Employer Satisfaction Survey

Purpose of the Survey

The Employer Satisfaction Survey provides feedback from the employers of Drew graduates on their preparation in relation to the InTASC/NJPST after having taught in the field.

Pilot and Plan for Administration

The Employer Satisfaction Survey was designed in the fall of 2019 and distributed to Advisory Board members who employ Drew graduates. The survey yielded few responses, which prompted the MAT program to assemble a focus group of administrators to obtain feedback and revise the survey. The newly revised survey was administered in May of 2019, with follow up inquires sent in July, September, and October. Data reported represents a 25% response rate.

In addition to the above described administration, in October of 2019 the MAT program requested feedback from Advisory Board members to gather their ideas for meeting the CAEP requirements for Employer Satisfaction data. A more detailed outline of survey administration is summarized in the below table.

Fall 2018	Design initial survey
January 2019	Send initial survey to Advisory Board members who employ Drew graduates
February 2019	Conduct focus group interviews with administrators and revise survey
May 2019	Send revised survey to employers of alumni from last three years verified to be currently working in education
July 2019	Send first reminders to employees to complete the revised survey
September 2019	Send second email reminder to employees to complete the revised survey
October 2019	Contact employees via telephone to remind them to complete the revised survey

October 2019	Request feedback from advisory board (virtual) as to how to meet CAEP requirements of employer satisfaction

Reliability/Validity

The survey has been adapted from the NJ Professional Standards for Teachers (NJPST)/InTASC, with each Likert item aligning to an individual standard. Both graduates and their employers are familiar with these standards as they are used for teacher assessment in the field. To increase validity of responses, we surveyed only employers of alumni whose employment in education could be verified and indicated the names of the employees for which Drew was requesting data. Reliability is not applicable for this survey.

Instrument

Please answer the questions below. The responses you provide will be used to modify and improve Drew's MAT program, as well as for accreditation purposes. Your participation is greatly appreciated.

Note: In addition to the above directions, employers received an email with the name(s) of employees that were recent (within the past three years) Drew graduates.

Item Type	Item	Alignment to InTASC	Alignment to NJPST	Alignment to CAEP
Likert	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1	1	1.1, 1.4

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	2	2	1.1, 1.4
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	3	3	1.1
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4	4	1.1, 1.3
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	5	5	1.1, 1.3
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision.	6	6	1.1, 1.2
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	7	7	1.1, 1.3, 1.4
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	8	8	1.1, 1.3

	The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.	9	9	1.1, 1.2
	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	10	10	1.1
	The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.	9	11	1.1
Open	Given your answers to the above questions, what are some areas in which you feel the teacher was well prepared (better than average)?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1.1, 4.3
	Given your answers to the above questions, what are some areas in which you feel the teacher may have benefitted from greater preparation or support?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1.1, 4.3
	Has the teacher shown interest in moving into a leadership or supervisory roles at your school? If so, would you recommend them for such a role? Please explain.	10	10	1.1
	Do you anticipate that the teacher will remain with your school or district? If no, please elaborate.	10	10	1.1, 4.3

Note: All Likert items utilize the following response anchors: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

Data from Pilot Administration

Likert Item	Mean (N=7)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	3.57
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.57
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	3.57
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.57
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	3.57
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision.	3.57
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	3.57

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	3.57
The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.	3.86
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	3.57
The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.	3.86

Open Ended Response Item	Qualitative Data
Given your answers to the above questions, what are some areas in which you feel the teacher was well prepared (better than average)?	Technology, understanding of skills-based instruction, collaboration with colleagues. Responding to individual student needs with varied strategies. She has been a great hire. She is an amazing, young teacher. She comes to us fully prepared for all aspects of the job The teacher is adaptable and is proficient with technology. Technology, understanding of skills-based instruction, collaboration with colleagues.

Given your answers to the above questions, what are some areas in which you feel the teacher may have benefited from greater preparation or support?	Seeking and accepting feedback, the importance of self-reflection Experience is the thing she needed. Not sure you can [give] her that [O]nly to not take on so much herself! The teacher might have benefitted from more experiences on how supervision works, submission of paperwork, etc. Indications are that the teacher demonstrates teaching proficiency. Seeking and accepting feedback, the importance of self-reflection
Has the teacher shown interest in moving into a leadership or supervisory roles at your school? If so, would you recommend them for such a role? Please explain.	Yes, both have taken a role in extra curricular activities Not Yet Yes No she has not Not yet, but I would recommend her No, not at this time. The teacher is still learning. I also believe that he is happy being a teacher. Yes, both have taken a role in extra curricular activities.
Do you anticipate that the teacher will remain with your school or district? If no, please elaborate.	Yes. [One] has expressed an interest in pursuing administration. Yes Yes Yes Yes Yes Yes. [One] has expressed an interest in pursuing administration

Note: While 9 responses were received for this survey, only 7 were used in the analysis because one employer completed surveys for individuals that had graduated from Drew's MAT program 7 and 8 years ago. While the employer knew the employees were Drew graduates (which is why he included them), the program did not request surveys for these individuals since they were outside of the data collection window.

