Frequencies by Number of Years Employed and Program

The 2021 employer survey was sent to 68 employers of program completers who completed the 2018 alumni survey and identified their employer. Based on the responses received, there is a 25% response rate (17 responses) which is well above the 20% minimum rate required by CAEP and a good rate to have considering the sample size was based upon responses received from alumni only.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **3 years** | **2 years** | **1 year** | **Less than 1 year** | **Total** |
| **Total** | **6** | **4\*** | **4** | **4** | **18\*** |
| ***Undergraduate Programs*** | 3 | 3 | 4 | 3 | 13 |
| **Adolescence Education** | 3 | 0 | 2 | 1 | 6 |
| English | 2 | 0 | 0 | 1 | 3 |
| Social Studies | 1 | 0 | 2 | 0 | 3 |
| **Childhood Education** | 0 | 3 | 2 | 2 | 7 |
| Childhood with Special Education | 0 | 2 | 2 | 1 | 5 |
| Early Childhood / Childhood Education | 0 | 1 | 0 | 1 | 2 |
| ***Graduate Programs*** | 3 | 1 | 0 | 1 | 5 |
| Literacy | 3 | 1 | 0 | 1 | 5 |

\* One program completer graduated from both an undergraduate and graduate program

Results by Number of Years Employed

**Please check the population served by your school**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **3 years** | **2 years** | **1 year** | **Less than 1 year** | **Overall** |
| Rural | 3 (50%) | 0 (0%) | 1 (25%) | 1 (25%) | **5 (29%)** |
| Suburban | 2 (33%) | 2 (67%) | 2 (50%) | 3 (75%) | **9 (53%)** |
| Urban | 1 (18%) | 1 (33%) | 1 (25%) | 0 (0%) | **3 (18%)** |

Overall, across all number of years employed, the majority of employers who responded serve suburban populations (53%) and only 18% of employers who responded serve urban populations (however, this is a 6% increase from the 2018 employer survey).

**Do you feel that any of the teachers reviewed in this survey are on an employment trajectory that would advance them to a position of leadership in your school or district? (i.e. team leader, mentor teacher, literacy coach, special area coordinator, department chair, curriculum specialist, etc.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **3 years** | **2 years** | **1 year** | **Less than 1 year** | **Overall** |
| Yes | 5 (83%) | 3 (100%) | 3 (75%) | 3 (75%) | **14 (82%)** |
| No | 1 (18%) | 0 (0%) | 1 (25%) | 1 (25%) | **3 (18%)** |

Overall, the number of employers who believe the Geneseo SOE alumni are on a trajectory for advancing in their employment career is 82% (a 2% increase from the 2018 employer survey) and in general the longer the alumni is employed with the school, the more likely the employer is to believe this.

**How long do you foresee the teachers reviewed in this survey remaining employed in your school or district? (if reviewing more than one teacher, please provide an average)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **3 years** | **2 years** | **1 year** | **Less than 1 year** | **Overall** |
| Less than 1 year | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | **0 (0%)** |
| 1 – 3 years | 0 (0%) | 0 (0%) | 0 (0%) | 2 (50%) | **2 (12%)** |
| 4 – 5 years | 1 (18%) | 0 (0%) | 1 (25%) | 0 (0%) | **2 (12%)** |
| 6 – 10 years | 1 (18%) | 0 (0%) | 0 (0%) | 0 (0%) | **1 (6%)** |
| More than 10 years | 4 (67%) | 3 (100%) | 3 (75%) | 2 (50%) | **12 (71%)** |

Overall, the number of employers who believe their employees are likely to remain employed more than 10 years is 55% (16% increase from the 2018 employer survey) and in general the longer the alumni is employed with the school, the more likely the employer is to believe this.

No employers foresee any of the program completers reviewed remaining for less than a year at their school/district (12.5% decrease from the 2018 employer survey). Also, only 12% foresee them remaining for only 1 – 3 years (6% decrease from the 2018 employer survey) and both of these employees have only been working at the school/district for less than one year.

