

Employer Satisfaction Survey

Screenshots of the survey as distributed in Google Forms.

24-25 Graduate Satisfaction Survey (Selected Response)

B *I* U  

Form description

Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons.

- Excellent
- Good
- Fair
- Poor

Ability to incorporate variety of technologies to promote problem solving and collaboration

- Excellent
- Good
- Fair
- Poor

Competent to establish a learning culture where all students can be successful

- Excellent
- Good
- Fair
- Poor

Ability to create instructional opportunities adapted to the needs of diverse learners

- Excellent
- Good
- Fair
- Poor

Familiarity with a variety of instructional strategies to promote a positive learning environment

- Excellent
- Good
- Fair
- Poor

Familiarity with use of a variety of assessment strategies, both formal and informal

- Excellent
- Good
- Fair
- Poor

Ability to critically examine practice through cycle of reflection and self-renewal

- Excellent
- Good
- Fair
- Poor

Ability to promote school mission and foster relationships with parents and outside agencies

- Excellent
- Good
- Fair
- Poor

Campus Resources: Advising assistance and competency

- Excellent
- Good
- Fair
- Poor

Teacher Education Curriculum Lab and Library Resources

- Excellent
- Good
- Fair
- Poor

24-25 Graduate Satisfaction Survey (Open Ended)

B *I* U  

Form description

If I had to do student teaching over, I would...

Long answer text
.....

If I had to do student teaching over, I would NOT..

Long answer text
.....

I believe my strengths in student teaching were.....

Long answer text
.....

I believe my weakest points in student teaching were...

Long answer text
.....

My college supervisor was... (list descriptors)

Long answer text
.....

My cooperating teacher was...(list descriptors)

Long answer text
.....

Professional Education courses at BSU prepared me for student teaching by...

Long answer text
.....

The Professional Education courses need to be...

Long answer text
.....

My advice for future student teachers is...

Long answer text
.....

The most important thing I learned about myself during student teaching was...

Long answer text
.....

This survey will be distributed again in May of 2026. Participants include all graduates within the designated academic year. The last distribution of the Employer Satisfaction Survey was e-mailed to participants on 5/4/2024 with the following message:

Good afternoon!

I hope you are doing well as you finish up your first year out of BSU! I was hoping that you would take a moment to complete these surveys. This allows us to better see where we need to improve our educator preparation program. They are brief but we'd love for you to be detailed. :) I estimate this will only take about 20 minutes of your time (10 selected-response questions in which you will rate the teacher as *Excellent, Good, Fair, or Poor* and 10 constructed response questions).

Thank you so much for doing this – I cannot tell you how much I appreciate you!

Fall 23 Graduates

<https://forms.gle/>

Spring 24 Graduates

<https://forms.gle/>

Please keep in touch!

Thank you,

Terene M. Stiltner, Ed.D.

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Pronouns: she, her, hers



2023 – 2024 Graduate Satisfaction Survey (n = 15 graduates with 9 responses)

Selected Response Survey

Question	Excellent	Good	Fair	Poor
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	9 / 100%	0	0	0
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	8 / 89%	1 / 11%	0	0
3. Competent to establish a learning culture where all students can be successful	8 / 89%	1 / 11%	0	0
4. Ability to create instructional opportunities adapted to the needs of diverse learners	8 / 89%	1 / 11%	0	0
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	8 / 89%	1 / 11%	0	0
6. Familiarity with use of a variety of assessment strategies, both formal and informal.	8 / 89%	1 / 11%	0	0
7. Ability to critically examine practice through cycle of reflection and self-renewal	8 / 89%	1 / 11%	0	0
8. Ability to promote school mission and foster relationships with parents and outside agencies	7 / 78%	2 / 22%	0	0
9. Advising assistance and competency	7 / 78%	1 / 11%	1 / 11%	0
10. Teacher Education Curriculum Lab and Library Resources	7 / 78%	2 / 22%	0	0

Open-Ended Response Survey (n = 15 graduates with 7 responses – not all candidates answered all questions)

1. If I had to do student teaching over, I would ...

- have chosen to spend my second semester in a special education classroom and spent more time reviewing IEPs.
- Get more active in the school, whether that be higher grades or lower.
- Make sure I understood a concept before teaching it.
- Take it all in and enjoy the moments. It truly goes by so fast!
- Ask more questions.
- Not be afraid to ask for help
- Spend more time learning how to find free teaching resources.

