

## CAEP Annual Accountability Measure 2

### Satisfaction of Employers and Stakeholder Involvement

#### Initial R4.2 & R5.3 and Advanced RA.4.1 & RA5.3

#### Evidence Overview

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

Due to a change in Chair for the Graduate Education Department, the team has modified their data collection plan for employer and alumni program satisfaction. The new accreditation lead will develop, pilot, and validate a quantitative measure to understand alumni and employer satisfaction with the program. The survey will be constructed and reviewed by the Faculty Oversight Committee. After committee review, the survey will be piloted, and validation will be assessed with Cronbach Alpha. The survey will be deployed in the summer and fall of 2025 for program completers from the 23/24 school year. Data will be collected and analyzed. Mean scores will be reported for each question.

##### **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 the 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 the fall of 2015 and continuing through the spring of 2025. Combining the Employer Satisfaction Survey with the recommendations and feedback from our Stakeholder Advisory Board provides the Initial Program with a comprehensive view of this area.

#### Evidence

**Description of Evidence:** The evidence section below presents data from the Initial Level **Employer Survey** administered in the spring of 2024 to school building administrators for EPP alumni who completed the program in 2022-2023 and were in their second year of teaching.

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### Satisfaction of Employers and Stakeholder Involvement Initial R4.2 & R5.3 and Advanced RA.4.1 & RA5.3

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

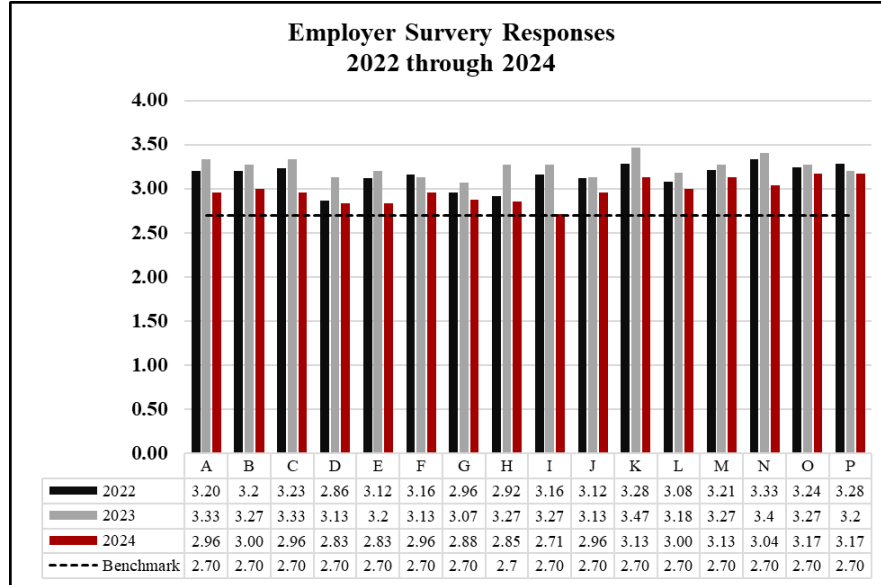
Employer Survey Question	Mean
1. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	2.96
2. The teacher/employee uses instructional strategies that promote active learning.	3.00
3. The teacher/employee uses knowledge of learning, 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 learners' 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
7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	2.88
8. The teacher/employee uses strategies that support new English language learners.	2.85
9. The teacher/employee helps learners assess their own learning.	2.71
10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	2.96
11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.	3.13
12. The teacher/employee has a positive effect on student achievement according to state assessments.	3.00
13. The teacher/employee uses technology to enhance learning and learning environments.	3.13
14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.04
15. The teacher/employee uses self-reflection as a means of improving performance.	3.17
16. The teacher/employee maintains accurate records.	3.17

2024 Response Rate: 88.9% (24/27)

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### Satisfaction of Employers and Stakeholder Involvement Initial R4.2 & R5.3 and Advanced RA.4.1 & RA5.3

#### Three-Year Trend of Employer Survey of Initial Completers



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		2021	2022	2023	2024
<b>A</b>	Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.00	3.20	3.33	2.96
<b>B</b>	Use instructional strategies that promote active student learning	3.11	3.20	3.27	3.00
<b>C</b>	Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.21	3.23	3.33	2.96
<b>D</b>	Use a variety of assessments to determine student strengths, needs and programs	3.05	2.86	3.13	2.83
<b>E</b>	Choose teaching strategies for different instructional purposes and to meet different student needs	3.16	3.12	3.2	2.83
<b>F</b>	Evaluate the effects of my actions and modify plans accordingly	3.11	3.16	3.13	2.96
<b>G</b>	Encourage students to see, question, and interpret ideas from diverse perspectives	3.11	2.96	3.07	2.88
<b>H</b>	Teach in ways that support new English language learners	2.88	2.92	3.27	2.85
<b>I</b>	Help students learn how to assess their own learning	3	3.16	3.27	2.71
<b>J</b>	Teach students with a wide variety of exceptional needs	3.05	3.12	3.13	2.96
<b>K</b>	Honor diverse cultures and incorporate culturally responsive curriculum	3.11	3.28	3.47	3.13
<b>L</b>	Have a positive effect on student achievement according to state assessments	3	3.08	3.18	3.00
<b>M</b>	Use technology to enhance learning and learning environments	3.39	3.21	3.27	3.13
<b>N</b>	Understand value of working with colleagues, families, community agencies in meeting student needs	3.21	3.33	3.4	3.04
<b>O</b>	Use self-reflection as a means of improving instruction	3.32	3.24	3.27	3.17
<b>P</b>	Maintain accurate records	3.11	3.28	3.20	3.17

