

Western utilized employment data for all completers in the last 3 years (2017-2020). Because the data collection has a one-year lag (time between when the data is collected and when the data is available for analysis), 2021 employees were not available until spring of 2022. A survey sample was comprised of 6 elementary schools, 4 middle schools, and 3 high schools (representing over 20% of our employed completers during those years, N=71 sampled). The survey was conducted anonymously.

Response rates for the OACTE Survey GAP year were low; 4 of the 12 schools provided feedback. From the survey data, responses were positive. In general, responses collected provide evidence that candidates are self-reflective, professional, educators. Areas where outcomes of educators' practices were scored lower are consistent with other measures of completer effectiveness (i.e., curriculum and assessment, and classroom environment factors).

**Table 1. Satisfaction in areas associated with school level expectations**

Criteria	Not well at all	Slightly well	Moderately Well	Very Well	Extremely Well
Provides positive contributions in collaborative settings				1	3
Appropriately utilize/participate in district or school-based frameworks (e.g., MTSS, RtI, PBIS)				1	3
Demonstrates a value for fair and equitable practices that support and affirm all students				3	1
Reflects on practice to identify personal areas of growth				3	1
Demonstrates organizational skills and timeliness with documentation required in the job description (e.g., managing IEPs, tracking student testing data, tracking student growth goals, etc.)				3	1

**Table 2. Satisfaction in areas associated with classroom level expectations**

Criteria	Not well at all	Slightly well	Moderately Well	Very Well	Extremely Well
Demonstrates competence in designing, supplementing, or revising curriculum and instructional practices			1	2	1
Demonstrates competence in employing classroom-level assessment practices to inform classroom-level decisions (e.g., instruction, student supports, planning, etc.)			1	2	1
Creates a positive learning environment that supports inclusivity				2	2
Possesses sufficient content knowledge and can apply it effectively during instruction				3	1
Appropriately addresses student behaviors			1	1	2
Engages in positive parent and student communication				4	
Utilizes technology to positively impact student learning			1	3	
	Extremely Dissatisfied	Somewhat Dissatisfied	Neither dissatisfied nor satisfied	Somewhat Satisfied	Extremely Satisfied
Overall, how satisfied are you with the effectiveness of WOU prepared teachers to create a positive impact on K-12 students?				1	3