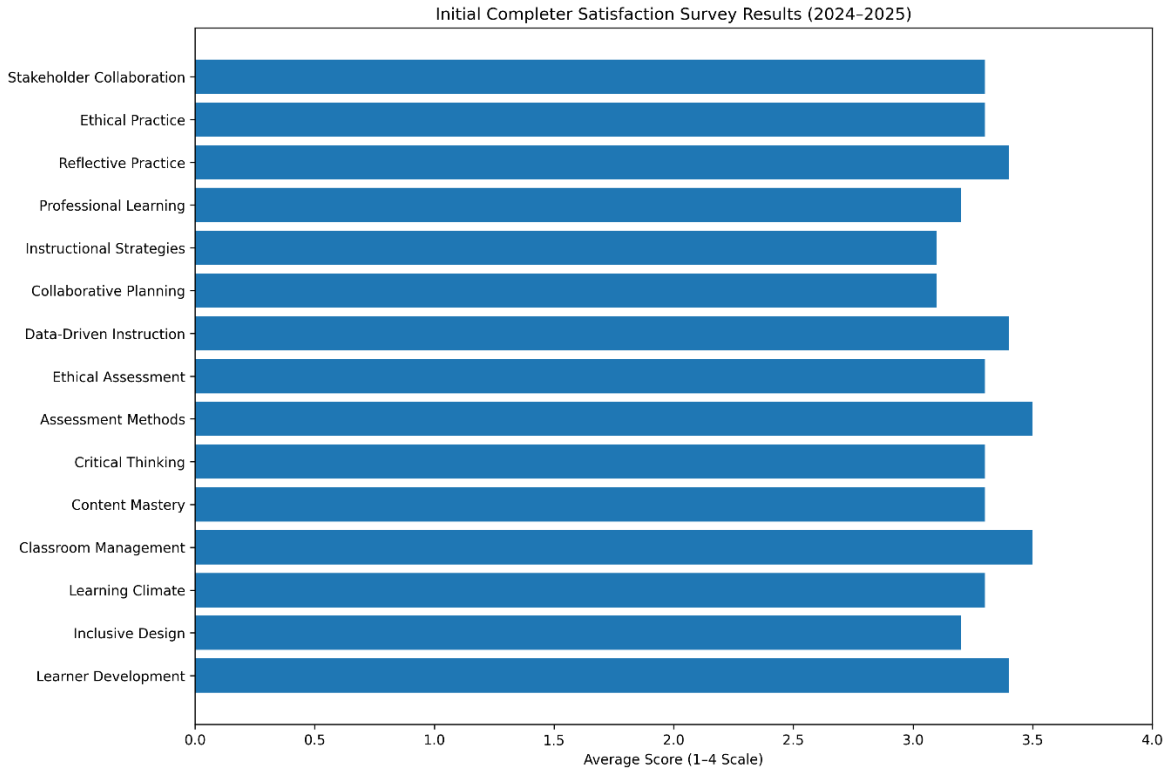


INITIAL COMPLETER SATISFACTION		
Criteria	Possible Points	AY
		2024-2025
The educator preparation program I completed prepared me to:		n=24
Apply principles of learner development to implement developmentally appropriate learning experiences. (InTASC 1)	4	3.4
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (InTASC 2)	4	3.2
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (InTASC 3)	4	3.3
Manage the learning environment to engage learners actively. (InTASC 3)	4	3.5
Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (InTASC 4)	4	3.3
Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues. (InTASC 5)	4	3.3
Implement multiple methods of assessment to document, monitor, and support learner progress. (InTASC 6)	4	3.5
Implement assessments in an ethical manner to engage learners in their own growth. (InTASC 6)	4	3.3
Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (InTASC 7)	4	3.4
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC 7)	4	3.1
Use a variety of instructional strategies to encourage all learners to develop a deep understanding of the content. (InTASC 8)	4	3.1
Engage in continuous professional learning to more effectively meet the needs of each learner. (InTASC 9)	4	3.2
Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (InTASC 9)	4	3.4
Practice the profession in an ethical manner. (InTASC 9)	4	3.3
Collaborate with stakeholders including families to ensure learner growth. (InTASC 10)	4	3.3

