Employer Survey: Advanced Completers

The purpose of the Advanced Completers Employer Survey is to assess the degree to which employers are satisfied with advanced completers' preparation. The survey consists of 10 common questions that are applicable to all candidates. The survey then branches to program-specific questions. At the time of posting, 8 respondents had participated in total.

Common Questions

The first section of the survey is common among all employers of advanced completers. Respondents are asked to respond to questions about completers' job performance and areas of strength and improvement for the EPP. Completers' employers then answer questions regarding the degree to which they were satisfied with the completer's specific preparation program.
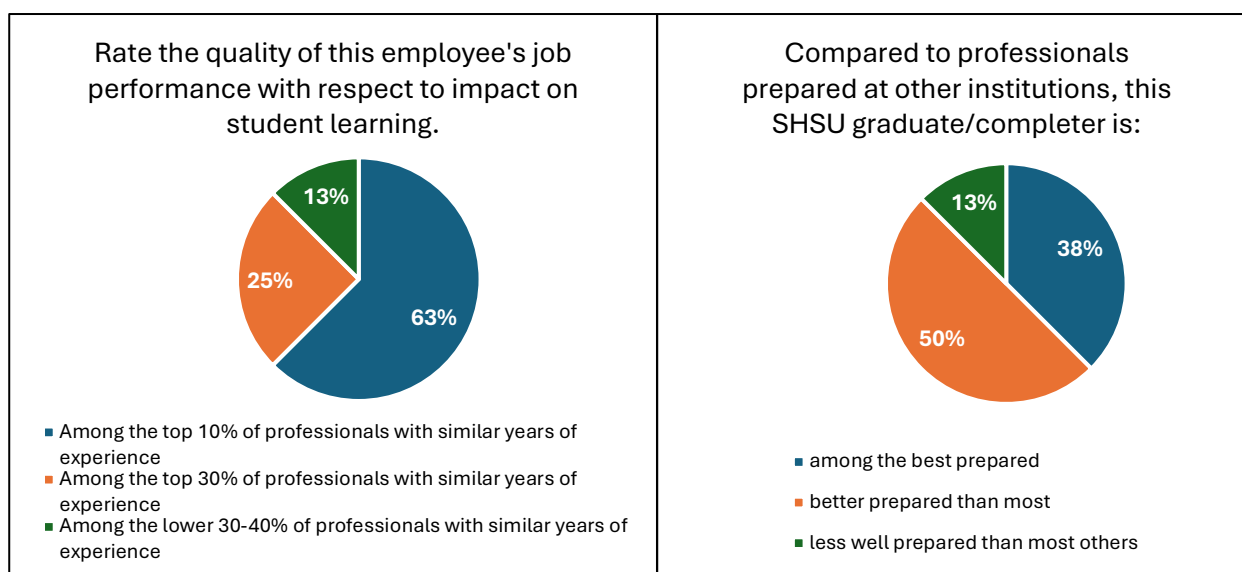
The common questions listed below are rated on a 1-3 Likert scale with the following response types: 1 = does not meet expectations, 2 = meets expectations, and 3 = exceeds expectation. The following table reports average responses for common questions. The second column in the table represents the percentage of respondents who selected a rating of 3 (i.e., the highest rating).

Questions	Average	% Top Rating
This employee demonstrates a commitment to professional growth.	2.88	88%
This employee effectively uses technology to enhance instruction or other responsibilities.	2.88	88%
This employee demonstrates professionalism.	2.88	88%
This employee practices ethical behavior.	2.75	88%
This employee collaborates with faculty, administrators, and stakeholders.	2.75	88%

% Top Rating

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

This employee demonstrates a commitment to professional growth. — 88%

This employee effectively uses technology to enhance instruction or other responsibilities. — 88%