2. If I had to do student teaching over, I would NOT...

- Stress myself out as much.
- Stress about small stuff.
- Be fearful to ask other teachers questions

- Choose a school I had attended as a child
- Substitute teach as frequently.

3. I believe my strengths in student teaching were...

- student-teacher relationships and teaching in reading language arts.
- Creating the relationships with my cooperating teacher, students, their parents, and other staff members of the school.
- Building relationships and communicating with the staff.
- My confidence in the classroom over the weeks grew tremendously
- Establishing a classroom community
- Delivery and Planning of instruction
- Building connections with students.

4. I believe my weakest points in student teaching were...

- classroom and behavior management in the classroom/school setting.
- Spending too much time trying to perfect my lessons.
- Classroom management because I did not have to use any techniques so I need more practice in that but I am grateful for the amazing behaviors
- Management
- Classroom management
- Classroom management

5. My college supervisor was...

- very helpful and always provided knowledge to help me in my experience.
- Amazing, supportive, encouraging, inspirational, and overall the best supervisors.
- (name)
- (name) was very helpful!
- Helpful, available, kind, considerate, etc.
- (name)

6. My cooperating teacher was...

- very supportive, helpful, and always provided guidance in every situation.
- Outstanding, helpful, encouraging, supportive, caring, highly-educated, and a role- model
- (name)
- (name)
- Helpful, available, kind, considerate, etc.
- (name)

7. Professional education courses at BSU prepared me for student teaching by...

- setting expectations as to what responsibilities were required from me to become a future educator.

- Going more in depth on what happens more behind standing in front of the classroom and teaching.
- I had so much confidence starting out, they prepared me for everything!
- Giving me plenty of experience through observations
- The detailed lesson plans
- Providing me with the tools necessary to understand the many hats a teacher wears.

8. The professional education courses need to be...

- more experience in the classroom setting.
- The same. I wouldn't change anything about the courses.
- Highlight the praxis earlier on
- Exactly how they are I would not change them
- I think they were perfect
- Fewer
- More in person!

9. My advice for future student teachers is...

- always believe in yourself if you feel this is your true calling and never let doubts get in the way of you pursuing your dream! Keep your outlook and mind open as to different paths you may want to take in the education field.
- Enjoy it. Getting involved and creating relationships with staff, students, and parents will really prepare you for the future.
- Focus on classroom management! It can be very difficult.
- Have fun and soak in all the moments!
- Ask questions and keep note of everything you do
- Put in your best effort and the school you student teach at could become a permanent job
- Ask every question you can. Your mentor teacher will happily answer them.

10. The most important thing I learned about myself during student teaching was...

- my ability to truly reach the students academically and within their personal growth. Also, what techniques and styles best fits my beliefs/ideas of classroom management.
- How I was born to succeed as a teacher.
- Confidence
- I can do hard things! :)
- Don't ever give up
- Patience
- That I can work more independently than I previously thought.

2022 – 2023 Graduate Satisfaction Survey (n = 12 graduates with 10 responses)

Selected Response Survey

Question	Excellent	Good	Fair	Poor
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	7 / 70%	3 / 30%	0	0
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	6 / 60%	3 / 30%	1 / 20%	0
3. Competent to establish a learning culture where all students can be successful	8 / 80%	2 / 20%	0	0
4. Ability to create instructional opportunities adapted to the needs of diverse learners	8 / 80%	2 / 20%	0	0
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	8 / 80%	2 / 20%	0	0
6. Familiarity with use of a variety of assessment strategies, both formal and informal.’	9 / 90%	1 / 10%	0	0
7. Ability to critically examine practice through cycle of reflection and self-renewal	7 / 70%	3 / 30%	0	0
8. Ability to promote school mission and foster relationships with parents and outside agencies	9 / 90%	1 / 10%	0	0
9. Advising assistance and competency	6 / 60%	3 / 30%	1 / 10%	0
10. Teacher Education Curriculum Lab and Library Resources	6 / 60%	3 / 30%	0	1 / 10%

Open-Ended Response Survey (n=6 with 5 responses)

1. If I had to do student teaching over, I would...

- make sure to interact more with my students' parents. It was not until the end of the semester when I was able to communicate with parents, but it helped in the long run. I was hesitant at first but when I did it helped instruction immensely.
- be more outgoing and build strong relationships early on.
- like to go to a different grade level to get the opportunity to be in two different classes
- Be more involved with school activities.
- begin the year with a more strict demeanor and loosen up with my students as the year went by. Although I have learned to effectively control disruptions in my classroom, I will be starting off the years to follow much differently.
- Do it again and use all preparation strategies
- spend more time working on my portfolio.
- develop a better classroom management strategy
- find a better way to use technology.
- ask more questions.

