**Initial Program Employer Satisfaction Survey** (Spring 2024)

All NYC DOE schools that hired initial program completers (1-3 years after completion): *N*= 51,
Total Responses *n* = 23 (45%)

**School Location**

| Staten Island | 20 |
|---|---|
| Brooklyn | 2 |
| Manhattan | 1 |

**School Type**

| Elementary School | 6 |
|---|---|
| Middle/Junior High School | 2 |
| High School | 12 |
| Combination School (e.g., k-8, 1-12) | 1 |

**Employment during the last 2 years**

| CSI Graduates | |
|---|---|
| 0 | |
| 1 | 9 |
| 2 | 6 |
| 3-5 | 4 |
| 6-9 | 1 |
| More than 10 | 0 |

| Non-CSI Graduates | |
|---|---|
| 0 | 3 |
| 1 | 2 |
| 2 | 6 |
| 3-5 | 7 |
| 6-9 | 0 |
| More than 10 | 3 |

**In what area?**

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

| Non-CSI Graduates | |
|---|---|
| Early Childhood | 3 |
| Elementary | 4 |
| English | 5 |
| Mathematics | 4 |
| Social Studies | 5 |
| Science | 2 |
| Spanish | 0 |
| Italian | 0 |
| Special Education | 6 |
| ESL/ELL | 1 |
| Principal | 0 |
| Assistant Principal | 0 |
| Other | 1 |
| Physical Education | 0 |

## Initial Program Employer
## Satisfaction Survey results by Program

| CAEP/ InTASC Standards | How effective was the CSI teacher preparation program in preparing graduate's ability to… | Program | Highly Effective 4 | 3 | 2 | Highly Ineffective 1 |
|---|---|---|---|---|---|---|
| InTASC 9, CAEP R1.4 | hold growth mindset and keep engaged in professional development. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 4 (67%) | 2 (33%) | 0 | 0 |
| | | Adolescence English | 4 (80%) | 1 (20%) | 0 | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 0 | 1 (100%) | 0 | 0 |
| | | Special Education | 4 (80%) | 1 (20%) | 0 | 0 |
| | | TESOL | 1 (100%) | 0 | 0 | 0 |
| | | **Total** | **18 (78%)** | **5 (22%)** | **0** | **0** |

| Standard | Description | Program | | | | |
|---|---|---|---|---|---|---|
| InTASC 2, 3, CAEP R1.1, Diversity | understand individual differences, diverse cultures and communities. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 1 (17%) | 5 (83%) | 0 | 0 |
| | | Adolescence English | 4 (80%) | 1 (20%) | 0 | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 0 | 1 (100%) | 0 | 0 |
| | | Special Education | 0 | 5 (100%) | 0 | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **10 (43%)** | **13 (57%)** | **0** | **0** |
| InTASC 2, CAEP R1.1 | create inclusive learning environments that enable all learners (e.g., English language learners, students with disabilities) to meet high standards. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 2 (33%) | 3 (50%) | 1 (17%) | 0 |
| | | Adolescence English | 3 (60%) | 1 (20%) | 1 (20%) | 0 |

| Standard | Description | Program | | | | |
|---|---|---|---|---|---|---|
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 2 (67%) | 1 (33%) | 0 | 0 |
| | | Adolescence Science | 0 | 1 (100%) | 0 | 0 |
| | | Special Education | 2 (40%) | 2 (40%) | 1 (20%) | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **11 (48%)** | **9 (39%)** | **3 (13%)** | **0** |
| InTASC 7, CAEP R1.3 | prepare curricula that is aligned with the Culturally Responsive-Sustaining Education (CR-SE) framework. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 1 (17%) | 4 (66%) | 1 (17%) | 0 |
| | | Adolescence English | 3 (60%) | 2 (40%) | 0 | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 2 (67%) | 1 (33%) | 0 | 0 |
| | | Adolescence Science | 0 | 1 (100%) | 0 | 0 |

