**Measure 3: Satisfaction of Employers and Employment Milestones**

**Measure 3: Initial Level**

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 plans to utilize the observation 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.

The EPP received annual reporting results of the NExT Supervisor Survey from the WVDE for 2018, 2019, and 2020. The data received is an aggregate report; EPP-specific data has not been provided. Data from this survey will be compared with the EPP’s Employer Survey to note trends for strengths and areas for improvement. The survey asks supervisors to rate how well-prepared the new teachers are in the areas of instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environment, and professional responsibilities. The ratings are on a 4-point scale and include the following descriptors: Agree, Tend to Agree, Tend to Disagree, and Disagree. The Supervisor Survey also collects information on the ways new teachers are evaluated. This report will discuss data collected for this cycle (2020) in addition to trend data for the past three years. The data is as follows:

The 2020 Supervisor Survey response count is 9 out of 19 for a response rate of 47.37%. The overall area of “Instructional Practice” mean scores ranged from 3.35 – 3.78 out of 4.00. Some of the highest areas were “effectively teaches the subject matter in his/her licensure area” and “use digital and interactive technologies to achieve instructional goals.” Some of the lowest mean scores were in the areas for “designs long-range instructional plans that meet curricular goals” and “differentiates assessment for all learners.” Recent changes in the EPP’s program consist of incorporating elements for diversity, including differentiation, into all courses, including when planning individual lessons and unit plans. Candidates will receive additional guidance by the EPP’s faculty when planning individual lessons and units to ensure they are adequately prepared to assess candidates using multiple methods in order to meet their diverse needs. Lesson plans are created in multiple courses and unit plans completed in EDUC 300: Educational Technology, EDUC 318: Teaching Science in Elementary and Middle Schools, EDUC 411: Teaching Science in Secondary Schools, and EDUC 426: Capstone for Elementary Teachers.

The WVDE EOY is aligned with the WVPTS, and includes the following four levels of performance: unsatisfactory (1), emerging (2), accomplished (3), and distinguished (4). To date, the EPP has not collected any data for 4.2 due to the evaluations not being available at the end of last school year due to school closures due to COVID-19, observations not currently being performed due to COVID-19, or administrators not feeling comfortable sharing observation data due to the observations being a personnel file that “may not be shared with a third party.” Due to the low return rate for 4.2, an AAC will be created as described in the Plan of Implementation above. Copies of their supervisors’ WVDE observations (4.2) and/or EOY (4.1, 4.2, and 4.3) that demonstrate our completers effectively apply professional knowledge, skills, and dispositions will be requested from members of the AAC.

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 from the previous three academic years. This effort is ongoing with initial phases of the piloting being reported to CAEP via the FFR addendum, as well as segments of collected data included within the current Annual Reporting Measures. The complete data set will be published to the EPP website when the Spring 2022 Annual Reporting Measures are submitted with the CAEP Annual Plan.

**Measure 3: Advanced Level**

A lack of understanding related to the definition of the term ‘completer’ led the EPP to shift its collection of data for the Annual Reporting Measures. This reexamination of procedures began in late Fall 2019. Moving into the Spring 2020 semester, conversations between within the EPP to formulate a plan to collect information that met the CAEP definition of completer data. The Covid19-related campus wide closure of the university greatly hindered efforts to move forward to formulating a plan for this data collection.

MEIL graduates/certificate completers were asked to email their supervisors the request to participate in the survey, as researchers did not have direct access to names or contact information.  Twelve respondents submitted electronic consent and participated in the survey.

One hundred percent of respondents agreed or strongly agreed with the following statements:

The leadership program prepared the candidate to be an effective administrator/leader.

The candidate is prepared in the area of curriculum and planning.

The candidate is prepared in the area of the learner and the learning environment, including preparedness to work with students with special needs.

The candidate is prepared to support the needs of teachers and address instruction.

The candidate is prepared to support the needs of the school, community, and stakeholders.

The candidate is prepared to deal with professional responsibilities for self-renewal.

The candidate is able to adequately integrate technology.

The candidate is able to understand and apply 21st century learning skills.

The program prepared the candidate to be able to develop a strong mission and influence others to follow that mission.

The candidate is equipped to work with educators in helping to guide and manage their performance.

When asked about additional supports that would be beneficial to the candidates, seventy-five percent had no additional support recommendations.  Others recommended a course or portion of a course dedicated to WVEIS (West Virginia Educational Information System) and more communication between the university and the receiving school.

These results, coupled with the high retention rate of the program indicate that candidates are highly satisfied with the program effectiveness.  Comparison results of the WVSU MEIL program with that of other leadership programs will not be highlighted since it is not directly applicable to CAEP Advanced Standard 4. Employment milestones are noted for completers by the MEIL Program Coordinator who distributes a newsletter which highlights completer accomplishments.