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**Alignment:** CAEP R4 Program Impact  
CAEP R4.2: Satisfaction of Employers

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**Overview:**

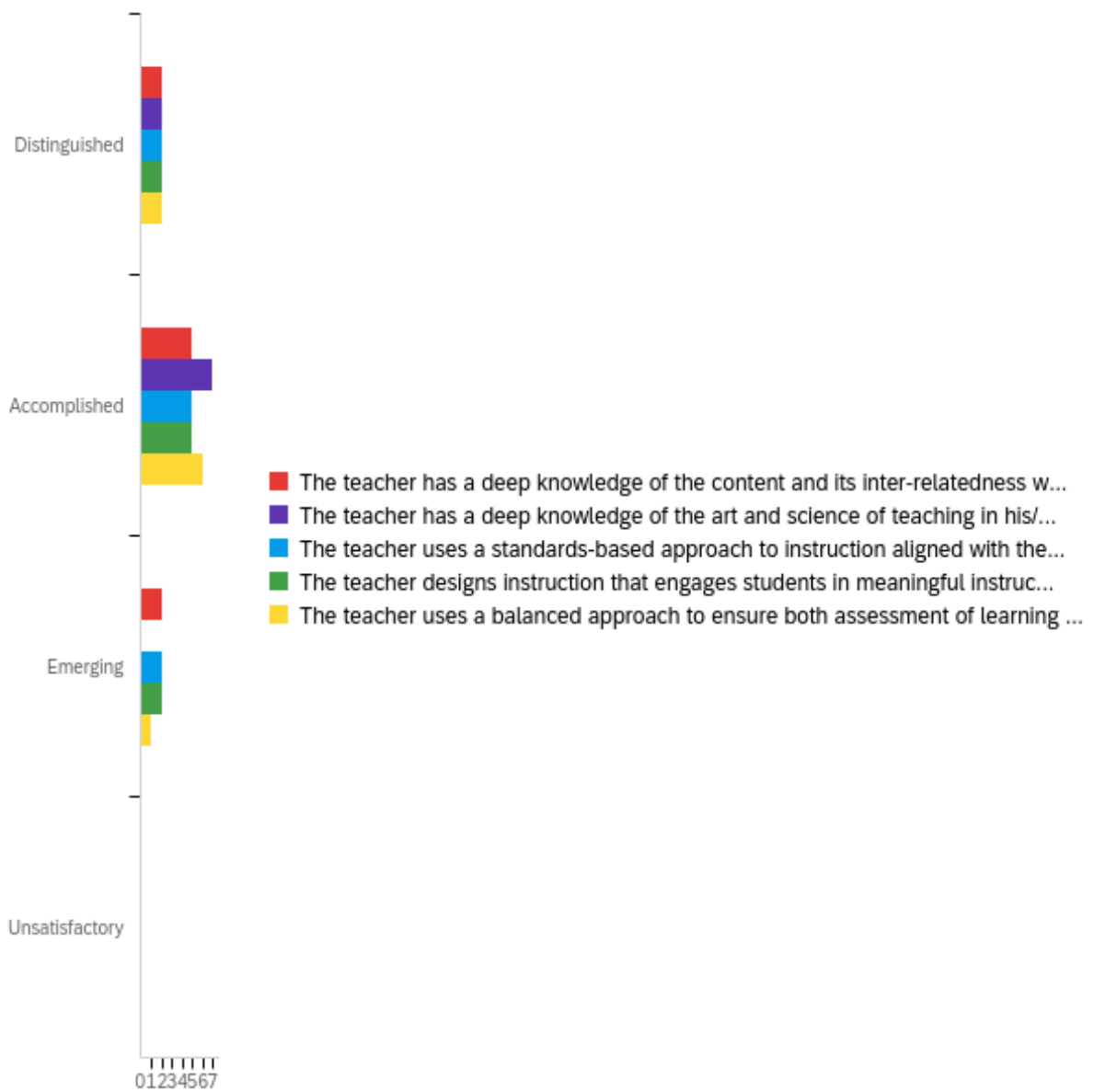
The Third-Year Employer Survey was designed to evaluate third-year initial-level completers of the Marshall University College of Education and Professional Development who are employed as certified teachers. Survey items are aligned to the [West Virginia Professional Teaching Standards](#) (WVPTA) and are labeled appropriately. The survey was distributed via Qualtrics to 113 West Virginia high school principals in May 2021.

