

## Satisfaction of Employers and Employment Milestones (Component 4.3 & A.4.1) Source: Preparation Program Effectiveness Measures, Georgia Professional Standards Commission, 2021 PPEM Calculation Year

**What:** A 31 item employer survey about the teacher’s capability and preparedness, based on the ten InTASC Standards, which form the basis of teacher preparation program curricula.

**Who:** Principals supervising first year teachers in GA public schools, both traditional and charter

**When:** Near the end of the end of the program completer’s first year of teaching.

### Employer Surveys: Level 3

| Calculation                    | Score and Responses |                 |                     |
|--------------------------------|---------------------|-----------------|---------------------|
| <b>PPEM Points Earned: 7.8</b> | <b>This EPP</b>     | <b>All EPPs</b> | <b>Similar EPPs</b> |
| Points Possible: 10            | 3.28                | 3.28            | 3.27                |
| Percent of Points Earned: 78%  | 140                 | 2,510           | 584                 |
| Response average: 3.28         | 36%                 | 26%             | 25%                 |
| Benchmark Range: 2.5 - 3.5     |                     |                 |                     |
| N: 140                         |                     |                 |                     |

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)

| Survey Items  | This EPP | All EPPs | Similar EPPs |
|---|----------|----------|--------------|
| 1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)   | 3.32     | 3.33     | 3.32         |
| 2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)  | 3.33     | 3.33     | 3.34         |
| 3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)   | 3.29     | 3.28     | 3.28         |
| 4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)   | 3.29     | 3.24     | 3.23         |
| 5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)                          | 3.28     | 3.28     | 3.28         |
| 6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)   | 3.31     | 3.25     | 3.24         |
| 7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2) |          |          |              |
| a. Gifted Students  | 3.19     | 3.17     | 3.17         |
| b. Students with Disabilities   | 3.29     | 3.24     | 3.26         |
| c. English Language Learners  | 3.20     | 3.19     | 3.23         |
| d. At-Risk Students   | 3.23     | 3.21     | 3.22         |
| 8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)   | 3.34     | 3.33     | 3.33         |
| 9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)   | 3.32     | 3.28     | 3.27         |
| 10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)  | 3.27     | 3.29     | 3.28         |
| 11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)  | 3.26     | 3.26     | 3.25         |
| 12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)   | 3.31     | 3.30     | 3.29         |
| 13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)   | 3.22     | 3.23     | 3.23         |
| 14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)   | 3.20     | 3.21     | 3.20         |
| 15. Examines data to understand each learner’s progress and learning needs. (InTASC Standard 6)   | 3.30     | 3.26     | 3.27         |
| 16. Engages learners in monitoring their own progress. (InTASC Standard 6)  | 3.14     | 3.16     | 3.14         |
| 17. Develops supports for literacy development across content areas. (InTASC Standard 5)  | 3.21     | 3.22     | 3.21         |
| 18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)   | 3.26     | 3.25     | 3.23         |
| 19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)  | 3.29     | 3.30     | 3.29         |
| 20. Promote students’ responsible use of interactive technologies. (InTASC Standard 3)  | 3.24     | 3.28     | 3.27         |
| 21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)   | 3.25     | 3.26     | 3.26         |
| 22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)  | 3.29     | 3.28     | 3.27         |
| 23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)  | 3.26     | 3.26     | 3.24         |
| 24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)   | 3.21     | 3.23     | 3.22         |
| 25. Uses a variety of instructional strategies to support learners’ communication through speaking, listening, reading, and writing. (InTASC Standard 8)  | 3.22     | 3.25     | 3.24         |
| 26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)  | 3.34     | 3.34     | 3.34         |
| 27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)  | 3.32     | 3.31     | 3.31         |
| 28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)   | 3.28     | 3.33     | 3.33         |
| 29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)   | 3.42     | 3.45     | 3.44         |
| 30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)  | 3.46     | 3.48     | 3.47         |
| 31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)  | 3.38     | 3.37     | 3.34         |

| Survey Items Grouped as InTasc Standards                | This EPP | All EPPs | Similar EPPs |
|---|----------|----------|--------------|
| InTASC Standard 1 (Survey Questions 1, 2)               | 3.32     | 3.33     | 3.33         |
| InTASC Standard 2 (Survey Questions 7a, b, c, and d)    | 3.23     | 3.20     | 3.22         |
| InTASC Standard 3 (Survey Questions 3, 4, 5, 12, 20)    | 3.28     | 3.28     | 3.27         |
| InTASC Standard 4 (Survey Questions 9, 10, 11, 14)      | 3.26     | 3.26     | 3.25         |
| InTASC Standard 5 (Survey Questions 6, 13, 17, 18)      | 3.25     | 3.24     | 3.23         |
| InTASC Standard 6 (Survey Questions 15, 16, 21, 22, 23) | 3.25     | 3.24     | 3.24         |
| InTASC Standard 7 (Survey Question 24)                  | 3.21     | 3.23     | 3.22         |
| InTASC Standard 8 (Survey Questions 19, 25, 26)         | 3.28     | 3.30     | 3.29         |
| InTASC Standard 9 (Survey Questions 27, 28, 30)         | 3.25     | 3.37     | 3.37         |
| InTASC Standard 10 (Survey Questions 8, 29, 31)         | 3.38     | 3.38     | 3.37         |