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| | | Special Education | 0 | 4 (80%) | 1 (20%) | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **8 (35%)** | **13 (57%)** | **2 (8%)** | **0** |
| InTASC 7, CAEP R1.3 | prepare curricula that address Social-Emotional Learning (SEL). | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 2 (33%) | 4 (67%) | 0 | 0 |
| | | Adolescence English | 3 (60%) | 2 (40%) | 0 | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 2 (67%) | 1 (33%) | 0 | 0 |
| | | Adolescence Science | 0 | 1 (100%) | 0 | 0 |
| | | Special Education | 1 (20%) | 4 (80%) | 0 | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **10 (43%)** | **13 (57%)** | **0** | **0** |

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| InTASC 3, CAEP R1.1 | create engaging and positive classroom environments that support collaborative learning and self-motivation. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 3 (50%) | 3 (50%) | 0 | 0 |
| | | Adolescence English | 4 (80%) | 0 | 1 (20%) | 0 |
| | | Adolescence Social Studies | 0 | 1 (100%) | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 0 | 1 (100%) | 0 | 0 |
| | | Special Education | 3 (60%) | 1 (20%) | 1 (20%) | 0 |
| | | TESOL | 1 (100%) | 0 | 0 | 0 |
| | | **Total** | **15 (65%)** | **6 (26%)** | **2 (9%)** | **0** |
| InTASC 1, CAEP R1.1 | plan developmentally appropriate lessons and units. | Early Childhood | 0 | 1 (100%) | 0 | 0 |
| | | Childhood | 3 (50%) | 3 (50%) | 0 | 0 |
| | | Adolescence English | 3 (60%) | 1 (20%) | 0 | 1 (20%) |

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|---|---|---|---|---|---|---|
| | | Adolescence Social Studies | 0 | 1 (100%) | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 1 (100%) | 0 | 0 | 0 |
| | | Special Education | 4 (80%) | 0 | 1 (20%) | 0 |
| | | TESOL | 1 (100%) | 0 | 0 | 0 |
| | | **Total** | **15 (66%)** | **6 (26%)** | **1 (4%)** | **1 (4%)** |
| InTASC 6, CAEP R1.3 | use multiple methods of assessment to provide feedback to learners and inform instruction. | Early Childhood | 0 | 1 (100%) | 0 | 0 |
| | | Childhood | 2 (33%) | 4 (67%) | 0 | 0 |
| | | Adolescence English | 2 (40%) | 2 (40%) | 0 | 1 (20%) |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 1 (100%) | 0 | 0 | 0 |

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|---|---|---|---|---|---|---|
| | | Special Education | 2 (40%) | 2 (40%) | 1 (20%) | 0 |
| | | TESOL | 1 (100%) | 0 | 0 | 0 |
| | | **Total** | **12 (53%)** | **9 (39%)** | **1 (4%)** | **1 (4%)** |
| InTASC 8, CAEP R1.3 | use multiple appropriate instructional strategies to support all learners. | Early Childhood | 0 | 1 (100%) | 0 | 0 |
| | | Childhood | 1 (17%) | 5 (83%) | 0 | 0 |
| | | Adolescence English | 2 (40%) | 2 (40%) | 1 (20%) | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 1 (100%) | 0 | 0 | 0 |
| | | Special Education | 2 (40%) | 2 (40%) | 1 (20%) | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **10 (43%)** | **11 (48%)** | **2 (9%)** | **0** |

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|---|---|---|---|---|---|---|
| InTASC 9, CAEP R1.4 | use classroom evidence (including data) and research to develop professional practice. | Early Childhood | 0 | 1 (100%) | 0 | 0 |
| | | Childhood | 0 | 6 (100%) | 0 | 0 |
| | | Adolescence English | 3 (60%) | 1 (20%) | 0 | 1 (20%) |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 2 (67%) | 1 (33%) | 0 | 0 |
| | | Adolescence Science | 0 | 1 (100%) | 0 | 0 |
| | | Special Education | 0 | 5 (100%) | 0 | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **6 (26%)** | **16 (70%)** | **0** | **1 (4%)** |
| InTASC 10, CAEP R1.4 | collaborate with families, colleagues, other school professionals, and community members to ensure learner growth. | Early Childhood | 0 | 1 (100%) | 0 | 0 |
| | | Childhood | 1 (17%) | 5 (83%) | 0 | 0 |
| | | Adolescence English | 3 (60%) | 1 (20%) | 1 (20%) | 0 |

