**Measure 2: Satisfaction of Employers and Stakeholder Involvement**

**Initial Level**

*Background*

The EPP collaborated with multiple stakeholders to demonstrate the impact of its completers on P-12 student learning and the satisfaction of its completers and their employers for Standard 4. Prior to Fall 2020, the EPP collected Exit Survey data from student teachers as they exited the program due to a misunderstanding of the term “completer.” The EPP did not receive feedback on our annual CAEP report until the Fall of 2019. It was at that time that we were informed that our definition of completer, previously defined as exiting student teachers, did not align with CAEP’s definition of completers. At that time, the EPP began formulating a plan for how to proceed with data collection. This was further hindered in the Spring 2020 semester due to school closures due to the COVID-19 pandemic.

As a part of the plan to shift data collection for completers, the EPP began the formation of an Alumi Advisory Board with a component of the work with this group focusing upon employer satisfaction. Since the EPP does not currently have access to data from WVDE or HEPC, the EPP utilizes the observation/evaluation forms adopted by the counties in which our completers are employed, including informal and formal observations, such as the WVDE EOY, which is a proprietary instrument. (Note: during Summer 2021, the EPP adopted a TEAC instrument which is based upon the EOY evaluation to assess student teachers/residency II candidates. The newly adopted instruments are referred to as the RTO—Resident Teacher Observation and RTE—Resident Teacher Evaluation).

The EPP received annual reporting results of the NExT Supervisor Survey from the WVDE for 2018, 2019, and 2020 (with this being the last reporting year provided by the WV HEPC due to low return rates from completers and employers).

Beginning in Fall 2020 and continuing through Spring 2021, the EPP created an Alunmi Advisory Council (ACC) which will serve to provide data from individuals considered to be program completers. A component of the work associated with the AAC was the collection of supervisor data. Unfortunately, AAC participation has been somewhat limited with an initial three candidates volunteering to take part with only one remaining through the course of the first semesters of implementation (Spring-Fall 2021).

*Spring 2020 Employer Survey Data*

|  |  |  |
| --- | --- | --- |
|  |  | Spring 2020 (n=13) |
|  |  | Mean | Range |
| Standard 1 | Curriculum and planning | 3.31 | 2-4 |
|  |  |  |  |
| Standard 2 | The learner and the learning environment | 3.38 | 3-4 |
|  |  |  |  |
| Standard 3 | Teaching | 3.23 | 2-4 |
|  |  |  |  |
| Standard 4 | Professional responsibilities for self-renewal | 3.15 | 2-4 |
|  |  |  |  |
| Standard 5 | Professional responsibilities for school and community | 3.08 | 2-4 |
|  | Use and integration of technology | 3.38 | 3-4 |
|  | 21st century learning skills | 3.38 | 3-4 |
|  | Overall preparation | 3.38 | 3-4 |

The chart above denotes the compiled responses of the 13 supervisors who responded to our survey request for Spring 2020. The employer rated each standard on the survey via the following Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The scores are representative of performances rated to be in Strong Agreement or Agreement with supervisor expectations.