**Data:**

**1. Number of Third-Year Teachers Employed at your School who graduated from Marshall University:**

| CHOICE | PERCENTAGE | TOTAL NUMBER OF THIRD-YEAR TEACHER |
|--------|------------|------------------------------------|
| 1      | 45.5       | 5                                  |
| 2      | 27.3       | 3                                  |
| 3      | 9          | 1                                  |
| 4      | 18.2       | 2                                  |
|        | <b>100</b> | <b>11</b>                          |
|        |            |                                    |

**2. Please indicate the ratings of all Third-Year Teachers Employed at your School who graduated from Marshall University.**



| # | Field  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move | 1.00    | 3.00    | 2.00 | 0.67          | 0.44     | 9     |

|   |  |      |      |      |      |      |   |  |
|---|--|------|------|------|------|------|---|--|
|   | beyond basic content competency to ensure student mastery of skills necessary for success in life and work. (1A: Core Content)   |      |      |      |      |      |   |  |
| 2 | The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving. (1B: Pedagogy)                                    | 1.00 | 2.00 | 1.78 | 0.42 | 0.17 | 9 |  |
| 3 | The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn. (1C: Setting Goals and Objectives for Learning) | 1.00 | 3.00 | 2.00 | 0.67 | 0.44 | 9 |  |
| 4 | The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning. (1D: Designing Instruction)             | 1.00 | 3.00 | 2.00 | 0.67 | 0.44 | 9 |  |
| 5 | The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. (1E: Student Assessment)                                 | 1.00 | 3.00 | 1.89 | 0.57 | 0.32 | 9 |  |

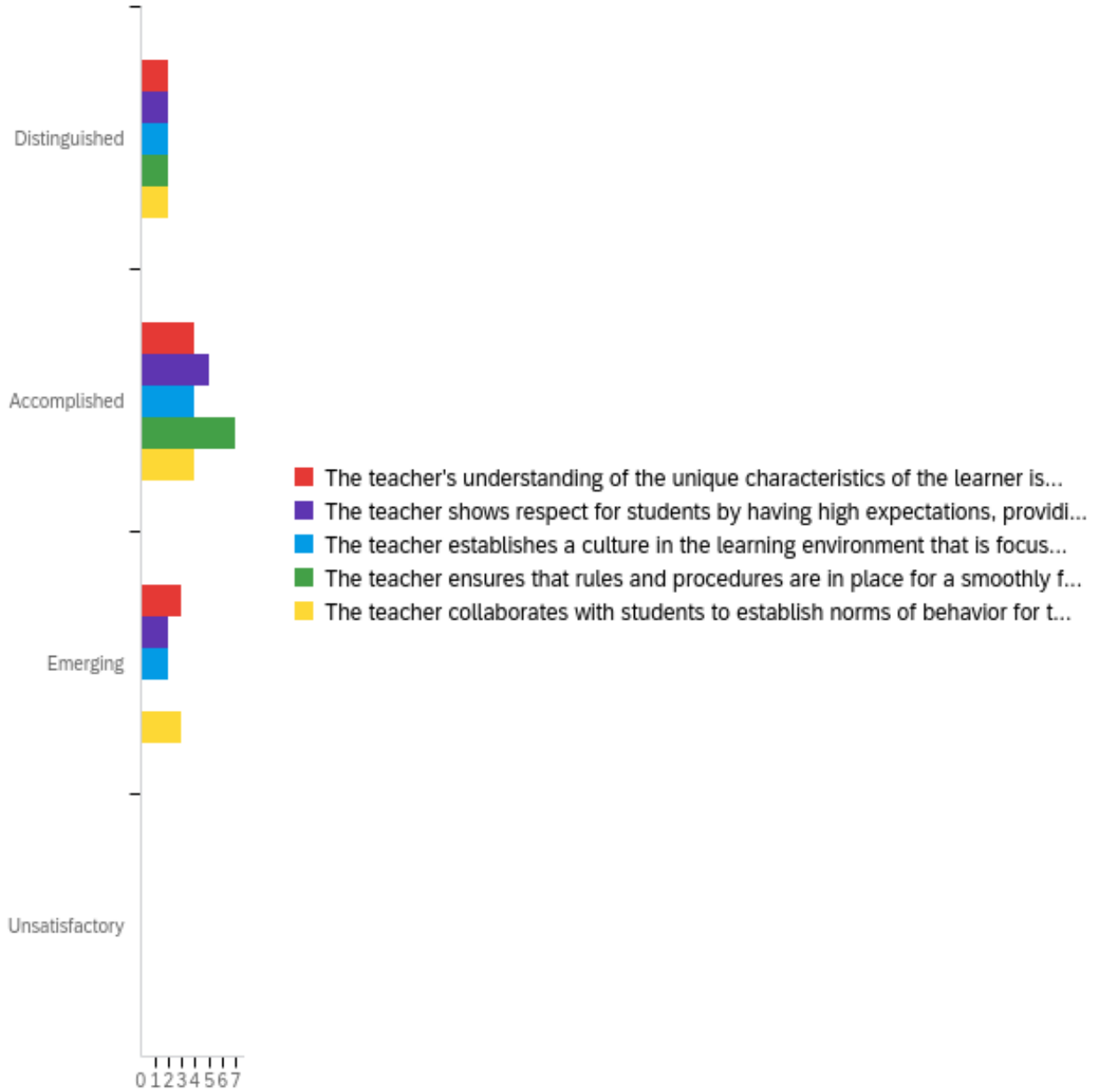
| # | Question  | Distinguished | Accomplished | Emerging | Unsatisfactory | Total |
|---|---|---------------|--------------|----------|----------------|-------|
| 1 | The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond | 22.22% 2      | 55.56% 5     | 22.22% 2 | 0.00% 0        | 9     |

