Satisfaction of Employers

The EPP utilized teacher evaluations (both the CT Common Core Evaluation and the CT Summative Rating) from building principals and focus groups as evidence of employer satisfaction. Both are included as evidence of employer satisfaction because the "employer" completed these evaluations on each completer. Since the evaluations are positive, satisfaction of the employer is obvious.

Additional evidence of employer satisfaction is from an employer survey, focus groups, case studies, and surveys conducted.

Sample Evidence of Employer Satisfaction from Case Studies (2023- 2024)

Completer	Comments by Principal
Case Study (High School - Social Studies) 2023-2024	• He fosters positive social interactions among the students. They work collaboratively in small groups and show respect for each other's ideas and opinions. • He establishes a learning environment that consistently respects students' cultural, social, and developmental differences. For example, he spoke to the EL students in Spanish and provided opportunities for students to use a transition App to enhance their learning. • He integrates literacy strategies and academic vocabulary into his lessons. For instance, he utilizes graphic organizers and DBQ templates to allow students to summarize and annotate notes. • His assessments elicit specific evidence of student learning at critical points throughout the lesson. For example, he checks for understanding via questioning and provides feedback during the lessons. Additionally, he plans quizzes, tests, and check-ins to monitor students' progress. He also provides rubrics to students for major projects and writing assignments. • He engages in relevant professional learning and applies new knowledge to his practice. He • participates in daily Professional Learning Team sessions where he collaborates with colleagues to discuss instructional strategies and student progress.
Case Study (High School – ELA) 2023-24	• Mr. X consistently fosters a positive and respectful learning environment, promoting positive social interactions among students. He addresses students by their names, is polite, and encourages intellectual risk-taking. • He plans content aligned with standards, incorporates literacy strategies, and uses data to tailor instruction to students' needs. He engages students with interactive and project-based activities. • Mr. X provides individualized, descriptive feedback and monitors student learning to adjust instruction as needed. He uses rubrics and probing questions to assess student understanding.
Case Study (4th Grade) 2023-24	• Interactions between Ms. X and students were consistently positive and respectful. During the observation, multiple checks for understanding were observed, and students were willing to take risks and respond to questions on a consistent basis. The classroom was warm and inviting. • She worked with a small group of students on targeted writing skills, giving specific feedback and direction based on student work. Small groups of students were working on differentiated tasks

	throughout the room.
	• Ms. X asked frequent questions and had multiple systems to check student understanding and encourage participation. She was observed giving tickets to students, having students show thumbs-up if done with work, raising hands, etc.
	• She is commended for her thoughtful planning and working to implement a positive work-life balance while collaborating with her grade level team. She did a good job managing difficult student behaviors throughout the year and collaborating with support staff and admin to meet various student needs. She is commended for implementing learning from professional development throughout the year.
Case Study (High School - Social Studies) 2023-2024	• He fosters positive social interactions among the students. They work collaboratively in small groups and show respect for each other's ideas and opinions. He establishes a learning environment that consistently respects students' cultural, social, and developmental differences. For example, he spoke to the EL students in Spanish and provided opportunities for students to use a transition App to enhance their learning.
	• He integrates literacy strategies and academic vocabulary into his lessons. For instance, he utilizes graphic organizers and DBQ templates to allow students to summarize and annotate notes.
	• His assessments elicit specific evidence of student learning at critical points throughout the lesson. For example, he checks for understanding via questioning and provides feedback during the lessons. Additionally, he plans quizzes, tests, and check-ins to monitor students' progress. He also provides rubrics to students for major projects and writing assignments.
	• He engages in relevant professional learning and applies new knowledge to his practice. He participates in daily Professional Learning Team sessions where he collaborates with colleagues to discuss instructional strategies and student progress.

Focus Group Evidence – Fairfield Campus

Over the past three years, the EPP has conducted focus groups with completers, mentors, and principals. During the most recent year, stakeholders were invited to campus and provided the opportunity to not only provide feedback, but to also participate in video testimonials. A thematic analysis of the results was conducted. Results of the top four themes are in Table 4.2b. Focus group questions and responses from employers can be found in Appendix R4E – evidence R4.2_Interview _Questions_Employers_23_24, R4.2_Employer_Satisfaction_Responses_23_24, R4.2_Griswold_employer_Survey_21_24).

Focus Group Interviews - Fairfield Campus - Employer Themes 2023- 2024

Top Four Themes - Principals Responses
The completers from this program bring value to the school immediately – they have already worked with top teachers, have participated in meetings, involved in lesson planning, etc.

Preparation and readiness of the completers to step right in – they do not need additional training.
Impact on student learning and school goals is immediate.
Support and mentorship of the EPP provided the candidates the opportunity to team build, co-teach and share leadership roles so that in their first year of teaching (completers), they were equivalent to a 3rd or 4th year teacher.