Note: Choices are *strongly disagree (1), disagree (2), agree (3), strongly agree (4)*



Summary:

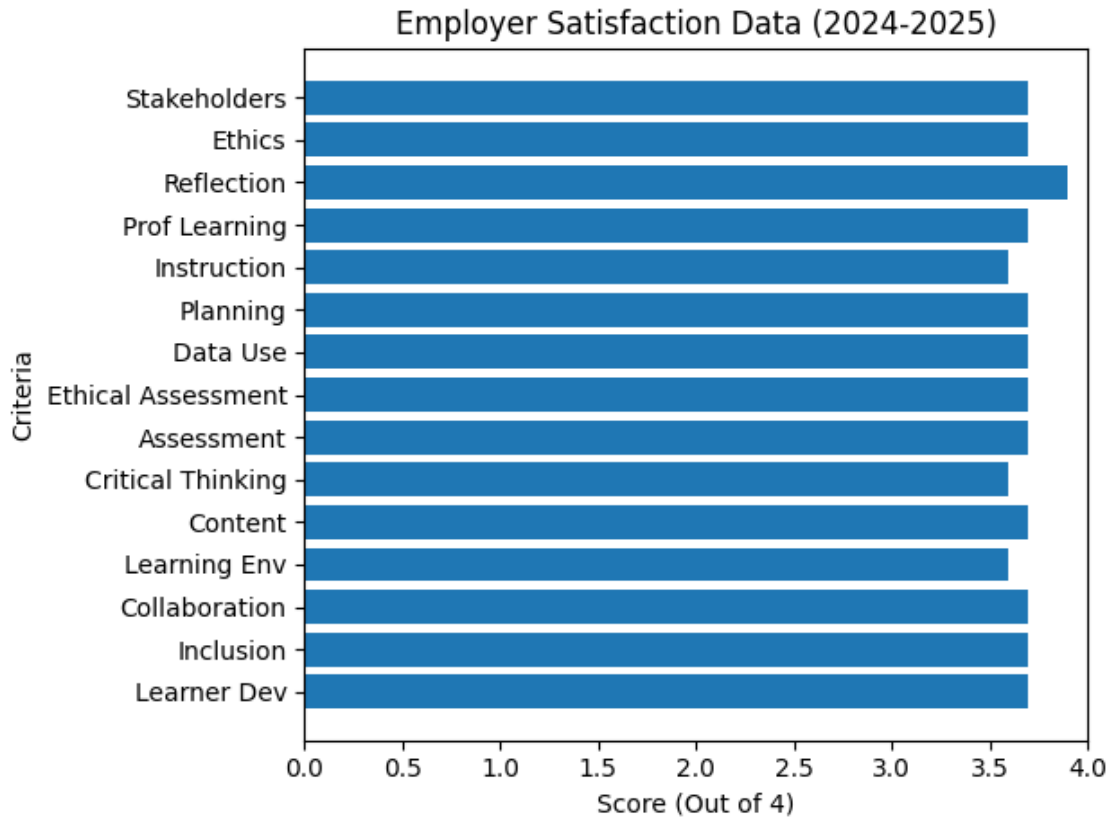
Overall, completers rated their preparation positively, with all indicators scoring between 3.1 and 3.5 out of 4, indicating general agreement that the program prepared them effectively. The program is solidly effective, but trending closer to “agree” than “strongly agree.” The biggest gap is in applied collaboration and differentiation practices, not foundational knowledge.

Goal for Continuous Improvement:

To increase completer ratings in the areas of instructional strategies, inclusive design, and collaborative planning.

