

Summary of Survey Results from Employers of 2021-22 Traditional Initial Licensure
Completers
Collected Fall 2023

Employers (N = 107) were asked to rate the preparation of their employees who had completed their 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 completer working in their school, they considered all completers when rating. Responses from employers were submitted anonymously.

Fifty-six employers completed the survey. The table includes the disaggregated data by grade band. Completers who were hired to work in their schools were placed in pre-K, K-3, 4-5, 6-8, 9-12, special education, physical education, art, the library, and music. Employers indicated that traditional completers of initial licensure programs at MTSU are prepared to support student learning, engage students, differentiate instruction, use of assessment practices, and support with literacy development. Specific strengths and areas for growth included the following.

Strengths:

Engaging learners in activities that provide sufficient challenge.

Developing instructional plans aligned with standards.

Presenting content using visuals, examples, or modeling of thinking.

Areas for growth:

Managing learner behavior, especially for those who are teaching upper elementary, 6-8, 9-12 completers.

Facilitating learner engagement in upper elementary, 6th-8th grade, 9-12th grade, PE, and music.

Supporting language acquisition for those teaching in 6th-8th grade.

Teachers of students in 6th-8th grades tended to receive lower ratings in some areas. More needs to be learned about this due to the low number of employers who had hired a completer in this grade band. Employers completing the survey did not identify the program the completers teaching in their buildings completed. They reported on the grade levels in which they hired a completer. When licensure bands overlap (e.g., early childhood and elementary; middle level and secondary), it is unclear which program contributed or did not contribute to the completers' knowledge and skills.

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

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
Total Respondents (N)		56.0	3.0	23.0	8.0	6.0	6.0	2.0	2.0	2.0	1.0	3.0
Recent MTSU graduates possess the entry level teacher ability to:		%		%	%	%	%					
Engage learners in activities that provide sufficient challenge.	Strongly Disagree	3.6%		8.7%	0.0%	0.0%	0.0%					
	Disagree	1.8%		0.0%	0.0%	0.0%	16.7%					
	Agree	58.9%		56.5%	50.0%	83.3%	33.3%					
	Strongly Agree	33.9%		34.8%	50.0%	16.7%	33.3%					
	Don't Know	1.8%		0.0%	0.0%	0.0%	16.7%					
Facilitate learners' use of technology.	Strongly Disagree	1.8%		4.3%	0.0%	0.0%	0.0%					
	Disagree	10.7%		8.7%	12.5%	16.7%	16.7%					
	Agree	39.3%		39.1%	37.5%	33.3%	33.3%					
	Strongly Agree	48.2%		47.8%	50.0%	50.0%	50.0%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Develop instructional plans aligned to state standards.	Strongly Disagree	3.6%		8.7%	0.0%	0.0%	0.0%					
	Disagree	0.0%		0.0%	0.0%	0.0%	0.0%					
	Agree	44.6%		39.1%	50.0%	50.0%	50.0%					
	Strongly Agree	51.8%		52.2%	50.0%	50.0%	50.0%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Organize content so that it is	Strongly Disagree	3.6%		8.7%	0.0%	0.0%	0.0%					
	Disagree	12.5%		4.3%	12.5%	16.7%	50.0%					

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
personally relevant to learners.	Agree	37.5%		39.1%	25.0%	50.0%	33.3%					
	Strongly Agree	46.4%		47.8%	62.5%	33.3%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Present content using visuals, examples, or modeling of thinking.	Strongly Disagree	1.8%		4.3%	0.0%	0.0%	0.0%					
	Disagree	0.0%		0.0%	0.0%	0.0%	0.0%					
	Agree	42.9%		43.5%	25.0%	50.0%	83.3%					
	Strongly Agree	55.4%		52.2%	75.0%	50.0%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Use effective pacing and structure in lessons.	Strongly Disagree	3.6%		8.7%	0.0%	0.0%	0.0%					
	Disagree	8.9%		4.3%	12.5%	16.7%	16.7%					
	Agree	51.8%		47.8%	37.5%	66.7%	66.7%					
	Strongly Agree	35.7%		39.1%	50.0%	16.7%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Display accurate content knowledge in all subjects taught.	Strongly Disagree	3.6%		8.7%	0.0%	0.0%	0.0%					
	Disagree	0.0%		0.0%	0.0%	0.0%	0.0%					
	Agree	51.8%		43.5%	50.0%	66.7%	50.0%					
	Strongly Agree	44.6%		47.8%	50.0%	33.3%	50.0%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Use a variety of subject-	Strongly Disagree	1.8%		4.3%	0.0%	0.0%	0.0%					
	Disagree	12.5%		8.7%	12.5%	16.7%	16.7%					

