

Spring 2023 Employer Satisfaction Survey

N= 138 (All k-12 schools contacted), Total Responses $n = 30$ (Response rate = 21.7%)

Participating Schools

School Location

Staten Island	26
Brooklyn	4

School Type

Elementary School	11
Middle/Junior High School	3
High School	15
Combination School (e.g., k-8, 1-12)	1

Employment during the last 2 years

CSI Graduates	
1	4
2	5
3-5	13
6-9	6
More than 10	2

Non-CSI Graduates	
none	1
1	2
2	6
3-5	10
6-9	5
More than 10	4

In what area?

CSI Graduates	
Early Childhood	3
Elementary	12
English	8
Mathematics	11
Social Studies	6
Science	5
Spanish	3
Italian	1
Special Education	13
ESL/ELL	6
Principal	0
Assistant Principal	2
Other	1

Non-CSI Graduates	
Early Childhood	6
Elementary	11
English	7
Mathematics	8
Social Studies	6
Science	6
Spanish	4
Italian	0
Special Education	14
ESL/ELL	2
Principal	0
Assistant Principal	1
Other	3
Physical Education	3

CAEP/InTASC Standards		Highly Effective	Somewhat Effective	Somewhat Ineffective	Highly Ineffective
How effective was the CSI teacher preparation program in preparing graduate’s ability to...(n=30)					
CAEP 3.3	hold growth mindset and keep engaged in professional development.	14 (47%)	16 (53%)	0 (0%)	0 (0%)
Diversity	understand individual differences, diverse cultures and communities.	14 (47%)	15 (50%)	1 (3%)	0 (0%)
InTASC 2, Diversity	create inclusive learning environments that enable all learners (e.g., English language learners, students with disabilities) to meet high standards.	9 (30%)	20 (67%)	1 (3%)	0 (0%)
Diversity	prepare curricula that is aligned with the Culturally Responsive-Sustaining Education (CR-SE) framework.	3 (10%)	26 (87%)	1 (3%)	0 (0%)
InTASC 3	create engaging and positive classroom environments that support collaborative learning and self-motivation.	11 (37%)	18 (60%)	1 (3%)	0 (0%)
	prepare curricula that address Social-Emotional Learning (SEL).	5 (17%)	25 (83%)	0 (0%)	0 (0%)
InTASC 1	plan developmentally appropriate lessons and units.	11 (38%)	17 (59%)	1 (3%)	0 (0%)
InTASC 6	use multiple methods of assessment to provide feedback to learners and inform instruction.	8 (27%)	19 (63%)	3 (10%)	0 (0%)
InTASC 9	use classroom evidence (including data) and research to develop professional practice.	4 (13%)	25 (84%)	1 (3%)	0 (0%)

Spring 2023 Employer Satisfaction Survey

InTASC 10	collaborate with families, colleagues, other school professionals, and community members to ensure learner growth.	12 (40%)	16 (53%)	2 (7%)	0 (0%)
CAEP 1.5, Technology	integrate appropriate technology in learning experiences and assessments to engage learners and improve learning.	9 (30%)	21 (70%)	0 (0%)	0 (0%)
CAEP 3.3	demonstrate professional dispositions.	15 (50%)	14 (47%)	1 (3%)	0 (0%)
CAEP 3.3	reflect oneself on own teaching practice and be open to feedback.	17 (57%)	13 (43%)	0 (0%)	0 (0%)
CAEP 3.6	understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	15 (50%)	14 (47%)	1 (3%)	0 (0%)

Overall Performance and Capability:

		Highly Capable	Somewhat Capable	Somewhat Incapable	Highly Incapable
	How would you rate CSI alumni’s performance in relation to overall knowledge, skills, and dispositions that will enable them to have a positive impact on all learners?	19 (63%)	11 (37%)	0 (0%)	0 (0%)
	How would you rate non-CSI alumni’s performance in relation to overall knowledge, skills, and dispositions that will enable them to have a positive impact on all learners?	12 (40%)	18 (60%)	0 (0%)	0 (0%)