

## CAEP Annual Accountability Measure 2

### Satisfaction of Employers and Stakeholder Involvement

#### Initial R4.2 & R5.3 and Advanced RA.4.1

#### Evidence Overview

##### **Advanced Level Employer and Alumni Satisfaction Focus Groups**

Working within the framework established by the Graduate Quality Assurance System (GQAS) for collecting valid and reliable evidence, NNU's Graduate Education Department developed a methodology for determining both completer and employer satisfaction. Using Idaho Content Standards as well as advanced standards for CAEP, a set of open-ended questions were developed by the Faculty Oversight Committee. These questions were fashioned to be utilized in a series of focus groups with stakeholders to determine both completer and employer satisfaction within licensure programs at NNU. The qualitative questions were open-ended enough to use with individual interviews as well, as the EPP wanted to have the flexibility to gather as much data as possible to use in continuous improvement.

Stakeholder focus groups are being implemented as follows:

Academic Year	Completers	Employers
2020-21	PILOT (mixed completers who have held certification for more than three years)	PILOT (mixed employers who have employed NNU completers in the past)
2021-22	Building Administration	Building Administration
2022-23	Superintendent	Superintendent
2023-24	Director of Special Education & Exceptional Child	Director of Special Education & Exceptional Child
2024-25	Building Administration	Building Administration
2025-26	Superintendent	Superintendent
2026-27	Director of Special Education & Exceptional Child	Director of Special Education & Exceptional Child

Using this cycle, each program has a dedicated set of focus groups two times within each accreditation cycle.

**Data Analysis:** Program faculty are qualified to conduct qualitative research, which includes coding and finding themes. Transcripts of the focus groups and/or interviews will be created using the Arc Studio within the Canvas Learning Management System utilized by all faculty in the EPP. Transcripts will be read multiple times, coded, and themes will emerge based on questions asked of the participants. Coding will be done by one faculty member, then themes will be developed at the Faculty Oversight Committee. This will allow multiple perspectives to be included as data are analyzed.

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#### Initial Level Employer Satisfaction R4.2 & Stakeholder Involvement R5.3

In 2014-2015, the Idaho Coalition for Educator Preparation (ICEP) developed and validated an employer survey to inform the continuous improvement of Idaho EPPs. The surveys were developed to measure employer satisfaction of the teachers prepared by EPPs across the state of Idaho. The survey ratings are aligned with the Danielson Framework for Teaching (FFT) observation rubric (1=Unsatisfactory, 2=Basic, 3=Proficient, and 4=Distinguished) to maintain consistency across EPPs and evaluation items. The question items are aligned with InTASC standards. The employer surveys were validated through ICEP in the summer of 2015 and first distributed in fall of 2015 across the state of Idaho to inform continuous improvement efforts for all EPPs.

#### Evidence

**Description of Evidence:** The evidence section below presents data from the Initial Level **Employer Survey** administered in Spring of 2022 to school building administrators for EPP alumni who completed the program in 2019-2020 and were in their first year of teaching.

#### 2022 Employer Survey of Initial Completers from 2019-2020

Employer Survey Question	Mean
1. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	3.20
2. The teacher/employee uses instructional strategies that promote active learning.	3.20
3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.23
4. The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.	2.86
5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	3.12
6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	3.16
7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	2.96

