% return	n= 27 , 32.93% return	n= 39 , 54.93% return	n= 27 , 39.71% return
Demonstrate knowledge of content	1a	1.68	1.67	1.78	1.74	1.76
Demonstrate knowledge of pedagogy	1a	1.74	1.75	1.78	1.77	1.66
Demonstrate knowledge of student development	1b	1.68	1.79	2.07	1.9	1.72
Demonstrate knowledge of student culture and background	1b	1.74	2	2.33	2.03	1.72
Demonstrate knowledge of student special needs	1b	1.79	2.04	2.41	2.05	1.86
Demonstrate knowledge of student language proficiency	1b	1.89	2.17	2	2.08	1.97
Demonstrate knowledge of student skill level	1b	1.74	1.96	1.93	2.03	1.72
Set clear instructional outcomes/goals	1c	1.58	1.92	1.93	1.87	1.69
Align instruction to state standards	1c	1.58	1.75	1.78	1.74	1.66
Set instructional outcomes/goals appropriate for all learners	1c	1.74	2.04	2.04	1.9	1.72
Demonstrate knowledge of multiple resources (including technology and materials) to impact student learning	1d	1.63	1.92	1.96	1.72	1.66
Facilitate use of internet resources to impact student learning	1d	1.74	1.75	1.96	1.62	1.66
Design learning experiences to align with instructional outcomes	1e	1.79	1.92	1.84	1.87	1.72
Provide a variety of appropriately challenging materials and resources	1e	1.74	2.08	2.04	1.95	1.83
Plan a lesson/unit that is well structured	1e	1.63	1.83	1.8	1.82	1.62
Differentiate lessons for individual student needs	1e	1.79	2.25	2.24	2.1	1.86
Design student assessments aligned with instructional goals	1f	1.68	2.08	1.92	2.08	1.83
Use assessment results to plan for future instruction	1f	1.63	2.08	2	2.26	1.89
Create a learning climate that promotes respect	2a	1.44	1.79	1.8	1.82	1.55
Develop a rapport with students	2a	1.42	1.75	1.76	1.63	1.38
Encourage respectful behavior among students	2a	1.47	1.83	1.88	1.71	1.48
Establish a classroom culture characterized by high expectations for all students	2b	1.79	1.96	2.04	1.89	1.66
Create a classroom culture where students demonstrate pride in their work	2b	1.74	2.13	2	1.84	1.86
Display genuine commitment to the subject	2b	1.63	1.88	1.8	1.55	1.62
Display knowledge of students' diverse cultures	2b	1.68	1.83	2.36	2	1.96
Display genuine respect for students' diverse cultures	2b	1.58	1.88	2.04	1.79	1.68
Manage classroom procedures (instructional groups, transitions, materials and supplies, and noninstructional duties)	2c	1.68	2.22	2.29	2.22	1.76
Use instructional time effectively	2c	1.84	2.04	2.08	2.08	1.76
Establish consistent standards of conduct in classroom	2c	1.79	2.13	2.25	2.05	1.79

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Monitor student behavior in classroom with respect to established standards	2d	1.79	2.09	2.13	2	1.72
Respond appropriately to student misbehavior with respect to established standards	2d	1.79	2.22	2.17	2.03	1.76
Create a safe environment for learning that is equally accessible to all students	2e	1.58	1.87	1.88	1.89	1.62
Organize the physical arrangement to support learning activities	2e	1.58	1.87	1.75	1.97	1.66
Make effective use of physical resources, including computer technology	2e	1.63	1.7	1.83	1.7	1.66
Communicate clear expectations for student learning outcomes	3a	1.68	1.91	1.96	1.89	1.67
Communicate clear directions and procedures to students	3a	1.74	1.82	1.92	1.86	1.67
Appropriately communicate content with respect to students' knowledge and experience	3a	1.63	1.82	1.92	1.86	1.74
Clearly communicate to students using developmentally appropriate language	3a	1.63	1.91	1.96	1.78	1.7
Use questioning techniques that elicit a thoughtful response from students	3b	1.74	2.14	2.25	2.11	1.85
Use discussion techniques that elicit a thoughtful response from students	3b	1.79	2.09	2.13	2.17	1.81
Allow sufficient time following a question for students to answer	3b	1.74	1.95	2.04	1.97	1.78
Include all students in class discussions	3b	1.74	2.27	2.08	1.92	1.85
Step aside, when appropriate, during class discussions so that students can lead	3b	1.89	2.18	2.39	2.17	2.04
Engage students through activities/assignments that are appropriate to all students	3c	1.63	1.91	2	2.03	1.7
Engage students through materials that are appropriate to all students	3c	1.61	1.82	1.91	1.94	1.59
Engage students through different types of student groupings	3c	1.83	2.05	2.38	2	1.74
Engage students in classwork with a high level of rigor	3c	1.94	2.18	2.33	2.22	2
Structure lessons that are coherent	3c	1.72	1.91	1.88	2	1.56
Structure lessons that are paced appropriately	3c	1.72	1.95	2.04	2.06	1.63
Make students fully aware of the criteria and performance standards by which their work will be evaluated	3d	1.89	2.18	2.13	2.08	1.85
Accurately monitor student progress in curriculum through regular assessment to elicit evidence of understanding	3d	1.78	2.09	2.04	2	1.78

