# 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 |
| INTASCStandard 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 |
| INTASCStandard 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 |
| INTASCStandard 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 Good51 | Good43 | Fair32 | Poor20 | Very Poor10 | 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]
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| **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 | 2018-2019N MeanRangeFrequency |
| 1Learner Development | n= 6mean=4.33range=1-5frequency:5: 24:43:02:01:0%Proficient: 100% |
| 2Learner Differences | n=6mean=3.99range=1-5frequency:5:54:53:22:01:0%Proficient: 100% |
| 3Learning Environment | n=6mean=3.99range=1-5frequency:5:54:103:22:01:1%Proficient: 95% |
| 4Content Knowledge | n= 6mean=3.83range=1-5frequency:5:34:23:12:01:0%Proficient: 100% |
| 5Application of Content | n=6mean=3.66range=1-5frequency:5:04:43:22:01:0%Proficient: 100% |
| 6Assessment | n=6mean=3.61range=1-5frequency:5:34:93:42:01:2%Proficient: 88% |
| 7Planning for Instruction | n=6mean=4.50range=1-5frequency:5:34:33:02:01:0%Proficient: 100% |
| 8Instructional Strategies | n=6mean=4.05range=1-5frequency:5:24:43:02:01:1%Proficient: 95% |
| 9Professional Learning and Ethical Practice | n=6mean=4.33range=1-5frequency:5:94:83:02:01:1%Proficient: 95% |
| 10Leadership and Collaboration | n=6mean=3.59range=1-5frequency:5:74:103:72:01:2%Proficient: 88% |