**Initial Level Employer Satisfaction Surveys**

***Summary and Timeline:***

The initial level of the COEPD values the satisfaction of those schools and school districts employing its completers. Measuring the impact on student learning and teaching effectiveness of candidates once they are in the field leads to program improvement, better relationships, and more robust preparation.

The initial level of the COEPD utilizes survey techniques to ascertain employer satisfaction. The timeline below details the collection, revision, and quality of both the “Employer Satisfaction Survey” and the data collected from it.

1. **Spring 2014** - After the 2012 NCATE visit, the initial level of the COEPD made the decision to administer the “Employer Satisfaction Survey” every other fall semester (2014, 2016, and 2018) in order to collect data on completers. The original plan compiled data from principals in Cabell County only.

Data from the 2014 survey administration are included in this document.

1. **Summer 2016** - Based on the new CAEP standards and under the idea of Continuous Improvement, a new plan for Employer Satisfaction Surveys was developed in the summer of 2016. The new approach included a number of changes.

* Data collected on both 1st year and 3rd year out completers.
* Data collected every fall semester (beginning in fall 2016)
* Survey questions revised to reflect the West Virginia Professional Teaching Standards and current WV Teacher Evaluation Form.
* Principals (with more than 2 graduates in their school) from the RESA II area identified and surveyed.

New instrument developed during the summer of 2016. First (1st) application of survey conducted in fall 2016. Surveys completed for both 1st year and 3rd year out completers.

Data from the 2016 survey administration are included in this document.

1. **Spring 2017** - Additionally, the initial level recognized the need to establish validity and reliability on the survey instrument. The timeline detailing these measures are included.

* Summer 2017 - “Face Validity” study completed.
* Summer 2017 – “Internal Consistency”, utilizing Cronbach’s alpha and factor analysis, study completed.
* Fall 2017 - “Content Validity” study completed and “Employer Satisfaction Survey” revised to reflect results of reliability and validity studies.
* Fall 2017 – Revised “Employer Satisfaction Survey” administered to RESA II and RESA III principals.

***Validity and Reliability Studies for the “Employer Satisfaction Survey”***

The initial level recognizes the need to establish validity and reliability on the “Employer Satisfaction Survey” instrument. A timeline detailing the plan for accomplishment is listed below. Where available, data are included.

* **Spring 2017** – The initial level of the COEPD first began its examination of the instrument by conducting a **Face Validity Study**. Eight (non-expert) respondents were asked to read the survey and to answer one yes/no question:

Does the Employer Satisfaction Survey measure how pleased a principal is with a teacher in his/her school?

**Results**: All eight respondents answered with “yes”.

**Next step**: Considering this to be a subjective “test run” of the instrument with positive results, the next step was to measure the Internal Consistency of the instrument.

* **Summer 2017** – **Internal Consistency** of the Employer Satisfaction Survey was determined using Cronbach’s alpha. The test was used to calculate the correlation values among the answers on the survey.

**Results:** Utilizing SPSS, reliability statistics were calculated on all thirty (30) items of the “Employer Satisfaction Survey”. The Cronbach alpa value of .982 indicated that the “Employer Satisfaction Survey” responses were consistent. The results are listed below.

| **Case Processing Summary** | | | |
| --- | --- | --- | --- |
|  | | N | % |
| Cases | Valid | 12 | 100.0 |
| Excludeda | 0 | .0 |
| Total | 12 | 100.0 |
| a. Listwise deletion based on all variables in the procedure. | | | |

| **Reliability Statistics** | |
| --- | --- |
| Cronbach's Alpha | N of Items |
| .982 | 30 |

| **Summary Item Statistics** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
| Item Variances | .319 | .152 | .811 | .659 | 5.350 | .027 | 30 |

**Next step**: Even though the survey’s alpha value was very high, the initial distribution of the “Employer Satisfaction Survey” in the Fall of 2016 yielded a lower than desired response rate. Consequently, the initial level of the COEPD decided to explore the possibility of shortening the survey.

* **Fall 2017** – The next step for the initial level COEPD was to complete a **Factor Analysis** on the survey. Speculating that the length of the survey may have contributed to lower than desired response rates, the initial level of the COEPD decided to complete a factor analysis to determine if questions should/could be eliminated.

The Component Matrix chart below shows that the “Employer Satisfaction Survey” does indeed measure essentially one component.

