



Central CT State University

CAEP Annual Reporting Measure – Outcome #3

Annual Reporting Measure Three - Component 4.3/ A.4.1

Satisfaction of Employers and Employment Milestones

As reported in Measure Two, the Employer Satisfaction Survey was distributed among 25 P-12 employers but only nine employers completed the survey. Nevertheless, we found the responses to the survey to be helpful in informing our teacher preparation programs. Clearly, employers recognize our completers’ knowledge, competencies, and dispositions (82%-100% agree/highly agree) that are essential to effective teaching and student learning and development. We have relaunched the Employer Satisfaction Survey and expect an acceptable response rate by end of spring 2021. We have also directly contacted employers to encourage their participation in the survey. In both the initial and advanced licensure programs, individual and focused group interviews with employers are being conducted to gain in-depth and insightful information that can supplement the data from the surveys regarding our completers’ strengths and areas for improvement. Our target completion date is summer 2021.

Survey results validate our confidence in both the initial licensure and advanced licensure programs in preparing effective classroom teachers and specialized professionals.

Employer Satisfaction Survey

N = 9

Fall 2020

Employer Satisfaction Survey					
N = 9					
Fall 2020					
Survey Items	Highly Disagree	Disagree	Neither Agree nor disagree	Agree	Highly Agree
CONTENT					
1. The educator is competent in the content area in which s/he teaches.	0%	0%	0%	44%	56%
2. The educator is competent in the procedures, techniques, and methods of his/her content area.	0%	0%	0%	44%	56%
3. The educator uses research and theory to inform his/her pedagogy.	0%	0%	0%	56%	44%
ASSESSMENT					
1. The educator uses assessment data to inform instruction.	0%	0%	0%	44%	56%



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2. The educator uses a variety of diagnostic, formative, and summative assessments.	0%	0%	0%	56%	44%
3. The educator uses evaluation results for evidence-based decision-making.	0%	0%	0%	56%	22%
COMMUNICATION					
1. The educator communicates high expectations to all students.	0%	0%	0%	33%	67%
2. The educator clearly communicates learning goals to students.	0%	0%	0%	33%	67%
3. The educator communicates clearly and effectively.	0%	0%	0%	44%	56%
COLLABORATION					
1. The educator communicates effectively with families and caregivers.	0%	0%	11%	33%	56%
2. The educator collaborates with colleagues and members of the community.	0%	0%	11%	56%	33%
3. The educator collaborates with colleagues, families, and communities to ensure that all students reach their potential.	0%	0%	0%	56%	44%
TECHNOLOGY					
1. The educator uses technology to improve teaching and increase student learning.	0%	0%	0%	11%	89%
2. The educator effectively and appropriately integrates various technologies into the classroom.	0%	0%	0%	56%	44%
ETHICS					
1. The educator follows professional ethics, policies, and legal codes of professional conduct.	0%	0%	0%	33%	67%
2. The educator applies the professional code of conduct to his/her professional content area.	0%	0%	0%	22%	78%
3. The educator applies ethical and legal practices when performing his/her professional responsibilities.	0%	0%	0%	33%	67%
PROFESSIONALISM					
1. The educator demonstrates professional, collaborative, and inclusive dispositions within the school setting.	0%	0%	0%	22%	78%
2. The educator uses reflective professional judgment.	0%	0%	0%	22%	78%



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3. The educator engages in professional activities to expand his/her knowledge, experiences, and relationships.	0%	0%	0%	33%	67%
STANDARDS AND POLICIES					
1. The educator demonstrates knowledge of education policies at the local, state, and national levels for instructional decision-making.	0%	0%	11%	78%	11%
2. The educator aligns instructional goals and activities with Connecticut’s Common Core State Standards.	0%	0%	0%	44%	56%
INSTRUCTION					
1. The educator can use instructional strategies appropriate to his/her content area.	0%	0%	0%	67%	33%
2. The educator applies knowledge of how students learn to inform instruction.	0%	0%	0%	56%	44%
3. The teacher differentiates instruction to support the learning needs of all students.	0%	0%	0%	78%	22%
4. The educator designs learning situations in which students work independently, collaboratively, and/or as a whole class.	0%	0%	0%	44%	56%
5. The educator effectively measures their impact on student learning.	0%	0%	11%	67%	22%
STUDENT CHARACTERISTICS					
1. The educator can recognize characteristics of gifted students, students with disabilities, and at-risk students to plan and deliver appropriate instruction.	0%	0%	0%	78%	22%
2. The educator can meet the needs of students from diverse cultures, language skills, and experiences.	0%	0%	11%	67%	22%
3. The educator can meet the educational needs of all students in a caring, non- discriminatory, equitable manner.	0%	11%	0%	33%	56%
CLASSROOM ENVIRONMENT					
1. The educator can use strategies to increase student motivation.	0%	0%	0%	56%	44%
2. The educator uses strategies for effective classroom management.	0%	0%	0%	78%	22%
3. The educator treats all students fairly and establishes an environment that is respectful, supportive, and caring.	0%	0%	0%	44%	56%
4. The educator fosters an inclusive environment and respects	0%	0%	11%	56%	33%



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the background of, and beliefs held by his/her students.					