2. If I had to do student teaching over, I would NOT...

- over plan lessons and include a lot of activities and details in which the students will lose attention/engagement.
- procrastinate my college work.
- try to overthink so much
- N/A
- procrastinate my school work to try to do the work required of me at my placement first. Because of my situation, I had a work load piling up from my placement, and a huge workload to finish my student teaching. I found myself in extremely stressful situations trying to balance both work and school throughout my student teaching experience.
- Start out without a sturdy list of routines and procedures. I'd endure the seriousness of these and not be as hesitant to correct when rules and procedures were not followed.
- change anything. Bluefield State prepared me to get over my fears of speaking in front of others (teaching) and I feel prepared for my future teaching career. BSC has made me a more competent teacher and taught me lots about student engagement.
- under plan my lessons.
- stress over every detail.
- worry so much.

3. I believe my strengths in student teaching were...

- to connect with students in a manner that they trusted me and were reciprocate of my instruction.
- Resilience
- creating effective and engaging lessons for students, being punctual with time, and making sure that my students' were understanding the material
- The relationship I built with the students.

- building relationships with my students and fostering a more positive outlook on school. My students were, by far, the most memorable and important part of my experience as a clinical teacher. When I was having a difficult or stressful day, they were what reminded me of my purpose and the light at the end of the tunnel. I also think that creating curriculum and gathering resources was a strength during my student teaching. Although I felt the time constraint while trying to balance so many things, I really enjoy creating meaningful instruction for my students.
- My connection to their interest/experience with material. My respectful relationship with students. My classroom setup/flow.
- Knowing other teachers at my school and being able to use collaborative time to help guide my teaching.
- dependability, familiarity with children due to raising my own, willingness to change my thinking.
- my lesson plans.
- always being prepared.

4. I believe my weakest points in student teaching were...

- in the beginning, time management and at times my lessons would run over the allotted time. It took me a few tries before I was able to concisely teach a lesson and not have it interfere with the next lesson.
- fear of speaking out, being shy.
- classroom management. It was hard where my students would consider the other teacher their teacher, which is not uncommon, so they sort of thought of me as their helper and not their teacher at first.
- Classroom management, and getting them to quiet and settle down when being rowdy.
- time management. Again, I struggled trying to balance work, school, and many hardships faced during both residency 1 and 2 of my student teaching experience. I hope that, in the future, I am able to get a head start on planning.
- Time management. Classroom management.
- Learning about Ashlock reading strategies but I feel more confident in my teaching regarding it.
- technology, time management, math
- my time management skills.
- not being confident

5. My college supervisor was.... (list descriptors)

- awesome and provided great feedback and made notes of my strengths and weakness along with areas I should consider and make improvements in.
- extremely supportive, cooperative.
- (name)
- (name)
- helpful, flexible, understanding, and knowledgeable
- Supportive. Informative. Provided guidance. Assisted whenever needed.

- Extremely helpful and supportive throughout my education journey at BSC. My supervisor helped me with academic support and advice about my college courses. All the education K-6 professors at BSC were always willing to help and offer all they could to me as a student.
- always in my corner whether I was wrong or right.
- excellent at answering questions and responding as soon as possible.
- helpful, kind, understanding, knowledgeable, encouraging

6. My cooperating teacher was...(list descriptors)

- amazing and a thrill to work with. I have nothing but good things to say about her and how she positively impacted me. She helped me grow as an individual and an educator that I am forever grateful for.
- understanding, supportive, encouraging.
- (name)
- (name)
- helpful, supportive, encouraging, and knowledgeable.
- Supportive. Helpful. Provided advice.
- Always willing to help and provided me with encouraging feedback about my lessons. I am very appreciative of my cooperative teacher's help and willingness to talk with me about my teaching.
- structured, patient, friendly, knowledgeable
- bad at communicating and listening.
- helpful, knowledgeable, organized, and patient

