

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

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 2019	Spring 2018	Fall 2016	Fall 2015
		2017-2018	2016-2017	2014-2015	2013-14
Completer Year		n= 24 , 35.29% return	n= 27 , 32.93% return	n= 39 , 54.93% return	n= 27 , 39.71% return
	Danielson				
Manage classroom procedures (instructional groups, transitions, materials and supplies, and noninstructional duties)	2c	2.22	2.29	2.22	1.76
Use instructional time effectively	2c	2.04	2.08	2.08	1.76
Establish consistent standards of conduct in classroom	2c	2.13	2.25	2.05	1.79
Monitor student behavior in classroom with respect to established standards	2d	2.09	2.13	2	1.72
Respond appropriately to student misbehavior with respect to established standards	2d	2.22	2.17	2.03	1.76
Create a safe environment for learning that is equally accessible to all students	2e	1.87	1.88	1.89	1.62
Organize the physical arrangement to support learning activities	2e	1.87	1.75	1.97	1.66
Make effective use of physical resources, including computer technology	2e	1.7	1.83	1.7	1.66
Communicate clear expectations for student learning outcomes	3a	1.91	1.96	1.89	1.67
Communicate clear directions and procedures to students	3a	1.82	1.92	1.86	1.67
Appropriately communicate content with respect to students' knowledge and experience	3a	1.82	1.92	1.86	1.74
Clearly communicate to students using developmentally appropriate language	3a	1.91	1.96	1.78	1.7
Use questioning techniques that elicit a thoughtful response from students	3b	2.14	2.25	2.11	1.85
Use discussion techniques that elicit a thoughtful response from students	3b	2.09	2.13	2.17	1.81
Allow sufficient time following a question for students to answer	3b	1.95	2.04	1.97	1.78
Include all students in class discussions	3b	2.27	2.08	1.92	1.85
Step aside, when appropriate, during class discussions so that students can lead	3b	2.18	2.39	2.17	2.04
Engage students through activities/assignments that are appropriate to all students	3c	1.91	2	2.03	1.7
Engage students through materials that are appropriate to all students	3c	1.82	1.91	1.94	1.59

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 2019	Spring 2018	Fall 2016	Fall 2015
		2017-2018	2016-2017	2014-2015	2013-14
Completer Year		n= 24 , 35.29% return	n= 27 , 32.93% return	n= 39 , 54.93% return	n= 27 , 39.71% return
Danielson					
	3c	2.05	2.38	2	1.74
	3c	2.18	2.33	2.22	2
	3c	1.91	1.88	2	1.56
	3c	1.95	2.04	2.06	1.63
	3d	2.18	2.13	2.08	1.85
	3d	2.09	2.04	2	1.78
	3d	2.19	2.13	1.92	1.78
	3d	2.36	2.21	2.19	2.07
	3e	2.27	2.25	2.22	1.81
	3e	1.95	2.13	1.97	1.7
	3e	2.14	2.21	1.94	1.7
	4a	1.86	1.96	1.97	1.69
	4a	1.95	1.75	2	1.69
	4a	2.05	1.83	1.97	1.77
	4a	2.05	1.88	1.94	1.65
	4b	1.91	1.79	1.67	1.42
	4b	1.95	1.88	1.83	1.54
	4c	2.5	2.38	2.03	1.2
	4c	2.09	2.17	1.89	1.73
	4d	1.77	1.75	1.67	1.5
	4d	1.64	1.58	1.58	1.38
	4d	1.59	1.67	1.58	1.38
	4e	1.55	1.63	1.64	1.42

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 2019	Spring 2018	Fall 2016	Fall 2015
		2017-2018	2016-2017	2014-2015	2013-14
		n= 24 , 35.29% return	n= 27 , 32.93% return	n= 39 , 54.93% return	n= 27 , 39.71% return
Assess my own needs for professional development	4e	1.95	1.71	1.83	1.73
Conduct action research in order to contribute to the profession	4e	2.45	2.63	2.36	2.08
Display the highest level of ethical behavior	4f	1.59	1.71	1.61	1.23
Display the highest level of professionalism when interacting with students	4f	1.64	1.79	1.64	1.31
Display the highest level of professionalism when interacting with my colleagues	4f	1.64	1.75	1.67	1.38
Display the highest level of professionalism when interacting with the school's community	4f	1.68	1.71	1.56	1.27
Comply with school/district regulations	4f	1.55	1.5	1.39	1.27

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neither Agree nor Disagree
- 4 = Disagree
- 5 = Strongly Disagree

In 2017-2018, we had 178 initial licensure completers. We had 68 employer surveys sent (representing 82 of the completers) which represented 46% 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 initial licensure completers. We had 82 employer surveys sent (representing 88 of the completers) which represented 46.56% 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 initial licensure completers. We had 71 employer surveys sent (representing 82 of the completers) which represented 41.6% 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).