# 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]

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| The **knowledge** of Rowan graduates who are beginning teachers | Ratings by Employers of Employed Beginning Rowan Education Graduates in years 1-3 of service | | | | | | |
| 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 |

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| The **disposition for the profession** of Rowan graduates who are beginning teachers | Ratings by Employers of Employed Beginning Rowan Education Graduates in years 1-3 of service | | | | | | |
| 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 |

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| The **ability** 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 | | | | | | |
| INTASC  Standard Alignment | Strong  [5] | Competent  [4] | Adequate  [3] | Beginning  [2] | Insufficient  [1] | Mean |
| 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 |

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| The **overall ability** of Rowan Graduates who are Beginning Teachers | Very Good  5  1 | Good  4  3 | Fair  3  2 | Poor  2  0 | Very Poor  1  0 | 3.83 |
| **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

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| 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% |