

Employer Perceptions of Completer Effectiveness: Analysis of Employer Evaluations of Program Preparation (Fall 2021–Spring 2024)

Data Analysis

An analysis of employer perceptions of completer effectiveness was conducted using survey responses from employers of graduates in both initial- and advanced-level teacher education programs. The survey was distributed in Spring 2025 to employers of program completers from three graduating cohorts. For the purposes of this analysis, first-year completers represent graduates from the 2023–2024 academic year, second-year completers represent graduates from the 2022–2023 academic year, and third-year completers represent graduates from the 2021–2022 academic year. Due to the relatively small number of employer responses within individual academic years and licensure concentrations, responses from all years and teacher education programs were combined to provide a more meaningful and interpretable representation of employer perceptions of completer effectiveness. The total sample size for the survey was $n=8$.

Overall, employers perceived completers from the teacher education programs to be effective across domains aligned with the West Virginia Professional Teaching Standards (WVPTS), InTASC Standards, and CAEP Standard 1. Mean scores across survey items ranged from ($m=3.63$) to ($m=4.38$), indicating that employers generally rated completers between neutral and effective, with most indicators clustering near the effective level.

In the area of content knowledge and pedagogical preparation, employers indicated that completers demonstrated strong preparation in both disciplinary knowledge and pedagogical practice. The item addressing deep knowledge of content and its interrelatedness across disciplines received a mean score of ($m=4.13$), while the item related to knowledge of the art and science of teaching in the candidate's content area also received a mean score of ($m=4.13$). Employers also reported that completers were prepared to implement standards-based instruction and establish instructional goals aligned with curriculum expectations ($m=4.25$). Designing instruction that engages students in meaningful learning aligned with the West Virginia Content Standards and Objectives received a mean score of ($m=3.86$), suggesting that employers perceived most completers as effective in this area. Preparation related to student assessment and instructional decision-making produced somewhat more varied responses. Employers indicated that completers' ability to use assessment for and of learning received a mean score of ($m=3.75$). However, the use of formative and summative assessment to guide instructional decisions received one of the highest mean scores in the survey ($m=4.38$), suggesting that employers perceive many completers as effective in using assessment data to inform instruction. Flexibility and responsiveness in adjusting instruction based on student needs received a mean score of ($m=3.88$).

Employers also reported that completers demonstrated competence in understanding learners and supporting diverse student needs. The item addressing understanding intellectual, cognitive, social, and emotional development received a mean score of ($m=4.00$), indicating that employers generally perceived completers as effectively designing developmentally appropriate learning experiences. Similarly, organizing safe and flexible learning environments received a mean score of ($m=4.00$), reflecting positive perceptions of completers' ability to establish supportive classroom environments. Ratings related to classroom climate and management showed some variation but remained generally positive. Demonstrating respect for students and establishing expectations for positive interactions received a mean score of ($m=3.88$), while establishing a culture for

learning also received a mean score of (m=3.88). Implementing classroom procedures received a mean score of (m=3.63), and managing student behavior through collaborative norms received a mean score of (m=3.63). These items represented some of the lower mean scores within the survey, though they still indicate generally neutral to effective perceptions of completer performance.

Instructional delivery and student engagement were also rated positively by employers. The item addressing the use of questioning techniques and discussion to engage students received a mean score of (m=3.63), while delivering instruction that motivates students to develop deep understanding of content received a mean score of (m=3.75). These findings suggest that employers generally perceive completers as able to implement instructional strategies that support student engagement and learning. Professional practice and collaboration were identified as relative strengths. Engagement in ongoing professional learning received a mean score of (m=4.38), while reflective practice based on instructional data received a mean score of (m=4.13). Participation in building learner-centered school cultures received a mean score of (m=4.38), and collaboration with principals and colleagues to support student learning systems received a mean score of (m=4.13). Ethical professional conduct also received a mean score of (m=4.38), indicating that employers perceive completers as demonstrating strong professional dispositions and adherence to professional standards.

Overall, employer responses indicate that completers from the teacher education programs are generally perceived as effective in their classroom practice and professional responsibilities. Although the small sample size required aggregation across academic years and licensure concentrations, the results provide evidence that completers demonstrate competencies aligned with WVPTS, InTASC, and CAEP standards, particularly in the areas of professional practice, assessment use, and ethical conduct.

