



# CAEP Impact Measure 2: Satisfaction of Employers and Stakeholder Involvement

iteach Initial-Level Licensure Programs, Academic Year 2024-2025

## Section 1: Overview

This report addresses CAEP Standard 4, Impact Measure 2, which requires educator preparation providers to demonstrate that employers are satisfied with the preparation and effectiveness of program completers and that the provider engages stakeholders in program evaluation, improvement, and decision-making. This report focuses on initial-level teacher preparation programs and presents evidence in two areas: (1) employer satisfaction with completer preparation and (2) stakeholder involvement in program quality assurance and continuous improvement.

### Data Sources and Methodology

Employer satisfaction data were collected through a comprehensive survey administered to school administrators who supervise iteach program completers. The survey was distributed in Fall 2024 and Spring 2025 to principals and administrators across all states where iteach operates initial-level preparation programs. Respondents were asked to base their ratings on the majority of iteach completers they had employed in the previous 3-5 years. A total of 367 employers completed the survey (22.79% response rate), representing 916-1,171+ program completers. Respondents provided feedback on completer preparation across InTASC-aligned competency areas, teaching effectiveness, and overall program quality.

The survey instrument included Likert-scale items assessing satisfaction with specific teaching competencies organized by InTASC domains (Learners and Learning; Content Knowledge and Application; Instructional Practice and Assessment; Technology Integration and Data Use; and Professional Responsibilities), comparative ratings of iteach completers relative to peers from other preparation programs, and a Net Promoter Score question measuring likelihood to recommend the program. Data on stakeholder involvement were compiled from program

records documenting advisory board activities, program review processes, external evaluations, and survey administration procedures.

## Section 2: Overall Employer Satisfaction

### Net Promoter Score

Employers demonstrated strong support for iteach's initial-level teacher preparation programs, with a Net Promoter Score (NPS) of 31. Of the 298 school administrators who responded to the NPS question, 44.6% were promoters (rating 9-10), 42.0% were passives (rating 7-8), and 13.4% were detractors (rating 0-6). An NPS of 31 indicates that employers are significantly more likely to recommend iteach to prospective teachers than to discourage participation, reflecting positive overall satisfaction with program completers' preparation and performance.

### Comparison to Other Preparation Programs

When asked to compare iteach completers to teachers prepared by other programs with the same years of experience, employers rated iteach graduates as comparably or better prepared than their peers:

- Much better prepared: 14%
- Somewhat better prepared: 25%
- About the same: 52%
- Somewhat less prepared: 6%
- Much less prepared: 1%
- Unable to compare: 3%

Notably, 91% of employers who were able to make comparisons rated iteach completers as equally or better prepared than beginning teachers from other preparation programs, with 39% rating them as better prepared. These findings indicate that employers view iteach completers as entering the profession with preparation quality that meets or exceeds peers from other programs, demonstrating program effectiveness.

### Competency-Specific Satisfaction

Employers reported high levels of satisfaction with iteach completers' preparation across all InTASC-aligned competency areas assessed in the survey. Satisfaction rates (combining "Satisfied" and "Very Satisfied" responses) ranged from 94.5% to 99.1%, indicating consistent strength in preparing teachers across the full spectrum of professional knowledge, skills, and dispositions. Table 1 presents employer satisfaction organized by InTASC teaching standards domains.

Table 1. Employer Satisfaction by Competency Area

Competency Area	% Satisfied/ Very Satisfied
Learners and Learning	
Understand how learners grow and develop across cognitive, linguistic, social, emotional, and physical areas	98.4%
Design and implement developmentally appropriate and challenging learning experiences	96.5%
Identify and address individual learning differences	96.5%
Recognize how students' backgrounds, cultures, and experiences influence learning	97.5%
Create inclusive learning environments that foster positive interaction and engagement	97.4%
Build positive relationships and two-way communication with students and families	98.7%
Model intellectual curiosity and questioning	97.1%
Foster students' curiosity and love of learning	97.5%
Content Knowledge & Application	
Demonstrate accurate content knowledge in your subject area(s)	98.1%
Connect concepts to real-world problems and issues	99.0%
Make content accessible and meaningful to all students	98.4%
Design curriculum and instruction that engage students and promote critical thinking	95.8%
Use multiple representations and perspectives to promote deep understanding	97.7%
Apply culturally responsive practices and identify potential content biases	97.1%
Connect learning to students' cultural backgrounds and experiences	97.1%
Instructional Practice & Assessment	

