

Summary of Survey Results from Employers of 2021-22 Job-Embedded Initial Licensure
Completers (i.e., teacher of record while completing preparation program)
Collected Fall 2023

Employers (N = 43) were asked to rate the preparation of their employees who had completed their job-embedded preparation program at MTSU one year prior to receiving the survey. 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 job-embedded completer working in their school, they considered all when rating. Responses were submitted anonymously.

Twenty-two employers completed the survey. The table includes the disaggregated data by grade band. Completers who were hired to work in their schools were working in K-3, 4-5, 6-8, 9-12, special education, and the library. Employers indicated that job-embedded completers of initial licensure programs at MTSU are prepared to support student learning, engage students, differentiate instruction, use assessment practices, and support with literacy development. Special education and 9th-12th teachers received less favorable ratings related to managing learner behavior and supporting learners with trauma informed practices. The percentage of employers who disagreed that these completers were not prepared to do these things was 16.7% and 28.6%, a small number of employers.

**Data are not included for public reporting for grade bands with less than 5 respondents.

		Grade Level Taught by Completer						
		Total	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Library Specialist
Use effective pacing and structure in lessons.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	9.1%				0.0%	0.0%	
	Agree	59.1%				85.7%	66.7%	
	Strongly Agree	31.8%				14.3%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Display accurate content knowledge in all subjects taught.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	59.1%				71.4%	66.7%	
	Strongly Agree	40.9%				28.6%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Use a variety of subject-specific instructional strategies.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	68.2%				85.7%	66.7%	
	Strongly Agree	31.8%				14.3%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Incorporate activities that reinforce multiple types of problem solving.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	72.7%				71.4%	66.7%	
	Strongly Agree	27.3%				28.6%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Teach foundational literacy skills (i.e., phonemic awareness, phonics, fluency).	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	66.7%				75.0%	50.0%	
	Strongly Agree	20.0%				0.0%	33.3%	
	Don't Know	13.3%				25.0%	16.7%	
Promote vocabulary development.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	59.1%				100.0%	66.7%	

		Grade Level Taught by Completer						
		Total	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Library Specialist
Create an environment to promote individual and group learning.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	59.1%				85.7%	66.7%	
	Strongly Agree	40.9%				14.3%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Create an environment in which learners exhibit caring and respect for one another.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	59.1%				85.7%	66.7%	
	Strongly Agree	40.9%				14.3%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Support learners using trauma-informed practices.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	13.6%				28.6%	16.7%	
	Agree	54.5%				57.1%	50.0%	
	Strongly Agree	22.7%				0.0%	16.7%	
	Don't Know	9.1%				14.3%	16.7%	
Use practices that address the anticipated learning difficulties of students.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	4.5%				14.3%	0.0%	
	Agree	72.7%				71.4%	66.7%	
	Strongly Agree	22.7%				14.3%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Use differentiated instructional methods to support learners' mastery of content.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	72.7%				71.4%	66.7%	
	Strongly Agree	27.3%				28.6%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Use formative individual learner assessments	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	9.1%				0.0%	0.0%	
	Agree	63.6%				71.4%	66.7%	

		Grade Level Taught by Completer						
		Total	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Library Specialist
to plan instruction.	Strongly Agree	27.3%				28.6%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Use summative individual learner assessments.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	63.6%				71.4%	66.7%	
	Strongly Agree	36.4%				28.6%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Assess instructional strategies to increase learner achievement.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	77.3%				85.7%	66.7%	
	Strongly Agree	22.7%				14.3%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Work with grade level and/or subject peers to facilitate student learning.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	9.1%				0.0%	0.0%	
	Agree	59.1%				57.1%	66.7%	
	Strongly Agree	31.8%				42.9%	33.3%	
	Don't Know	0.0%				0.0%	0.0%	
Collaborate with families to support student learning.	Strongly Disagree	0.0%				0.0%	0.0%	
	Disagree	0.0%				0.0%	0.0%	
	Agree	86.4%				85.7%	83.3%	
	Strongly Agree	13.6%				14.3%	16.7%	
	Don't Know	0.0%				0.0%	0.0%	