7. Professional Education courses at BSU prepared me for student teaching by...

- helping me get accustomed with the workload and not to be overwhelmed.
- giving me a thorough background in methods, teaching styles, and forming quality lesson plans.
- creating effective lesson plans, allowing myself to create fun and appropriate materials, and feeling confident in myself as a future educator
- Teaching me how to write lesson plans, and making sure to include all the material in them. Teaching me how to make sure to include different tiers in my lesson plans.
- giving me a better understanding of research based practices for teaching, helping me learn classroom management strategies, informing me how to collect and use data to inform my instruction.
- Giving me information on multiple modalities, prepared me for different circumstances that may appear within a classroom, share importance of relationships with students and connection with standards.
- learning about useful research based strategies to provide my students in my future teaching.
- lots of great teaching strategies, and clear understanding of lesson planning.
- giving me hands-on experience.
- giving me techniques and knowledge to be a successful teacher.

8. The Professional Education courses need to be...

- maintained.
- focused towards using curriculum to formulate lesson plans, since when they are in Residency 2 they will be using the curriculum as a guide.
- more in person i believe. There were some classes that were online that I felt would be more beneficial being in house
- N/A
- I feel that these courses prepared me well. I have no suggestions for future courses.
- The courses prepared me overall in many aspects.
- nothing more or less. I thought they were very thorough, accessible, and resourceful to me.
- more active during residency 1, and less busy in residency 2. The portfolio should have been all we needed to worry about in residency 2. I believe the TPA could be offered in residency 1.
- more detailed in the assignments.
- continuing to change to keep up with student changes, also new teaching strategies that are researched based.

9. My advice for future student teachers is...

- Make connection with students, faculty, and cooperating teacher. Once this is done it will allow for an easier transition when it comes to operating everyday activities.
- don't be afraid of failure, because that is proof that you are learning.
- to set the tone in the first week with the students effectively
- Develop a strong relationship with your students and your cooperating teacher. This will help you tremendously.
- to take things one day at a time. Although things may seem never ending and difficult, stick to your guns and lean on your cooperating teacher, professors, and students to get through!
- Be prepared for obstacles you may think will not happen. Always have extra ready on back hand. Be prepared to step out of comfort zone to meet needs or requirements of students
- to prioritize and work towards the TPA as soon as possible. I did like the due dates in certain tasks to help pace completion of my TPA.
- Hit that portfolio with everything you've got. Always over lesson plan. Have a a classroom management plan on day 1. Communicate with your parents often. Make them feel involved in their children's learning.
- to ensure that your mentor teacher knows what they are doing.
- learn as much as you can, trust your gut, keep working hard and trying new techniques.

10. The most important thing I learned about myself during student teaching was...

- confidence in my abilities to help student retain information. I feel I was able to sharpen my problem-solving skills.
- I can do things I never thought I could, and I have overcome so many obstacles along the way.

- being comfortable enough to be the person I was for my students. I was able to be an educator while being someone they could confide in.
- How important it is to have a strong relationship with the students and teachers.
- The most important thing I learned about myself during student teaching was that I am doing exactly what I was meant to do. My passion for teaching has only grown since beginning this experience.
- Multiple areas of growth as well as areas that I feel proud of. My classroom management has room for improvement and my relationship with my students to share and connect interests/experiences was present during my student teaching.
- I have learned and became more comfortable teaching reading and writing.
- I learned that I was not as smart as I needed to be, but not as ignorant as I sometimes thought I was. I have a big heart, and I just want to help children be successful.
- I have great classroom management skills.
- I can do anything that I set my mind to. I also learned that I am going to be a good teacher in a few years.

