



# Central CT State University



CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

## Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3|RA4.1)

As reported in Measure One, the Employer Satisfaction Survey was recently relaunched and sent out to P-12 employers with a response rate of 21 out of 25. We found the responses to the survey to be helpful in informing our teacher preparation programs. It is evident that employers recognize our completers' knowledge, competencies, and dispositions (81%-100% agree/highly agree) that are essential to effective teaching and student learning and development. In both the initial and advanced licensure programs, individual and focused group interviews were underway with employers to gain in-depth and insightful information that can supplement the data from the surveys regarding our completers' strengths and areas for improvement. Our target completion date is summer 2022.

Survey results validate our confidence in both the initial licensure and advanced licensure programs in preparing effective classroom teachers and specialized professionals.

### Employer Satisfaction Survey

N = 21

Survey Items	Highly Disagree	Disagree	Neither Agree nor Disagree	Agree	Highly Agree
1. The educator is competent in the content area in which s/he teaches.	0%	0%	0%	62%	38%
2. The educator is competent in the procedures, techniques, and methods of his/her content area.	0%	0%	0%	38%	62%
3. The educator uses research and theory to inform his/her pedagogy.	0%	0%	19%	67%	14%
4. The educator uses assessment data to inform instruction.	0%	0%	0%	62%	38%
5. The educator uses a variety of diagnostic, formative, and summative assessments.	0%	0%	0%	19%	81%
6. The educator uses evaluation results for evidence-based decision-making.	0%	0%	0%	29%	71%



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7. The educator communicates high expectations to all students.	0%	0%	0%	19%	81%
8. The educator clearly communicates learning goals to students.	0%	0%	0%	38%	62%
9. The educator communicates clearly and effectively.	0%	0%	0%	5%	95%
10. The educator uses technology to improve teaching and increase student learning.	0%	0%	14%	24%	62%
11. The educator effectively and appropriately integrates various technologies into the classroom.	0%	0%	0%	62%	38%
12. The educator can use instructional strategies appropriate to his/her content area.	0%	0%	0%	14%	86%
13. The educator applies knowledge of how students learn to inform instruction.	0%	0%	0%	24%	76%
14. The teacher differentiates instruction to support the learning needs of all students.	0%	0%	0%	38%	62%
15. The educator designs learning situations in which students work independently, collaboratively, and/or as a whole class.	0%	0%	0%	29%	71%
16. The educator effectively measures their impact on student learning.	0%	0%	0%	62%	38%
17. The educator can recognize characteristics of gifted students, students with disabilities, and at-risk students to plan and deliver appropriate instruction.	0%	0%	0%	48%	52%
18. The educator can meet the needs of students from diverse cultures, language skills, and experiences.	0%	0%	14%	56%	43%
19. The educator can meet the educational needs of all students in a caring, non- discriminatory, equitable manner.	0%	0%	0%	57%	43%
20. The educator can use strategies to increase student motivation.	0%	0%	0%	14%	86%
21. The educator uses strategies for effective classroom management.	0%	0%	0%	53%	47%
22. The educator treats all students fairly and establishes an environment that is respectful, supportive, and caring.	0%	0%	0%	62%	38%



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23. The educator fosters an inclusive environment and respects the background of, and beliefs held by his/her students.	0%	0%	14%	38%	48%
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Results of the Employer Satisfaction Survey, show exemplary representation of P-12 employers in the state of Connecticut. Overall, the employers have high regard for our completers’ teaching qualities and their contribution to student learning.

In addition to the above survey, the EPP has scheduled individual and focus group interviews for late spring with district partners to obtain additional feedback from employers regarding completers from both the initial and advanced level programs.

The EPP has developed a Phase-in-Plan for Satisfaction of Employers and Stakeholder Involvement (*See below*) to establish a multi-tier data collection process that demonstrates employers’ satisfaction with completers preparation in working with diverse K12 students and their families. (4.2) During the Fall of 2022, the EPP will explore a mechanism for tracking employment of student completers post-graduation. (4.2 & 4.3) (A4.1 & A4.2) and revise employer satisfaction survey (4.2) (A4.1) and completer satisfaction survey (4.3) (A4.2). In the spring of 2023, plans will include the distribution of the employer satisfaction survey to applicable districts (4.2) (A4.1) and the distribution of the completer satisfaction survey to elementary, secondary, K-12 program completers. (4.3) (A4.2) The EPP will also provide an optional opportunity for employer and completer interviews (4.2 & 4.3) (A4.1 & A4.2) followed by the collection and analysis of data. The fall of 2024 will involve the implementation of program changes based on data collection, analysis of response rate and exploration of alternatives for gathering data, if necessary, and the revision of the employer satisfaction survey (4.2) (A4.1) and completer satisfaction survey (4.3) (A4.2).



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CAEP PHASE-IN PLAN FOR INITIAL AND ADVANCED PROGRAMS			
Satisfaction of Employers (4.2) (A4.1) and Satisfaction of Completers (4.3) (A4.2)			
RELATIONSHIP TO STANDARD OR COMPONENT			
Standard 4 & A.4	The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities and completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.		
Description of Content and Purpose of Data/Evidence Collection	Establish multi-tier data collection process that demonstrates employers' satisfaction with completers preparation in working with diverse K12 students and their families. (4.2)		
TIMELINE AND RESOURCES			
	Fall 2022	Spring 2023	Fall 2023
Strategies, Steps, and Schedule for Data Collection	a) Explore a mechanism for tracking employment of student completers post-graduation. (4.2 & 4.3) (A4.1 & A4.2) b) Revise employer satisfaction survey (4.2) (A4.1) and completer satisfaction survey (4.3) (A4.2).	a) Distribute employer satisfaction survey to applicable districts (4.2) (A4.1) b) Distribute completer satisfaction survey to elementary, secondary, K-12 program completers. (4.3) (A4.2) c) Provide an optional opportunity for employer and completer interviews (4.2 & 4.3) (A4.1 & A4.2) d) Collect and analyze data to use for program improvement  <i>*Repeats every spring*</i>	a) Implement program changes based on data collection. b) Analyze response rate and explore alternatives for gathering data, if necessary c) Revise employer satisfaction survey (4.2) (A4.1) and completer satisfaction survey (4.3) (A4.2).  <i>*Repeats every fall*</i>
Data Collection	Data from completer and employer satisfaction surveys (4.2 & 4.3) (A4.1 & A4.2) will be collected beginning in spring 2023.		
Data Access and Analysis	Data access will be completed by SEPS Dean's Office staff, Taskstream, and the CSDE data dashboard. Data analysis will be completed by SEPS Dean's Office and Program Faculty.		
DATA QUALITY			
Surveys and Assessments Attain CAEP Sufficient Level	Completer and employer satisfaction surveys will be aligned with standard 4 and A.4 (4.2 & 4.3) (A4.1 & A4.2)		



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	Completer and employer satisfaction surveys will be drafted to align with the CAEP evaluation framework for EPP created assessments.
Validity and Reliability of Data	Completer and employer satisfaction surveys will be reviewed and/or revised for validity and alignment to standards.