**For each of the following, please rate the degree to which your teachers were prepared at SUNY Geneseo:**

**Mean (Standard Deviation)**

|  |  |  |  |
| --- | --- | --- | --- |
| **3 - Completely** | **2 - Mostly** | **1 - Somewhat** | **0 - Not at all** |

|  | **3 years** | **2 years** | **1 year** | **Less than 1 year** | **Overall for 2021 Survey (n = 17)** | **ANOVA (p-Value)** | **Overall for 2018 Survey (n = 40)** | **T-Test (2018 and 2021 survey responses)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrate an understanding of students' strengths and different learning styles (InTASC 1) | 3.00 (0.000) | 2.67 (0.577) | 2.50 (0.577) | 2.25 (0.957) | 2.65 (0.606) | 0.277 Increase observed over time | 2.55 (0.504) | 0.522 |
| 2. Integrate multiple perspectives to the discussion of content, including attention to learners’ cultural norms (InTASC 2) | 3.00 (0.000) | 2.33 (0.577) | 2.75 (0.500) | 2.25 (0.957) | 2.65 (0.606) | 0.200  Increase observed over time, slight dip in scores for those employed 2 years | 2.35 (0.483) | 0.052 |
| 3. Integrate multiple perspectives to the discussion of the content, including attention to learners’ personal, family, and community experiences (InTASC 2) | 2.83 (0.408) | 2.67 (0.577) | 2.75 (0.500) | 2.25 (0.957) | 2.65 (0.606) | 0.534  Increase observed over time | 2.31 (0.468) | 0.026\*  Significant increase |
| 4. Display cultural sensitivity and respect cultural differences (InTASC 2) | 2.83 (0.408) | 2.67 (0.577) | 2.50 (0.577) | 2.25 (0.957) | 2.59 (0.618) | 0.560  Increase observed over time | 2.53 (0.506) | 0.703 |
| 5. Create an active learning environment where students develop collaborative and independent inquiry skills (InTASC 3) | 3.00 (0.000) | 3.00 (0.000) | 2.00 (0.816) | 2.00 (0.816) | 2.53 (0.717) | 0.021\*  Significant increase observed over time | 2.49 (0.506) | 0.811 |
| 6. Create an active learning environment where all students are able to be successful learners (InTASC 3) | 3.00 (0.000) | 2.67 (0.577) | 2.25 (0.957) | 2.25 (0.957) | 2.59 (0.712) | 0.295  Increase observed over time | 2.62 (0.493) | 0.855 |
| 7. Foster respectful communication within the learning community (InTASC 3) | 3.00 (0.000) | 3.00 (0.000) | 2.25 (0.957) | 2.25 (0.957) | 2.65 (0.702) | 0.183  Increase observed over time | 2.60 (0.496) | 0.761 |
| 8. Understand major concepts and processes of inquiry to the discipline you teach (InTASC 4) | 3.00 (0.000) | 2.33 (0.577) | 2.00 (0.816) | 2.00 (0.816) | 2.41 (0.712) | 0.059  Increase observed over time | 2.53 (0.506) | 0.473 |
| 9. Foster creative and critical thinking related to global issues (InTASC 5) | 3.00 (0.000) | 2.33 (0.577) | 2.75 (0.500) | 2.25 (0.957) | 2.65 (0.606) | 0.200  Increase observed over time, slight dip in scores for those employed 2 years | 2.26 (0.637) | 0.036\*  Significant increase |
| 10. Foster creative and critical thinking related to issues in the local community (InTASC 5) | 3.00 (0.000) | 2.33 (0.577) | 2.25 (0.500) | 2.00 (0.816) | 2.47 (0.624) | 0.044\*  Significant increase observed over time | 2.23 (0.660) | 0.207 |