|   |  |        |   |        |   |        |   |       |   |   |
|---|--|--------|---|--------|---|--------|---|-------|---|---|
|   | basic content competency to ensure student mastery of skills necessary for success in life and work. (1A: Core Content)  |        |   |        |   |        |   |       |   |   |
| 2 | The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving. (1B: Pedagogy)                                    | 22.22% | 2 | 77.78% | 7 | 0.00%  | 0 | 0.00% | 0 | 9 |
| 3 | The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn. (1C: Setting Goals and Objectives for Learning) | 22.22% | 2 | 55.56% | 5 | 22.22% | 2 | 0.00% | 0 | 9 |
| 4 | The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning. (1D: Designing Instruction)             | 22.22% | 2 | 55.56% | 5 | 22.22% | 2 | 0.00% | 0 | 9 |
| 5 | The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future  | 22.22% | 2 | 66.67% | 6 | 11.11% | 1 | 0.00% | 0 | 9 |

learning. (1E: Student  
Assessment)



**3. Please indicate the ratings of all Third-Year Teachers Employed at your School who graduated from Marshall University.**



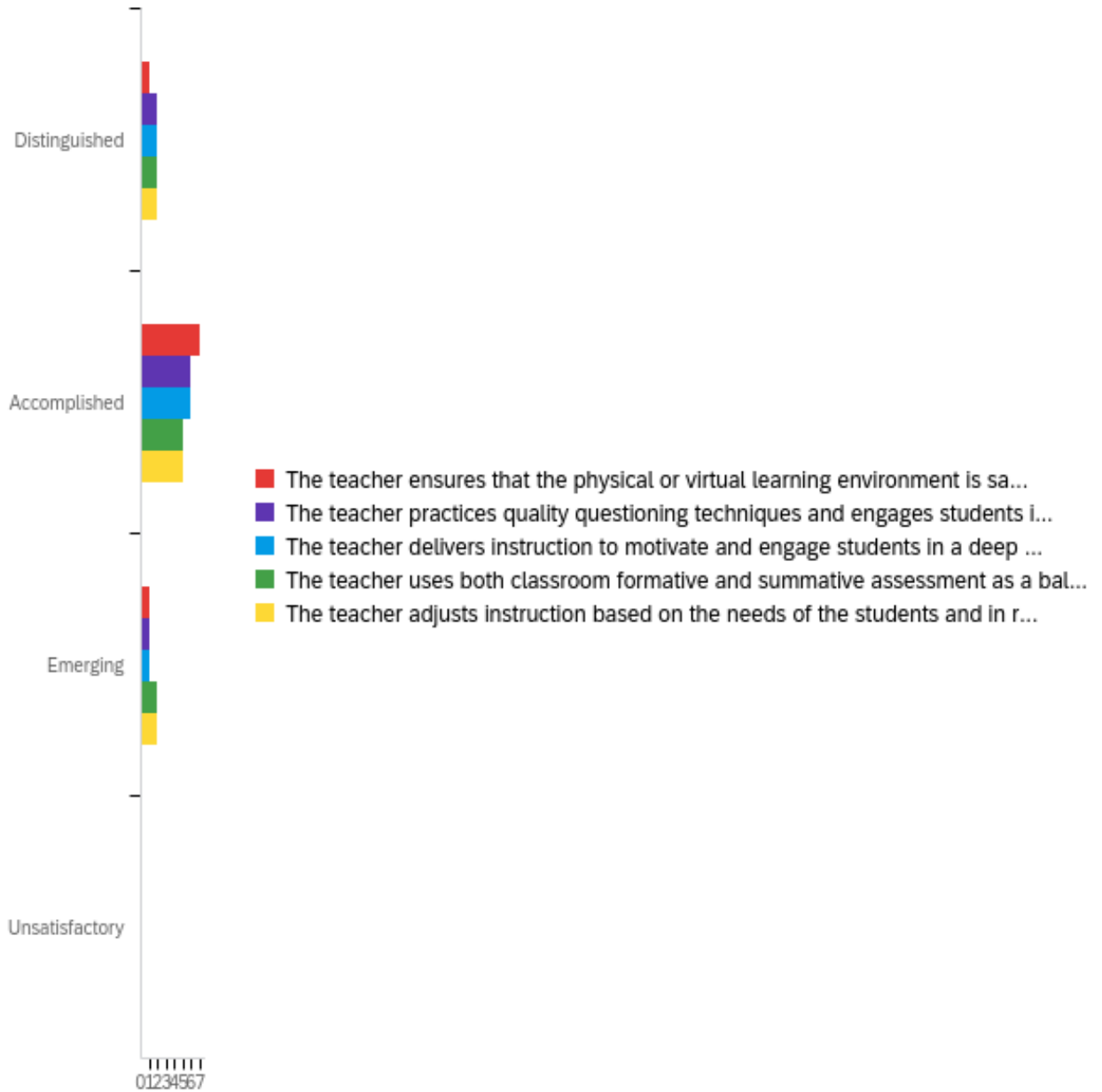
| # | Field  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. (2A: Understanding Intellectual/Cognitive, Social, and Emotional Development)      | 1.00    | 3.00    | 2.11 | 0.74          | 0.54     | 9     |
| 2 | The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. (2B: Creating an Environment of Respect and Rapport) | 1.00    | 3.00    | 2.00 | 0.67          | 0.44     | 9     |
| 3 | The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. (2C: Establishing a Culture for Learning)  | 1.00    | 3.00    | 2.00 | 0.71          | 0.50     | 8     |
| 4 | The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources. (2D: Implementing Classroom Procedures)   | 1.00    | 2.00    | 1.78 | 0.42          | 0.17     | 9     |
