

Employer Survey & Focus Group Summary

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Section I: Executive Summary for the Employer Survey

The Employer Survey and Focus Group report offers comprehensive insights into the performance and preparedness of teacher education graduates from the Education Preparation Provider (EPP). This data collection effort included a Spring 2024 survey with eight principal respondents and a focus group conducted in March 2025 with four school administrators who employ EPP completers.

The survey data reveals exceptionally high levels of graduate preparedness across all InTASC teaching standards, with an impressive overall average rating of 3.69 out of 4.0. Graduates demonstrated strengths in professional practice (InTASC Standard 9) and instructional technology integration (InTASC Standard 8), both scoring 3.9 out of 4.0. While overall preparation ratings were strong, the analysis identified planning for diverse student needs (InTASC Standard 1, scoring 3.4) and assessment practices (InTASC Standard 6) as areas with modest room for improvement.

The impact practice portion of the survey showed consistently strong performance with an overall average rating of 8.94 out of 10. Graduates excelled particularly in relationship-oriented domains, serving as role models for students (9.4) and maintaining positive relationships with various stakeholders. Leadership and collaboration (InTASC Standard 10) achieved the highest average rating (9.28). The data identified classroom management (8.1) as the most significant area for potential improvement, followed by raising student achievement in math (8.4) and reading (8.5). This suggests that while graduates demonstrate strong planning and relationship skills, they could benefit from professional development focused on translating these abilities into more effective classroom management strategies and enhanced content-specific instructional approaches.

The employer focus group provided valuable qualitative insights that largely confirmed and expanded upon the survey findings. Administrators consistently praised graduates' overall preparedness, content knowledge, professionalism, and technological proficiency. They noted graduates' ability to understand and utilize assessment data, adapt to new situations, and communicate effectively with students, parents, and colleagues. The focus group also highlighted graduates' receptiveness to constructive feedback and their eagerness to participate in professional development opportunities, often leading technological adoption ahead of veteran teachers.

When asked about potential improvements to teacher education programs, employers had few specific criticisms, though one mentioned instructional pacing as an area for coaching. Regarding program development recommendations, employers emphasized ongoing needs for special education teachers, science and math teachers (particularly at the high school level), and educational leadership candidates. Employer satisfaction ratings were overwhelmingly positive, with 87.5% rating their satisfaction as either "Satisfied" or "Very Satisfied" and no respondents indicating dissatisfaction. Similarly, the overall quality of graduates was rated as "Good," "Very Good," or "Excellent" by 100% of respondents, with 87.5% selecting the top two categories.

Overall, this report demonstrates that EPP graduates are exceptionally well-prepared for classroom teaching, with particularly strong foundations in professional practice, technology integration, and relationship building. The identified areas for targeted improvement in classroom management and specific content instruction present opportunities for program enhancement as the EPP works toward their 2026 site visit accreditation.

Section II: Employer Survey Information

The Employer Survey is sent out during the Spring semester to names and email addresses that we collect names the Completer Survey as well as what is provided to us by the West Virginia Department of Education. Currently the EPP only has one cycle of data for the survey, we hope to have

at least two by the time of our site visit in March of 2026. We do however also have a focus group of employers who met with the EPP, and a report of the questions posed as well as responses is included in this report. For the Spring 2024 survey there were eight respondents who all reported that they were principals. All were in the state of West Virginia with three reporting they were from suburban and five from rural school districts. They each employed at least one completer of an TPP from the EPP. They also reported to have completers working in grades levels spanning from PK-12. They employed completers in the areas of elementary, English, Math, physical education, science, and social studies.

Section III: Employer Survey Items

The Employer survey is made up of twenty-three questions overall. Ten of these questions ask employers about a completer’s preparedness on a four-point Likert scale with the choices being not prepared at all (1), somewhat prepared (2), moderately prepared (3), and extremely prepared (4). An additional eleven questions relate to impact on practice. These are scored on a ten-point Likert Scale ranging from inadequate (1) to exceptional (10). There are also two open-ended questions that ask the employers to rate the completers performance and quality or preparation. Each question on the Employer survey was aligned to the InTASC standards. Tables??? and ??? outlines this alignment.