*Fall 2020/Spring 2021* *Employer Survey Data*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Employer Survey Results |  |  | Fall 2020 (n=9) |  | Spring 2021 (n=2) |
|  |  |  |  | Mean | Range |  | Mean | Range |
| **Curr. Planning & Teaching** | Demonstrate Content Knowledge and Pedagogical Skills |  |  | 3.55 | 3-4 |  | 3.5 | 3-4 |
|  |  Use standards-based curriculum framework (state/national standards) to plan instruction |  |  | 3.55 | 3-4 |  | 3.5 | 3-4 |
|  | Plan engaging lessons that make the subject matter meaningful for students |  |  | 3.44 | 3-4 |  | 3 | 3 |
|  | Use a variety of instructional strategies and questioning and discussion techniques |  |  | 3.44 | 3-4 |  | 3.5 | 3-4 |
|  | Design lessons that teach problem-solving, conceptual understanding, and other aspects of higher-order thinking |  |  | 3.33 | 3-4 |  | 3 | 3 |
|  | Use technology as a learning tool |  |  | 3.66 | 3-4 |  | 3 | 2-4 |
|  | Make teaching decisions based on the results of student assessments |  |  | 3.44 | 3-4 |  | 3 | 3 |
|  | Be responsive to the diverse cultures of students in their planning and teaching |  |  | 3.22 | 3-4 |  | 4 | 4 |
|  | Implement a balanced approach to assessment |  |  | 3.33 | 3-4 |  | 3.5 | 3-4 |
|  |  |  |  |  |  |  |  |  |
| **Learner and the Learning Environment** | Understand how diverse group of students learn and support their intellectual, cognitive, social, and emotional development |  |  | 3.22 | 3-4 |  | 4 | 4 |
|  | Meet the needs of all students in a caring, non-discriminatory, and equitable manner |  |  | 3.44 | 3-4 |  | 4 | 4 |
|  | Use a variety of strategies for managing student behavior |  |  | 3.22 | 3-4 |  | 2.5 | 2-3 |
|  | Implement classroom rules and procedures that facilitate learning |  |  | 3.22 | 3-4 |  | 3.5 | 3-4 |
|  | Establish appropriate rapport and communicate positively with students |  |  | 3.44 | 3-4 |  | 3.5 | 3-4 |
|  |  |  |  |  |  |  |  |  |
| **Professional Responsibilities for Self-Renewal, School, & Community** | Demonstrate a commitment to the importance of ongoing professional learning to best serve the needs of students |  |  | 3.33 | 3-4 |  | 3.5 | 3-4 |
|  | Use reflective practices to improve their teaching and student learning |  |  | 3.33 | 3-4 |  | 3 | 3 |
|  | Meet ethical standards/codes of conduct in working with students, families, and colleagues |  |  | 3.33 | 3-4 |  | 3.5 | 3-4 |
|  | Make connections with families and the school community (Examples: extra curricular events, sports, after school programs, parent outreach, parent-teacher conferences |  |  | 3.33 | 3-4 |  | 3.5 | 3-4 |
|  |  |  |  |  |  |  |  |  |
| Employer Survey Comments – Fall 2020 |
| **Overall perspectives on the strengths of the recent WVSU completers** | Both staff members are extremely competent in all aspects of teaching. They have high standards for themselves. I can depend on them to make educated decisions for their students and when dealing with families. |
|  | My teacher came in last year after her December 2019 graduation. She did a wonderful job with taking over the classroom and dealing with behaviors and getting the class under control. |
|  | The completers I have supervised this year are strong in technology and lesson creation. They are all organized and good with classroom management. |
|  | They have been well prepared, professional and willing to tackle any task presented to them. |
|  | Lesson planning, diversity of lesson, engagement and utilizing data to drive instruction. |
|  | WVSU completers are more prepared than other universities. (In my opinion) |
|  | Well prepared to work with students and colleagues alike. |
|  | The completer was very strong in decision making. |
|  | They are confident with their content. |
|  |  |
| **Ideas for improving the preparation of WVSU completers** | N/A |
|  | The completers this year need to practice better questioning and feedback strategies with students. I have made the suggestion to a few to video their lessons and when viewing, pay close attention to the DOK level of their questions and if the feedback is relevant and meaningful. |
|  | WVSU completers in the future should establish a line of communication with the PDS coordinator from day one. |
|  | Additional emphasis on classroom management and behavioral intervention strategies. |
|  | More experience with different grading approaches and student feedback. |
|  | Continue working with PDS and schools to see the challenges set forth. |
|  | none |
|  | None |
|  | N/A |
|  |  |  |  |  |
| **Suggestions for improving the survey** | Approximately how long did it take to complete the survey? | Were any questions leading or unclear; if so, which questions? | Were any questions leading or not relevant; if so, which questions? | Would you take this survey again in the future? |
|  | 10 minutes or less: 78.8%11-20 minutes: 22.2% | No/None/NA: 100% | No/None/NA:100% | Yes: 100% |

The Fall 2020 survey results consisted of distribution to 17 PDS Schools which employed completers and the EPP received 9 employer surveys, for a return rate of 62%. The mean scores for each competency ranged from 3.22/4 to 3.66/4 and indicate that employers are satisfied with the EPP completers’ preparation for their assigned responsibilities in working with P-12 students. The overall highest mean ratings (3.66/4 and 3.55) were for the competencies “Use technology as a learning tool,” “Demonstrate Content Knowledge and Pedagogical Skills,” and “Use standards-based curriculum framework (state/national standards) to plan instruction.” The lowest overall mean ratings (3.22/4) were for the competencies “Be responsive to the diverse cultures of students in their planning and teaching,” “Understand how diverse group of students learn and support their intellectual, cognitive, social, and emotional development,” “Use a variety of strategies for managing student behavior,” and “Implement classroom rules and procedures that facilitate learning.”

*Spring 2021*

The response rate from supervisors for Spring 2021 was minimal with an n=2. The responses indicated a need to consider items found within the category Learner and the Learning Environment: Use a variety of strategies for managing student behavior. The mean average for this element was 2.5 which was slightly below the range at which the EPP considers to be minimally acceptable. However, the return rate was not a representative sample.

*Efforts to Improve Stakeholder Involvement*

The EPP worked collaboratively with its PDS partners and completers to present evidence that verify EPP completers have a positive impact on P-12 students’ learning. Employers are satisfied with completers’ preparation related to their assigned duties and responsibilities to work with P-12 students. Additionally, completers perceive their preparation as relevant and applicable to duties with P-12 students and overall they feel their preparation was effective. The EPP will continue in its efforts to collect data for 4.1 and 4.2 regarding completers’ impact on student learning and development and indicators of teaching effectiveness, including recruiting students for the Alumni Advisory Council and also continue working with HEPC and the WVDE to explore options for data collection that indicates teaching effectiveness for CAEP Standard 4.