



## Satisfaction of Employers 2024

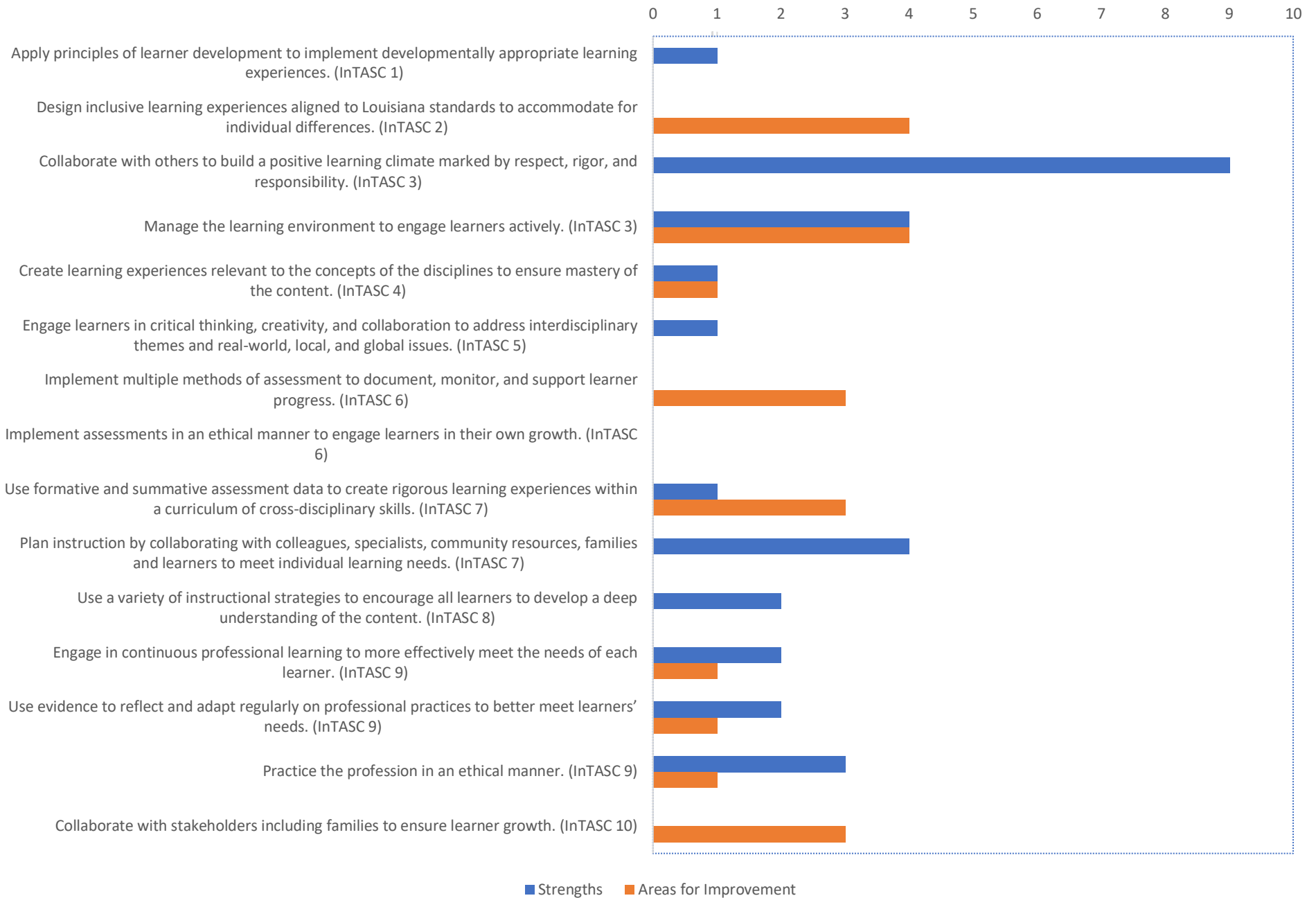
In an effort to increase the response rate on employer satisfaction surveys, feedback from employers for the 2024 year was collected from district representatives who attended the Mid-Year Recruitment event held on LA Tech campus in January. This event, held each year, brings together district and school administrators from each of our partner districts. Attendees were asked to consider the recent LA Tech graduates who were hired to teach in their district and respond to an InTASC-aligned survey rating how well they believe the new teachers were prepared for the professional responsibilities identified in each of the survey items. Items were rated as Strongly Agree, Agree, Disagree, and Strongly Disagree. They were also given the opportunity to provide suggestions for program improvement. Representatives from each district discussed together as a group, and each group submitted their district responses on one survey.

### Districts Represented – 11

<b>Role</b>	<b>N</b>
District Administrator	30
Classroom Teacher	3
Principal	9
School Board Member	1
<i>Total</i>	<i>43</i>

A summary of responses is shown on the following pages.

## Commom Employer Survey 2024



Strengths	
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (InTASC 3)	82%
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC 7)	36%
Manage the learning environment to engage learners actively. (InTASC 3)	36%

Areas for improvement	
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (InTASC 2)	36%
Collaborate with stakeholders including families to ensure learner growth. (InTASC 10)	27%
Manage the learning environment to engage learners actively. (InTASC 3)	36%
Implement multiple methods of assessment to document, monitor, and support learner progress. (InTASC 6)	27%

Suggestions
Experience more (a variety of) "real-world" situations. (ex. Urban vs neighborhood, Title I vs. magnet)
Required to design/create activities or lesson plans for students with special needs.
Have residents set SLT's to support student learning in the mentor's classroom.
Provide opportunities for data analysis and SWA.
Train mentors more in depth about how to support residents with tracking data and then making instructional decisions based on the data.
provide opportunities for residents to gather data and then use it to refine practice.
The pre-service teachers need more application of individualized instruction.
The pre-service teachers need more application in managing the learning environment.
Develop detailed classroom management plans that residents actually use during their residencies.
Classes and hands-on experiences that detail how to support diverse learning within the classroom.
Consider changing to NIET TAP rubric. (Compass is going away!)
New teachers want to digitally contact parents as opposed to call or meet face-to-face. They seem to be afraid to speak with parents about concerns or issues. <ul style="list-style-type: none"> <li>*A suggestion - requiring a parent contact log that includes a percentage of calls/meetings.</li> <li>*Possibly a workshop on having "hard" conversations. And then put that into practice!</li> </ul>
1st year teacher PD
Work w/ mentor teachers to allow resident teachers to implement their "own" behavior management strategies and plans.