Preparation Questions	INTASC Standard
Understand the diverse needs of students	1, 2
Plan for the diverse needs of students	1
Plan for the diverse needs of students	2, 7
Demonstrate strong content knowledge	4
Teach content effectively	4, 5
Create a respectful environment that supports learning for all students	2
Create a respectful environment that supports learning for all students	2, 3
Implement effective instruction that engages students	3, 5, 7, 8
Implement a range of assessments to measure students' learning	6
Critically reflect on their teaching practice	9
Demonstrate professionalism	9
Use technology effectively to improve learning	8

Impact Practice Questions	INTASC Standard
Overall educator effectiveness	5
Dedication and work ethic	9
Organization	3, 7
Classroom management	3
Raising student math achievement	5
Raising student reading achievement	5
Role model for students	10
Student satisfaction with educator(s)	10
Parent satisfaction with educator(s)	10

Positive relationships with colleagues	9, 10
Positive relationships with administrators	9, 10

Ratings Questions
Overall, how satisfied are you with the performance of WVU teacher education graduate(s)?
Please rate the overall quality of recent WVU teacher education graduate(s).

Section IV. Employer Survey: Preparation Questions

The analysis of teacher preparation data reveals consistently high levels of perceived readiness across all InTASC standards, with an impressive overall average rating of 3.69 out of 4.0. Most notably, the vast majority of respondents (71.4%) reported feeling "Extremely Prepared" across various teaching competencies, with no respondents indicating they were "Not at All Prepared" in any area. This suggests a strong foundation of teacher preparation that is meeting most professional development needs.

The data highlights particular strengths in professional practice (InTASC Standard 9) and instructional technology integration (InTASC Standard 8), both scoring 3.9 out of 4.0. Teachers reported feeling exceptionally well-prepared to demonstrate professionalism and effectively utilize technology to enhance student learning. These areas represent significant programmatic strengths that could potentially serve as models for other aspects of teacher preparation.

Despite the overall positive results, the analysis identified planning for diverse student needs (InTASC Standard 1) as an area with room for improvement, scoring 3.4. While still positive on the scale, this represents a potential gap between theoretical understanding of student diversity (rated 3.7) and the practical implementation of differentiated planning. Similarly, assessment practices (InTASC Standard 6) emerged as another area where teachers felt relatively less prepared, with 42.9% reporting only moderate preparation in implementing various assessment strategies.

The findings suggest a targeted approach to professional development would be most effective, focusing specifically on translating knowledge of student diversity into practical differentiation strategies and expanding assessment literacy. Given the overall strength of the preparation program, these refinements could further enhance teacher readiness while building upon the solid foundation already established in professional practice, technology integration, and instructional effectiveness.

Preparation	INTASC	Average	Not at All Prepared (%)	Somewhat Prepared (%)	Moderately Prepared (%)	Extremely Prepared (%)
Understand the diverse needs of students	1, 2	3.7	0	0	26.8	71.4
Plan for the diverse needs of students	1	3.4	0	14.3	28.6	57.1
Demonstrate strong content knowledge	4	3.6	0	14.3	14.3	71.4
Teach content effectively	4, 5	3.7	0	0	28.6	71.4

Create a respectful environment that supports learning for all students	2	3.7	0	0	28.6	71.4
Implement effective instruction that engages students	3, 5, 7, 8	3.7	0	0	28.6	71.4
Implement a range of assessments to measure students' learning	6	3.6	0	0	42.9	57.1
Critically reflect on their teaching practice	9	3.7	0	0	28.6	71.4
Demonstrate professionalism	9	3.9	0	0	14.3	85.7
Use technology effectively to improve learning	8	3.9	0	0	14.3	85.7

Section V. Employer Survey: Impact Practice

The analysis of educator impact practice data reveals consistently strong performance across all measured areas, with an impressive overall average rating of 8.94 out of 10. This high baseline indicates educators are functioning at a very effective level, with nearly 40% of all ratings falling in the exceptional category (10) and only about 7% receiving ratings as low as 7. The data demonstrates a clear pattern of excellence in relationship-building, leadership, and professional conduct, while highlighting specific targeted areas where educators could further enhance their already strong practice.