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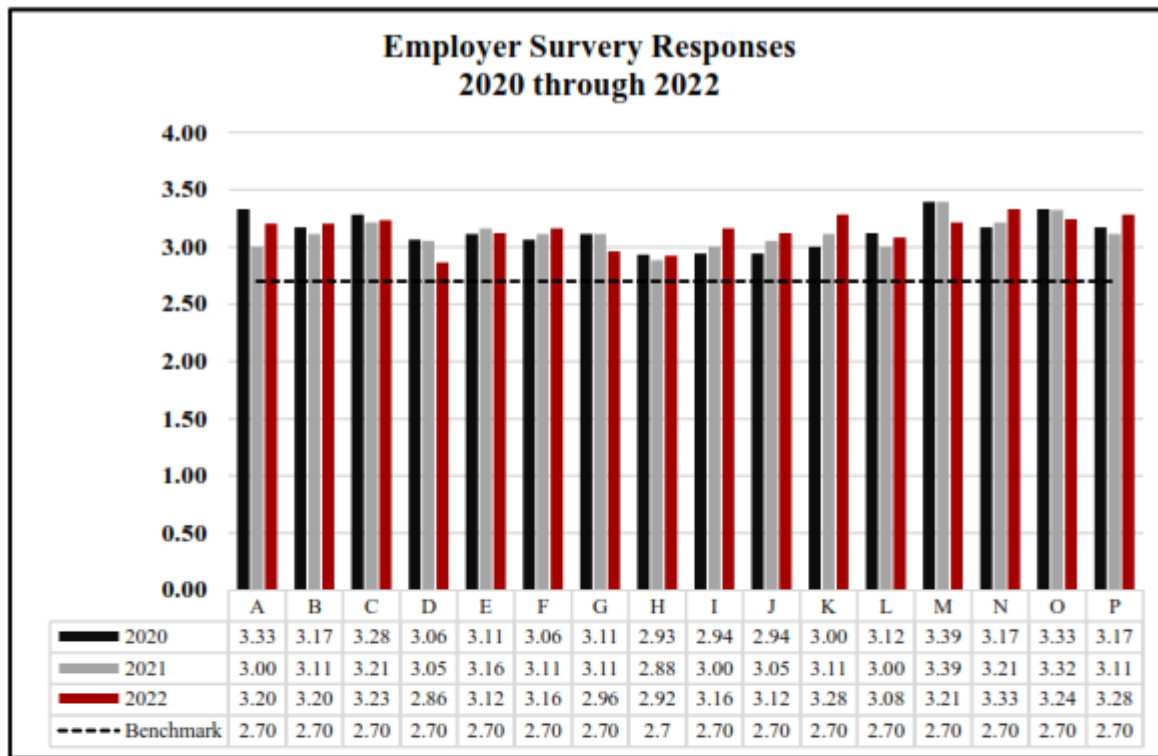
8. The teacher/employee uses strategies that support new English language learners.	2.92
9. The teacher/employee helps learners assess their own learning.	3.16
10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	3.12
11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.	3.28
12. The teacher/employee has a positive effect on student achievement according to state assessments.	3.08
13. The teacher/employee uses technology to enhance learning and learning environments.	3.21
14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.33
15. The teacher/employee uses self-reflection as a means of improving performance.	3.24
16. The teacher/employee maintains accurate records.	3.28

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2022 Response Rate: 48.4% (15/31)

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		2020	2021	2022
<b>A</b>	Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.33	3.00	3.20
<b>B</b>	Use instructional strategies that promote active student learning	3.17	3.11	3.20
<b>C</b>	Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.28	3.21	3.23
<b>D</b>	Use a variety of assessments to determine student strengths, needs and programs	3.06	3.05	2.86
<b>E</b>	Choose teaching strategies for different instructional purposes and to meet different student needs	3.11	3.16	3.12
<b>F</b>	Evaluate the effects of my actions and modify plans accordingly	3.06	3.11	3.16
<b>G</b>	Encourage students to see, question, and interpret ideas from diverse perspectives	3.11	3.11	2.96
<b>H</b>	Teach in ways that support new English language learners	2.93	2.88	2.92
<b>I</b>	Help students learn how to assess their own learning	2.94	3.00	3.16
<b>J</b>	Teach students with a wide variety of exceptional needs	2.94	3.05	3.12
<b>K</b>	Honor diverse cultures and incorporate culturally responsive curriculum	3.00	3.11	3.28
<b>L</b>	Have a positive effect on student achievement according to state assessments	3.12	3.00	3.08
<b>M</b>	Use technology to enhance learning and learning environments	3.39	3.39	3.21
<b>N</b>	Understand value of working with colleagues, families, community agencies in meeting student needs	3.17	3.21	3.33
<b>O</b>	Use self-reflection as a means of improving instruction	3.33	3.32	3.24
<b>P</b>	Maintain accurate records	3.17	3.11	3.28

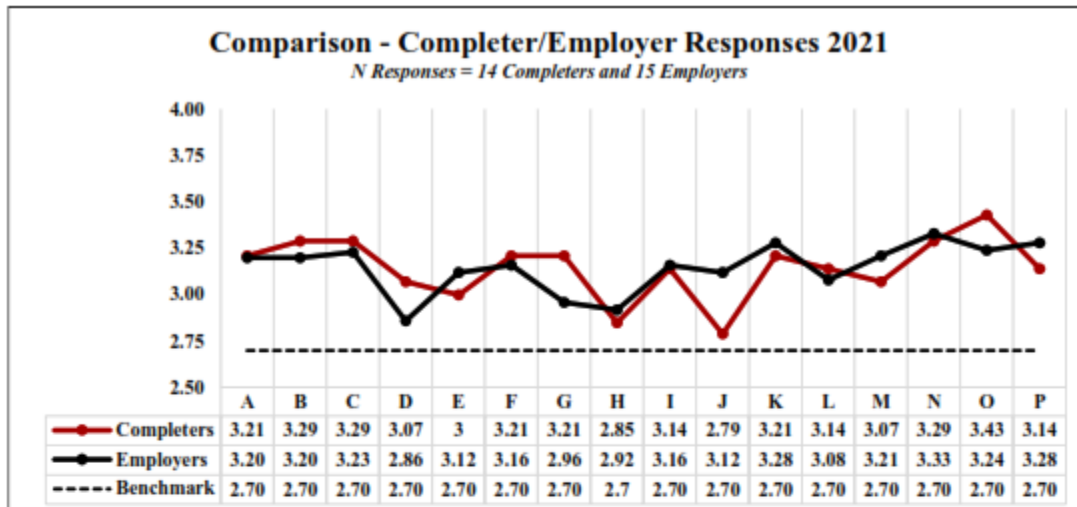
2020: 47% response rate (18/38)

