

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 and advanced standards for CAEP, the Faculty Oversight Committee developed open-ended questions. 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. As of Spring 2024, we are one set of data collection behind, but will be able to catch up in the upcoming weeks as we disseminate data and determine where our completers are employed as some of the placements are new.

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 is being done by one faculty member to ensure consistency across data

CAEP Annual Accountability Measure 2

Satisfaction of Employers and Stakeholder Involvement

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

sets. At the end of the full cycle of focus groups, we will meet as a faculty to find themes.

Initial Level Satisfaction of Employers & Stakeholder Involvement (R4.2, 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 teachers prepared by EPPs across 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. The Initial EPP at NNU has been analyzing Employer Satisfaction survey data for nine years, continuously, beginning in fall of 2015 and continuing through spring of 2024. Combining the Employer Satisfaction Survey with the recommendations and feedback from our Stakeholder Advisory Board provides the Initial Program with a comprehensive view in this area.

Evidence

Description of Evidence: The evidence section below presents data from the Initial Level **Employer Survey** administered in Spring of 2024 to school building administrators for EPP alumni who completed the program in 2021-2022 and were in their second year of teaching.

2023-2024 Employer Survey of Initial Completers from 2021-2022

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.	2.96
2. The teacher/employee uses instructional strategies that promote active learning.	3.00
3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	2.96
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.	2.83
5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	2.83
6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	2.96

CAEP Annual Accountability Measure 2
Satisfaction of Employers and Stakeholder Involvement
Initial R4.2 & R5.3 and Advanced RA.4.1

Three-Year Trend of Employer Survey of Initial Completers

		2021	2022	2023
A	Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.00	3.20	3.33
B	Use instructional strategies that promote active student learning	3.11	3.20	3.27
C	Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.21	3.23	3.33
D	Use a variety of assessments to determine student strengths, needs and programs	3.05	2.86	3.13
E	Choose teaching strategies for different instructional purposes and to meet different student needs	3.16	3.12	3.2
F	Evaluate the effects of my actions and modify plans accordingly	3.11	3.16	3.13
G	Encourage students to see, question, and interpret ideas from diverse perspectives	3.11	2.96	3.07
H	Teach in ways that support new English language learners	2.88	2.92	3.27
I	Help students learn how to assess their own learning	3	3.16	3.27
J	Teach students with a wide variety of exceptional needs	3.05	3.12	3.13
K	Honor diverse cultures and incorporate culturally responsive curriculum	3.11	3.28	3.47
L	Have a positive effect on student achievement according to state assessments	3	3.08	3.18
M	Use technology to enhance learning and learning environments	3.39	3.21	3.27
N	Understand value of working with colleagues, families, community agencies in meeting student needs	3.21	3.33	3.4
O	Use self-reflection as a means of improving instruction	3.32	3.24	3.27
P	Maintain accurate records	3.11	3.28	3.20

2021: 45% response rate (19/42)