2021-2022 Graduate Satisfaction Survey (n=6 with 5 responses)

Selected Response Survey

Question	Excellent	Good	Fair	Poor
1. Comprehensive knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	4 / 80%	1 / 20%	0	0
2. Ability to incorporate variety of technologies to promote problem solving and collaboration	4 / 80%	0	1 / 20%	0
3. Competent to establish a learning culture where all students can be successful	4 / 80%	1 / 20%	0	0
4. Ability to create instructional opportunities adapted to the needs of diverse learners	4 / 80%	1 / 20%	0	0
5. Familiarity with a variety of instructional strategies to promote a positive learning environment	3 / 60%	2 / 40%	0	0
6. Familiarity with use of a variety of assessment strategies, both formal and informal.'	4 / 80%	1 / 20%	0	0
7. Ability to critically examine practice through cycle of reflection and self-renewal	3 / 60%	2 / 40%	0	0
8. Ability to promote school mission and foster relationships with parents and outside agencies	4 / 80%	1 / 20%	0	0
9. Advising assistance and competency	4 / 80%	1 / 20%	0	0
10. Teacher Education Curriculum Lab and Library Resources	3 / 60%	2 / 40%	0	0

Open-Ended Response Survey (n=6 with 5 responses)

1. If I had to do student teaching over, I would...

- make sure to interact more with my students' parents. It was not until the end of the semester when I was able to communicate with parents, but it helped in the long run. I was hesitant at first but when I did it helped instruction immensely.
- be more outgoing and build strong relationships early on.
- like to go to a different grade level to get the opportunity to be in two different classes
- Be more involved with school activities.
- begin the year with a more strict demeanor and loosen up with my students as the year went by. Although I have learned to effectively control disruptions in my classroom, I will be starting off the years to follow much differently.

2. If I had to do student teaching over, I would NOT...

- over plan lessons and include a lot of activities and details in which the students will lose attention/engagement.
- procrastinate my college work.
- try to overthink so much
- N/A
- procrastinate my school work to try to do the work required of me at my placement first. Because of my situation, I had a work load piling up from my placement, and a huge workload to finish my student teaching. I found myself in extremely stressful situations trying to balance both work and school throughout my student teaching experience.

3. I believe my strengths in student teaching were...

- to connect with students in a manner that they trusted me and were reciprocate of my instruction.
- Resilience
- creating effective and engaging lessons for students, being punctual with time, and making sure that my students' were understanding the material
- The relationship I built with the students.
- building relationships with my students and fostering a more positive outlook on school. My students were, by far, the most memorable and important part of my experience as a clinical teacher. When I was having a difficult or stressful day, they were what reminded me of my purpose and the light at the end of the tunnel. I also think that creating curriculum and gathering resources was a strength during my student teaching. Although I felt the time constraint while trying to balance so many things, I really enjoy creating meaningful instruction for my students.

4. I believe my weakest points in student teaching were...

- in the beginning, time management and at times my lessons would run over the allotted time. It took me a few tries before I was able to concisely teach a lesson and not have it interfere with the next lesson.
- fear of speaking out, being shy.
- classroom management. It was hard where my students would consider the other teacher their teacher, which is not uncommon, so they sort of thought of me as their helper and not their teacher at first.

- Classroom management, and getting them to quiet and settle down when being rowdy.
- time management. Again, I struggled trying to balance work, school, and many hardships faced during both residency 1 and 2 of my student teaching experience. I hope that, in the future, I am able to get a head start on planning.

5. My college supervisor was.... (list descriptors)

- awesome and provided great feedback and made notes of my strengths and weakness along with areas I should consider and make improvements in.
- extremely supportive, cooperative.
- (name)
- (name)
- helpful, flexible, understanding, and knowledgeable.

6. My cooperating teacher was...(list descriptors)

- amazing and a thrill to work with. I have nothing but good things to say about her and how she positively impacted me. She helped me grow as an individual and an educator that I am forever grateful for.
- understanding, supportive, encouraging.
- (name)
- (name)
- helpful, supportive, encouraging, and knowledgeable.

7. Professional Education courses at BSU prepared me for student teaching by...

- helping me get accustomed with the workload and not to be overwhelmed.
- giving me a thorough background in methods, teaching styles, and forming quality lesson plans.
- creating effective lesson plans, allowing myself to create fun and appropriate materials, and feeling confident in myself as a future educator
- Teaching me how to write lesson plans, and making sure to include all the material in them. Teaching me how to make sure to include different tiers in my lesson plans.
- giving me a better understanding of research based practices for teaching, helping me learn classroom management strategies, informing me how to collect and use data to inform my instruction.