2021: 45% response rate (19/42); 2022: 48.4% response rate (15/31); 2023: 60% response rate (15/25); 2024: 88.9% response rate (24/27)

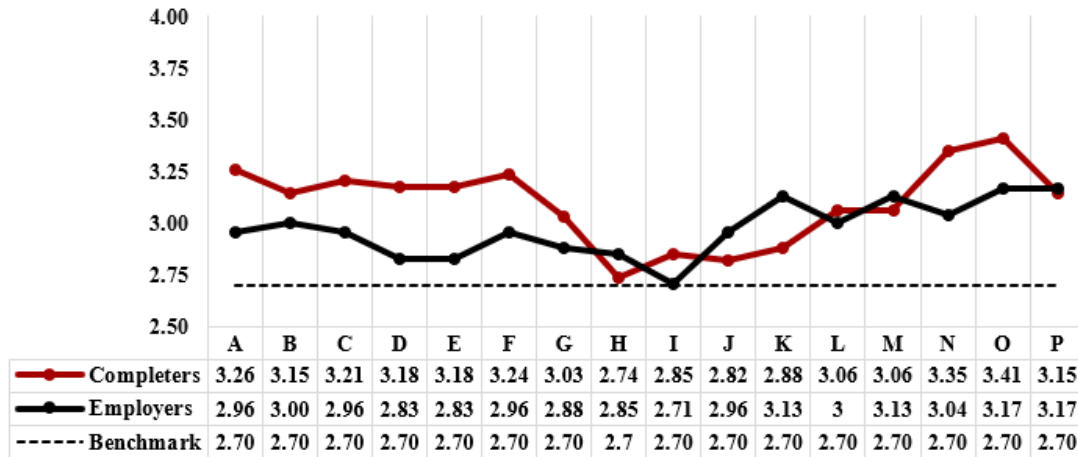
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#### Three-Year Trend Comparison of Employers and Completer Surveys for Initial Completers

##### Comparison - Completer/Employer Responses 2024

*N Responses = 17 Completers and 24 Employers*



<b>A</b>	Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.26	2.96	0.30
<b>B</b>	Use instructional strategies that promote active student learning	3.15	3.00	0.15
<b>C</b>	Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.21	2.96	0.25
<b>D</b>	Use a variety of assessments to determine student strengths, needs and programs	3.18	2.83	0.35
<b>E</b>	Choose teaching strategies for different instructional purposes and to meet different student needs	3.18	2.83	0.35
<b>F</b>	Evaluate the effects of my actions and modify plans accordingly	3.24	2.96	0.28
<b>G</b>	Encourage students to see, question, and interpret ideas from diverse perspectives	3.03	2.88	0.15
<b>H</b>	Teach in ways that support new English language learners	2.74	2.85	-0.11
<b>I</b>	Help students learn how to assess their own learning	2.85	2.71	0.14
<b>J</b>	Teach students with a wide variety of exceptional needs	2.82	2.96	-0.14
<b>K</b>	Honor diverse cultures and incorporate culturally responsive curriculum	2.88	3.13	-0.25
<b>L</b>	Have a positive effect on student achievement according to state assessments	3.06	3	0.06
<b>M</b>	Use technology to enhance learning and learning environments	3.06	3.13	-0.07
<b>N</b>	Understand value of working with colleagues, families, community agencies in meeting student needs	3.35	3.04	0.31
<b>O</b>	Use self-reflection as a means of improving instruction	3.41	3.17	0.24
<b>P</b>	Maintain accurate records	3.15	3.17	-0.02

Data compares 2024 employer survey (completers 2021-22) and 2023 alumni survey (completers 2021-22)

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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 disposition assessment of all candidates. The board is provided with a review of recent data for the program to inform them of the impact of the previous year's work. Additionally, the board identifies the most pressing issues facing the K-12 classroom and school settings. They are tasked to identify ways in which candidates in the program can be best prepared to effectively meet these challenges and needs. In conjunction with that work, the board discusses how to best prepare cooperating teachers to fulfill that role of support and help to prepare the candidates that they are assigned. This information is used to create training for future cooperating teachers in which they can gain knowledge and understanding to be highly effective in their role.

The Advisory Board meeting occurred via Google Meets on January 23, 2024. Participants included 11 educators representing four school districts and included elementary principals, secondary principals, cooperating teachers, and district directors for professional development, elementary programs, and secondary programs. The agenda included a data results update and discussions on mutually beneficial work for districts, teachers, candidates, and university faculty. The following decisions were made based on stakeholder input:

1. A course description page was developed for each of the following:
  - Traditional Undergraduate Program: Secondary Education
  - Traditional Undergraduate Program: Elementary Education
  - ACE (Accelerated Certification) Online Program: Elementary Education
  - MAT (Master of Arts in Teaching) Online Program: Secondary or Elementary Education
2. Starting in the 2024-2025 school year, all cooperating teachers will be enrolled in a PD Learn course that will contain all the information and required tasks for their role in addition to optional training modules they can access to deepen their understanding of being effective as a cooperating teacher. Each cooperating teacher will earn PD credit for serving as a CT (16 weeks = 2 credits; 8 weeks = 1 credit), and one additional PD credit is possible if CTs complete the training module assignments.

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#### 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 with 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**

The advisory board will review the employer and alumni satisfaction survey results in the Fall of 2025. The board will provide feedback to the Graduate Education Department. The EPP will continue to engage in advisory board feedback with each subsequent year of survey data.