

Reading Specialist: Employer Satisfaction

2024-2025

Employer Survey of the Reading Specialist Completers: The satisfaction of employers is evaluated using an EPP created Employer Survey in Qualtrics. The survey was presented one year after students graduated (spring 2025). Two employers completed the survey.

Respondents strongly agreed (behavior is performed all the time) that the graduate is able to: assess student performance and make informed instructional decisions to meet learners' developmental needs (cognitive, social, emotional, and physical); adapt instruction to address students' individual strengths, interests, and needs to advance individual student learning; use verbal and nonverbal communication with individuals from diverse cultural backgrounds and differing perspectives in the learning environment; possess a deep knowledge of state content standards and learning progressions in the discipline they teach; recognize learning misconceptions in a discipline, and then create learning experiences that build accurate conceptual understanding; use a variety of instructional strategies to support and expand learners' communication through speaking, listening, writing, and other modes.

Respondents also either strongly agreed or agreed that graduates are able to design instruction to build on learners' prior knowledge and experiences of students; to develop a learning environment that promotes self-directed and collaborative interactions and experiences; to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to their discipline; to understand and use multiple methods of assessment to engage learners in their own growth, to monitor student progress, and to guide decision making; to plan for instruction based on formative and summative assessment data, prior learning knowledge, and learner interest; to use a variety of instructional strategies to support and expand learners' communication through speaking, listening, writing, and other modes; to understand the expectations of the profession including code of ethics, professional standards of practice, and relevant policy and law.

No disagree or strongly disagree responses were recorded.