Educators demonstrate exceptional performance in relationship-oriented domains, particularly as role models for students (9.4) and in their interactions with various stakeholders. The consistently high ratings for student satisfaction (9.3), relationships with colleagues (9.3), and relationships with administrators (9.3) underscore remarkable interpersonal skills that foster positive educational environments. This relational strength is reflected in InTASC Standard 10 (Leadership & Collaboration) achieving the highest average rating (9.28) among all standards assessed, suggesting educators excel at creating constructive professional relationships that support student development.

Despite the overall high ratings, the data identifies classroom management (8.1) as the most significant area for potential improvement, followed by raising student achievement in math (8.4) and reading (8.5). This creates an interesting contrast where educators demonstrate stronger organizational planning skills (9.0) than classroom management implementation, and higher general effectiveness (9.0) than specific subject achievement outcomes. These patterns suggest educators might benefit from professional development focused on translating their strong planning abilities and relationship skills into more effective classroom management strategies and enhanced content-specific instructional approaches.

The analysis by category further illuminates these patterns, with relationship skills (9.25) and professional conduct (9.10) outpacing instructional effectiveness (8.63) and classroom environment (8.10). This distinctive profile suggests educators have established a strong foundation of professionalism and interpersonal effectiveness that could be leveraged to enhance their instructional impact. The data indicates that targeted development in classroom management techniques and subject-specific pedagogical strategies could help bridge the gap between educators' exceptional leadership qualities and their already strong but somewhat lower-rated instructional outcomes, potentially elevating student achievement to match their exemplary professional conduct.

Impact Practice	InTASC	Average	7	8	9	10
			(%)	(%)	(%)	Exceptional (%)
Overall educator effectiveness	5	9.0	0	28.6	42.9	28.6
Dedication and work ethic	9	8.9	14.3	28.6	14.3	42.9
Organization	3, 7	9.0	14.3	14.3	28.6	42.9
Classroom management	3	8.1	14.3	57.1	28.6	0
Raising student math achievement	5	8.4	20	40	20	20
Raising student reading achievement	5	8.5	16.7	33.3	33.3	16.7
Role model for students	10	9.4	0	28.6	0	71.4

Student satisfaction with educator(s)	10	9.3	0	28.6	14.3	57.1
Parent satisfaction with educator(s)	10	9.1	0	28.6	28.6	42.9
Positive relationships with colleagues	9, 10	9.3	0	28.6	14.3	57.1
Positive relationships with administrators	9, 10	9.3	0	28.6	14.3	57.1

Section VI. Employer Survey Satisfaction and Quality

Satisfaction	Average	Very Dissatisfied (%)	Dissatisfied (%)	Neither Satisfied Or Dissatisfied (%)	Satisfied (%)	Very Satisfied (%)
Overall, how satisfied are you with the performance of WVU teacher education graduate(s)?		0	0	12.5	37.5	50

Quality	Average	Poor (%)	Fair (%)	Good (%)	Very Good (%)	Excellent (%)
Please rate the overall quality of recent WVU teacher education graduate(s).		0	0	12.5	37.5	50

Section VII. Employer’s response to, “Do you have any additional comments about our teacher education graduates?”

No responses were given for the Spring 2024 survey data collection period.

Section VIII. Employer Focus Group (March 19, 2025)

The Coordinator for Assessment and Accreditation (CAA for the EPP conducted a focus group over zoom with four employers of candidates in various initial certification programs. During the interview nine questions were asked related to the completer’s abilities with the training received in their initial teacher preparation program.

1. Can you please share with everyone your name, what school you are an administrator for, and in what areas do you employ teacher candidates from West Virginia University (WVU)?
2. How well overall do you feel the teachers you employ from WVU are prepared? Can you also speak to their strengths and weaknesses.
3. Can you discuss what you see as our completers impact on student learning? Can you provide any examples of what you've seen and once again our strengths or weaknesses of their impact on student learning.
4. Can you talk about their dispositions and their professional skills? Please give examples of their communication styles with students, parents, or their colleagues. How you have seen or not seen them demonstrate their commitment to improving themselves as educators.
5. What happens when you give our graduates constructive criticism or feedback? How do our candidates seem to handle that type of nuance or interaction?
6. Could you talk about completers’ skills surrounding technology if they integrate technology in an in an appropriate manner, as well as their

understanding of digital literacy.

