

Employer Satisfaction Survey Results

Data Analysis

An analysis of employer satisfaction with initial- and advanced-level program completers was conducted using survey responses from school principals and supervisors who directly employ graduates of both initial- and advanced-level 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. Because of the relatively small number of responses within individual academic years and teacher education programs, responses from all three years and licensure areas were combined to provide a more meaningful representation of employer satisfaction with completer preparation and performance. The overall number of employer respondents was approximately $n=8$, although the number of responses varies slightly across individual survey items as not all respondents answered every question.

Overall, employers reported positive levels of satisfaction with the performance and professional readiness of recent completers from the College of Education and Professional Development. Mean scores across survey items ranged from ($m=3.60$) to ($m=5.00$), indicating that employers generally perceived completers as effective to highly effective in their teaching responsibilities and professional roles within schools. Employers reported particularly strong satisfaction with completers' professionalism and professional dispositions. The item related to professionalism and ethical behavior received the highest mean score ($m=5.00$), with all respondents indicating that completers demonstrated highly effective professional conduct. Similarly, collaboration with colleagues and school staff ($m=4.80$) and communication with parents and guardians ($m=4.80$) were rated highly, suggesting that employers perceive completers as demonstrating strong interpersonal and professional communication skills within school communities. Employers also reported positive perceptions related to instructional preparation and classroom engagement. Completers' overall preparedness for classroom teaching responsibilities received a mean score of ($m=4.40$), while the ability to engage and motivate diverse learners also received a mean score of ($m=4.40$). These results suggest that employers perceive completers as entering the profession with strong foundational instructional skills and the ability to engage students in meaningful learning.

The use of assessment data to inform instruction received a mean score of ($m=4.67$), indicating that employers perceive completers as well prepared to use assessment information to guide instructional decisions. Employers also reported positive perceptions of completers' responsiveness to feedback and mentoring ($m=4.67$), suggesting that early-career teachers demonstrate openness to professional learning and continuous improvement during their first years in the classroom. Employers also expressed positive perceptions of completers' integration into school environments. The item related to overall fit within the school culture and environment received a mean score of ($m=4.60$), indicating that completers are generally viewed as contributing positively to their school communities and adapting well to professional expectations. Some areas reflected slightly lower, though still generally positive, ratings. Classroom management received the lowest mean score among the items ($m=3.60$), indicating that while many employers perceive completers as effective, classroom management remains an area where early-career teachers often continue to develop their skills during their first years of practice. Similarly, knowledge and application of subject matter received a mean score of ($m=4.00$), suggesting generally positive perceptions but with some variation across responses.

Qualitative responses from employers provide additional insight into both strengths and areas for continued development. Employers frequently identified professionalism, collaboration, and strong communication skills as key strengths of recent completers. Respondents noted that completers demonstrate professionalism in their interactions with colleagues and students, communicate effectively, and work collaboratively with their school teams. Several employers also highlighted completers' strong technological skills and their ability to integrate technology into instruction. Employers also emphasized that many completers demonstrate openness to feedback and a willingness to improve their teaching practices. Respondents indicated that completers often seek guidance from mentors and colleagues and demonstrate a commitment to professional growth and reflection.

While overall perceptions were positive, employers also identified several areas where new teachers may continue to grow during their early years of teaching. The most frequently mentioned area of development was classroom management, particularly managing student behaviors and adapting to increasingly complex classroom environments. Employers noted that navigating classroom management challenges and adjusting to changing student and parent expectations can be difficult for many early-career teachers. Employers also indicated that additional preparation related to supporting diverse learners could further strengthen teacher preparation. Some respondents suggested greater emphasis on understanding the needs of students with individualized education programs (IEPs), inclusion practices, and strategies for supporting diverse learners within general education classrooms. Despite these areas for continued development, overall employer satisfaction with COEPD completers was strong. Employers frequently described completers as professional, collaborative, eager to learn, and willing to adapt their instructional practices. Several respondents noted that many of these early-career teachers quickly develop their skills with the support of mentors and school teams.

Overall, the results of the Employer Satisfaction Survey indicate that employers are generally satisfied with the preparation and performance of recent graduates from the College of Education and Professional Development. The positive ratings across professionalism, collaboration, communication, and instructional readiness provide evidence that the teacher education programs prepare completers with the foundational knowledge, skills, and professional dispositions necessary to contribute positively to school communities and support student learning.

