



**INTERAMERICAN UNIVERSITY DE PUERTO RICO**  
**FAJARDO CAMPUS**  
**DEPARTMENT OF EDUCATION AND SOCIAL SCIENCES**  
**TEACHER EDUCATION PROGRAM**

**EMPLOYER SATISFACTION SURVEY (CAEP 4.3)**

Name of graduate you employ: \_\_\_\_\_

Specialty: \_\_\_\_\_ Graduation date : \_\_\_\_\_

School Name: \_\_\_\_\_

Director's Name:

\_\_\_\_\_

**Instructions and purpose of the instrument:**

*Dear Employer: The Teacher Education Program (PEM) wishes **to know your level of satisfaction** with the quality of academic preparation regarding the **competencies of the graduate and its professional performance that you employ and have visited in the classroom**. We appreciate you completing the instrument and returning it as soon as possible. As an employer, , we want you to provide us with your level of satisfaction regarding the quality of academic preparation and its professional executor, using the premises provided and taking into account the following scale:*

**5- Very satisfied 4- Quite satisfied 3- Satisfied 2- Unsatisfied 1- Not satisfied**

**I. INSTRUMENT OF SATISFACTION**

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
<b>Mastery of them ateria he teaches</b>				
1.1	4, 5, 7	1, 2	1. Design the development of the class, according to the contents and expectations of the subject matter it teaches.	⑤ ④ ③ ② ①
1.1	1, 2, 3, 4, 5, 7	1, 2, 3, 5	2. Design differentiated learning activities, according to the levels and stages of cognitive, social, linguistic and emotional development of the student.	⑤ ④ ③ ② ①
1.1	4, 5, 7	1, 2	3. Design clear, relevant, and specific learning experiences according to the content and level you teach.	⑤ ④ ③ ② ①
1.1	4, 5, 7	1, 2	4. Design and perform learning experiences by integrating the content of the subject you teach with other subjects	⑤ ④ ③ ② ①

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1 1.3	4 5, 7	2 3, 5, 8	5. It drafts the objectives of the class in conceptual, procedural and attinal terms promoting learning activities relevant to the contextual reality of the student.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 7, 8	1 2, 3	6. Build questions of different levels of thought, according to the content standards/expectations of the subject matter you teach.	⑤ ④ ③ ② ①
<b>Implementation of instructional strategies</b>				
1.2 1.3	4 5, 7, 8	1 2, 3	7. Apply varied teaching strategies and techniques, ACCORDING to the objectives of the class and subject you teach.	⑤ ④ ③ ② ①
1.1 1.3 1.5	3 5 7, 8	3 7 10	8. Use programs, technology equipment, materials and web links in the teaching and learning process available, ACCORDING to the subject matter you teach.	⑤ ④ ③ ② ①
1.1 1.3	6, 7, 8	2 3, 5, 6	9. Use assessment results and tests to plan re-teaching and differentiated teaching activities.	⑤ ④ ③ ② ①
1.1	2, 3, 5	2, 4	10. Maintains an environment of respect that promotes positive social interactions in the classroom.	⑤ ④ ③ ② ①
1.1	2, 3, 5	4, 5	11. It facilitates an environment that promotes the attention and motivation of students in the classroom.	⑤ ④ ③ ② ①
1.1	5, 6, 9, 10	4, 5	12. It informs students and parents the progress of their students constantly.	⑤ ④ ③ ② ①
1.1	3, 5, 7, 8	3, 4	13. The learning activities used promote active participation and collaboration of the student in their learning.	⑤ ④ ③ ② ①
1.1	2, 4, 5, 7, 8	1, 2, 3, 4, 5	14. Design differentiated learning activities, according to the levels and stages of cognitive, social, linguistic and emotional development of the student.	⑤ ④ ③ ② ①
<b>CC Tecology</b>				
1.1 1.5	3 4, 5, 7	1 3, 4, 7, 10	15. Design learning experiences by integrating scheduled, technological equipment and available weblinks, according to the subject matter you teach.	⑤ ④ ③ ② ①
1.1 1.5	3 4, 5, 7	1 3, 4, 7, 10	16. He uses the technology available to promote information search and presentation skills in his students, according to the subject he teaches.	⑤ ④ ③ ② ①
1.5	2, 3, 4, 5, 7, 8	2, 3, 4, 5, 7	17. It uses the technology available to promote technological assistance, services and differentiated teaching.	⑤ ④ ③ ② ①
<b>Professional disposition and responsibility</b>				
1.1	9, 10	4, 8, 9, 11	18. It exhibits appropriate and ethica lconduct, in accordance with its teaching functions and responsibilities.	⑤ ④ ③ ② ①
1.1	9	8, 11	19. Demonstrates a responsive and professional attitude to your immediate supervisor's recommendations.	⑤ ④ ③ ② ①
1.1	9, 10	8, 9, 10, 11	20. Participate in professional, extracurricular and community activities inside and outside the school.	⑤ ④ ③ ② ①