INITIAL EMPLOYER SATISFACTION		
Criteria	Possible Points	AY
		2024-2025
The EPP prepared new teacher(s) to:		n=14
Apply principles of learner development to implement developmentally appropriate learning experiences. (InTASC 1)	4	3.7
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (InTASC 2)	4	3.7
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (InTASC 3)	4	3.7
Manage the learning environment to engage learners actively. (InTASC 3)	4	3.6
Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (InTASC 4)	4	3.7
Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues. (InTASC 5)	4	3.6
Implement multiple methods of assessment to document, monitor, and support learner progress. (InTASC 6)	4	3.7
Implement assessments in an ethical manner to engage learners in their own growth. (InTASC 6)	4	3.7
Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (InTASC 7)	4	3.7
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC 7)	4	3.7
Use a variety of instructional strategies to encourage all learners to develop a deep understanding of the content. (InTASC 8)	4	3.6
Engage in continuous professional learning to more effectively meet the needs of each learner. (InTASC 9)	4	3.7
Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (InTASC 9)	4	3.9
Practice the profession in an ethical manner. (InTASC 9)	4	3.7
Collaborate with stakeholders including families to ensure learner growth. (InTASC 10)	4	3.7

Note: Choices are *strongly disagree (1), disagree (2), agree (3), strongly agree (4)*



Summary:

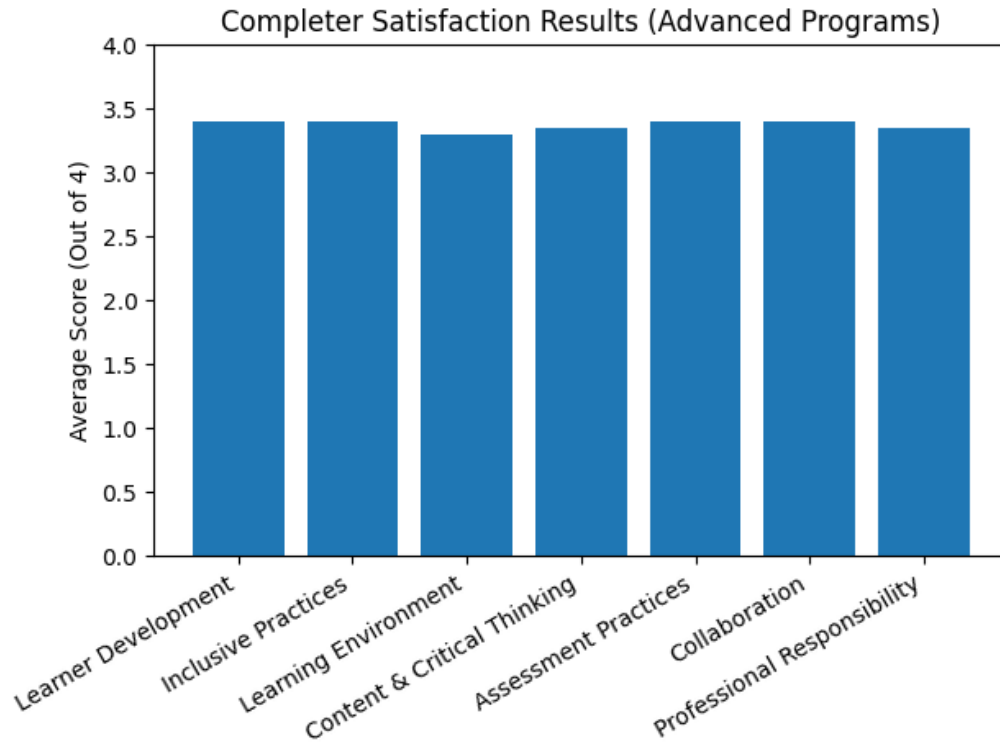
Overall, employer satisfaction is very strong, with scores ranging from 3.6 to 3.9 out of 4.0 (between “Agree” and “Strongly Agree”). According to employers, the program is performing at a high level across all domains, with only minor gaps related to active engagement and instructional delivery strategies.

Goal for Continuous Improvement:

To increase scores in Learning Environment, Critical Thinking, and Instructional Strategies.

