



## ASSESSMENT REPORT FOR EMPLOYER PARTNER SURVEY

LAST UPDATED: JANUARY 27, 2025

### **Assessment:** Employer Partner Survey

#### **Introduction**

In fall 2023, the Employer Partner Survey was used by initial EPP programs to assess how well the EPP's initial licensure programs have equipped GSEHD graduates with the necessary skills and knowledge for success in education-related positions. In spring 2024, the survey was revised with feedback from the faculty, students, alumni, and experts in the field. This report includes data for fall 2023 and fall 2024 administrations. The Employer Partner Survey was sent on November 15, 2023, with two reminders sent on November 28, 2023 and December 14, 2023 for the fall 2023 administration and then sent again December 19, 2024 with reminders sent January 2 and 9, 2025 for the fall 2024 administration.

#### **Purpose and Administration**

The Employer Partner Survey is an EPP-created assessment which measures the perceptions of graduates and their employers of the program in relation to the four InTASC categories. A review of the survey responses will identify areas of strength and improvement within the school's curriculum and play a vital role in informing strategic decisions taken by the school and university.

#### **Alumni and Employer Partner Surveys Alignment with Standards**

InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

CAEP Standards/Component: 1.1, 1.2, 1.4, 1.5, 4.4, 5.2, 5.4

#### **Assessment Description**

The revised 2023 Alumni and Employer Partner Surveys were adapted after a peer institution's survey and are based on a 17 item, 4 point Likert scale directly aligned to InTASC standards. The demographic questions preceding the Likert scale allowed the EPP to disaggregate data by program. The Likert scale points are assigned as follows: 4; Strongly Agree; 3=Agree; 2: Disagree; 1; Strongly Disagree. These surveys have a direct alignment to the standards and are set up for ease of data collection and analysis.

Aggregated assessment data for all candidates are analyzed by InTASC category. The mean, and standard deviation are displayed and, in the future, will also be displayed by cycle of data, by program. The low N of both the pilot and second administration indicate additional efforts needed by the EPP to increase participation and consider other mechanisms for gathering employer data.

## **Assessment Quality Overview**

### **CAEP Criteria for Evaluation of EPP-Created Surveys**

After the initial instrument was piloted in fall 2023, the QASC met in March of 2024 to assess the instrument using the CAEP guidelines. Individual faculty reported their assessment along the 11 items of CAEP Criteria and then the full QASC provided input on the questions with intent of revising the instrument for administration in fall 2024. The instrument was subsequently updated to address areas of concern, which only included basic grammatical changes. In March 2024, the EPP Advisory Board was sent the survey instrument (updated version) and the data collection for asking for feedback on the 11 items of the CAEP Criteria for EPP Created Surveys. In addition to the responses to the questions, one member noted, “For section three, consider some of Hattie's High Yield Strategies to make the content even more specific. Strategies like providing feedback and building student self-efficacy are just two of the eight strategies that have the highest impact on student learning. In the fourth section, consider separating out the fifth item. Collaborating with colleagues and communicating with parents are separate issues, and they may need to be evaluated separately. Staff may be good at one but not the other.”

### CAEP Criteria for Evaluation of Alumni Survey Table of Results

Criteria	Yes-Faculty Yes-EPP Advisory Board	No-Faculty No-EPP Advisory Board
Administration and Purpose		
1- The point or points when the survey is administered during the preparation program are explicit.	2 3	2 0
2- The purpose of the survey and its use are specified and appropriate.	4 3	0 0
3- Instructions provided to survey respondents about what they are expected to do are informative and unambiguous.	4 3	0 0
Survey Content		
6- Questions or topics are explicitly aligned with aspects of the EPP's mission as well as CAEP, InTASC, national, professional, or state standards as appropriate.	4 3	0 0
7- Individual items have a single subject; language is unambiguous.	3 2	1 1
8- Leading questions are avoided.	4 3	0 0
9- Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	4 3	0 0
10- Surveys of dispositions make clear to candidates how the survey is related to effective teaching	3 3	1 0
Data Quality		
11- The point or points when the survey is administered during the preparation program are explicit. Rating scale choices must be clear and have balanced keying (same number of positive and negative options in Likert scale).	3 3	1 0
12- Feedback provided to the EPP is actionable.	3 3	1 0
13- EPP provides evidence that questions are piloted to determine that respondents interpret them as intended and modifications are made as needed.	2 3	2 0
<div style="text-align: right;">Total Faculty N=4 Total External Partners=3 (as of 3.14.24)</div>		

## Analysis of Pilot Data

In fall 2023, the instrument was piloted and was sent to 52 employers and 11 were received indicating a response rate of 21%. The respondents were primarily working in urban schools and there was an even split between public and private schools. All but one participant were school administrators and 10 had more than 10 years experience in education.

