



UNIVERSITY OF SAINT JOSEPH

DEPARTMENT OF EDUCATION

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Employer Focus Calls

USJ Department of Education faculty conducted focus calls with employers who hired graduates from the 2023–2024 academic year who under the Council for the Accreditation of Educator Preparation (CAEP) definition, are classified as completers in the 2024–2025 academic year. The purpose of the focus calls was to gather qualitative feedback on completers' readiness, effectiveness, and contributions to their schools, as well as to strengthen ongoing partnerships with employing districts.

Sample

A small but targeted sample of respondents ($n = 4$) participated in the focus calls, including district facilitators, principals, and superintendents from school districts that employed recent completers. These conversations provided employers with an opportunity to reflect on completers' performance in authentic school settings and to share insights related to teaching effectiveness, professionalism, and engagement with students and the broader school community. What follows is a thematic summary of feedback from these employer focus calls. The focus call format supports consistent, meaningful communication with partner districts that wish to remain actively involved with the EPP. Given the value of this feedback for continuous program improvement and stakeholder engagement, the EPP intends to continue using the phone interview process in future semesters.

Focus Call Script

[SAY]: This is _____ from the University of Saint Joseph. Thank you for your willingness to participate in this focus call as an employer of USJ education graduates.

The University of Saint Joseph (USJ) Education Department requests responses to these items to use for program improvement and accreditation purposes. Participation is optional and anonymous. Your name will not be used as part of any report summarizing the responses you and others provide. You may stop participating at any time. The USJ Department of Education will use these responses to produce aggregate indicators. If you

The respondent pool of interest for this focus call protocol is the group of employers who currently have teachers in their employ who received initial certification as part of earning a degree from an Educator Preparation Program at the University of Saint Joseph.

The data from this form are used to provide evidence to support CAEP Accreditation [Standard 4] for the Educator Preparation Program at the University of Saint Joseph

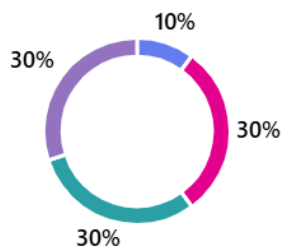
Questions and Employer Responses

Do you currently employ one or more teachers who are graduates of University Saint Joseph educator preparation programs?

	Response	Percentage
Yes	4	100%

Q2 and 3. What level and subjects do they teach? (Check all that apply)

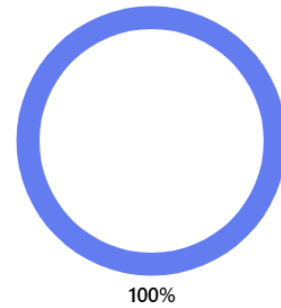
- Pre-School (Pre-K) 1
- Elementary (K-5) 3
- Middle School (6-8) 3
- High School (9-12) 3



Subject Area	Frequency of Response
Special Education	3
Elementary	2
Early Childhood	1
Science	1
Social Studies	1
English Language Arts	3
Math	1

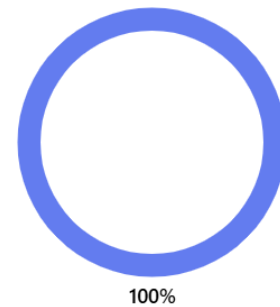
Please describe your satisfaction with USJ graduates who are teaching in your district/school?

● Very Satisfied	4
● Satisfied	0
● Neither satisfied nor dissatisfied	0
● Dissatisfied	0
● Very dissatisfied	0



As you think about the USJ graduates teaching in (School District, in general, what kind of impact have they made on their students and on student learning?

● Extremely positive impact in student learning	4
● Positive impact on student learning	0
● Some impact on student learning	0
● Little impact on student learning	0
● Very little impact on student learning	0



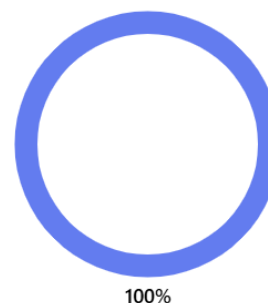
In what ways have program completers contributed to student learning, engagement, or academic growth in their classrooms?

Employers report that program completers make strong contributions to student learning, engagement, and academic growth. According to employers, USJ graduates are “well prepared and highly committed,” “very professional,” and “great members of our community.” They are described as “very knowledgeable teachers” who are “very involved outside the classroom,” demonstrating commitment beyond instruction. Employers also emphasized that USJ-trained teachers are “excellent employees,” noting their focus on students as well as their “good attendance and work habits,” all of which support positive classroom and school-wide outcomes.