Questions on Completers' Perceived Effectiveness (n=8)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
The teacher obtained a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work (WVPTS 1A: Core Content; InTASC 4 & 8; CAEP R1, R2, & R3).	4.13	3 (38%)	4 (50%)	0	1 (13%)	0
The teacher obtained 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 (WVPTS 1B: Pedagogy; InTASC 4 & 8; CAEP R1; R2; R3).	4.13	3 (38%)	4 (50%)	0	1 (13%)	0
The teacher learned to use a standards-based approach to instruction aligned with the state and local curriculum and learned to set instructional goals and objectives that describe what students will learn. (WVPTS 1C: Setting Goals and Objectives for Learning; InTASC 7; CAEP R1).	4.25	4 (50%)	3 (38%)	0	1 (13%)	0

Questions on Completers' Perceived Effectiveness (n=8)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
The teacher learned to design instruction that engages students in meaningful instructional activities that supports the WV Content Standards and Objectives and that result in intentional student learning. (WVPTS 1D: Designing Instruction; InTASC 5; CAEP R1).	3.86	3 (38%)	3 (38%)	0	2 (25%)	0
The teacher learned to use a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. (WVPTS 1E: Student Assessment; InTASC 6; CAEP R1, R4,R5).	3.75	2 (25%)	3 (38%)	2 (25%)	1 (13%)	0
The teacher understands that the unique characteristics of the learner are evidenced in the design of learning activities that are developmentally appropriate and differentiated to engage all students in the learning process. (WVPTS 2A: Understanding Intellectual/ Cognitive, Social, and Emotional Development; InTASC 1& 2; CAEP R1 & R3).	4.00	2 (25%)	4 (50%)	2 (25%)	0	0
The teacher demonstrated 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. (WVPTS2B: Creating an Environment of Respect and Rapport; InTASC 3; CAEP R1 & R3).	3.88	3 (38%)	2 (25%)	2 (25%)	1 (13%)	0
The teacher established 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. (WVPTS 2C:Establishing a Culture for Learning; InTASC 5; CAEP R1 & R3).	3.88	2 (25%)	4 (50%)	1 (13%)	1 (13%)	0
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. (WVPTS2D: Implementing Classroom Procedures; InTASC 3; CAEP R1).	3.63	2 (25%)	2 (25%)	3 (38%)	1 (13%)	0
The teacher collaborated with students to establish norms of behavior for the learning environment that ensures focus on learning (WVPTS 2E: Managing Student Behaviors; InTASC 3; CAEP R1).	3.63	2 (25%)	3 (38%)	1 (13%)	2 (25%)	0

Questions on Completers' Perceived Effectiveness (n=8)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
The teacher ensured that the physical and virtual learning environment is safe and that there is maximum flexibility in the use of physical space in a physical learning environment. (WVPTS 2F: Organizing the Learning Environment; InTASC 3; CAEP R1).	4.00	3 (38%)	3 (38%)	1 (13%)	1 (13%)	0
The teacher practiced quality-questioning techniques and engage students in discussion. (WVPTS 3D: Student Engagement; InTASC 5 & 7; CAEP R1, R4, & R5).	3.63	2 (25%)	2 (25%)	3 (38%)	1 (13%)	0
The teacher delivered instructions to motivate and engage students in a deep understanding of the content. (WVPTS 3D: Student Engagement; InTASC 5, 7, & 8; CAEP R1, R3, R4 & R5).	3.75	2 (25%)	4 (50%)	1 (13%)	0	1 (13%)
The teacher used both classroom formative and summative assessment as a balanced approach to instructional decision-making. (WVPTS 3E: Use of Assessments in Instruction; InTASC 6; CAEP R1, R4, & R5).	4.38	3 (38%)	5 (63%)	0	0	0
The teacher adjusted instruction based on the needs of the students and in response to "teachable moments". (WVPTS 3F: Flexibility and Responsiveness; InTASC 2; CAEP R1, R4; & R5).	3.88	2 (25%)	4 (50%)	1 (13%)	1 (13%)	0
The teacher engaged 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. (WVPTS 4A: Professional Learning; InTASC 9; CAEP R1, R2, R4, & R5).	4.38	4 (50%)	3 (38%)	1 (13%)	0	0
The teacher engaged in continuous, critical examination of his/her teaching practice and make adjustments based on data. (WVPTS 4C: Reflection on Practice; InTASC 9; CAEP R1, R2,R4; & R5).	4.13	3 (38%)	3 (38%)	2 (25%)	0	0
The teacher participated in activities and model behaviors that build and sustain a learner-centered culture. (WVPTS 5C: Learner-Centered Culture; InTASC 10; CAEP R1, R2, R4; & R5).	4.38	3 (38%)	5 (63%)	0	0	0
The teacher worked collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (WVPTS 5D: Student Support Systems; InTASC 10; CAEP R1, R2, R4; & R5).	4.13	3 (38%)	3 (38%)	2 (25%)	0	0

Questions on Completers' Perceived Effectiveness (n=8)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
The teacher modeled the ethical standards expected for the profession in the learning environment and in the community. (WVPTS 5I: Ethical Standards; InTASC 10; CAEP R1, R2, R4; & R5).	4.38	3 (38%)	5 (63%)	0	0	0