

USG 2009 Employer Survey of Graduates
Clayton State University

I. CONTENT AND CURRICULUM	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Demonstrate broad, current, and specialized knowledge in my field(s).	777	1.0	1.9	32.9	64.1
2. Understand and use content and pedagogical knowledge that is appropriate for diverse learners.	778	1.2	3.3	34.8	60.5
3. Interpret and construct school, district, and programmatic curricula that reflect state and national content area standards.	777	0.9	3.1	36.3	59.3

II. KNOWLEDGE OF STUDENTS, TEACHING AND LEARNING	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
4. Hold high expectations for all because they believe that everyone can learn at high levels.	767	1.2	3.4	28.0	67.4
5. Demonstrate an understanding of how students develop and learn.	767	0.9	4.2	36.6	58.3
6. Demonstrate a caring learning environment.	765	0.9	2.6	26.1	70.1
7. Communicate effectively with learners from diverse cultural backgrounds.	766	1.0	3.4	35.2	60.1
8. Use the best professional practices to meet the needs of diverse learners.	765	1.4	5.4	37.9	55.0
9. Understand how factors inside and outside of school may influence students' lives and learning.	766	0.9	4.0	36.3	58.4
10. Establish respectful and productive relationships with families and communities to support student learning.	766	0.8	3.9	33.8	61.1

III. LEARNING ENVIRONMENT	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
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11. Create learning environments that focus on engaging all students in learning, collaboratively, and individually.	757	1.2	4.2	32.2	62.4
12. Manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse learners in productive tasks.	756	2.0	5.0	36.1	56.9
13. Use knowledge about human motivation and behavior to develop strategies for organizing and supporting learning.	754	0.9	5.3	41.1	52.7
14. Use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools.	754	0.8	4.1	42.4	52.1

IV. CLASSROOM, PROGRAM AND SCHOOL WIDE ASSESSMENT	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
15. Choose, develop, and use assessment methods appropriate for instructional and programmatic decisions.	755	0.7	3.6	40.3	55.1
16. Use available resources including technology to keep accurate and up-to-date records.	753	0.5	2.3	38	59.1
17. Use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel.	751	0.8	3.7	40.9	54.1

V. PLANNING AND INSTRUCTION	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
18. Plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data.	748	1.2	2.1	37.2	59.4
19. Use a variety of research-based strategies to support learners.	749	1.3	4.4	39.5	54.3
20. Monitor and adjust strategies in response to learner feedback.	745	1.5	5.5	40	52.9
21. Integrate technology and other multimedia resources appropriately to maximize learning opportunities for all students.	746	0.9	3.2	38.7	56.4

VI. PROFESSIONALISM	<i>n</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
22. Work collaboratively with colleagues and other professionals.	748	1.3	3.9	25.8	69.0
23. Communicate respect and concern for all students.	748	0.9	2.1	28.1	68.4
24. Understand and implement laws related to rights and responsibilities of students, educators, and families.	745	0.9	1.9	38.1	58.0
25. Follow established codes of professional conduct, including school and district policies.	749	1.3	2.4	29.4	66.6
26. Play a leadership role in the school community.	749	1.7	8.1	41	46.3
27. Actively participate in and contributes to school wide improvement efforts.	748	1.3	4.9	37.8	54.8
28. Seek opportunities to learn based on reflection, input from others, and career goals.	746	1.2	3.5	37.1	57.6
29. Systematically reflect on teaching and learning to improve own practice.	746	1.3	4	38.2	55.9

Encourage to Attend 734

No 1.2

Yes 98.8

N/A
0.1
0.4

N/A
0.3
0.3
0.3
0.4
0.4

N/A

0.5

N/A
0.4
0.1
0.5

N/A
0.1
0.1
0.7

N/A
0.4
1.1
0.3
2.8
1.1
0.5
0.5