

### 4.3 Employment Milestones and Employer Satisfaction

Employer surveys demonstrate that employers are satisfied with IUP completers' preparation for their assigned responsibilities working with P-12 students. One hundred percent of the employers Agreed or Strongly Agreed that IUP completers are prepared in the following InTASC Standards: 1, 2, 4, 9, and 10 and InTASC Critical Dispositions Standards: 2, 3, 4, 7, 8, 9, and 10. One employer disagreed on the following InTASC Standards: 3, 5, 7, and 8 and InTASC Critical Disposition 5. Three employers disagreed with InTASC Standard 6 and two employers disagreed with InTASC Critical Disposition Standard 1 (See CAEP 4 Employer Survey Results).

Qualitative feedback from employers was very positive. When asked if employers were satisfied with the teacher's(s') preparation, all of the responses were affirmative. One employer stated, "Yes, RG2 used a variety of teaching techniques and instructional models in her classroom. She embraces the use of technology and new strategies. She is also open to feedback that supports her instructional growth." Another employer wrote, "Yes. The IUP graduates we hire are well prepared to take on the challenges of a classroom. They understand that all learners are different and that the learning opportunities must match the differences." A third employer noted, "Yes, (SHSS1) is a consummate professional in his approach to his role and responsibilities as an educator and is a teacher leader among the faculty of our building. He is very adept at maintaining focus on the goals and objectives of educating students while communicating effectively with all stakeholders the value and significance of quality public education." One principal who was evaluating a third-year teacher exclaimed, "Extremely satisfied! RG3 has the characteristics of a teacher who has 5+ years of experience. She is a natural. Her instructional practice is wide ranging."

When asked what advice they would have to improve IUP's educator preparation programs in order to prepare candidates for today's classrooms, one employer suggested that IUP should assist candidates with using data to adjust instruction. A high school principal said, "Remain cognizant of the importance of individualized learning and effective/efficient ways of promoting and sustaining such an approach to educating students for achievement and growth purposes." A former principal who is now a coordinator of technology recommended continuing to promote EdTech tools in the classroom and preparing early childhood candidates with a baseline understanding of Guided Reading and the Daily Five Framework. One principal wrote, "If RG3 is an example of what this university produces, continue what you are doing."

The final question asked if employers would consider hiring graduates from IUP's educator preparation programs in the future. The principal of an IASD grades 4-5 building who disagreed with several of the quantitative questions wrote, "Yes, IUP sends

whether he would hire IUP graduates, the IASD high school principal stated, “Yes, especially the graduates who participate in the year-long student teacher experience. The teachers who do so have the upper hand with deeper knowledge about student learning and experiencing sustained study of content and effective ways in which to instruct students. Because of such extended time, the relationship between coop teacher and intern strengthens the opportunity for such interns to experience positive risk taking with contemporary instructional strategies. Also, our students become more familiar with the intern teachers and such rapport allows for better motivation of students toward teacher instruction.” The