8. The Professional Education courses need to be...

- maintained.
- focused towards using curriculum to formulate lesson plans, since when they are in Residency 2 they will be using the curriculum as a guide.
- more in person i believe. There were some classes that were online that I felt would be more beneficial being in house
- N/A
- I feel that these courses prepared me well. I have no suggestions for future courses.

9. My advice for future student teachers is...

- Make connection with students, faculty, and cooperating teacher. Once this is done it will allow for an easier transition when it comes to operating everyday activities.

- don't be afraid of failure, because that is proof that you are learning.
- to set the tone in the first week with the students effectively
- Develop a strong relationship with your students and your cooperating teacher. This will help you tremendously.
- to take things one day at a time. Although things may seem never ending and difficult, stick to your guns and lean on your cooperating teacher, professors, and students to get through!

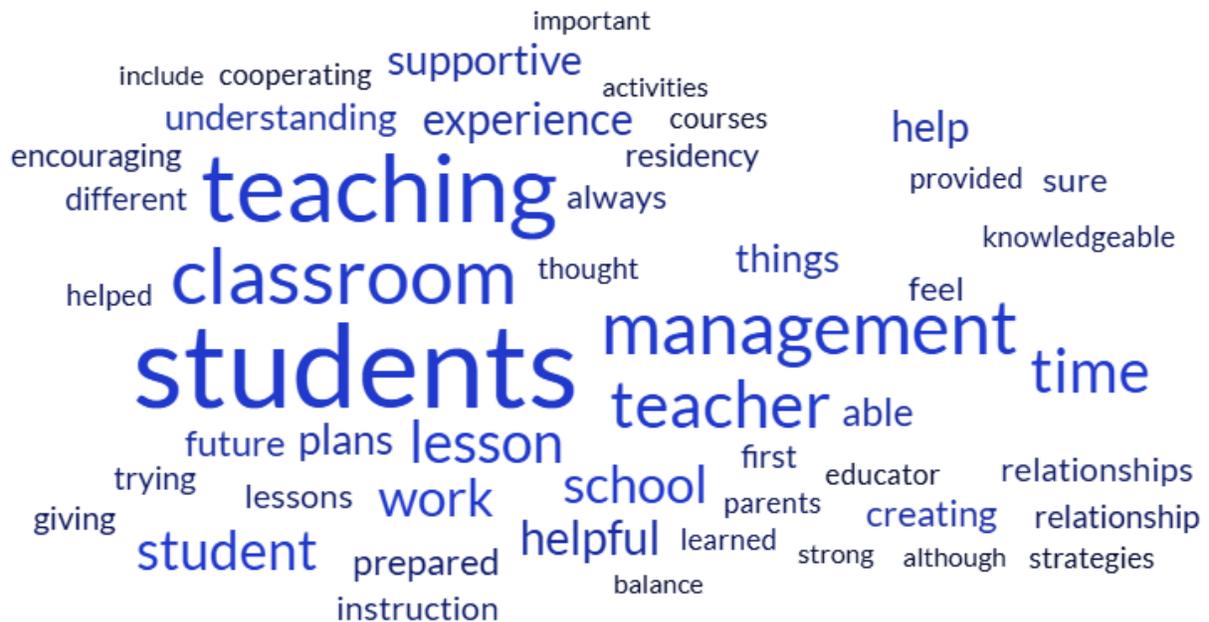
10. The most important thing I learned about myself during student teaching was...

- confidence in my abilities to help student retain information. I feel I was able to sharpen my problem-solving skills.
- I can do things I never thought I could, and I have overcome so many obstacles along the way.
- being comfortable enough to be the person I was for my students. I was able to be an educator while being someone they could confide in.
- How important it is to have a strong relationship with the students and teachers.
- The most important thing I learned about myself during student teaching was that I am doing exactly what I was meant to do. My passion for teaching has only grown since beginning this experience.

Data Analysis: Analysis of the Graduate Satisfaction Surveys indicate a positive upward trend in all major competency areas. In 2021–2022, 80% of respondents rated their preparation as “Excellent” in demonstrating content knowledge and planning aligned to standards. This increased to 100% in 2023–2024. Similarly, familiarity with instructional and assessment strategies rose from 60–80% “Excellent” to 89–100%. Ratings for reflection and self-renewal improved from 60% to 89%, and the ability to adapt instruction for diverse learners remained consistently strong (80–89%). Technology integration showed steady growth following targeted faculty efforts to embed technology applications within coursework. The increasing percentage of “Excellent” ratings and decline of “Good” responses reflect growing confidence among graduates and indicate that program revisions have had measurable impact.