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1	9, 10	St. 11	21. Evidence commitment to its professional updating by attending various professional development activities, belonging to professional organizations or conducting graduate studies, among others.	⑤ ④ ③ ② ①
<b>CC Diversity</b>				
1.1	2, 3, 4, 5, 7, 8	2, 3, 5	22. Plan and adapt educational activities THAT ADDRESS individual, social, cultural AND linguistic differences.	⑤ ④ ③ ② ①
1.1	2, 4, 5	2, 3, 5	23. Adapt the teaching and learning process to serve students with differentiated needs.	⑤ ④ ③ ② ①
1.1	2, 3, 5, 7, 8	2, 3, 5	24. Deuestra sensibility and understanding to the diversity of students in the classroom.	⑤ ④ ③ ② ①
<b>Skills of investigation /College Career Readiness</b>				
1.1 1.4	4 5, 8	2 3, 4,7	25. Ask questions that encourage your students to think critically and thoughtfully.	⑤ ④ ③ ② ①
1.1 1.4	4 5, 8	2 3, 4, 7	26. Plan learning experiences that promote information search and research skills in their STUDENTS.	⑤ ④ ③ ② ①
1.1 1.4	4 5, 7, 8	2 3, 4	27. It carries out learning experiences for its students TO train them in solving problems of daily life, decision-making and creativity.	⑤ ④ ③ ② ①
<b>Effectiveness in learning K-12 students</b>				
1.1 1.3	4 5, 6, 7	4 5, 6	28. Dthat rolls, manages and analyzes assessments of the summary results to show that there was gain in learning their students in their classes.	⑤ ④ ③ ② ①
4.1	4, 6, 5, 7	4, 5, 6,7	29. Deuestra that it had a positive impact on the learning of its students by planning, developing and analyzing the RESULTS OF THE TRAINING assessments used during the teaching process.	⑤ ④ ③ ② ①
1.1, 1.3	4, 5, 6, 8	4, 5, 6,7	30. Dundertakes that your instruction is effective by using various evaluative methods and varied assessments TO INFORM THE LEARNING GAIN IN TUNE WITH THE objectives set.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 6, 7, 8	4 5, 6	31. Adapt the teaching and learning process to demonstrate an effective increase in learning in your students.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 7, 8	4 5, 6	32. It uses a variety of teaching techniques to demonstrate an effective increase in learning in tune with students' needs.	⑤ ④ ③ ② ①
1.1	4, 5, 7, 8	4, 5, 6	33. It uses teaching materials available in the teaching and learning process to demonstrate an effective increase in the learning of its students.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 6, 8	4 5, 6	34. It demonstrates an increase in the learning of its students through the use of a variety of evaluative and assessment techniques.	⑤ ④ ③ ② ①

**II. EMPLOYER SATISFACTION LEVEL**

1. How do you assess your level of satisfaction regarding the effectiveness of professional performance in the position held by graduates/graduates of the Fajardo Campus Teacher Education Program that you EMPLOY AND have supervised?
  - a. Very satisfied
  - b. Pretty satisfied
  - c. Satisfied
  - d. Unsatisfied
  - e. I'm not satisfied.
  
2. How do you assess the quality of academic readiness received by Fajardo Campus Teacher Education Program graduates you employ and have supervised?
  - a. Excellent
  - b. Good
  - c. Satisfactory
  - d. Poor
  - e. Poor
  
3. How satisfied do you feel about the school you run regarding the quality of academic preparation received by graduates of the Fajardo Campus Teacher Education Program that you employ and have supervised?
  - To. Very satisfied
  - B. Pretty satisfied
  - c. Satisfied
  - d. Unsatisfied
  - e. I'm not satisfied.

**III. RECOMMENDATIONS/COMMENTS**

1. What recommendations can you offer the Teacher Readiness Program to improve program quality?

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**THANK YOU FOR YOUR COOPERATION!**