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
specific instructional strategies.	Agree	53.6%		52.2%	37.5%	83.3%	66.7%					
	Strongly Agree	32.1%		34.8%	50.0%	0.0%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Incorporate activities that reinforce multiple types of problem solving.	Strongly Disagree	3.6%		8.7%	0.0%	0.0%	0.0%					
	Disagree	14.3%		4.3%	12.5%	33.3%	33.3%					
	Agree	55.4%		56.5%	37.5%	66.7%	33.3%					
	Strongly Agree	26.8%		30.4%	50.0%	0.0%	33.3%					
	Don't Know	0.0%		0.0%	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	29.2%		14.3%	25.0%							
	Agree	20.8%		28.6%	25.0%							
	Strongly Agree	41.7%		42.9%	37.5%							
	Don't Know	8.3%		14.3%	12.5%							
Promote vocabulary development.	Strongly Disagree	1.8%		4.3%	0.0%	0.0%	0.0%					
	Disagree	16.1%		13.0%	12.5%	33.3%	16.7%					
	Agree	39.3%		39.1%	37.5%	33.3%	50.0%					
	Strongly Agree	42.9%		43.5%	50.0%	33.3%	33.3%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
Promote reading comprehension.	Strongly Disagree	1.8%		4.3%	0.0%	0.0%	0.0%					
	Disagree	12.5%		8.7%	12.5%	33.3%	16.7%					
	Agree	44.6%		47.8%	25.0%	16.7%	50.0%					
	Strongly Agree	37.5%		39.1%	62.5%	33.3%	33.3%					
	Don't Know	3.6%		0.0%	0.0%	16.7%	0.0%					
Support language acquisition.	Strongly Disagree	1.8%		4.3%	0.0%	0.0%	0.0%					
	Disagree	17.9%		13.0%	12.5%	50.0%	16.7%					
	Agree	42.9%		47.8%	25.0%	16.7%	50.0%					
	Strongly Agree	32.1%		34.8%	62.5%	16.7%	16.7%					
	Don't Know	5.4%		0.0%	0.0%	16.7%	16.7%					
Teach writing.	Strongly Disagree	3.6%		8.7%	0.0%	0.0%	0.0%					
	Disagree	10.7%		4.3%	12.5%	33.3%	16.7%					
	Agree	50.0%		52.2%	25.0%	33.3%	66.7%					
	Strongly Agree	30.4%		34.8%	62.5%	16.7%	16.7%					
	Don't Know	5.4%		0.0%	0.0%	16.7%	0.0%					
Manage learner behavior.	Strongly Disagree	14.8%		9.5%	12.5%	33.3%	16.7%					
	Disagree	11.1%		9.5%	12.5%	0.0%	33.3%					
	Agree	46.3%		47.6%	25.0%	50.0%	16.7%					

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
	Strongly Agree	27.8%		33.3%	50.0%	16.7%	33.3%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Facilitate learner engagement.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	18.5%		9.5%	25.0%	33.3%	33.3%					
	Agree	48.1%		47.6%	12.5%	50.0%	50.0%					
	Strongly Agree	31.5%		38.1%	62.5%	16.7%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Create an environment to promote individual and group learning.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	16.7%		9.5%	25.0%	33.3%	16.7%					
	Agree	38.9%		38.1%	0.0%	50.0%	66.7%					
	Strongly Agree	42.6%		47.6%	75.0%	16.7%	16.7%					
	Don't Know	0.0%		0.0%	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%	0.0%	0.0%					
	Disagree	13.0%		4.8%	12.5%	33.3%	16.7%					
	Agree	44.4%		42.9%	25.0%	50.0%	50.0%					
	Strongly Agree	42.6%		52.4%	62.5%	16.7%	33.3%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
Support learners using trauma-informed practices.	Strongly Disagree	0.0%		0.0%	0.0%	0.0%	0.0%					
	Disagree	22.2%		14.3%	12.5%	50.0%	33.3%					
	Agree	51.9%		57.1%	50.0%	33.3%	50.0%					
	Strongly Agree	24.1%		28.6%	37.5%	16.7%	16.7%					
	Don't Know	1.9%		0.0%	0.0%	0.0%	0.0%					
Use practices that address the anticipated learning difficulties of students.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	9.3%		4.8%	12.5%	16.7%	16.7%					
	Agree	63.0%		61.9%	37.5%	66.7%	66.7%					
	Strongly Agree	25.9%		28.6%	50.0%	16.7%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Use differentiated instructional methods to support learners' mastery of content.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	9.3%		4.8%	12.5%	16.7%	16.7%					
	Agree	63.0%		61.9%	50.0%	66.7%	66.7%					
	Strongly Agree	25.9%		28.6%	37.5%	16.7%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
Use formative individual learner assessments to plan instruction.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	13.0%		9.5%	25.0%	16.7%	16.7%					
	Agree	55.6%		52.4%	12.5%	66.7%	66.7%					
	Strongly Agree	29.6%		33.3%	62.5%	16.7%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Use summative individual learner assessments.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	11.1%		4.8%	12.5%	33.3%	16.7%					
	Agree	61.1%		61.9%	37.5%	50.0%	66.7%					
	Strongly Agree	25.9%		28.6%	50.0%	16.7%	16.7%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					
Assess instructional strategies to increase learner achievement.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	16.7%		4.8%	25.0%	33.3%	16.7%					
	Agree	57.4%		66.7%	25.0%	50.0%	66.7%					
	Strongly Agree	22.2%		23.8%	50.0%	16.7%	16.7%					
	Don't Know	1.9%		0.0%	0.0%	0.0%	0.0%					
Work with grade level and/or	Strongly Disagree	0.0%		0.0%	0.0%	0.0%	0.0%					
	Disagree	25.9%		19.0%	37.5%	33.3%	33.3%					

		Grade Level Taught by Completer										
		Total	Pre K	K-3rd grade	4th-5th grade	6th-8th grade	9th-12th grade	Special Education	Physical Education	Art	Library Specialist	Music
subject peers to facilitate student learning.	Agree	25.9%		28.6%	0.0%	50.0%	33.3%					
	Strongly Agree	46.3%		47.6%	62.5%	16.7%	33.3%					
	Don't Know	1.9%		4.8%	0.0%	0.0%	0.0%					
Collaborate with families to support student learning.	Strongly Disagree	1.9%		4.8%	0.0%	0.0%	0.0%					
	Disagree	13.0%		4.8%	12.5%	33.3%	16.7%					
	Agree	48.1%		47.6%	50.0%	50.0%	50.0%					
	Strongly Agree	37.0%		42.9%	37.5%	16.7%	33.3%					
	Don't Know	0.0%		0.0%	0.0%	0.0%	0.0%					