Emerging from open-ended responses reinforce the quantitative data. Graduates consistently described their strengths as building positive relationships with students, cooperating teachers, and families, as well as confidence in lesson planning and instructional delivery. Many credited their coursework and field experiences for equipping them with the knowledge, tools, and reflective practices necessary for success in the classroom. Areas for growth were repeatedly identified as classroom and behavior management, time management, and balancing workload expectations. Graduates also expressed a desire for earlier and more intensive classroom experience to strengthen management skills prior to student teaching. These findings informed recent program enhancements, including increased emphasis on classroom management strategies. Overall, graduate feedback reflects strong satisfaction with preparation for teaching, particularly in instructional design, reflection, and relationships within the school community.

The qualitative data collected from participant responses have also been visually represented using a word cloud. This word cloud displays the most frequently occurring words or themes, with the size of each word reflecting its frequency in the dataset. The word cloud serves as a visual summary of key terms emerging from the qualitative data, providing insight into participant perspectives and thematic patterns



BLUEFIELD STATE UNIVERSITY
Content Validity Ratio Analysis of
Graduate/Employer Satisfaction Survey

Criteria	# Essential	# Useful, but Not Essential	# Not Essential	CVR
Displays knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	10			1.0
Incorporates variety of technologies to promote problem solving and collaboration	10			1.0
Establishes a learning culture where all students can be successful	10			1.0
Creates instructional opportunities adapted to the needs of diverse learners	10			1.0
Uses a variety of instructional strategies to promote a positive learning environment	10			1.0
Uses a variety of assessment strategies, both formal and informal	10			1.0
Critically examines practice through cycle of reflection and self-renewal	4	6		-0.2
Demonstrates desire to promote school mission and foster relationships with parents and outside agencies	10			1.0

Results: The data in this table is based on survey responses from 10 members of Bluefield State University’s EPPAC. EPPAC includes administrators and faculty from local school districts that partner with Bluefield State University’s Teacher Education Program.

Seven of the eight criteria have a validity score of 1, which is the strongest CVR possible based on the sample size. This indicates that, according to the EPPAC finds most aspects of the program are highly relevant and essential to measure. For the remaining criterion – “Critically examines practice through cycle of reflection and self-renewal” – the CVR is -.15 and indicates that this criterion is not strongly endorsed by the current EPPAC members, but the EPP felt that was an important component to keep for evaluation.

Graduate / Employer Survey Aligned to InTASC

Graduate Survey Item	InTASC Standard	Employer Observations
1. Displays knowledge of academic content to include appropriate state and national standards demonstrated through planning and lessons	Standard 4: Content Knowledge	Employers observe that graduates can design and deliver lessons aligned to standards and demonstrate mastery of content.
2. Incorporates variety of technologies to promote problem solving and collaboration	Standard 5: Application of Content	Employers note graduates' use of technology to engage students and facilitate collaboration/problem-solving.
3. Establishes a learning culture where all students can be successful	Standard 3: Learning Environment	Employers observe graduates fostering positive classroom culture that supports all learners.
4. Creates instructional opportunities adapted to the needs of diverse learners	Standard 2: Learning Differences	Employers see graduates differentiating instruction and responding effectively to diverse learning needs.
5. Uses a variety of instructional strategies to promote a positive learning environment	Standard 8: Instructional Strategies	Employers report graduates using multiple teaching methods to engage students and maintain a positive environment.
6. Uses a variety of assessment strategies, both formal and informal	Standard 6: Assessment	Employers observe graduates using assessments to inform instruction and monitor student learning.
7. Critically examines practice through cycle of reflection and self-renewal	Standard 9: Professional Learning & Ethical Practice	Employers note graduates engage in reflective practice and demonstrate ongoing professional growth.
8. Demonstrates desire to promote school mission and foster relationships with parents and outside agencies	Standard 10: Leadership & Collaboration	Employers see graduates supporting school initiatives and building positive relationships with families and community partners.