7. Do you see these completers becoming a participant in the professional development that you provide? Have you seen them put it into practice.
8. How you think WVU can improve their teacher education programs?
9. Are there any other types of Teacher Preparation Programs that you think WVU should be developing that would assist you in your K 12 settings?

Each question posed followed by a compilation of the responses will be presented.

Can you please share with everyone your name, what school you are an administrator for, and in what areas do you employ teacher candidates from the EPP?

- Principal, Mountaineer Middle School, Monongalia County, English, Math, Physical Education, and Social Studies
- Principal, Mount Lookout Elementary School, Nicholas County, Elementary
- Principal, Big Elm Elementary, Harrison County, Elementary
- Assistant Superintendent, Taylor County, Elementary and Social Studies (former EPP employee)

How well overall do you feel the teachers you employ from WVU are prepared? Can you also speak to their strengths and weaknesses.

- I've always been very pleased with the teachers we get from WVU. Even as student teachers. They come in just very prepared to take over a classroom right away. I like having the student teachers, because I already know what they can do and try to hire them in the future. Their classroom management is improved over others, and it has improved over the years. They know the subject matter. They know how to communicate in a professional way. They just come in extremely prepared, and I'm thankful for that, as somebody that gets to have them.
- I would specifically speak to their ability at my specific school. With some of them it seemed very strong in their math content. Not just their pedagogy, but their delivery style of everything regarding the math and making it applicable to the students on a relevant level.
- I think they have done well. We hired two that just graduated last year from the elementary Ed program and believe it or not they have only had small issues with classroom management. They have done fairly well in that area.
- They know how to ask for help when they're unsure of something. They have been working well with their colleagues and administration at the school. I just was with one of the assistant principals, Anna Jarvis, and I specifically asked how this student was doing, and she said, she's done great. And we had the other 3rd grade teacher, that is, at Anna Jarvis. He came as a CTR. My very 1st semester here in Taylor County, and he did fairly well, and then he has stayed. So that was a benefit of that. And our middle school teacher. He's been doing fabulous up there. They've had no complaints, and they hope that he can stay as well. I think they do a nice job of covering the content but also working with the kids and their colleagues.
- We have had no problems coming in, especially with the PE program. Two years ago we had an English teacher that did her last placement here I hired her over top of people that had 10 to 12 years, so I was very impressed with her, and how she was prepared from the English Department.

Can you discuss what you see as our completers impact on student learning? Can you provide any examples of what you've seen and once again our strengths or weaknesses of their impact on student learning.

- My 1st thought is their ability to understand and utilize data from screenings and assessments. Being able to analyze that data without having to be, you know, truly handheld through the entire process, and then making instructional decisions from that.
- I think they're well versed. I don't know where they got it from at the college level, but with the multi-tiered systems of support. They seem very knowledgeable of it, because that isn't a traditional teaching thing. It's something that's come around the last 12 or 13 years. But I'm not sure what area of their studies they get that, but they seem like they're prepared for it, and it's nothing new when they do come.
- I think it's something they somewhat touch on in some of their content courses of how to meet students where they are. I think they do get a little bit of that. But I think until you're in that situation and you're working there every day, and they seem to be able to adapt and to really decide what they need to be teaching. I think a lot of that goes back to that. They are able to work with their colleagues and be able to see what others are doing and participate in some of those sessions. I really wish the State would get back to giving

you their evaluation reports on the goals they set because that goals, the goals they set really should be. based off their impact on what they're teaching students. But I know you're not getting that. So, if there's a way that we can kind of create that kind of get that data to you, I think that would be helpful for you.

- I feel like they do a nice job of recognizing students who need that extra assistance that they can provide but also recognizing those who may need to benefit from something like title one.
- They also do a nice job communicating with the parents when it comes to the needs of the students in a way that the parents can understand, not just throwing a bunch of educational words at them, explaining it and making those connections with the parents. And in my area making connections with those students helps get the students to buy, and they do a real nice job of recognizing and communicating needs.