ADVANCED COMPLETER SATISFACTION		
Criteria	Possible Points	AY
		2024-2025
The advanced educator preparation program I completed prepared me to do and/or support teachers to:		n=20
Apply principles of learner development to implement developmentally appropriate learning experiences. (RA1.1.1; RA1.1.2)	4	3.4
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (RA1.1.3)	4	3.4
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (RA1.1.4)	4	3.4
Manage the learning environment to engage learners actively. (RA1.1.4)	4	3.3
Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (RA1.1.2)	4	3.3
Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues. (RA1.1.2)	4	3.4
Implement multiple methods of assessment to document, monitor, and support learner progress. (RA1.1.1)	4	3.4
Implement assessments in an ethical manner to engage learners in their own growth. (RA1.1.1)	4	3.4
Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (RA1.1.1; RA1.1.3)	4	3.4
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (RA1.1.1; RA1.1.3)	4	3.4
Use a variety of instructional strategies to encourage all learners to develop a deep understanding of the content. (RA1.1.5)	4	3.4
Engage in continuous professional learning to more effectively meet the needs of each learner. (RA1.1.6)	4	3.3
Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (RA1.1.1; RA1.1.2; RA1.1.3)	4	3.4
Practice the profession in an ethical manner. (RA1.1.6)	4	3.4
Collaborate with stakeholders including families to ensure learner growth. (RA1.1.4)	4	3.4

Note: Choices are *strongly disagree (1), disagree (2), agree (3), strongly agree (4)*



Summary:

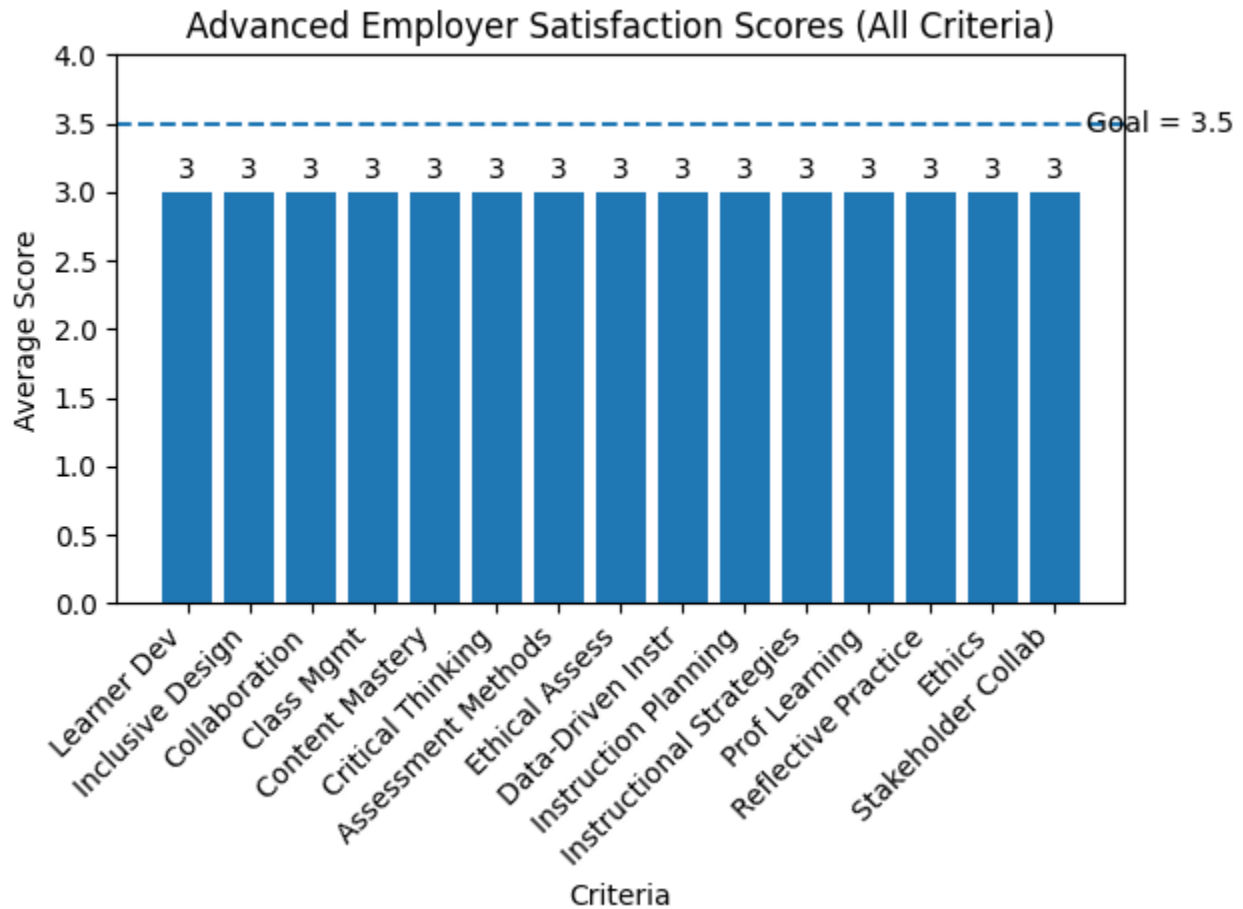
Overall, completer satisfaction is consistently high, with scores ranging from 3.3 to 3.4 out of 4.0. The average across all indicators is approximately 3.38, indicating strong agreement that the program prepared completers effectively. Strengths: Most areas (e.g., assessment use, collaboration, instructional strategies) scored 3.4, suggesting solid preparation across core competencies. Relative Areas for Growth: A few indicators scored slightly lower at 3.3, including: Managing the learning environment, Creating content-relevant learning experiences, and Engaging in continuous professional learning. While differences are small, these represent the best opportunities for targeted improvement.