| 5 | The teacher collaborates with students to establish norms of behavior for the learning environment that ensure a focus on learning. (2E: Managing Student Behaviors)   | 1.00    | 3.00    | 2.11 | 0.74          | 0.54     | 9     |

| # | Question   | Distinguished |   | Accomplished |   | Emerging |   | Unsatisfactory |   | Total |
|---|--|---------------|---|--------------|---|----------|---|----------------|---|-------|
| 1 | The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. (2A: Understanding Intellectual/Cognitive, Social, and Emotional Development)      | 22.22%        | 2 | 44.44%       | 4 | 33.33%   | 3 | 0.00%          | 0 | 9     |
| 2 | The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. (2B: Creating an Environment of Respect and Rapport) | 22.22%        | 2 | 55.56%       | 5 | 22.22%   | 2 | 0.00%          | 0 | 9     |
| 3 | The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. (2C: Establishing a Culture for Learning)  | 25.00%        | 2 | 50.00%       | 4 | 25.00%   | 2 | 0.00%          | 0 | 8     |
| 4 | The teacher ensures that rules and procedures are in place for a smoothly  | 22.22%        | 2 | 77.78%       | 7 | 0.00%    | 0 | 0.00%          | 0 | 9     |



|   |  |        |   |        |   |        |   |       |   |   |
|---|--|--------|---|--------|---|--------|---|-------|---|---|
|   | functioning learning environment evidenced by the efficient use of time and resources. (2D: Implementing Classroom Procedures)                                       |        |   |        |   |        |   |       |   |   |
| 5 | The teacher collaborates with students to establish norms of behavior for the learning environment that ensure a focus on learning. (2E: Managing Student Behaviors) | 22.22% | 2 | 44.44% | 4 | 33.33% | 3 | 0.00% | 0 | 9 |

