

## EMPLOYER SATISFACTION AND EMPLOYMENT MILESTONES

Table 1 shows data from an employer/stakeholder survey administered across the state by participating EPP’s. The survey is distributed to supervisors, mentor teachers, principals, and district HR staff. Survey items reflect components of the Ohio Standards for the Teaching Profession. Cleveland State participated in this survey for the first time in 2024 and received 62 responses to the survey.

Table 1: Results from the 2024-2025 Stakeholder Satisfaction Survey

Prompt	Strongly Agree	Agree	Disagree	Strongly Disagree
Align instruction with district priorities	36.36%	58.18%	5.45%	0.00%
Analyze data to monitor progress	23.64%	52.73%	21.82%	1.82%
Assume responsibility for professional growth	50.91%	45.45%	3.64%	0.00%
Collaborate effectively	54.55%	41.82%	3.64%	0.00%
Communicate clearly	53.70%	44.44%	1.85%	0.00%
Content-specific Strategies	32.73%	61.82%	5.45%	0.00%
Differentiate instruction	29.63%	48.15%	22.22%	0.00%
Follow professional ethics	63.64%	36.36%	0.00%	0.00%
Know Content	41.82%	56.36%	1.82%	0.00%
Knowledge about assessment	23.64%	52.73%	23.64%	0.00%
Maintain conducive learning environment	50.91%	45.45%	3.64%	0.00%
Respect diversity of students	69.09%	29.09%	1.82%	0.00%
Treat students fairly	65.45%	30.91%	3.64%	0.00%
Understand learning and development	43.64%	54.55%	1.82%	0.00%
Use data to plan instruction	23.64%	50.91%	23.64%	1.82%

Survey results indicate that respondents agreed or strongly agreed with most of the survey items. The CSU candidates received the highest percentage of agreement with their ability to:

- Communicate clearly
- Follow professional ethics

- Understand content
- Respect the diversity of students
- Understand learning and development

Items with significant percentages of respondents who disagreed were related to candidates' ability to:

- Analyze data to monitor student progress
- Differentiate instruction
- Know and use a variety of assessment strategies
- Use data to plan instruction

These findings confirm our self-assessment of strengths and indicate the need to continue developing interventions and programmatic instruction in the skills of assessment and data use to inform instruction.

The data for Table 2 is derived from information provided to EPPs by the Ohio Department of Higher Education to track employment and candidate completion of the Ohio Resident Educator program to get a longitudinal perspective of the RE status of candidates from each completer year cohort.

The employment columns show the percentage of each cohort employed in a public school in Ohio for each of the four years after the program's completion. These data show a placement rate ranging from 31% to 45% employed in the first year after graduation. For the 2020-2021 cohort employment was at 40% four years after graduation. This reflects a drop-off from 55% three years after graduation, indicating that teacher attrition is a factor as early as three years after graduation.

When we first instituted this measure, the Resident Educator (RE) program was a four-year program during which new teachers received mentoring, completed a substantial performance assessment (the Resident Educator Summative Assessment), and completed professional development activities. Completion status of each year of the RE program was tracked by the state. RE completion data provided a different snapshot of employment information since some candidates accept jobs in private schools but still complete RE requirements. Over the last two years, the RE license was converted to a two-year license. Therefore we only report RE completion status for two years.

The Resident Educator percentages reflect the percent of each cohort enrolled in the Resident Educator (RE) program as a measure of employment rates. Because the success rate is high for completers entering the RE program, this table can be interpreted as a proxy for the success of our candidates in securing teaching positions and maintaining continuous employment. Completer cohorts with at

least two years of available RE data (2020-2021, 2021-2022, and 2022-2023 and prior) show that 40% - 51% of these completers cohorts enrolled in and completed the first two years of the RE program by 2024-2025.