Survey Evidence from Employers – Griswold Campus

Survey data were collected from employers for completers at the Griswold Campus over three years. Because of low numbers of completers each year, data are aggregated together. Employers rated completers on a 4-point scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree.

Employer Survey Results GW Campus 2021-2024 (n = 22)

Items	Standard Alignment	Item Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
5. The teacher is prepared for daily instruction, meetings, and other obligations on a regular basis.	InTASC 9 CAEP R1.4	4.0	0%	0%	0%	100% (22/22)
6. The teacher has created a safe and respectful learning environment for all students.	InTASC 3 CAEP R1.1	3.82	0%	0%	18% (4/22)	82% (18/22)
7. The teacher differentiates instruction effectively, supporting all learners in their classroom.	InTASC 8 CAEP R1.3	3.5	0%	5% (1/22)	41% (9/22)	55% (12/22)
8. The teacher facilitates critical thinking experiences for all learners where they need to apply learning to new situations.	InTASC 1, 2 CAEP R1.1	3.68	0%	0%	32% (7/22)	68% 15/22)
9. The teacher utilizes several assessment strategies to adjust instruction based on student understanding.	InTASC 6 CAEP R1.3	3.59	0%	0%	41% (9/22)	59% (13/22)
10. The teacher provides frequent, meaningful feedback to all students.	InTASC 8 CAEP R1,3	3.68	0%	0%	32% (7/22)	68% 15/22)
11. The teacher communicates effectively with parents/guardians.	InTASC 10 CAEP R1.4	3.64	0%	0%	36% (8/22)	64% (14/22)

12. The teacher collaborates with members of the school community for the betterment of students.	InTASC 10 CAEP R1.4	3.82	0%	0%	18% (4/22)	82% (18/22)
Teacher is receptive to constructive criticism and welcomes feedback.	InTASC 9 CAEP R1.4	3.86	0%	0%	14% (3/22)	86% (19/22)

Survey Evidence from Employers – Fairfield Campus

The Fairfield Campus utilized survey data from our partnership with the National Center for Teacher Residencies (NCTR). NCTR provides hands-on intensive services to evaluate the quality and impact of the project, including conducting process and outcome evaluations connecting all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement access to visualization and analytics from survey data, including comparisons to Network averages, which can be used to show programs' collective and individual impact. Annual data are used as an ongoing record of program growth. Annual surveys of programs' shareholders, including mentor teachers, teacher residents, principals, and graduates are analyzed. NCTR presents visualizations and supports goal-setting related to program effectiveness and teacher resident preparedness. Three cycles of employer data are provided from the NCTR survey.

The employer (principal) survey data highlights Sacred Heart University's (SHU) teacher residency program's effectiveness in preparing graduates who positively impact their schools. In 2022, principals rated SHU graduates' overall preparedness as 4.0 out of 4.0, compared to the National Center for Teacher Residencies (NCTR) network average of 3.5. Specific strengths included the alignment of graduates' clinical and coursework experiences with school needs, rated at 3.8, above the network average of 3.3. Principals also emphasized that graduates positively impacted school culture, scoring this area at 4.0, exceeding the network average of 3.5.

By 2024, these strengths remained evident, with principals consistently rating graduates' preparedness to establish classroom routines and procedures at 3.6, above the network average of 3.2. Additionally, SHU graduates were viewed as well-prepared to differentiate instruction, scoring 3.5 in 2024, compared to the network's 3.1, reflecting progress in this area. Principals noted strong support for graduates through professional development, with SHU averaging 4.0 in providing effective graduate support, exceeding the network average of 3.4

In terms of addressing the needs of English Language Learners (ELLs) and special education students, SHU has implemented several targeted strategies. An elective course, *Spanish for Educators*, has been introduced to help teachers better support ELL students. Furthermore, these areas are embedded into the *Differentiation and Collaboration* course, where Universal Design for Instruction is used to address the diverse needs of learners. Additionally, methods courses explicitly incorporate strategies to meet the needs of all students, including ELLs and special education populations. These efforts aim to bridge the gaps identified in employer feedback and enhance the program's focus on inclusive teaching practices.

Despite these proactive measures, classroom management and addressing diverse learners remain areas for continued growth. While preparedness in managing classroom routines was rated higher than the network average, principals identified room for growth in

establishing clear behavioral and academic expectations, where SHU scored 3.4 in 2024, slightly above the network average of 3.2. Similarly, meeting the needs of ELLs and special education students showed incremental improvement but remains a focus area for ongoing program development.

 Overall, SHU's program consistently exceeded network averages, reflecting its commitment to preparing effective educators. The employer surveys reinforced the program's impact on graduates' readiness and contributions to their schools, while also highlighting the program's adaptability in addressing areas of improvement through targeted coursework and inclusive practices.