Can you talk about their dispositions and their professional skills? Please give examples of their communication styles with students, parents, or their colleagues. How you have seen or not seen them demonstrate their commitment to improving themselves as educators.

- We offer all types of different professional developments. Obviously, so when we're talking about data, they are participating in a lot of data analysis and continuing to look at their skills. When we're talking about the elementaries, there's a lot of focus on science, of reading and those types of things that they were not given, probably as much as they needed. So, when we're talking about in improving their skills, they're participating and willing to do those things.
- As far as parents, we have open houses and parent teacher conferences that they are participating in. They are also using these skills in different ways. So, for example, at Anna Jarvis, they're really focused on PBIS. And so, they're using their knowledge and skills to respond to parents and give live data daily. So, they're constantly providing data for their families to know what's happening with their students inside of the classroom. And so, I think that's really important.
- A completer now working at West Taylor, which is a strong parent centered school and there are parents constantly in there. I've seen her work with parents and communicate with them and partner with them to do different activities in the classroom. So, I think they are doing a nice job of introducing themselves into that. And then once they're into that, using the tools that we're providing them to give parents information.
- I do have one that is fairly new, and she, I think it's a it's a personality thing. She's a little timid. She's certainly willing to interact with the parents and to do that. But a lot of times. Sometimes she'll come, and, like someone else had mentioned, she's willing to ask for that support or ask for suggestions of what would your recommendation be for how to approach this parent so very much willing to gain assistance if she doesn't feel confident in it.
- I think they're all really prepared. I don't know how you screen them before they get to that point, but it doesn't seem like there's like a lot of nonsense like there was when I went to school.
- Given where the clientele is today. In college, I think they're very professional when they come in. We've had a couple that have had to deal with parents, and you know, if you have to deal with them, they are usually not the ones you want to deal with, because they're the ones you're hearing from. But we had one the other day, and just an observation student that was misunderstood. What the candidate did, but it was easily resolved. The candidate was very resilient with it, and I think she came out of it pretty well. So, the amount the group that you guys have coming through, I mean, I'm not sure what your matrix is when you pick them. It seems like it seems to be working.

- They always come in when they first get there. They introduce themselves. They make themselves known by the staff, and our teachers fight to try to get your guys student teachers like I, I'm never having to cash them favors or beg they want them because they come in, and they're ready to do the job like it's like having an extra set of hands in that room, and they do a nice job of being professional.
- Building those relationships with the students they communicate to the parents, whether it be through remind or a newsletter. When we have sat meetings on students, they're in there with them. Same with parent teacher conferences. And we encourage them to give their input, and they always do it in a professional, respectful manner, never out of turn, that they just seem to all come in very prepared to know what the job is asking about.

What happens when you give our graduates constructive criticism or feedback? How do our candidates seem to handle that type of nuance or interaction?

- They've always seemed to take it well, at least for us. They know they're there to learn that not everything's perfect, and we try to match them up with teachers who can give them that constructive criticism? But in a way, a teachable moment. Kind of way. And they all have always, at least, seem to learn from it, and do better each time.
- I found that they're very adaptable to the situation, but also eager to learn. And that's something as an administrator that I'm just thrilled with, because she the one that I'm specifically thinking of, she would always come out and even share from some of her coaching and mentoring that she goes through as an initial teacher. She's very eager to learn, and that's wonderful to see.

Could you talk about completers' skills surrounding technology if they integrate technology in an in an appropriate manner, as well as their understanding of digital literacy.

- I think we're lucky to keep up with them, and to be honest with you, they're coming in knowing what they need to know. I've been out of the classroom for about 9 years or so. I would probably have a hard time keeping up with some of them, even the PE students coming in. They're able to jump on Schoology and roll with it. The English and math students we've had are able to do Iready and understand how to use it as a diagnostic. I think they come in very well prepared.
- I would echo what another said. As far as their skills they come in ready to just jump into it. We have switched some platforms in Nicholas County midstream. And even though there's perhaps not been some specific training to some of those programs, they're willing to jump in, and they are often the ones that kind of lead that forefront as opposed to some of the veteran teachers.
- I would agree. I think, like, there's so much technology that that we expect them to do as a teacher and they come prepared. I know that as a 1st year teacher, that's one of the most frustrating pieces is getting all the technology set up and ready for them. So, once we get through that with them. I have not seen or heard of any problems that they have had of adapting or using the technology that we're providing to them.
- They're from a different time period than most of us. So, they are able to adapt and use it. And so, I think it's not even a problem.
- I just agree with what they say. We learn from them half the time they know what they're doing better than a lot of us.