| 11. Implement a variety of strategies for communicating feedback to learners (InTASC 6) | 3.00 (0.000) | 2.33 (0.577) | 2.00 (0.816) | 2.00 (0.816) | 2.41 (0.712) | 0.059  Increase observed over time | 2.60 (0.496) | 0.252 |
| 12. Base instructional decisions on documentation of student learning (InTASC 6) | 3.00 (0.000) | 2.67 (0.577) | 2.50 (0.577) | 2.00 (0.816) | 2.59 (0.618) | 0.075  Increase observed over time | 2.54 (0.505) | 0.750 |
| 13. Use data from multiple assessments to revise practices that meet learner needs (InTASC 6) | 2.83 (0.408) | 2.67 (0.577) | 2.75 (0.500) | 2.00 (0.816) | 2.59 (0.618) | 0.179  Increase observed over time | 2.61 (0.547) | 0.904 |
| 14. Use district, state, and national learning standards for planning and instruction (InTASC 7) | 3.00 (0.000) | 3.00 (0.000) | 2.00 (0.816) | 2.25 (0.957) | 2.59 (0.712) | 0.065  Increase observed over time, slight dip in scores for those employed 1 year | 2.58 (0.500) | 0.952 |
| 15. Demonstrate an understanding of the role of educational research in the classroom (InTASC 7) | 3.00 (0.000) | 2.33 (0.577) | 2.25 (0.957) | 2.00 (0.816) | 2.47 (0.717) | 0.130  Increase observed over time | 2.30 (0.740) | 0.427 |
| 16. Apply educational research in classroom teaching (InTASC 7) | 3.00 (0.000) | 2.67 (0.577) | 2.25 (0.957) | 2.00 (1.414) | 2.53 (0.874) | 0.317  Increase observed over time | 2.18 (0.727) | 0.123 |
| 17. Be effective in oral communication (InTASC 8) | 3.00 (0.000) | 2.67 (0.577) | 2.75 (0.500) | 2.25 (0.957) | 2.71 (0.588) | 0.282  Increase observed over time | 2.65 (0.483) | 0.689 |
| 18. Be effective in written communication (InTASC 8) | 3.00 (0.000) | 2.67 (0.577) | 2.25 (0.957) | 2.25 (0.957) | 2.59 (0.712) | 0.295  Increase observed over time | 2.55 (0.504) | 0.810 |
| 19. Use technology to enhance instruction and to promote active learning (InTASC 8) | 3.00 (0.000) | 3.00 (0.000) | 2.75 (0.500) | 2.50 (0.577) | 2.82 (0.393) | 0.200  Increase observed over time | 2.53 (0.506) | 0.040\*  Significant increase |
| 20. Pursue continuing professional growth (InTASC 9) | 3.00 (0.000) | 3.00 (0.000) | 2.50 (0.577) | 2.25 (0.957) | 2.71 (0.588) | 0.156  Increase observed over time | 2.60 (0.496) | 0.472 |
| 21. Demonstrate an understanding of professional and ethical standards of the profession (InTASC 9) | 3.00 (0.000) | 3.00 (0.000) | 2.25 (0.500) | 2.25 (0.957) | 2.65 (0.606) | 0.072  Increase observed over time | 2.73 (0.452) | 0.585 |
| 22. Foster positive relationships with colleagues to support students' learning and well-being (InTASC 10) | 3.00 (0.000) | 3.00 (0.000) | 2.50 (0.577) | 2.25 (0.957) | 2.71 (0.588) | 0.156  Increase observed over time | 2.78 (0.423) | 0.614 |
| 23. Foster positive relationships with parents to support students' learning and well-being (InTASC 10) | 3.00 (0.000) | 3.00 (0.000) | 2.75 (0.500) | 2.25 (0.500) | 2.76 (0.437) | 0.022\*  Significant increase observed over time | 2.62 (0.493) | 0.316 |
| 24. Foster positive relationships with community organizations to support students' learning and well-being (InTASC 10) | 3.00 (0.000) | 2.33 (0.577) | 2.75 (0.500) | 1.50 (0.577) | 2.47 (0.717) | 0.001\*  Significant increase observed over time (slight dip in scores for those employed 2 years) | 2.40 (0.651) | 0.720 |