This employee demonstrates professionalism. — 88%

This employee practices ethical behavior. — 88%

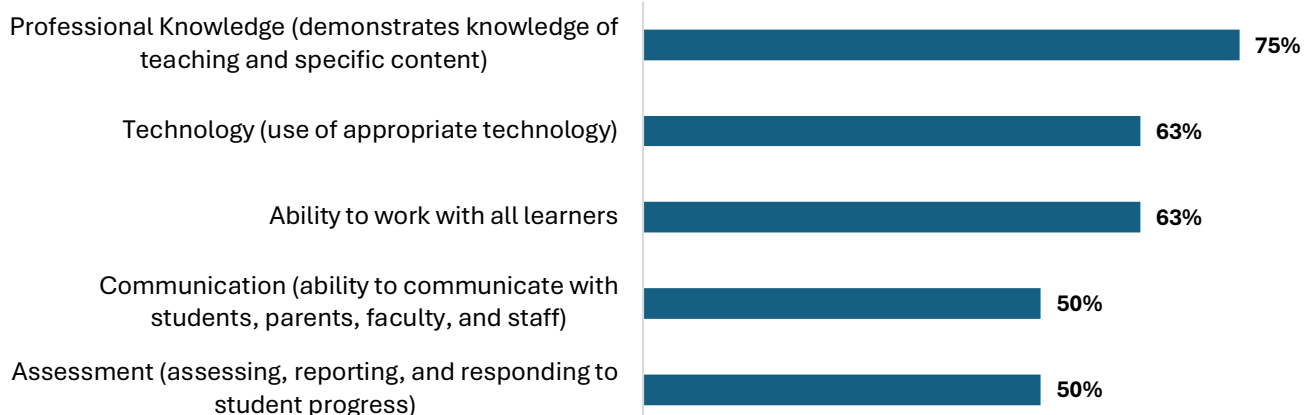This employee collaborates with faculty, administrators, and stakeholders. — 88%

The following represent the employer's perception of the quality of candidate among other professionals with similar years of experience.

Rate the quality of this employee's job performance with respect to impact on student learning.

- 63%
- 25%
- 13%

- Among the top 10% of professionals with similar years of experience
- Among the top 30% of professionals with similar years of experience
- Among the lower 30-40% of professionals with similar years of experience

Compared to professionals prepared at other institutions, this SHSU graduate/completer is:

- 38%
- 50%
- 13%

- among the best prepared
- better prepared than most
- less well prepared than most others

The following indicates the percentage of responses for the following question out of total responses. For example: 75% of employers think that the completers possess "Professional Knowledge," and that it is their strength.

Please indicate strengths you have identified in this employee in the following areas:

Strength Area	Percentage
Professional Knowledge (demonstrates knowledge of teaching and specific content)	75%
Technology (use of appropriate technology)	63%
Ability to work with all learners	63%
Communication (ability to communicate with students, parents, faculty, and staff)	50%
Assessment (assessing, reporting, and responding to student progress)	50%

Educational Diagnostician Certification Specific Questions

The following table shows the average rating for educational diagnostician certification specific questions and the percentage of top (highest rated, i.e., 3) responses out of total responses for the respective question.

Questions: This employee…	Average	% Top Rating
has knowledge of the content, theories, and research-based practices relevant to their field.	2.75	75%
has the ability to plan and implement instruction or programs of service that meet the needs of students.	2.75	75%
has the ability to assess student's learning and progress through a variety of formal and informal measures.	2.5	75%
has the ability to provide substantive feedback, documentation, and interpretations of student's assessment information.	2.5	75%
has the ability to use technology to enhance instruction and facilitate student's learning and success.	2.75	75%
has the ability to create and manage supportive learning environments that are flexible and sensitive to learning differences.	2.75	75%
has the ability to work collaboratively with teachers, administrators, parents, and community members.	2.5	75%
has the ability to reflect on their professional practices and seek professional development experiences.	2.5	75%

Library Science M.L.S. and/or School Librarian Certification Specific Questions

The following table shows the average rating for Library Science M.L.S. and/or School Librarian Certification Specific Questions and the percentage of top (highest rated, i.e., 3) responses out of total responses for respective question.

