

## Satisfaction of Employers and Employment Milestones (Component 4.3 & A.4.1)

Source: Preparation Program Effectiveness Measures, Georgia Professional Standards Commission, 2020 PPEM Calculation Year

**What:** A 31 item employer survey about the teacher’s capability and preparedness, based on the ten InTASC Standards, which form the basis of teacher preparation program curricula.

**Who:** Principals supervising first year teachers in GA public schools, both traditional and charter

**When:** Near the end of the end of the program completer’s first year of teaching

### Employer Surveys: Level 3

Calculation	Score and Responses		
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**PPEM Points Earned: 7.4**

Points Possible: 10

Percent of Points Earned: 74%

Response average: 3.24

[Benchmark Range: 2.5 - 3.5](#)

N: 103

	This EPP	All EPPs	Similar EPPs
<b>Average Score:</b>	3.24	3.24	3.22
<b>Responses:</b>	103	2,235	426
<b>Response rate:</b>	26%	23%	21%

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)

#### Survey Items

Survey Items	This EPP	All EPPs	Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.28	3.31	3.30
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.29	3.30	3.29
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.24	3.24	3.22
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.23	3.20	3.17
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.24	3.24	3.23
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.23	3.21	3.18
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	3.10	3.12	3.10

- b. Students with Disabilities
- c. English Language Learners

d. At-Risk Students

8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)
16. Engages learners in monitoring their own progress. (InTASC Standard 6)
17. Develops supports for literacy development across content areas. (InTASC Standard 5)
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)

3.22	3.19	3.20
3.13	3.15	3.12
3.19	3.17	3.16
3.27	3.28	3.25
3.24	3.25	3.23
3.19	3.26	3.23
3.19	3.23	3.20
3.25	3.27	3.25
3.19	3.20	3.20
3.15	3.18	3.16
3.30	3.24	3.24
3.12	3.13	3.09
3.17	3.19	3.18
3.22	3.22	3.19
3.22	3.26	3.23
3.17	3.24	3.23
3.25	3.23	3.23
3.23	3.24	3.22
3.25	3.23	3.21
3.20	3.19	3.18
3.17	3.22	3.21
3.35	3.32	3.33
3.29	3.28	3.27
3.29	3.31	3.30
3.42	3.43	3.39
3.47	3.46	3.42
3.31	3.34	3.31

**Survey Items Grouped as InTasc Standards**

- InTASC Standard 1 (Survey Questions 1, 2)
- InTASC Standard 2 (Survey Questions 7a, b, c, and d)
- InTASC Standard 3 (Survey Questions 3, 4, 5, 12, 20)
- InTASC Standard 4 (Survey Questions 9, 10, 11, 14)
- InTASC Standard 5 (Survey Questions 6, 13, 17, 18)
- InTASC Standard 6 (Survey Questions 15, 16, 21, 22, 23)
- InTASC Standard 7 (Survey Question 24)
- InTASC Standard 8 (Survey Questions 19, 25, 26)
- InTASC Standard 9 (Survey Questions 27, 28, 30)
- InTASC Standard 10 (Survey Questions 8, 29, 31)

<b>This EPP</b>	<b>All EPPs</b>	<b>Similar EPPs</b>
3.29	3.30	3.30
3.16	3.16	3.15
3.23	3.24	3.22
3.19	3.23	3.21
3.20	3.21	3.19
3.23	3.21	3.20
3.20	3.19	3.18
3.25	3.27	3.26
3.35	3.35	3.33
3.33	3.35	3.32