\*p < 0.05 statistically significant difference

Four items are rated significantly different by employers over time:

5. Create an active learning environment where students develop collaborative and independent inquiry skills (InTASC 3) > 1-point increase

10. Foster creative and critical thinking related to issues in the local community (InTASC 5) > 1-point increase

23. Foster positive relationships with parents to support students' learning and well-being (InTASC 10) > 0.75-point increase

24. Foster positive relationships with community organizations to support students' learning and well-being (InTASC 10) > 1.5-point increase

In general, for all items, ratings increase the longer a teacher has been employed.

Looking at the average distribution of results across all graduating years for all items, all mean averages are at 2.4 or above.

The two highest rated items (2.8 mean score) are the following:

19. Use technology to enhance instruction and to promote active learning (InTASC 8)

23. Foster positive relationships with parents to support students' learning and well-being (InTASC 10)

Alumni also rated item #19 as one of the highest items but rated item #23 as one of the lowest items.

The two lowest rated items (2.4 mean score) are the following:

8. Understand major concepts and processes of inquiry to the discipline you teach (InTASC 4)

11. Implement a variety of strategies for communicating feedback to learners (InTASC 6)

Comparing to the 2018 employer survey, ratings are not significantly different for most items, but 3 items are statistically significantly different with 2021 alumni ratings being higher than that from the 2018 alumni survey:

3. Integrate multiple perspectives to the discussion of the content, including attention to learners’ personal, family, and community experiences (InTASC 2) > 0.3-point increase

9. Foster creative and critical thinking related to global issues (InTASC 5) > 0.4-point increase

19. Use technology to enhance instruction and to promote active learning (InTASC 8) > 0.3-point increase

Results by Undergraduate/Graduate Program

**Please check the population served by your school**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Undergraduate** | **Graduate** | **Overall** |
| Rural | 2 (15%) | 3 (60%) | **5 (29%)** |
| Suburban | 9 (69%) | 1 (20%) | **9 (53%)** |
| Urban | 2 (15%) | 1 (20%) | **3 (18%)** |

Employers of graduate alumni serve more high needs’ populations (60% rural) as compared to employers of graduate alumni (69% suburban).

**Do you feel that any of the teachers reviewed in this survey are on an employment trajectory that would advance them to a position of leadership in your school or district? (i.e. team leader, mentor teacher, literacy coach, special area coordinator, department chair, curriculum specialist, etc.)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Undergraduate** | **Graduate** | **Overall** |
| Yes | 11 (85%) | 4 (80%) | **14 (82%)** |
| No | 2 (15%) | 1 (20%) | **3 (18%)** |

Overall, the number of employers who believe the Geneseo SOE alumni are on a trajectory for advancing in their employment career is not significantly different between undergraduates and graduates although the percentage for expected to advance into positions of leadership in education is 5% greater for undergraduate employees as compared to graduate employees.

**How long do you foresee the teachers reviewed in this survey remaining employed in your school or district? (if reviewing more than one teacher, please provide an average)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Undergraduate** | **Graduate** | **Overall** |
| Less than 1 year | 0 (0%) | 0 (0%) | **0 (0%)** |
| 1 – 3 years | 2 (15%) | 0 (0%) | **2 (12%)** |
| 4 – 5 years | 1 (8%) | 1 (20%) | **2 (12%)** |
| 6 – 10 years | 0 (0%) | 1 (20%) | **1 (6%)** |
| More than 10 years | 10 (77%) | 3 (60%) | **12 (71%)** |

Overall, the number of employers who believe their employees are likely to remain employed any given number of years is not significantly different between undergraduate and graduate alumni.