Please consider your teachers who have graduated from the University of Saint Joseph in the last four years, how satisfied are you with their ability to:

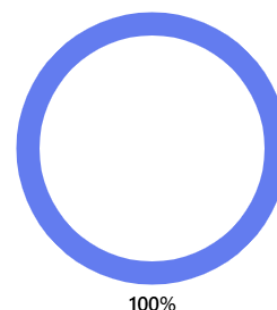
Use multiple methods of assessment, and assessment data to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making (CCT#2; InTASC#6, ISTE #7b)

● Extremely Satisfied	4
● Satisfied	0
● Neither Satisfied Nor Dissatisfied	0
● Dissatisfied	0
● Not Satisfied	0



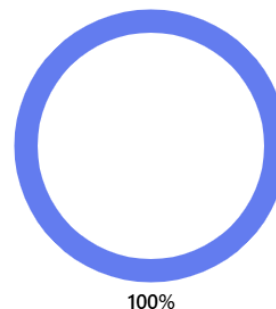
Plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large (CCT #2; InTASC #7)

● Extremely Satisfied	4
● Satisfied	0
● Neither Satisfied Nor Dissatisfied	0
● Dissatisfied	0
● Not Satisfied	0



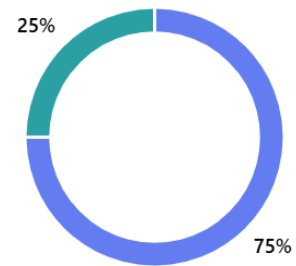
Facilitate learning with technology to support student achievement (ISTE #6)

● Extremely Satisfied	4
● Satisfied	0
● Neither Satisfied Nor Dissatisfied	0
● Dissatisfied	0
● Not Satisfied	0



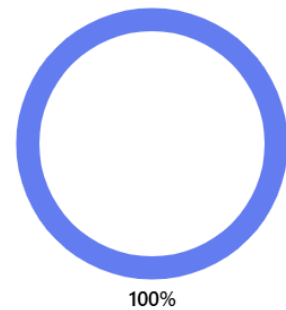
Manage the use of technology and learning strategies in digital platforms, virtual environments, or in the field. (ISTE #6a).

Extremely Satisfied	3
Satisfied	0
Neither Satisfied Nor Dissatisfied	1
Dissatisfied	0
Not Satisfied	0



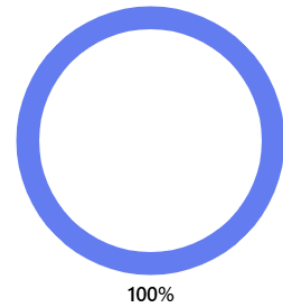
Maximize support for student learning by developing and demonstrating professionalism (CCT#4; InTASC #9).

Extremely Satisfied	4
Satisfied	0
Neither Satisfied Nor Dissatisfied	0
Dissatisfied	0
Not Satisfied	0



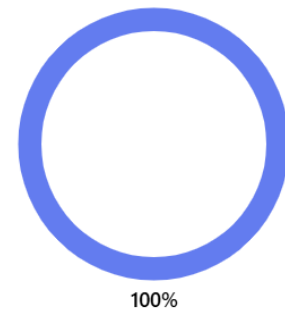
Promote student engagement, independence and interdependence and facilitate a positive learning community that is respectful and responsive to the learning needs of all students (CCT #1; InTASC #3).

Extremely Satisfied	4
Satisfied	0
Neither Satisfied Nor Dissatisfied	0
Dissatisfied	0
Not Satisfied	0



Collaborate to develop and sustain a professional learning environment to support student learning (CCT#4; InTASC #10).

● Extremely Satisfied	4
● Satisfied	0
● Neither Satisfied Nor Dissatisfied	0
● Dissatisfied	0
● Not Satisfied	0



Open Ended Question

What recommendations would you offer to strengthen the preparation program so that it better supports teacher effectiveness and student outcomes in your district?

Employers emphasized the importance of maintaining a strong focus on meeting the needs of all students, underscoring the value of inclusive, student-centered preparation. Key recommendations for strengthening teacher effectiveness included increased emphasis on classroom management, which was viewed as a universal need for new teachers across preparation programs. Employers also highlighted the need for additional preparation in instructional planning, assessment, and the use of assessment data to inform instructional decisions. Collectively, this feedback suggests that while completers are well prepared overall, continued attention to classroom management and data-informed practice would further enhance teacher readiness and positively impact student outcomes.

Limitations

The small sample size restricts the generalizability of findings. However, the three-year data set includes a larger and more representative sample, enhancing the reliability and applicability of these findings. Furthermore, these data are analyzed and triangulated with employer survey data as well as stakeholder group information to guide continuous improvement efforts. The EPP plans to expand outreach to a broader range of employers across districts.