Data Charts

Table 1: Employer Satisfaction with COEPD Teacher Education Program Completers

Questions on Employer Satisfaction with Completers (n=8)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
The completer's overall preparedness for classroom teaching responsibilities	4.40	3 (60%)	1 (20%)	1 (20%)	0	0
The completer's ability to manage a classroom effectively	3.60	2 (40%)	0	2 (40%)	1 (20%)	0
The completer's knowledge and application of subject matter	4.00	3 (38%)	3 (38%)	1 (12%)	1 (12%)	0
The completer's ability to engage and motivate diverse learners	4.40	2 (40%)	3 (60%)	0	0	0
The completer's use of assessment data to inform instruction	4.67	2 (67%)	1 (33%)	0	0	0

Questions on Employer Satisfaction with Completers (n=8)	Mean	Highly Effective (5)	Effective (4)	Neutral (3)	Somewhat Effective (2)	Ineffective (1)
The completer's professionalism and ethical behavior	5.00	5 (100%)	0	0	0	0
The completer's collaboration with colleagues and school staff	4.80	4 (80%)	1 (20%)	0	0	0
The completer's communication with parents and guardians	4.80	4 (80%)	1 (20%)	0	0	0
The completer's ability to implement culturally responsive teaching practices	4.25	3 (38%)	4 (50%)	1 (12%)	0	0
The completer's overall fit within the school culture and environment	4.60	3 (60%)	2 (40%)	0	0	0
The completer's responsiveness to feedback and mentoring	4.67	2 (67%)	1 (33%)	0	0	0
Your overall satisfaction with the preparation provided by the College of Education and Professional Development at Marshall University	4.25	4 (50%)	3 (38%)	0	1 (12%)	0

In your experience, what are the key strengths of the recent COEPD completer(s) currently employed at your school? (Consider instructional practice, content knowledge, classroom management, professionalism, etc.)

- Is professional in manner and communication.
- Very professional.
- Great understanding of technology.
- Their ability to collaborate and work with their team. They are very open to discuss what strategies, both instructional and behavioral, work best in their classroom environment. They are very open to suggestions on how to improve their teaching and better themselves.
- Knowledgeable of standards, very technologically savvy, eager to work and learn.
- Professionalism, lesson planning and implementation of standards.

What areas of growth or improvement(s) have you identified for recent COEPD completer(s)? (Are there any specific challenges they faced during their first, second, or third years of teaching?)

- Deeper knowledge of content areas of ELA and Math and effective instructional strategies for each.
- Understanding diverse learners & the struggles of having students with IEP's within the general education classroom.
- Understanding the unique characteristics of learners is an area of weakness.
- Classroom management and dealing with certain behaviors have been the focus for all new teachers. Student and parent behaviors are ever changing year after year and pose to be a learning curve for all teachers. Newer teachers seem to cling to what they know, which is how they learned and what worked when they were in school. They have to quickly learn to adapt and change and not rely on how they learned. The world of education is ever changing. Knowing how to adapt to the change and focusing on high quality instruction and what they truly look like is a key component.
- Classroom management, communicating with parents.
- Classroom management is an issue.

How well do you feel the COEPD prepared recent completer(s) for real-world teaching responsibilities in your school context? (Reflect on their readiness for classroom demands, student engagement, or handling diverse learners.)

- Moderately well.
- Overall I feel that they are prepared
- All new teachers are overwhelmed but have a good understanding of class demands excepts for diverse learners.
- Luckily the new teachers we get in our building have a great team of teachers and mentors to learn quickly how to adapt to the ever-changing classroom readiness.
- I feel recent completers are ready for the classroom, knowledgeable on content and creative in teaching methods
- The only weakness would be handling diverse learners with difficult behaviors.

Are there aspects of teacher preparation you believe the COEPD should emphasize more to better support future completers?

- More in-depth preparation of reading instruction, particularly related to the Science of Reading, interpretation of data, and how to address skill gaps/intervention.
- Inclusion in the classroom and how to coteach with a exceptional ed teacher.
- To not rely on how they were taught and what the set-up of their classroom looked like and was run. That is a hard skill to teach, but one that is crippling to some of our newer teachers.
- Classroom management- behavior management- things with students are not what we've seen in previous years- they are dealing with adult like issues and we need to know how to approach and manage this.
- Classroom management strategies

Overall, how satisfied are you with the performance of the COEPD completer(s) at your school? Please explain.

- Good attitude and professional relationships. Weak in content knowledge and classroom management (not a difficult classroom at all).
- We have been blessed to have the ability to hire many of our student teachers.
- Satisfied.
- We are always open to have student teachers in our building, because we feel they truly learn first-hand what it's like to be an elementary school teacher. The ability for all of these new teachers to be open to the suggestions, make adjustment, and work as a team player has been great.
- Excellent- she is a hard worker, creative, collaborative, asks questions, wants to get better, team player.
- Very satisfied. Any weaknesses are easily overcome within a few weeks to months.