**For each of the following, please rate the degree to which your teachers were prepared at SUNY Geneseo:**

**Mean (Standard Deviation)**

|  |  |  |  |
| --- | --- | --- | --- |
| **3 - Completely** | **2 - Mostly** | **1 - Somewhat** | **0 - Not at all** |

|  | **Undergraduate (n = 13)** | **Graduate (n = 5)** | **ANOVA (p-Value)** |
| --- | --- | --- | --- |
| 1. Demonstrate an understanding of students' strengths and different learning styles (InTASC 1) | 2.54 (0.660) | 3.00 (0.000) | 0.145 |
| 2. Integrate multiple perspectives to the discussion of content, including attention to learners’ cultural norms (InTASC 2) | 2.54 (0.660) | 3.00 (0.000) | 0.145 |
| 3. Integrate multiple perspectives to the discussion of the content, including attention to learners’ personal, family, and community experiences (InTASC 2) | 2.54 (0.660) | 3.00 (0.000) | 0.145 |
| 4. Display cultural sensitivity and respect cultural differences (InTASC 2) | 2.46 (0.660) | 3.00 (0.000) | 0.092 |
| 5. Create an active learning environment where students develop collaborative and independent inquiry skills (InTASC 3) | 2.38 (0.768) | 3.00 (0.000) | 0.098 |
| 6. Create an active learning environment where all students are able to be successful learners (InTASC 3) | 2.46 (0.776) | 3.00 (0.000) | 0.148 |
| 7. Foster respectful communication within the learning community (InTASC 3) | 2.54 (0.776) | 3.00 (0.000) | 0.210 |
| 8. Understand major concepts and processes of inquiry to the discipline you teach (InTASC 4) | 2.23 (0.725) | 3.00 (0.000) | 0.033\* |
| 9. Foster creative and critical thinking related to global issues (InTASC 5) | 2.54 (0.660) | 3.00 (0.000) | 0.145 |
| 10. Foster creative and critical thinking related to issues in the local community (InTASC 5) | 2.38 (0.650) | 2.80 (0.447) | 0.211 |
| 11. Implement a variety of strategies for communicating feedback to learners (InTASC 6) | 2.23 (0.725) | 3.00 (0.000) | 0.033\* |
| 12. Base instructional decisions on documentation of student learning (InTASC 6) | 2.46 (0.660) | 3.00 (0.000) | 0.092 |
| 13. Use data from multiple assessments to revise practices that meet learner needs (InTASC 6) | 2.46 (0.660) | 3.00 (0.000) | 0.092 |
| 14. Use district, state, and national learning standards for planning and instruction (InTASC 7) | 2.46 (0.776) | 3.00 (0.000) | 0.148 |
| 15. Demonstrate an understanding of the role of educational research in the classroom (InTASC 7) | 2.31 (0.751) | 3.00 (0.000) | 0.060 |
| 16. Apply educational research in classroom teaching (InTASC 7) | 2.38 (0.961) | 3.00 (0.000) | 0.179 |
| 17. Be effective in oral communication (InTASC 8) | 2.62 (0.650) | 3.00 (0.000) | 0.213 |
| 18. Be effective in written communication (InTASC 8) | 2.46 (0.776) | 3.00 (0.000) | 0.148 |
| 19. Use technology to enhance instruction and to promote active learning (InTASC 8) | 2.77 (0.439) | 3.00 (0.000) | 0.265 |
| 20. Pursue continuing professional growth (InTASC 9) | 2.62 (0.650) | 3.00 (0.000) | 0.213 |
| 21. Demonstrate an understanding of professional and ethical standards of the profession (InTASC 9) | 2.54 (0.660) | 3.00 (0.000) | 0.145 |
| 22. Foster positive relationships with colleagues to support students' learning and well-being (InTASC 10) | 2.62 (0.650) | 3.00 (0.000) | 0.213 |
| 23. Foster positive relationships with parents to support students' learning and well-being (InTASC 10) | 2.69 (0.480) | 3.00 (0.000) | 0.179 |
| 24. Foster positive relationships with community organizations to support students' learning and well-being (InTASC 10) | 2.38 (0.768) | 2.80 (0.447) | 0.277 |

\*p < 0.05 statistically significant difference

All items are rated higher for graduate employees (3.0 ratings for all but two items which received ratings of 2.8; the 2.8 items are related to community) as compared to undergraduate employees. For two of the items (also the lowest overall), there is a significant difference in ratings:

8. Understand major concepts and processes of inquiry to the discipline you teach (InTASC 4) > 0.8-point difference

11. Implement a variety of strategies for communicating feedback to learners (InTASC 6) > 0.8-point difference

There is no significant difference in ratings between the 2018 employer survey and the 2021 employer survey by program.

