Teaching effectiveness is assessed throughout the education programs in the St. Bonaventure School of Education. The School uses the Interstate New Teacher Assessment and Support Consortium (INTASC) standards as one method of evaluating teaching effectiveness.

The School of Education surveyed employers of our graduates from 2022-2023 regarding program completers' Impact on P-12 Student Learning by evaluating their ability to meet the InTASC standards and the Knowledge, Skills, and Dispositions of the School of Education while working in the field. These data are presented below.

The employer survey data indicate that completers of our programs plan and deliver instruction designed to meet the needs of diverse learners. Completers implement research–based instructional strategies and use appropriate assessment tools to monitor student learning outcomes. Data are not disaggregated due to the low number of responses.

Employer Satisfaction Survey **(n=6)**

A. Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
				3 50%	3 50%

B. Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
				1 17%	5 83%

C. Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
				1 17%	5 83%

D. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners, to assure mastery of the content.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
				1 17%	5 83%

E. Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
				1 17%	5 83%

F. Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
		1 17%			5 83%

G. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
			1 17%		5 83%

H. Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
				1 17%	5 83%

I. Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
				1 17%	5 83%

J. Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Terrible	Poor	Below Avg.	Above Avg.	Good	Excellent
			1 17%	1 17%	4 66%