



Sacred Heart UNIVERSITY

ISABELLE FARRINGTON COLLEGE
OF EDUCATION & HUMAN DEVELOPMENT

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Initial Licensure Programs

Sacred Heart University – Isabelle Farrington College of Education and Human Development

Overview of Stakeholder Engagement

Sacred Heart University's EPP engages school and district partners, program completers, and cooperating teachers in ongoing evaluation of its initial licensure programs, including the Master of Arts in Teaching (MAT).

Stakeholder input is gathered through:

- Employer feedback
- Completer surveys
- Clinical partnership collaboration
- Ongoing communication with district partners

These efforts are embedded within a robust partnership model that emphasizes clinically rich preparation and continuous feedback loops between the university and P–12 schools.

Summary of Findings

Employer Satisfaction and Completer Effectiveness

Employer feedback indicates high levels of satisfaction with MAT completers across key areas of professional practice.

Employers consistently report that completers are well-prepared in:

- Instructional planning and delivery
- Assessment and data use
- Classroom management and learning environments
- Collaboration with colleagues and families
- Professionalism and responsibility

Program completers are described as entering the profession ready to:

- Support diverse learners

- Implement evidence-based instructional practices
- Contribute positively to school communities

These findings align with program outcome data demonstrating that candidates meet or exceed expectations on key performance assessments and licensure requirements.

Clinical Preparation and Partnerships

A defining strength of the MAT program is its emphasis on clinical practice and school-based learning.

Candidates participate in:

- Year-long residencies or internships
- Placements in diverse school settings
- Close collaboration with mentor teachers and district partners

These experiences provide:

- Authentic teaching opportunities
- Immediate application of coursework to practice
- Strong pathways to employment

Clinical partnerships with districts such as Bridgeport, Fairfield, and regional schools contribute to high levels of candidate preparedness and successful job placement.

Candidate Readiness and Impact

Data from employer and completer feedback indicate that MAT candidates:

- Demonstrate readiness for daily instructional responsibilities
- Effectively engage students in learning
- Utilize assessment data to inform instruction
- Foster inclusive and supportive classroom environments

Completers are frequently hired in partner districts, contributing to workforce needs in high-demand areas such as special education, STEM, and elementary education.

Stakeholder Feedback: Themes and Areas for Growth

Strengths

- Strong clinical preparation model
- Effective integration of theory and practice
- High levels of faculty support and mentoring

- Preparation aligned to real classroom demands

Areas for Growth

- Continued refinement of differentiation and planning for diverse learners
- Ongoing support for content-specific pedagogy in small cohort programs
- Strengthening alignment between coursework and evolving district needs

These areas are already being addressed through curriculum redesign and ongoing program evaluation.

Use of Data for Continuous Improvement

The EPP uses multiple data sources to inform continuous improvement, including:

- Performance-based assessments (e.g., CCAST, EDA, licensure exams)
- Employer and completer feedback
- Clinical partner input

Recent program improvements include:

- Curriculum redesign emphasizing practice-based teaching
- Increased focus on equity and inclusive practices
- Strengthening of clinical partnerships and residency models
- Enhanced use of data systems to monitor candidate progress

Conclusion

Employer and stakeholder feedback demonstrates that Sacred Heart University's MAT program effectively prepares candidates for initial licensure and entry into the teaching profession. Completers exhibit strong instructional skills, professionalism, and the ability to meet the needs of diverse learners.

Through sustained partnerships and continuous data-driven improvement, the EPP ensures that MAT candidates are well-positioned to contribute meaningfully to P-12 education and to meet the demands of today's classrooms.