Results by Childhood/Adolescence Program (undergraduate only)

**If employed in a school, please check the population(s) served**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Childhood (n = 7)** | **Adolescence (n = 6)** | **Overall (n = 13)** |
| Rural | 1 (14%) | 1 (17%) | **2 (15%)** |
| Suburban | 5 (71%) | 4 (67%) | **9 (69%)** |
| Urban | 1 (14%) | 1 (17%) | **2 (15%)** |

Employers of childhood and adolescence majors serve about the same proportions of populations.

**Do you feel that any of the teachers reviewed in this survey are on an employment trajectory that would advance them to a position of leadership in your school or district? (i.e. team leader, mentor teacher, literacy coach, special area coordinator, department chair, curriculum specialist, etc.)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Childhood (n = 7)** | **Adolescence (n = 6)** | **Overall (n = 13)** |
| Yes | 5 (71%) | 6 (100%) | **11 (85%)** |
| No | 2 (29%) | 0 (0%) | **2 (15%)** |

Overall, the number of employers of adolescence completers believe they are on an employment trajectory that would advance them into leadership is significantly greater (100%) than that of employers of childhood completers. Also, the percent of employers of adolescence completers increased significantly from the 2018 employer survey (22% increase) and the percent of employers of childhood completers decreased (8% decrease).

**How long do you foresee the teachers reviewed in this survey remaining employed in your school or district? (if reviewing more than one teacher, please provide an average)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Childhood (n = 7)** | **Adolescence (n = 6)** | **Overall (n = 13)** |
| Less than 1 year | 0 (0%) | 0 (0%) | **0 (0%)** |
| 1 – 3 years | 2 (29%) | 0 (0%) | **2 (15%)** |
| 4 – 5 years | 0 (0%) | 1 (17%) | **1 (8%)** |
| 6 – 10 years | 0 (0%) | 0 (0%) | **0 (0%)** |
| More than 10 years | 5 (71%) | 5 (83%) | **10 (77%)** |

Overall, the number of employers who believe their employees are likely to remain employed any given number of years is not significantly different between childhood and adolescence majors. The number of employers who believe their employees will remain more than 10 years, increased significantly for both childhood and adolescence completers as compared to the 2018 employer survey completed (17% increase and 27% increase respectively).

**For each of the following, please rate the degree to which your teachers were prepared at SUNY Geneseo:**

**Mean (Standard Deviation)**

|  |  |  |  |
| --- | --- | --- | --- |
| **3 - Completely** | **2 - Mostly** | **1 - Somewhat** | **0 - Not at all** |

