

**Measure II: Satisfaction of Employers 2025**

**K-6 Program Interview Employer and Completer 2025**

**Description:** The chart below provides evidence of employer satisfaction with recent graduates based on the Arkansas/InTASC teaching standards.

Evaluation Criteria  InTASC/ Arkansas Teaching Standards	Performance Level ratings from Completers (Rating Scale 1-4)	Performance Level Rating from Employers (Rating Scale 1-4)
<p><i>Standard 1: Learner Development—</i></p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	4	3
<p><i>Standard 2: Learning Differences—</i></p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	3	3
<p><i>Standard 3: Learning Environments—</i></p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.</p>	3	3
<p>II. Content</p>		
<p><i>Standard 4: Content Knowledge—</i></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	3	3

<p><i>Standard 5: Application of Content—</i></p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	3	3
III. Instructional Practice		
<p><i>Standard 6: Assessment—</i></p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	4	3
<p><i>Standard 7: Planning for Instruction—</i></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	4	3
<p><i>Standard 8: Instructional Strategies—</i></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	3	3
IV. Professional Responsibility		
<p><i>Standard 9: Professional Learning and Ethical Practice—</i></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.</p>	4	3
<p>The teacher can demonstrate a positive impact on student learning as measured by formative, interim or summative assessments</p>	3	3

**Key Findings 2025:**

The EPP reviewed employer satisfaction data to determine the extent to which completers are prepared to meet the professional expectations of schools and districts. Findings indicate that employers are generally satisfied with the preparation, professionalism, instructional readiness, and workplace effectiveness of program completers. Employers are pleased with the candidates and rate them on average a 3 on the 4 Point scale. Our candidates report that they are excited about their new teaching roles and are beginning to take on leadership roles. Our candidates rate themselves with similar ratings.