Summary of Survey Results from Employers of 2021-22 Completers of Advanced Programs
Collected Fall 2023

This survey was distributed to TN public school district employers of individuals who had completed advanced preparation programs at MTSU. These completers added on an endorsement in instructional leader, reading specialist, or another licensure area. Thirty-one employers were solicited, with 9 ultimately completing the ratings of preparation. Ratings were on a four-point scale ranging from strongly agree to strongly disagree. Specific names of completers were provided to the employers. If an employer had more than one MTSU completer working in their school, they considered all completers when rating.

The data were not able to disaggregated by program due to the employer anonymously responding and programs of completers not being delineated by the employer. Overall, employers indicated MTSU advanced program completers were prepared. As noted in the table, all items were rated positively by the majority of the respondents. Specific areas of strength included using problem-solving skills to address issues in practice, using data for a variety of purposes, and using feedback to improve work performance. Being receptive to the interests of stakeholders, displaying extensive content knowledge, using subject-specific strategies, and self-reflecting on evidence to improve practice also were noted as strong areas of preparation. Future plans include adjusting how data are collected from employers to ensure feedback about specific programs can be disaggregated to more adequately inform reflection and next steps.

The MTSU advanced program graduate:	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
Uses and/or generates meaningful action research related to work with stakeholders (e.g., students, others).	0.00%	0.00%	0.00%	44.44%	55.56%
Uses problem-solving skills to address issues in practice.	0.00%	0.00%	0.00%	33.33%	66.67%
Uses data for planning purposes.	0.00%	0.00%	11.11%	22.22%	66.67%
Uses a variety of data to evaluate outcomes of professional practice.	0.00%	0.00%	11.11%	22.22%	66.67%
Uses feedback from a variety of sources to improve work performance in identified areas of need.	0.00%	0.00%	11.11%	22.22%	66.67%
Accesses technological resources, within and outside of the school/ organization, as supports for analysis, reflection, and problem-solving.	11.11%	0.00%	0.00%	33.33%	55.56%
Integrates technology tools into assessments and other activities provided to track outcomes for individuals or programs.	11.11%	0.00%	0.00%	33.33%	55.56%
Uses practices that incorporate stakeholders' (students, constituents) background.	0.00%	0.00%	0.00%	66.67%	33.33%
Contributes to short- and long-term plans for individuals who benefit from our work.	0.00%	0.00%	11.11%	44.44%	44.44%
Is receptive to the interests of all stakeholders (students, constituents).	0.00%	0.00%	0.00%	22.22%	77.78%

The MTSU advanced program graduate:	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
Displays extensive content knowledge to perform his/her work.	0.00%	0.00%	0.00%	22.22%	77.78%
Implements a variety of subject-specific instructional and/or professional strategies to enhance the knowledge of others.	0.00%	0.00%	0.00%	33.33%	66.67%
Self-reflects on evidence to identify areas of strength and growth.	0.00%	0.00%	22.22%	11.11%	66.67%
Serves as a leader and model for others.	0.00%	0.00%	11.11%	33.33%	55.56%
Lead activities that positively that impact school/organization results.	0.00%	0.00%	11.11%	44.44%	44.44%
Advocates for learners, the school, the community, and/or the profession through leadership roles.	0.00%	0.00%	0.00%	33.33%	66.67%