The means and standard deviations for the Likert items aligned to InTASC were all collected, and all means were above 3.13 indicating consistent agreement that preparation programs were effective in preparing educators for their current roles (See Table below). The QASC is continuing to examine individual items for any needed improvement.

The aggregate results are in the table below.

### Fall 2023 Pilot Data

*Sent November 15, 2023, with two reminders on November 28, 2023, and December 14, 2023.*

Survey Question	Aggregate Mean
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 (InTASC 1).	3.33
The teacher designs and implements developmentally appropriate and challenging learning experiences (InTASC 1).	3.33
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 (InTASC 2).	3.44
The teacher works with others to create environments that support individual and collaborative learning (InTASC 3).	3.33
The teachers work with others to create environments that encourage positive social interaction, active engagement in learning, and self motivation (InTASC 3).	3.44
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) I teach (InTASC 4).	3.22
The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4).	3.44
The teacher understands how to connect concepts and use differing	3.33

Survey Question	Aggregate Mean
perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC 5).	
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the learner's and my decision making (InTASC 6).	3.13
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 (InTASC 7).	3.38
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections (InTASC 8).	3.5
The teacher builds skills to apply knowledge in meaningful ways (InTASC 8).	3.5
The teacher engages in ongoing professional learning (InTASC 9).	3.75
The teacher uses evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community) (InTASC 9).	3.38
The teacher adapts practice to meet the needs of each learner (InTASC 9).	3.63
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning (InTASC 10).	3.5
The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 10).	3.63

The QASC revised the instrument based upon the pilot data (see both versions for changes). The updated survey will be sent in fall 2024.

**Results of Fall 2024 Employer Survey***Sent December 19, 2024, with reminders sent January 2 and 9, 2025.*

Demographic Information N=9	
<b>Type of School District</b>	
Suburban	4
Urban	5
<b>Type of School Setting</b>	
Public	4
Public Charter	1
Private/Independent	3
Other	1
<b>Current Position</b>	
Assistant Superintendent	1
Director of Curriculum	1
Director of Special Services	1
Principal	4
Other	2
<b>Years in Education</b>	
6-10 Years	1
More than 15	8
<b>Years in Current District</b>	
2-5	2
6-10	2
More than 15	5

Over the next 5 years, what are the top 3 opportunities for new employees in your district?	
Choice	N who ranked as Top 3
PK-3	1
K-6	2
5-8	2
English	2
ESL/ELL	3
Mathematics	5
Mental Health Clinician	2
Science	2
School Counselor	1
Spanish	1
Special Education Teacher	7
Reading Specialist	2
Other	2

Survey Question	Aggregate Mean
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 (InTASC 1).	3.25
The teacher designs and implements developmentally appropriate and challenging learning experiences (InTASC 1).	3.0
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 (InTASC 2).	3.13
The teacher works with others to create environments that support individual and collaborative learning (InTASC 3).	3.25

Survey Question	Aggregate Mean
The teachers work with others to create environments that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC 3).	3.38
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) I teach (InTASC 4).	3.13
The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4).	3.25
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 (InTASC 5).	2.88
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the learner's and my decision making (InTASC 6).	3.13
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 (InTASC 7).	3.0
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections (InTASC 8).	3.25
The teacher builds skills to apply knowledge in meaningful ways (InTASC 8).	3.25
The teacher engages in ongoing professional learning (InTASC 9).	3.25
The teacher uses evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community) (InTASC 9).	3.13
The teacher adapts practice to meet the needs of each learner (InTASC 9).	3.13
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning (InTASC 10).	3.25
The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 10).	3.25

Comments:

*I am not sure that their lack of preparedness is due to a lack of preparation in the teacher programs. I feel more that once they get into teaching, there is so much more to it than just*



*instruction and they become overwhelmed and unable to work through some of the challenges in order to get to high-level instruction. I would like to see higher ed and K-12 working together to create a mentorship program for teachers in their first two years of teaching so that there is someone additional (besides the principal and co-workers) who do periodic check-ins, observe and provide meaningful feedback, and there as a support when the teacher needs to talk through a challenge. This would help teacher retention in those first couple years.*

*\*top notch \* at least 14 graduates of this program have grown from teachers to educational leaders in my small school district*

#### **Evidence Referenced in this Report**

- GSEHD Employer Partner Survey 2024
- GW Employer Partner Survey Results 2024

For additional information or questions, please contact Interim Director of Accreditation, Dr. Jennifer Clayton at [claytonj@gwu.edu](mailto:claytonj@gwu.edu).