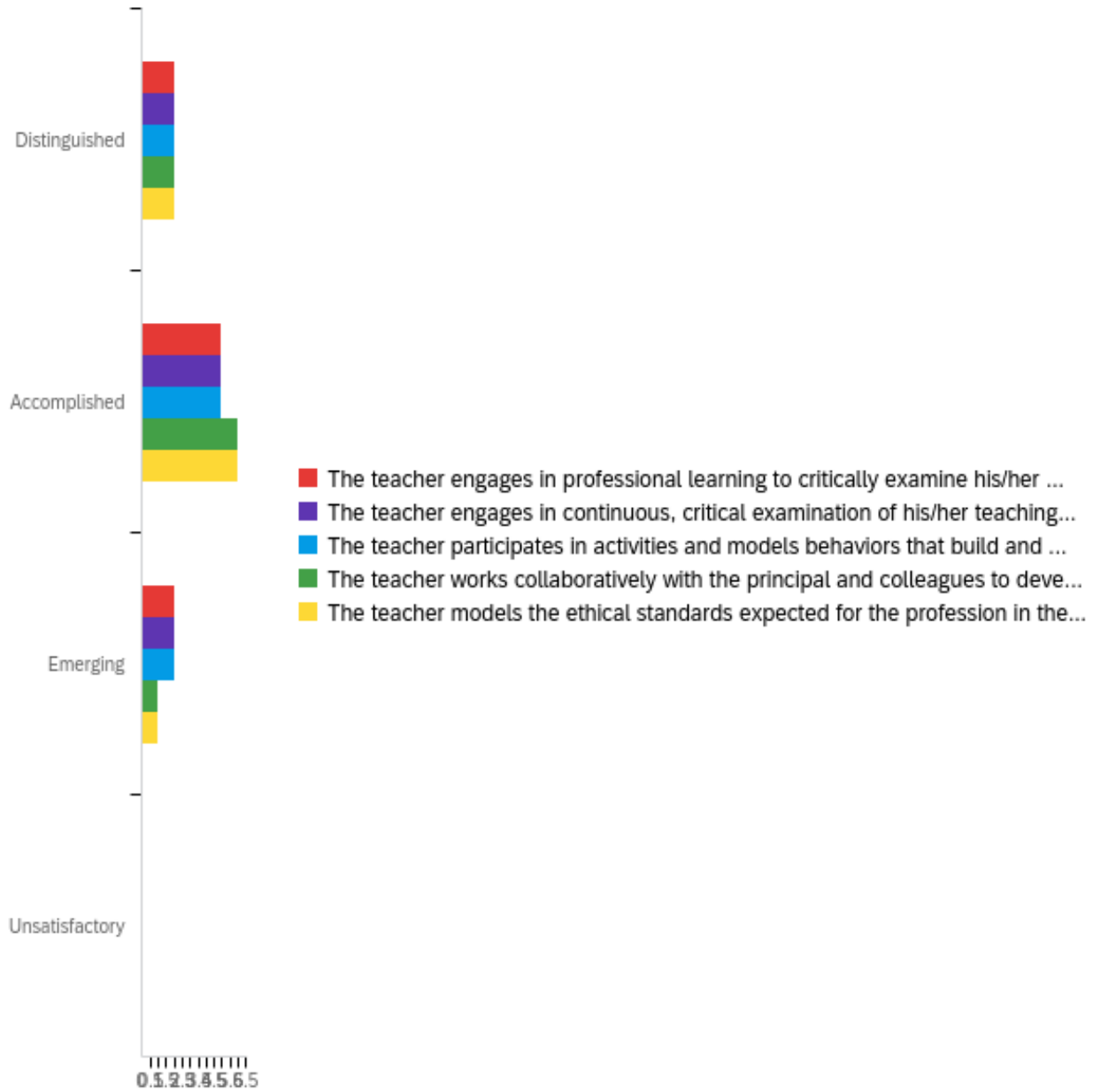
**4. Please indicate the ratings of all Third-Year Teachers Employed at your School who graduated from Marshall University.**





