

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

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.

Advanced Level Employer and Alumni Satisfaction Focus Groups

After a change in Department Chair in the 24/25 academic year, a new plan was developed to create an employer and completer satisfaction survey. During the 25/26 academic year, these plans further developed through the collaboration with a statewide committee, IACTE (Idaho Association of Colleges for Teacher Education). Through this collective, the Graduate Department Chair is leading a subcommittee that is developing and validating an instrument to measure employer and completer satisfaction at every university and college that belongs to IACTE. This is an exciting work group and progress towards a more collective effort in the Advanced Programs. So far, the team has developed both surveys, and the instruments are currently undergoing the CVI process. Next, the subcommittee will pilot the instrument and then hopefully disseminate the in the Fall of 26.

Evidence

Description of Evidence: The evidence section below presents data from the Initial Level **Employer Survey** administered in the spring of 2025 to school building administrators for EPP

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alumni who completed the program in 2023-2024 and were in their second year of teaching.

2024-2025 Employer Survey of Initial Completers from 2023-2024

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)

Three-Year Trend of Employer Survey of Initial Completers

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		2023	2024	2025
A	Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.33	2.96	3.00
B	Use instructional strategies that promote active student learning	3.27	3.00	3.11
C	Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.33	2.96	3.00
D	Use a variety of assessments to determine student strengths, needs and programs	3.13	2.83	2.94
E	Choose teaching strategies for different instructional purposes and to meet different student needs	3.2	2.83	3.06
F	Evaluate the effects of my actions and modify plans accordingly	3.13	2.96	3.11
G	Encourage students to see, question, and interpret ideas from diverse perspectives	3.07	2.88	3.06
H	Teach in ways that support new English language learners	3.27	2.85	2.89
I	Help students learn how to assess their own learning	3.27	2.71	2.94
J	Teach students with a wide variety of exceptional needs	3.13	2.96	3.06
K	Honor diverse cultures and incorporate culturally responsive curriculum	3.47	3.13	3.11
L	Have a positive effect on student achievement according to state assessments	3.18	3.00	3.00
M	Use technology to enhance learning and learning environments	3.27	3.13	3.06
N	Understand value of working with colleagues, families, community agencies in meeting student needs	3.4	3.04	3.22
O	Use self-reflection as a means of improving instruction	3.27	3.17	3.28
P	Maintain accurate records	3.20	3.17	3.11

2023: 60% response rate (15/25)

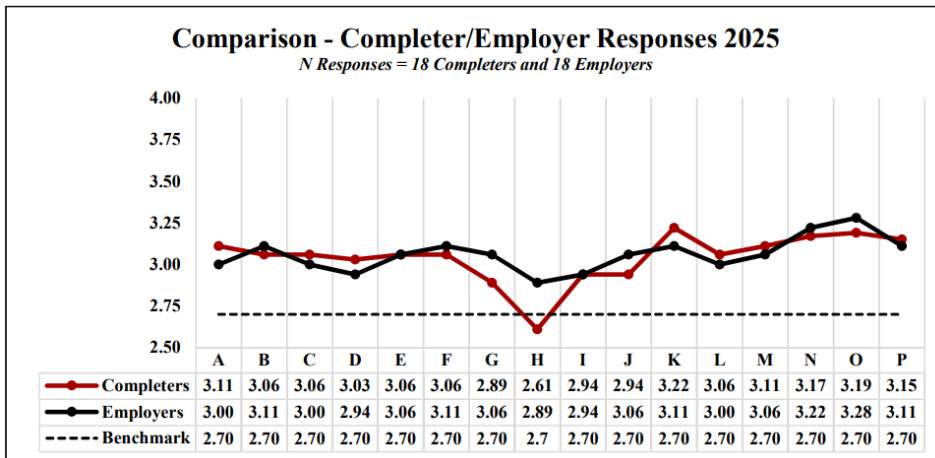
2024: 88.9% response rate (24/27)

2025: 51.4% response rate (18/35)

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



	2023	2024	2025
A Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.33	2.96	3.00
B Use instructional strategies that promote active student learning	3.27	3.00	3.11
C Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.33	2.96	3.00
D Use a variety of assessments to determine student strengths, needs and programs	3.13	2.83	2.94
E Choose teaching strategies for different instructional purposes and to meet different student needs	3.2	2.83	3.06
F Evaluate the effects of my actions and modify plans accordingly	3.13	2.96	3.11
G Encourage students to see, question, and interpret ideas from diverse perspectives	3.07	2.88	3.06
H Teach in ways that support new English language learners	3.27	2.85	2.89
I Help students learn how to assess their own learning	3.27	2.71	2.94
J Teach students with a wide variety of exceptional needs	3.13	2.96	3.06
K Honor diverse cultures and incorporate culturally responsive curriculum	3.47	3.13	3.11
L Have a positive effect on student achievement according to state assessments	3.18	3.00	3.00
M Use technology to enhance learning and learning environments	3.27	3.13	3.06
N Understand value of working with colleagues, families, community agencies in meeting student needs	3.4	3.04	3.22
O Use self-reflection as a means of improving instruction	3.27	3.17	3.28
P Maintain accurate records	3.20	3.17	3.11

2023: 60% response rate (15/25)

2024: 88.9% response rate (24/27)

2025: 51.4% response rate (18/35)

Stakeholder Involvement R5.3

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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 on 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 helping 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 Microsoft Teams on January 21, 2025. 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:

- **Administrator Survey-** In Spring 2025, a survey was conducted for all administrators who had student teaching candidates within their buildings. The goal was to obtain feedback from their lens as we also surveyed the cooperating teachers and student teacher candidates. The hope is to bring in the feedback of administrators to continue to make the experience mutually beneficial.
- **Behavior Management Conference-** The Undergraduate Education Department attended the Safe and Civil Schools conference in Portland, Oregon in July in order to participate in specific training related to behavior management strategies. Classroom management has been a consistent area where both student teachers and cooperating teachers identify a need for more strategies. Our was able to bring back strategies embedded in the CHAMPS methodology to teach within our classes to continue to equip our candidates for this aspect of the classroom.
- **Increased Instruction in Classroom Management and Multi-Lingual Learners-** Based on the input from the Advisory Board over the past few years, the areas of classroom management and working with diverse learners continue to be identified as areas of need. With these data points, the department made the decision to increase the Classroom Management courses in depth and breadth, as well as integrating the CHAMPS/STOIC model within all Education courses to create a streamlined flow of the concept throughout the whole program. Additionally, a new course was created called Multilingual Learners and Culture in Schools to take previous content and enhance and deepen it to devote more intentional instruction around diverse learners.
- **Cooperating Teacher PD Learn course-** Feedback was used to add some features to the

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course and ensure that it meets the needs of our cooperating teachers. They will use this course to complete their required tasks, such as submitting observations, during the student teaching semester. In addition, they can access optional training modules and complete related assignments to earn an extra FREE PD credit. These training modules cover topics such as developing trust, listening & feedback skills, how to give lesson plan feedback, how to conduct a formal observation, etc. They can also sign up for coaching sessions with the Director of Clinical Practice during the student teaching semester if they so choose.

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. Members institutions of IACTE have agreed to share data so averages could be determined for comparison purposes.

Commented [CH1]: Holly looks into it

Advanced Level Plans for RA.4.1

The advisory board will review the employer and alumni satisfaction survey results in the Spring of 2027. 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.