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Danielson							
	Prepare specific and timely feedback that students can use with regard to performance	3d	1.78	2.19	2.13	1.92	1.78
	Develop skills for accurate student self-assessment or peer assessment against assessment criteria and standards	3d	2.00	2.36	2.21	2.19	2.07
	Adjust instruction from assessment evidence to ensure students' full understanding of learning goals	3e	1.89	2.27	2.25	2.22	1.81
	Accommodate student questions, needs, or interests within the instructional time	3e	1.67	1.95	2.13	1.97	1.7
	Be persistent with those students having difficulty learning	3e	1.67	2.14	2.21	1.94	1.7
	Provide an accurate reflection of a lesson taught	4a	1.78	1.86	1.96	1.97	1.69
	Provide an objective reflection of a lesson taught	4a	1.67	1.95	1.75	2	1.69
	Cite specific positive and negative reflective characteristics on teaching	4a	1.72	2.05	1.83	1.97	1.77
	Make specific suggestions as to how the lesson might be improved	4a	1.72	2.05	1.88	1.94	1.65
	Maintain accurate instructional records	4b	1.56	1.91	1.79	1.67	1.42
	Maintain accurate non-instructional records	4b	1.56	1.95	1.88	1.83	1.54
	Engage families in the instructional program	4c	1.94	2.5	2.38	2.03	1.2
	Convey culturally appropriate messages	4c	1.67	2.09	2.17	1.89	1.73
	Participate in the professional community	4d	1.5	1.77	1.75	1.67	1.5
	Maintain positive professional relationships with colleagues	4d	1.56	1.64	1.58	1.58	1.38
	Maintain productive professional relationships with colleagues	4d	1.56	1.59	1.67	1.58	1.38
	Engage in professional development opportunities	4e	1.56	1.55	1.63	1.64	1.42
	Assess my own needs for professional development	4e	1.78	1.95	1.71	1.83	1.73
	Conduct action research in order to contribute to the profession	4e	2.22	2.45	2.63	2.36	2.08
	Display the highest level of ethical behavior	4f	1.56	1.59	1.71	1.61	1.23
	Display the highest level of professionalism when interacting with students	4f	1.5	1.64	1.79	1.64	1.31
	Display the highest level of professionalism when interacting with my colleagues	4f	1.5	1.64	1.75	1.67	1.38
	Display the highest level of professionalism when interacting with the school's community	4f	1.56	1.68	1.71	1.56	1.27
	Comply with school/district regulations	4f	1.44	1.55	1.5	1.39	1.27

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Key to scoring:

1 = Strongly Agree

2 = Agree

3 = Neither Agree nor Disagree

4 = Disagree

5 = Strongly Disagree

In 2018-2019, we had 157 intitial licensure completers. We had 58 employer surveys sent (representing 67 of the completers) which represented a 42.7% sample of the population of completers. With a survey response rate of 19, we can anticipate that the results represent approximately 12.1% of the population of completers but are unsure with the number of employers that have multiple teachers represented (it could be slightly higher).

In 2017-2018, we had 178 intitial licensure completers. We had 68 employer surveys sent (representing 82 of the completers) which represented a 46% sample of the population of completers. With a survey response rate of 24, we can anticipate that the results represent approximately 15.1% of the population of completers but are unsure with the number of employers that have multiple teachers represented (it could be slightly higher).

In 2016-2017, we had 189 intitial licensure completers. We had 82 employer surveys sent (representing 88 of the completers) which represented a 46.56% sample of the population of completers. With a survey response rate of 27, we can anticipate that the results represent approximately 15.8% of the population of completers but are unsure with the number of employers that have multiple teachers represented (it could be slightly higher).

In 2015-2016, we had 197 intitial licensure completers. We had 71 employer surveys sent (representing 82 of the completers) which represented a 41.6% sample of the population of completers. With a survey response rate of 39, we can anticipate that the results represent approximately 19.8% of the population of completers but are unsure with the number of employers that have multiple teachers represented (it could be slightly higher).