Question: The graduate/completer…	Average	% Top Rating
integrates emerging technologies into a variety of instructional strategies.	2.67	67%
collaborates with teachers across subject areas.	2.67	67%
provides staff development opportunities.	2.67	67%
actively promotes reading.	2.67	67%
applies criteria and uses standard review sources for the selection of children's and young adult literature.	2.67	67%
maintains an informative and attractive library web site.	2.67	67%
models and promotes efficient and ethical information-seeking behaviors.	2.67	67%
advocates for strong school library programs.	2.67	67%
makes the library an inviting place for teachers and students.	2.67	67%
is active in education and library science professional organizations.	2.67	67%
communicates well with administrators.	2.67	67%
The graduate/completer manages a library program that is clearly aligned with the school's mission.	2.67	67%
maintains open access to print, non-print, and digital collections that support and enhance the needs and interests of students.	2.67	67%
maintains and updates a manual that reflects the policies and procedures of the library program.	2.67	67%

Standard-wise Averages for Library Science M.L.S. and/or School Librarian Certification Questions

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Average	2.67	2.67	2.67	2.67	2.67

The other program-specific questions are listed below.

School Leadership and Principal Certification

Questions
Understands and demonstrates the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, digital citizenship, and community.
Understands and demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
Understands and demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms that support the educational success and well-being of each student and adult.
Understands and demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
Understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
Understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive school culture.

Understands and demonstrates the capacity to evaluate, cultivate, and advocate for access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
Understands and demonstrates the capacity to evaluate, cultivate, and advocate for responsive instruction and behavior support practices among teachers and staff.
Understands and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
Understands and can demonstrate the capacity to evaluate, develop, and implement high-quality academic and non-academic instructional practices, resources, technologies, and services that support digital literacy and the school's academic and non-academic systems.
Understands and can demonstrate the capacity to evaluate, develop, and implement formal and informal responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
Understands and demonstrates the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems and assessment practices in a coherent and systematic manner.
Understands and demonstrates the capacity to collaboratively engage families in strengthening student learning in and out of school.
Understands and demonstrates the capacity to collaboratively engage and cultivate relationships with community members, partners, and other constituencies for the benefit of school improvement and student development.
Understands and demonstrates the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.
Understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
Understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed resourcing plan that supports school improvement and student development.
Understands and demonstrates the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
Understands and has the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
Understands and has the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
Understands and has the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, responsiveness, distributed leadership, digital literacy, school improvement, and student success.
Understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Counseling M.Ed. and/or School Counselor Certification

Questions
This employee is able to recognize limitations as a school counselor and seek supervision when appropriate.
This employee is honest and thoughtful in reflections regarding their own professional growth.
This employee articulates, models, and advocates for an appropriate school counselor identity program.
This employee uses strategies to promote, develop, and enhance teamwork within the school and larger community.

This employee serves as an advocate and makes appropriate referrals to school and community resources based on the needs of each client.
This employee is understanding and respectful of all clients.
This employee applies and adheres to ethical and legal standards in their work as a school counselor.
This employee uses strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
This employee understands the role of the school counselor as a system change agent.
This employee participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

Curriculum and Instruction M.Ed., M.A.T, and/or Post-Baccalaureate Teacher Certification

Questions
The graduate/completer recognizes individual differences in their students and adjusts their practice accordingly.
The graduate/completer has an understanding of how students develop and learn.
The graduate/completer treats students fairly.
The graduate's/completer's mission extends beyond developing the cognitive capacity of their students.
The graduate/completer appreciates how knowledge in their subjects is created, organized, and linked to other disciplines.
The graduate/completer commands specialized knowledge of how to convey a subject to students.
The graduate/completer generates multiple paths to knowledge.
The graduate/completer calls on multiple methods to meet their goals.
The graduate/completer orchestrates learning in group settings.
The graduate/completer places a premium on student engagement.
The graduate/completer regularly assesses student progress.
The graduate/completer is mindful of their principle objectives.
The graduate/completer continually makes difficult choices that test their judgment.
The graduate/completer seeks the advice of others and draws on educational research and scholarship to improve their practice.
The graduate/completer contributes to school effectiveness by collaborating with other professionals.
The graduate/completer works collaboratively with parents.
The graduate/completer takes advantage of community resources.