|  | **Childhood (n = 7)** | **Adolescence (n = 6)** | **ANOVA (p-Value)** |
| --- | --- | --- | --- |
| 1. Demonstrate an understanding of students' strengths and different learning styles (InTASC 1) | 2.29 (0.756) | 2.83 (0.408) | 0.142 |
| 2. Integrate multiple perspectives to the discussion of content, including attention to learners’ cultural norms (InTASC 2) | 2.29 (0.756) | 2.83 (0.408) | 0.142 |
| 3. Integrate multiple perspectives to the discussion of the content, including attention to learners’ personal, family, and community experiences (InTASC 2) | 2.43 (0.787) | 2.67 (0.516) | 0.540 |
| 4. Display cultural sensitivity and respect cultural differences (InTASC 2) | 2.14 (0.690) | 2.83 (0.408) | 0.055 |
| 5. Create an active learning environment where students develop collaborative and independent inquiry skills (InTASC 3) | 2.14 (0.900) | 2.67 (0.516) | 0.235 |
| 6. Create an active learning environment where all students are able to be successful learners (InTASC 3) | 2.14 (0.900) | 2.83 (0.408) | 0.112 |
| 7. Foster respectful communication within the learning community (InTASC 3) | 2.29 (0.951) | 2.83 (0.408) | 0.219 |
| 8. Understand major concepts and processes of inquiry to the discipline you teach (InTASC 4) | 1.86 (0.690) | 2.67 (0.516) | 0.038\* |
| 9. Foster creative and critical thinking related to global issues (InTASC 5) | 2.14 (0.690) | 3.00 (0.000) | 0.012\* |
| 10. Foster creative and critical thinking related to issues in the local community (InTASC 5) | 2.00 (0.577) | 2.83 (0.408) | 0.013\* |
| 11. Implement a variety of strategies for communicating feedback to learners (InTASC 6) | 1.86 (0.690) | 2.67 (0.516) | 0.038\* |
| 12. Base instructional decisions on documentation of student learning (InTASC 6) | 2.29 (0.756) | 2.67 (0.516) | 0.320 |
| 13. Use data from multiple assessments to revise practices that meet learner needs (InTASC 6) | 2.43 (0.787) | 2.50 (0.548) | 0.855 |
| 14. Use district, state, and national learning standards for planning and instruction (InTASC 7) | 2.14 (0.900) | 2.83 (0.408) | 0.112 |
| 15. Demonstrate an understanding of the role of educational research in the classroom (InTASC 7) | 2.00 (0.816) | 2.67 (0.516) | 0.113 |
| 16. Apply educational research in classroom teaching (InTASC 7) | 2.00 (1.155) | 2.83 (0.408) | 0.123 |
| 17. Be effective in oral communication (InTASC 8) | 2.43 (0.787) | 2.83 (0.408) | 0.282 |
| 18. Be effective in written communication (InTASC 8) | 2.14 (0.900) | 2.83 (0.408) | 0.112 |
| 19. Use technology to enhance instruction and to promote active learning (InTASC 8) | 2.71 (0.488) | 2.83 (0.408) | 0.646 |
| 20. Pursue continuing professional growth (InTASC 9) | 2.43 (0.787) | 2.83 (0.408) | 0.282 |
| 21. Demonstrate an understanding of professional and ethical standards of the profession (InTASC 9) | 2.29 (0.756) | 2.83 (0.408) | 0.142 |
| 22. Foster positive relationships with colleagues to support students' learning and well-being (InTASC 10) | 2.43 (0.787) | 2.83 (0.408) | 0.282 |
| 23. Foster positive relationships with parents to support students' learning and well-being (InTASC 10) | 2.71 (0.488) | 2.67 (0.516) | 0.867 |
| 24. Foster positive relationships with community organizations to support students' learning and well-being (InTASC 10) | 2.29 (0.756) | 2.50 (0.837) | 0.637 |

\*p < 0.05 statistically significant difference

All items are rated higher for adolescence major employees as compared to childhood major employees. For four items, there are statistically significant differences (p < 0.05) between ratings given for childhood major employees and adolescence major employees:

* 8. Understand major concepts and processes of inquiry to the discipline you teach (InTASC 4) > 0.8-point difference
  + This item also has decreased significantly for childhood employers by 0.5-points as compared to the 2018 employer survey
* 9. Foster creative and critical thinking related to global issues (InTASC 5) > 0.9-point difference
* 10. Foster creative and critical thinking related to issues in the local community (InTASC 5) > 0.8-point difference
* 11. Implement a variety of strategies for communicating feedback to learners (InTASC 6) > 0.8-point difference
  + This item also has decreased significantly for childhood employers by 0.6-points as compared to the 2018 employer survey

There is no significant difference in ratings for adolescence employers from the 2018 survey and this 2021 survey.