Data Collected 2019 from Employers of Alumni 2016-2018 with Verified Employment in Education

2018 Grads
Secondary Social Studies

2017 Grads
Secondary Social Studies
Secondary Theater and Language Arts
Special Education, Grades 6-8

2016 Grads
Special Education, Grades 9-12
Secondary Social Studies
Special Education, ELA Grades 6-8

Benchmark

The benchmark is set at 3.0 average for each item. Items falling below the 3.0 average are considered in need of improvement.

Analysis of Data from Pilot Administration

After four inquiries were sent to the employers of 28 alumni from 2016-2018, we received 7 responses. All responses were from individuals in secondary education, specifically in the areas of secondary social studies, performing arts, English language arts, and special education. For all Likert items, most employers were in relatively strong agreement that alumni were well prepared before entering the field. This was particularly true for the items assessing the teachers' professionalism (mean = 3.86) and engagement in professional learning (mean=3.86).

In open ended response items, several employers indicated that Drew alumni were well prepared (better than most) in using/integrating technology (3), working collaboratively with colleagues (3), and skills-based instruction (2). In relation to areas of growth for the teachers, the most often cited elements were seeking/accepting feedback and self-reflection. All employers noted that they anticipated that the teacher would remain employed with the school or district and three indicated that their employees (the Drew alumni) had expressed interest and taken on leadership roles in extra-curricular activities. Another employer stated one of the alumni had expressed interest in moving into administration, but did not state whether they would recommend the alumnus for such a position. One final employer stated that while the alumnus had not expressed an interest in any leadership roles, they would recommend the alumnus to such a role.

Data from Advisory Board's Assessment of Survey Administration Protocol

In October of 2019 the Advisory Board was asked to provide feedback on how to better meet CAEP's requirements in collecting employer satisfaction data. Their responses are shown in the table below.

Open Ended Response Item	Qualitative Data
What ideas do you have to help us meet the CAEP requirements in collecting employer satisfaction data and obtain feedback from employers as to how our alumni are doing so that we can improve the program?	Contact central office folks to reach out to principals Each County Superintendent holds monthly Meetings with their County Superintendents. Offer [occasional] free County Round table Meetings for Morris and Union Counties as well as any other nearby counties, in exchange for hard copy 10 minutes survey to be filled out on location. I think anything you can do digitally would be helpful. But perhaps send a form, then have someone call and speak to the superintendent or a representative to remind them that you need the form completed and inform them that it is an essential part of your CAEP review Send representatives to the school sites to conduct brief interviews with the administrators Ask the alumni to nudge their employers to complete the requirements or have meetings with them personally.

Program Improvements

While data collected from the 2016-2018 administrations of the Exit Survey indicated that candidates left the program feeling a need for more preparation surrounding technology, data from the Alumni Satisfaction and Empower Satisfactions both indicated that employers and alumni felt Drew candidates were sufficiently prepared to integrate technology into their classroom. The employers that noted this as a particular area of strength were assessing the strengths of relatively recent graduates, so this response may indicate that the newly implemented technology modules have been successful in increasing Drew alumni's confidence in using technology in the classroom. Areas of improvement that were noted by employers include seeking and accepting feedback, as well as self-reflection, two areas which appear to be related, given that self-reflection can lead to the seeking of feedback and the accepting of feedback often follows a period of self-reflection. This noted weakness in reflection is noteworthy when observing the data from the Alumni Satisfaction Surveys where alumni reported confidence in their ability to engage in reflection (mean = 4). This may indicate that the teachers and their employers hold different definitions of what it means to be a reflective teacher (Sellers, 2012). Because the teachers are still relatively new to the field of teaching, their "cognitive schemata [that] are less elaborate, interconnected, and accessible than experts [the employers]...account[ing] for several of the differences in their planning, teaching, and post-lesson reflections" (Livingston & Borko, 1989, p. 39). This idea of a schemata that is less developed may lead these teachers to engage in less complex forms of reflection in their earlier years, which they in turn believe to be effective. In order to increase our candidates ability to engage in more effective processes of reflection, we have revised the Reflective Seminar to include more opportunities for reflection. One such opportunity has come through the adoption of a micro-teaching exercise in which candidates teach and receive feedback on a mini-lesson that they are planning to teach later in the week. The candidates then use that feedback to improve their lesson before implementation and then report back to the class after teaching the lesson to their students. In addition to the modifications to Reflective Seminar, the program has also infused more opportunities for faculty to model self-reflection practices for candidates. For example, in the summer 2019 Diversity and Elementary Methods 1 courses, the instructor added regular "debriefs" in which candidates were invited to reflect upon their current understandings of course material and to offer feedback on various elements of the course. After reviewing the data obtained from the debriefs, the course instructor would make

changes to the course to better support the candidates' learning and would explicitly discuss why these changes were being made with the teacher candidates (i.e. the data showed they needed further development in a certain area or the data showed that a number of candidates would benefit from changing the structure of some element of class).

The pilot administration of the Employer Satisfaction Survey revealed a need for program improvement in garnering satisfaction of the employers of our alumni, namely in increasing response rates to the survey and obtaining a more representative sample. Data collected from the Advisory Board indicate some viable options for increasing employer response rate and will be explored in future administrations of the survey.

Citations

Livingston, C., & Borko, H. (1989). Expert-novice differences in teaching: A cognitive analysis and implications for teacher education. *Journal of teacher education*, *40*(4), 36-42.

Sellars, M. (2012). Teachers and change: The role of reflective practice. *Procedia-Social and Behavioral Sciences*, *55*, 461-469.