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|---|---|---|---|---|---|---|
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 0 | 0 | 1 (100%) | 0 |
| | | Special Education | 1 (20%) | 4 (80%) | 0 | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **9 (39%)** | **12 (52%)** | **2 (9%)** | **0** |
| InTASC 6, 8 CAEP R1.3, Technology | integrate appropriate technology in learning experiences and assessments to engage learners and improve learning. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 3 (50%) | 3 (50%) | 0 | 0 |
| | | Adolescence English | 4 (80%) | 0 | 1 (20%) | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 2 (67%) | 1 (33%) | 0 | 0 |
| | | Adolescence Science | 1 (100%) | 0 | 0 | 0 |

|  |  | | | | | |
|---|---|---|---|---|---|---|
|  |  | Special Education | 3 (60%) | 2 (40%) | 0 | 0 |
|  |  | TESOL | 1 (100%) | 0 | 0 | 0 |
|  |  | **Total** | **16 (70%)** | **6 (26%)** | **1 (4%)** | **0** |
| InTASC 9, CAEP R1.4 | demonstrate professional dispositions. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
|  |  | Childhood | 3 (50%) | 3 (50%) | 0 | 0 |
|  |  | Adolescence English | 4 (80%) | 1 (20%) | 0 | 0 |
|  |  | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
|  |  | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
|  |  | Adolescence Science | 0 | 0 | 0 | 1 (100%) |
|  |  | Special Education | 3 (60%) | 2 (40%) | 0 | 0 |
|  |  | TESOL | 0 | 1 (100%) | 0 | 0 |
|  |  | **Total** | **15 (65%)** | **7 (31%)** | **0** | **1 (4%)** |

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|---|---|---|---|---|---|---|
| InTASC 9, CAEP R1.4 | reflect oneself on own teaching practice and be open to feedback. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 4 (67%) | 2 (33%) | 0 | 0 |
| | | Adolescence English | 3 (60%) | 2 (40%) | 0 | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| | | Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| | | Adolescence Science | 0 | 0 | 0 | 1 (100%) |
| | | Special Education | 3 (60%) | 2 (40%) | 0 | 0 |
| | | TESOL | 0 | 1 (100%) | 0 | 0 |
| | | **Total** | **15 (65%)** | **7 (31%)** | **0** | **1 (4%)** |
| InTASC 9, CAEP R1.4 | understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 3 (50%) | 3 (50%) | 0 | 0 |
| | | Adolescence English | 3 (60%) | 2 (40%) | 0 | 0 |

| Program | | | | |
|---|---|---|---|---|
| Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |
| Adolescence Mathematics | 3 (100%) | 0 | 0 | 0 |
| Adolescence Science | 0 | 0 | 0 | 1 (100%) |
| Special Education | 2 (40%) | 3 (60%) | 0 | 0 |
| TESOL | 0 | 1 (100%) | 0 | 0 |
| **Total** | **13 (57%)** | **9 (39%)** | **0** | **1 (4%)** |

| | **Overall Performance and Capability:** | Program | Very Capable 4 | 3 | 2 | Very Incapable 1 |
|---|---|---|---|---|---|---|
| CAEP R1.1, R1.2, R1.4 | 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? | Early Childhood | 1 (100%) | 0 | 0 | 0 |
| | | Childhood | 2 (33%) | 3 (50%) | 0 | 1 (17%) |
| | | Adolescence English | 2 (40%) | 3 (60%) | 0 | 0 |
| | | Adolescence Social Studies | 1 (100%) | 0 | 0 | 0 |

| | | |
|---|---|---|---|---|
| Adolescence Mathematics | 2 (67%) | 1 (33%) | 0 | 0 |
| Adolescence Science | 0 | 1 (100%) | 0 | 0 |
| Special Education | 2 (40%) | 3 (60%) | 0 | 0 |
| TESOL | 0 | 1 (100%) | 0 | 0 |
| **Total** | **10 (43%)** | **12 (53%)** | **0** | **1 (4%)** |