Do you see these completers becoming a participant in the professional development that you provide? Have you seen them put it into practice.

- I would say yes, and someone I mentioned MTSS. My youngest teacher from your school. Definitely. She is very strong, with building independent groups, even within a kindergarten classroom, so able to adapt to those. I guess she came from a 3rd grade classroom, and she's able to adapt to the skill level needed for the grade level and make sure that it is impactful for those student learning.
- I don't really get to go and observe them in the role that I'm in, like the others do. But I know that I mean. We meet monthly with all the elementary principals and talk about all the things that we have going on, and what they need, and what supports that that they need. And so, I know that they are participating in everything that we're doing. They are actively involved, and they are going right along with everyone else, and they're not lagging or having a problem. So, from my point of view, in the role that I sit, they are maintaining and doing what all our other teachers are doing as younger teachers.
- I agree with what they've been saying being newer teachers, they're more willing to adapt and try new things sometimes than some of our more veteran teachers. And they, they just go for whatever you ask and are willing to try anytime.
- Agreed. I think they just came from being a student not too long ago. So, it's a little easier for them, and fact that they all went through Covid and stuff. Some of their skills might be a little different than some of our veteran teachers.

How you think WVU can improve their teacher education programs?

- Pacing. That's the one thing that I've had to coach. Probably the most is making sure they're so specific, and they're very skilled at making sure their procedural processes are in place with the classroom for classroom management, but with that of trying to make their classroom management so strong. Sometimes the pacing has slowed down, and I've had to encourage that. So that we are academically where we need to be in the course of the year.
- There's nothing, not one thing in particular I could say need to improve on. I remember meeting back when a former employee was still there. Some people talking about classroom management, but that's really seemed to improve over the last couple of years, which that's even something hard to teach until you're in it. But we're also kind of spoiled. We have 4 or 5 in each grade, and they work together as a team in planning and doing activities. So, we don't really have any issues falling behind and pacing because they're usually the only new person on their team with more veteran teachers who have done it for longer.
- No, I actually don't. I mean they're on par with, I think, where they should be. I mean, some of them are still kids coming through. We haven't had a lot of older candidates coming through, which is surprising.

Are there any other types of Teacher Preparation Programs that you think WVU should be developing?

- Once we get through the next couple of months, I'll be able to answer that question better. Because it could be we need a lot more teachers a lot quicker. I know we had an accelerated program several years ago, and it may be that we're not going to need as many of certain teachers. So, I guess it would depend on what we look like in opening of school next year in the State of West Virginia.
- You know, a little better job of recruitment.
- I believe you need to have a strong leadership program that that feeds the people that are going to be leading the school systems in West Virginia.
- Science is a hard position to hire, too. If we're bringing up areas, I don't know what it'll be like into this year. But right now, to replace the science teacher is horrific.
- I was going to say from for at least Nicholas County. I was at the Board office for a while before I stepped into the role as a principal, that at an elementary level specific to some of the smaller schools, we aren't struggling to fill those positions with certified teachers. It depends on the geographic location of our county as well as at the middle and High School level. There's a lot of open positions there, with long term subs in them. So, it's just a struggle and specific to math and science, especially at the high school level.
- We always need special education. Educational leadership. I'll be honest. I'm not familiar. If you guys even still have educational leadership. I did. My master's through WVU for it, but I know I have fifty teachers on my staff, and I've been doing administration for 10 years, and I can only think of two teachers that have investigated that route from my school during that time. I've done it, and it is nice to have a bigger pool to draw from when we're looking at positions.

Is there anything else you would like to share that I didn't ask you about?

No Comments Provided.