2021: 45% response rate (19/42)

2022: 48.4% response rate (15/31)

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Responses by Completer Year									
	All Years	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Responses	66	2	1	1	20	10	8	14	10
Traditional	37	1	1	0	12	3	5	8	7
Ace	29	1	0	1	8	7	3	6	3
Elementary	29	2	1	0	11	5	4	3	3
Secondary	37	0	0	1	9	5	4	11	7

		Completers	Employers	Difference
A	Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.21	3.20	0.01
B	Use instructional strategies that promote active student learning	3.29	3.20	0.09
C	Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.29	3.23	0.06
D	Use a variety of assessments to determine student strengths, needs and programs	3.07	2.86	0.21
E	Choose teaching strategies for different instructional purposes and to meet different student needs	3	3.12	-0.12
F	Evaluate the effects of my actions and modify plans accordingly	3.21	3.16	0.05
G	Encourage students to see, question, and interpret ideas from diverse perspectives	3.21	2.96	0.25
H	Teach in ways that support new English language learners	2.85	2.92	-0.07
I	Help students learn how to assess their own learning	3.14	3.16	-0.02
J	Teach students with a wide variety of exceptional needs	2.79	3.12	-0.33
K	Honor diverse cultures and incorporate culturally responsive curriculum	3.21	3.28	-0.07
L	Have a positive effect on student achievement according to state assessments	3.14	3.08	0.06
M	Use technology to enhance learning and learning environments	3.07	3.21	-0.14
N	Understand value of working with colleagues, families, community agencies in meeting student needs	3.29	3.33	-0.04
O	Use self-reflection as a means of improving instruction	3.43	3.24	0.19
P	Maintain accurate records	3.14	3.28	-0.14

\*\*Data based upon 20-21 completers, not based upon year of survey

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#### **Stakeholder Involvement R5.3**

The integrated use of an Advisory Board composed of stakeholders demonstrates the EPP's commitment to collaborative partnerships. Currently, the Advisory Board's work impacts all aspects of the preparation program and the dispositions assessment of all candidates. The board was provided with a review of recent data for the program to update them on the impact of the previous year's work. Additionally, the board identified the most pressing issues facing the K-12 classroom and school settings. They were then tasked to identify ways in which the candidates in the program can be best prepared to meet these challenges and needs effectively. In conjunction with that work, the board discussed how to best prepare cooperating teachers to fulfill the role of helping to support and prepare the candidates that they are assigned. This information is being used to create a training course for upcoming cooperating teachers in which they can gain knowledge and understanding to be highly effective in their role.

#### **Continuous Improvement**

##### **Initial Level**

Overall, the mean scores from the Employer Survey indicate employers evaluate our preparation programs to be proficient and above. Preparation for English language learners and student self-assessment of learning continue to be areas for improvement, and will continue to be monitored for improvement through the EPP Quality Assurance System.

Additionally, the EPP has begun conversations with the State Department of Education around the possibility of obtaining state averages from employer satisfaction survey data to use as a comparison group against the EPP employer satisfaction survey data. Discussions continue on how to obtain this valuable comparison group data while maintaining employer and other EPP confidentiality.

##### **Advanced Level Plans for RA.4.1 Spring 2022**

Pilot Study (Spring 2021): Questions were developed during Spring 2021 within the Faculty Oversight Committee, then utilized in a pilot study with completers who have held their certifications for longer than three years. Additionally, a second pilot study included employers who have had experience with clinical placements and are familiar with NNU's Educational Leadership programs. The purpose of a pilot study in qualitative research is to determine if interview protocols are sufficient to answer the overall questions. This also helps as part of a larger validation plan for each instrument being used as part of continuous improvement. As these

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were semi-structured focus groups, pilot participants were asked all of the listed questions, some follow up clarification questions, as well as some additional questions about the interview itself. Feedback from participants necessitated some changes to wording or content as well as some additional questions suggested during the feedback portion of the focus group. Focus groups were conducted using the electronic meeting platform, BlueJeans.

In Spring 2022, a random sample of completers were selected from the past three years from the total number of completers from Educational Leadership Building Administration Master's and Educational Specialist degrees awarded. Employers of these completers agreed to participate in a focus group using the validated and piloted questions from Spring 2021. As written in Advanced Phase-in plan 4.2, data will be gathered for each group twice during the accreditation cycle. Data will be coded and themed by qualified faculty to use with stakeholder groups and oversight committees for programmatic change.