

### CAEP Annual Reporting Measure 3: Satisfaction of Employers

**NOTE: This data has not been collected in several years due to extenuating personnel changes; we have recently sent out the survey to a sample cohort of administrators and have a small sample of data for the submission of the annual report in April. The data charts below reflect the survey questions as well as a subset of administration who work with our completers**

Beginning in June of 2020-2021, employer surveys will be sent out in Spring [June] of odd years; data will be reflective of employers' ratings on graduates' performance.

Respondents are administrators working with Rowan University graduates: Initial and Advanced Teaching Candidates

Response Rate: 42% n=6 [focus group]

Ratings by Employers of Employed Beginning Rowan Education Graduates in years 1-3 of service							
The <b>knowledge</b> of Rowan graduates who are beginning teachers	INTASC Standard Alignment	Strong [5]	Competent [4]	Adequate [3]	Beginning [2]	Insufficient [1]	Mean
A. Subject Matter	4	3	2	1	0	0	3.83
B. Student Learning	1	2	4	0	0	0	4.33
C. Diversity of Learners	2	2	3	1	0	0	4.16
D. Classroom Management	3	2	4	0	0	0	4.33
E. Assessment Techniques	6	0	3	3	0	0	3.50

Ratings by Employers of Employed Beginning Rowan Education Graduates in years 1-3 of service							
The <b>disposition for the profession</b> of Rowan graduates who are beginning teachers	INTASC Standard Alignment	Strong [5]	Competent [4]	Adequate [3]	Beginning [2]	Insufficient [1]	Mean
A. Appreciates Individual Differences	2	3	2	1	0	0	3.83
B. Has High Expectations	9	4	2	0	0	0	4.66
C. Works Well within the Community	10	3	3	0	0	0	4.50

D. Serves as a Positive Role Model	9	3	3	0	0	0	4.50
E. Collaborates with Colleagues	10	2	4	0	0	0	4.33

The <b>ability</b> of Rowan graduates who are beginning teachers to do each of the following:	Ratings by Employers of Employed Beginning Rowan Education Graduates in years 1-3 of service						Mean
	INTASC Standard Alignment	Strong [5]	Competent [4]	Adequate [3]	Beginning [2]	Insufficient [1]	
A. Plan Instruction	7	3	3	0	0	0	4.50
B. Use Instructional Strategies	8	2	4	0	0	0	3.00
C. Use Instructional Technology	x	4	2	0	0	0	4.66
D. Create a Positive Learning Environment	3	2	3	0	0	1	3.83
E. Communicate Effectively	10	0	4	2	0	0	3.66
F. Use Formal Assessment	6	2	3	0	0	1	3.83
G. Use Informal Assessment	6	1	3	1	0	1	3.50
H. Reflect on Her/His Instruction	9	2	3	0	0	1	3.83
I. Work with Students' Families	10	1	1	3	0	1	3.16
J. Work with the Community	10	1	2	2	0	1	3.33
K. Deliver Instruction Effectively	8	3	3	0	0	0	4.50
L. Use Classroom Mgt. Techniques	3	1	3	2	0	0	3.83
M. Promote Critical Thinking Skills	5	0	4	2	0	0	3.66
N. Implement NJ Core Curriculum	8	3	3	0	0	0	4.50

The <b>overall ability</b> of Rowan Graduates who are Beginning Teachers	Very Good	Good	Fair	Poor	Very Poor	3.83
	5 1	4 3	3 2	2 0	1 0	

**Strengths of Rowan University teacher preparation**

- Graduates are prepared for the profession of teaching
- Grads manage the classroom effectively
- The year-long program is good for establishing rapport and gives a true sense of beginning to end
- Graduates take initiative
- They come prepared to seek out and work with mentors
- The RU supervisor was very helpful in working with the school
- The graduates are well-versed in NJ standards
- The RU clinical interns are very collaborative and open to feedback [the principal has been asked to observe the interns several times even when not required]

**Suggested ways in which Rowan University could improve teacher preparation**

- Graduates are not always prepared to interact with students in lower SES backgrounds
- Teach ways to increase teacher involvement within the community
- Some graduates seem to think they are not allowed to reach out to parents or do not seem to know what they can and cannot say
- Teach students how to take ownership of uncomfortable situations
- Require special education and ESL education for all because it would be beneficial to create a general understanding and could be helpful in situations where regular classroom teachers could catch issues

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Survey Conducted 2019-2020

Respondents are administrators working with Rowan University graduates: Initial and Advanced

N=

INTASC Standard	2018-2019 N Mean Range Frequency
1 Learner Development	n= 6 mean=4.33 range=1-5 frequency: 5: 2 4:4 3:0 2:0 1:0  %Proficient: 100%
2 Learner Differences	n=6 mean=3.99 range=1-5 frequency: 5:5 4:5 3:2 2:0 1:0  %Proficient: 100%
3 Learning Environment	n=6 mean=3.99 range=1-5 frequency: 5:5 4:10

	3:2 2:0 1:1  %Proficient: 95%
4 Content Knowledge	n= 6 mean=3.83 range=1-5 frequency: 5:3 4:2 3:1 2:0 1:0  %Proficient: 100%
5 Application of Content	n=6 mean=3.66 range=1-5 frequency: 5:0 4:4 3:2 2:0 1:0  %Proficient: 100%
6 Assessment	n=6 mean=3.61 range=1-5 frequency: 5:3 4:9 3:4 2:0 1:2  %Proficient: 88%

7 Planning for Instruction	n=6 mean=4.50 range=1-5 frequency: 5:3 4:3 3:0 2:0 1:0  %Proficient: 100%
8 Instructional Strategies	n=6 mean=4.05 range=1-5 frequency: 5:2 4:4 3:0 2:0 1:1  %Proficient: 95%
9 Professional Learning and Ethical Practice	n=6 mean=4.33 range=1-5 frequency: 5:9 4:8 3:0 2:0 1:1  %Proficient: 95%
10 Leadership and Collaboration	n=6 mean=3.59 range=1-5 frequency:

	5:7
	4:10
	3:7
	2:0
	1:2
	%Proficient: 88%