Use a variety of instructional strategies to meet diverse learning needs	95.5%
Provide effective feedback and adjust instruction based on assessment data	97.5%
Adjust instruction based on assessment data	97.2%
Use multiple assessment methods and technologies to monitor student progress	97.8%
Integrate academic language into instruction and assessment	99.0%
Modify instruction and assessment to accommodate all learners, including those with disabilities and ELLs	94.5%
Use varied classroom management strategies appropriately for different situations	94.7%
Technology Integration & Data Use	
Use educational technology and multimedia tools to enhance instruction	99.0%
Model and promote responsible technology use and digital citizenship	99.4%
Collect, manage, and analyze student data using software and tech-based assessments	98.1%
Use technology to communicate with families and stakeholders	99.3%
Professional Responsibilities	
Engage in ongoing professional learning	99.0%
Evaluate your teaching using evidence and student outcomes	96.5%
Adhere to laws, ethics, and professional standards	99.0%
Collaborate effectively with colleagues, families, and community members	98.4%
Advocate for your students	99.0%
Demonstrate awareness of personal biases and frames of reference	97.4%
Engage in leadership roles to improve educational practice	96.8%
Maintain professional boundaries with students and families	99.1%

Employers expressed particularly high satisfaction ( $\geq 99\%$ ) with completers' abilities in several key areas: modeling and promoting responsible technology use and digital citizenship (99.4%),

using technology to communicate with families and stakeholders (99.3%), maintaining professional boundaries (99.1%), integrating academic language into instruction (99.0%), connecting concepts to real-world problems (99.0%), and using educational technology to enhance instruction (99.0%). These findings demonstrate program strengths in preparing teachers who can effectively leverage technology, communicate professionally, and make content meaningful for diverse learners.

### Section 3: Stakeholder Involvement

In addition to employer satisfaction data, iteach maintains ongoing engagement with diverse stakeholders to ensure program quality, relevance, and responsiveness to the needs of P-12 schools and educators. Stakeholder input informs program design, curriculum development, assessment practices, and continuous improvement initiatives across all initial-level preparation programs.

**Completer and Employer Surveys:** iteach systematically collects feedback from program completers and their employers to assess program effectiveness and identify areas for improvement. The employer satisfaction survey, reported here, provides critical data on how well completers are prepared to meet the demands of teaching and the extent to which they positively impact student learning. Completer surveys provide complementary perspectives on program strengths and opportunities for enhancement. Data from both surveys are analyzed annually and inform targeted program improvements, ensuring that stakeholder feedback directly influences program evolution and quality assurance processes.

**Advisory Board:** iteach convenes an annual advisory board meeting that brings together representatives from P-12 schools, higher education institutions, and educational organizations. Advisory board members provide strategic guidance on program policies, emerging trends in education, state-specific certification requirements, and workforce needs. This annual engagement ensures that program leadership maintains current knowledge of the educational landscape and can proactively address evolving demands in teacher preparation.

**Program Review Process:** iteach's annual program review process incorporates systematic input from practicing educators who serve as instructors within the program. These instructors bring current classroom and leadership experience from P-12 schools directly into program design and delivery. Their active involvement in K-12 settings enables them to align coursework, clinical experiences, and assessments with the realities of contemporary teaching practice. This practitioner perspective ensures that program content remains grounded in authentic teaching contexts and responsive to the challenges and opportunities candidates will encounter in their careers.

**External Program Evaluations:** iteach leverages feedback from state-level program evaluations and reviews to drive continuous improvement across all operational contexts. When external

evaluators in one state identify areas of strength or opportunities for enhancement, iteach systematically examines whether these insights apply to programs in other states and implements improvements organization-wide where appropriate. This practice ensures that quality enhancement efforts benefit all candidates and completers, regardless of their state of certification, and allows iteach to maintain consistently high standards across its multi-state operation.