| # | Question  | Distinguished |   | Accomplished |   | Emerging |   | Unsatisfactory |   | Total |
|---|---|---------------|---|--------------|---|----------|---|----------------|---|-------|
| 1 | The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment. (2F: Organizing the Learning Environment) | 11.11%        | 1 | 77.78%       | 7 | 11.11%   | 1 | 0.00%          | 0 | 9     |
| 2 | The teacher practices quality questioning techniques and engages students in discussion. (3C: Questioning and Discussion Techniques)  | 22.22%        | 2 | 66.67%       | 6 | 11.11%   | 1 | 0.00%          | 0 | 9     |
| 3 | The teacher delivers instruction to motivate and engage students in a deep understanding of the content. (3D: Student Engagement)   | 22.22%        | 2 | 66.67%       | 6 | 11.11%   | 1 | 0.00%          | 0 | 9     |
| 4 | The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making. (3E: Use of Assessments in Instruction)   | 22.22%        | 2 | 55.56%       | 5 | 22.22%   | 2 | 0.00%          | 0 | 9     |
| 5 | The teacher adjusts instruction based on the needs of the students and in response to "teachable moments." (3F: Flexibility and Responsiveness)   | 22.22%        | 2 | 55.56%       | 5 | 22.22%   | 2 | 0.00%          | 0 | 9     |

**5. Please indicate the ratings of all Third-Year Teachers Employed at your School who graduated from Marshall University.**



| # | Field  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society. (4A: Professional Learning) | 1.00    | 3.00    | 2.00 | 0.67          | 0.44     | 9     |
| 2 | The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data. (4C: Reflection on Practice)   | 1.00    | 3.00    | 2.00 | 0.67          | 0.44     | 9     |
| 3 | The teacher participates in activities and models behaviors that build and sustain a learner centered culture. (5C: Learner-Centered Culture)  | 1.00    | 3.00    | 2.00 | 0.67          | 0.44     | 9     |
| 4 | The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (5D: Student Support Systems)   | 1.00    | 3.00    | 1.89 | 0.57          | 0.32     | 9     |
| 5 | The teacher models the ethical standards expected for the profession in the learning environment and in the community. (5I: Ethical Standards)   | 1.00    | 3.00    | 1.89 | 0.57          | 0.32     | 9     |

| # | Question   | Distinguished |   | Accomplished |   | Emerging |   | Unsatisfactory |   | Total |
|---|--|---------------|---|--------------|---|----------|---|----------------|---|-------|
| 1 | The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society. (4A: Professional Learning) | 22.22%        | 2 | 55.56%       | 5 | 22.22%   | 2 | 0.00%          | 0 | 9     |
| 2 | The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data. (4C: Reflection on Practice)   | 22.22%        | 2 | 55.56%       | 5 | 22.22%   | 2 | 0.00%          | 0 | 9     |
| 3 | The teacher participates in activities and models behaviors that build and sustain a learner centered culture. (5C: Learner-Centered Culture)  | 22.22%        | 2 | 55.56%       | 5 | 22.22%   | 2 | 0.00%          | 0 | 9     |
| 4 | The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (5D: Student Support Systems)   | 22.22%        | 2 | 66.67%       | 6 | 11.11%   | 1 | 0.00%          | 0 | 9     |
| 5 | The teacher models the ethical standards expected for the profession in the learning environment and in the community. (5I: Ethical Standards)   | 22.22%        | 2 | 66.67%       | 6 | 11.11%   | 1 | 0.00%          | 0 | 9     |

**6. Please indicate what you believe to be the major strengths of Third-Year Teachers Employed at your school who graduated from Marshall University.**

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Creativity

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Strong content knowledge and understanding the uniqueness of each student.

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The teachers are truly dedicated to the educational needs of their students. They participate in professional development, work with administration, colleagues, families, & the community. Their goal is student success in a positive school environment that promotes a caring atmosphere.

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The teachers have a strong concept of classroom management and how to handle children, but standards driven instruction is a struggle. They need to make the connection with the work and the standard. They need to understand the standards drive the teaching and learning.

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effort

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I do not know about all third-year teachers, however the one I have in my building is absolutely fantastic. She was a finalist for our teacher of the year this year. Particularly, her ability to give differentiated instruction based on data from assessments (both formal and informal) is her biggest strength. On our end of year assessment 22% more of her students scored proficient than the state average.

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Strength would be their wiliness to learn new innovative strategies.



**7. Please indicate what you believe to be the major weaknesses of Third-Year Teachers Employed at your school who graduated from Marshall University.**

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none

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Classroom management is a work in progress

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experience

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N/A

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I do not feel I can adequately answer this question because ours is the best there is.

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The third-year teachers that work for Ashton Elementary do not have major weaknesses. GO HERD!!!! ( I'm an alumni....)