Educational Leadership/Superintendent Preparation Program

Questions
Understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, digital citizenship, and community.
Understands and demonstrates the capacity to lead district strategic planning and continuous improvement processes that engage stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
Understands and demonstrates the capacity to evaluate and advocate for ethical and legal decisions.
Understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
Understands and demonstrates the capacity to evaluate, cultivate, and advocate for a supportive district culture.
Understands and demonstrates the capacity to evaluate, cultivate, and advocate for access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
Understands and demonstrates the capacity to evaluate, advocate, and cultivate responsive instructional and behavior support practices among teachers and staff.
Understands and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports academic and non-academic student programs.
Understands and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, improvement, and student success.
Understands and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and responsive system of assessments and data collection, management, and analysis that support instructional improvement, student learning and well-being, and instructional leadership.
Understands and demonstrates the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.
Understands and demonstrates the capacity to represent and support district schools in engaging families in strengthening student learning in and out of school.
Understands and demonstrates the capacity to understand, engage, and effectively collaborate and communicate with families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.
Understands and demonstrates the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
Understands and demonstrates the capacity to develop, communicate, implement, and evaluate data-informed and management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.
Understands and demonstrates the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
Understands and demonstrates the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.
Understands and demonstrates the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Understands and demonstrates the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
Understands and demonstrates the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
Understands the implications of larger social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Instructional Leadership M.Ed.

Questions
How well (or to what degree) is the graduate/completer from the Instructional Leadership Program prepared to promote the success of all students through best practices in learning, organizational management and teacher development?
How well is the graduate/completer from the Instructional Leadership Program prepared to respond to the interests and needs of students and community members from a variety of populations?
How well is the graduate/completer from the Instructional Leadership Program act ethically, fairly and with integrity when promoting the success of all students?

Instructional Technology M.Ed.

Questions
Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels
Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines
Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms
Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards
Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the needs and interests of all students
Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience
Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)
Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences
Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards
Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning
Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments
Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments
Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators
Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning
Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments
Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure
Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community
Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning
Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment
Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills, and/or increasing student learning
Model and promote strategies for achieving access to digital tools and resources and technology-related best practices for all students and teachers
Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies
Model and promote understanding and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community
Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T
Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice
Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences

Literacy/Reading/Language Arts M.Ed. or Ed.D., and/or Reading Specialist Certification

Questions: The graduate/completer…
informs other educators about the history of reading and writing instruction and how it has changed over time.

uses foundational knowledge of language arts instruction to design and implement an integrated, comprehensive, and balanced curriculum.
provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
supports classroom teachers in building and using a quality, accessible classroom library and materials collection that meet the specific needs and abilities of all learners.
can administer and evaluate different types of literacy assessments and recognize their purposes, strengths, and limitations.
demonstrates that the fundamental goal of assessment and evaluation is to inform instruction and optimize student learning.
communicates assessment results and implications to a variety of audiences: parents, teachers, and administrators.
demonstrates an understanding of the ways in which student learning differences influence the reading and writing development of all students, especially those who struggle with reading and writing.
provides differentiated instruction and instructional materials including traditional print, digital, and online resources.
collaborates with teacher, parents, and administrators to implement policies and instructional practices that promote fairness and draw connections between home and community literacy and school literacy.
arranges instructional areas to provide easy access to instructional materials for a variety of individual, small group, and whole class activities and support teachers in doing the same.
demonstrates an understanding of local, state, and national policies that affect reading and writing instruction.
uses literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.