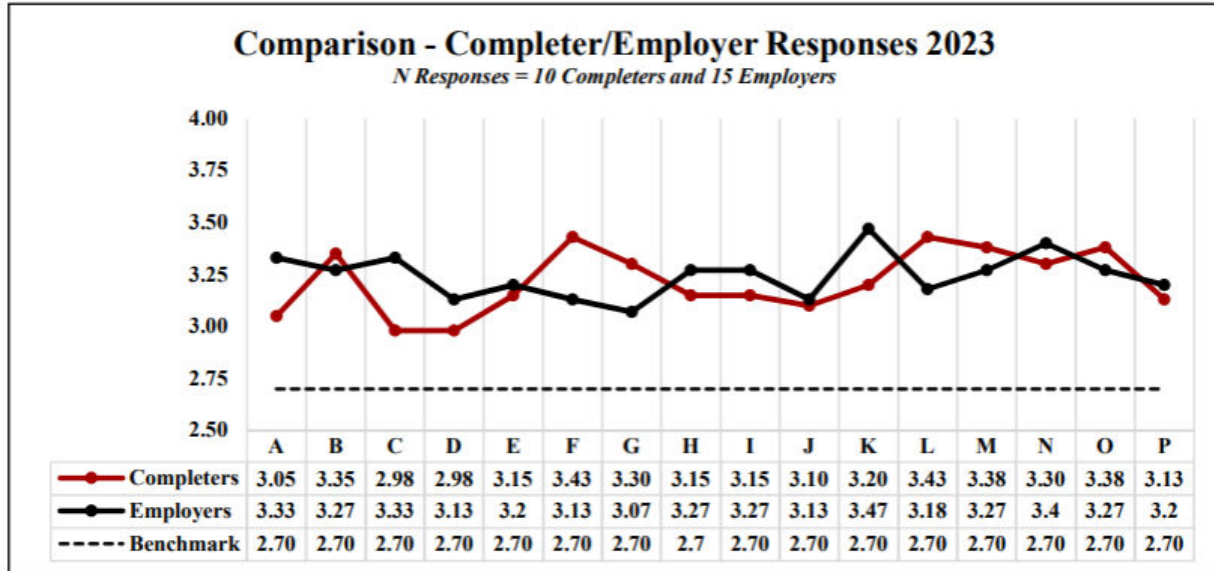
2022: 48.4% response rate (15/31)

2023: 60% response rate (15/25)

CAEP Annual Accountability Measure 2

Satisfaction of Employers and Stakeholder Involvement Initial R4.2 & R5.3 and Advanced RA.4.1

Three-Year Trend Comparison of Employers and Completer Surveys for Initial Completers



		Completers	Employers	Difference
A	Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.05	3.33	-0.28
B	Use instructional strategies that promote active student learning	3.35	3.27	0.08
C	Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	2.98	3.33	-0.35
D	Use a variety of assessments to determine student strengths, needs and programs	2.98	3.13	-0.15
E	Choose teaching strategies for different instructional purposes and to meet different student needs	3.15	3.2	-0.05
F	Evaluate the effects of my actions and modify plans accordingly	3.43	3.13	0.3
G	Encourage students to see, question, and interpret ideas from diverse perspectives	3.30	3.07	0.23
H	Teach in ways that support new English language learners	3.15	3.27	-0.12
I	Help students learn how to assess their own learning	3.15	3.27	-0.12
J	Teach students with a wide variety of exceptional needs	3.10	3.13	-0.03
K	Honor diverse cultures and incorporate culturally responsive curriculum	3.20	3.47	-0.27
L	Have a positive effect on student achievement according to state assessments	3.43	3.18	0.25
M	Use technology to enhance learning and learning environments	3.38	3.27	0.11
N	Understand value of working with colleagues, families, community agencies in meeting student needs	3.30	3.4	-0.1
O	Use self-reflection as a means of improving instruction	3.38	3.27	0.11
P	Maintain accurate records	3.13	3.2	-0.07

CAEP Annual Accountability Measure 2

Satisfaction of Employers and Stakeholder Involvement Initial R4.2 & R5.3 and Advanced RA.4.1

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 disposition 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 could 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 that employers evaluate our preparation programs to be proficient and above. Preparation for student self-assessment of learning is an area for improvement and will continue to be monitored for improvement through the EPP Quality Assurance System.

The EPP continues to engage in conversations with the State Department of Education about obtaining state averages from employer satisfaction survey data to compare 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, and 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. A pilot study in qualitative research determines 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 were semi-structured focus groups, pilot participants were asked all listed questions, follow-up clarification questions, and additional questions about the interview itself. Feedback from participants necessitated some

CAEP Annual Accountability Measure 2

Satisfaction of Employers and Stakeholder Involvement Initial R4.2 & R5.3 and Advanced RA.4.1

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.

Each spring, a random sample of completers is selected from the past three years from the total number of completers from the certification Master's and Educational Specialist degrees awarded. As written in Advanced Phase-in plan 4.2, is being 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.