Goal for Continuous Improvement:

To improve in the following areas: applied practice opportunities, targeted professional learning supports, and structured feedback loops.

ADVANCED EMPLOYER SATISFACTION		
Criteria	Possible Points	AY
		2024-2025
The EPP prepared the educator(s) to do and/or support teachers to:		n=12
Apply principles of learner development to implement developmentally appropriate learning experiences. (RA1.1.1; RA1.1.2)	4	3
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (RA1.1.3)	4	3
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (RA1.1.4)	4	3
Manage the learning environment to engage learners actively. (RA1.1.4)	4	3
Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (RA1.1.2)	4	3
Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues. (RA1.1.2)	4	3
Implement multiple methods of assessment to document, monitor, and support learner progress. (RA1.1.1)	4	3
Implement assessments in an ethical manner to engage learners in their own growth. (RA1.1.1)	4	3
Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (RA1.1.1; RA1.1.3)	4	3
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (RA1.1.1; RA1.1.3)	4	3
Use a variety of instructional strategies to encourage all learners to develop a deep understanding of the content. (RA1.1.5)	4	3
Engage in continuous professional learning to more effectively meet the needs of each learner. (RA1.1.6)	4	3
Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (RA1.1.1; RA1.1.2; RA1.1.3)	4	3
Practice the profession in an ethical manner. (RA1.1.6)	4	3
Collaborate with stakeholders including families to ensure learner growth. (RA1.1.4)	4	3

Note: Choices are *strongly disagree (1), disagree (2), agree (3), strongly agree (4)*



Summary:

All 15 criteria received a mean score of 3 out of 4 (“Agree”). This indicates consistent performance across all domains—no major weaknesses, but also no areas reaching “Strongly Agree” (4). The program demonstrates reliable, across-the-board competency in educator preparation.

Goal for Continuous Improvement:

To increase average scores from **3.0 to at least 3.5** across all criteria by the next evaluation cycle by providing **targeted professional development** in differentiation & inclusive practices, data-driven instruction, and higher-order thinking & real-world application.