| **Component Matrixa** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | Component | | | | |
| 1 | 2 | 3 | 4 | 5 |
| VAR00001 | .850 | .083 | .260 | .352 | -.032 |
| VAR00002 | .807 | -.091 | .378 | .311 | .108 |
| VAR00003 | .778 | .478 | .368 | -.041 | -.077 |
| VAR00004 | .751 | .244 | .087 | .293 | -.485 |
| VAR00005 | .844 | -.446 | -.008 | -.060 | .148 |
| VAR00006 | .911 | -.182 | -.315 | .042 | -.183 |
| VAR00007 | .657 | .163 | .374 | -.429 | -.148 |
| VAR00008 | .844 | -.446 | -.008 | -.060 | .148 |
| VAR00009 | .911 | -.182 | -.315 | .042 | -.183 |
| VAR00010 | .851 | -.347 | .323 | -.209 | .004 |
| VAR00011 | .851 | -.169 | -.266 | .252 | .203 |
| VAR00012 | .778 | .478 | .368 | -.041 | -.077 |
| VAR00013 | .860 | .177 | .111 | -.135 | .287 |
| VAR00014 | .848 | -.322 | .265 | -.005 | .282 |
| VAR00015 | .851 | -.347 | .323 | -.209 | .004 |
| VAR00016 | .851 | -.169 | -.266 | .252 | .203 |
| VAR00017 | .851 | -.347 | .323 | -.209 | .004 |
| VAR00018 | .826 | -.128 | .254 | .301 | .108 |
| VAR00019 | .718 | .444 | -.006 | .352 | .392 |
| VAR00020 | .911 | -.136 | .108 | -.141 | -.265 |
| VAR00021 | .911 | -.182 | -.315 | .042 | -.183 |
| VAR00022 | .837 | .302 | -.326 | -.276 | .112 |
| VAR00023 | .837 | .302 | -.326 | -.276 | .112 |
| VAR00024 | .742 | .601 | .017 | .170 | .058 |
| VAR00025 | .837 | .302 | -.326 | -.276 | .112 |
| VAR00026 | .857 | .146 | -.016 | .413 | -.203 |
| VAR00027 | .837 | .302 | -.326 | -.276 | .112 |
| VAR00028 | .911 | -.182 | -.315 | .042 | -.183 |
| VAR00029 | .911 | -.182 | -.315 | .042 | -.183 |
| VAR00030 | .828 | .211 | .163 | -.262 | -.136 |
| Extraction Method: Principal Component Analysis. | | | | | |
| a. 5 components extracted. | | | | | |

In addition, the “Communalities” chart indicates that removal of items would still result in a high alpha number.

| **Communalities** | | |
| --- | --- | --- |
|  | Initial | Extraction |
| VAR00001 | 1.000 | .922 |
| VAR00002 | 1.000 | .911 |
| VAR00003 | 1.000 | .977 |
| VAR00004 | 1.000 | .953 |
| VAR00005 | 1.000 | .937 |
| VAR00006 | 1.000 | .998 |
| VAR00007 | 1.000 | .803 |
| VAR00008 | 1.000 | .937 |
| VAR00009 | 1.000 | .998 |
| VAR00010 | 1.000 | .994 |
| VAR00011 | 1.000 | .928 |
| VAR00012 | 1.000 | .977 |
| VAR00013 | 1.000 | .884 |
| VAR00014 | 1.000 | .972 |
| VAR00015 | 1.000 | .994 |
| VAR00016 | 1.000 | .928 |
| VAR00017 | 1.000 | .994 |
| VAR00018 | 1.000 | .865 |
| VAR00019 | 1.000 | .991 |
| VAR00020 | 1.000 | .950 |
| VAR00021 | 1.000 | .998 |
| VAR00022 | 1.000 | .988 |
| VAR00023 | 1.000 | .988 |
| VAR00024 | 1.000 | .944 |
| VAR00025 | 1.000 | .988 |
| VAR00026 | 1.000 | .967 |
| VAR00027 | 1.000 | .988 |
| VAR00028 | 1.000 | .998 |
| VAR00029 | 1.000 | .998 |
| VAR00030 | 1.000 | .843 |
| Extraction Method: Principal Component Analysis. | | |

**Next Step:** The initial level of the COEPD decided to shorten the survey utilizing a panel of Subject Matter Experts (SME).

* **Fall 2017** – The next step for determining validity and possibly shortening the Employer Satisfaction Survey was to identify a panel of subject matter experts (SME) to conduct a **Content Validity Study**. Nine experts (including principals, assistant principals, and personnel directors) were identified and asked to answer the following for each question on the survey:

To what degree is the question in the survey essential to the intended measurement, specifically employer satisfaction?

1. Essential 2. Useful, but not essential 3. Not necessary

Results: In order to determine the results, the Lawshe test was utlilized.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | Expert 6 | Expert 7 | Expert 8 | Expert 9 | CVR |
| Item #1 | x | x | x | x | x | x | x | x | x | 1 |
| Item #2 | x | x | x | x | x |  | x | x | x | .778 |
| Item #3 | x | x | x | x | x | x | x | x | x | 1 |
| Item #4 | x | x | x | x | x | x | x | x | x | 1 |
| Item #5 | x | x | x |  | x | x | x | x | x | .778 |
| Item #6 | x | x | x | x | x | x | x | x | x | 1 |
| Item #7 | x | x | x | x | x | x | x | x | x | 1 |
| Item #8 | x | x | x |  | x | x | x | x | x | .778 |
| Item #9 | x | x | x |  | x | x | x | x | x | .778 |
| Item #10 | x |  | x | x | x | x | x | x | x | .778 |
| Item #11 | x |  | x | x | x | x | x | x | x | .778 |
| Item #12 | x | x | x |  | x | x |  | x |  | .333 |
| Item #13 | x |  | x | x | x | x |  | x |  | .333 |
| Item #14 | x | x | x |  | x | x | x | x | x | .778 |
| Item #15 | x | x | x | x | x | x | x | x | x | 1 |
| Item #16 | x | x | x | x | x | x |  | x | x | .778 |
| Item #17 | x |  | x | x | x | x | x | x | x | .778 |
| Item #18 | x |  | x | x | x | x | x | x | x | .778 |
| Item #19 | x |  | x | x | x | x |  | x |  | .333 |
| Item #20 | x | x | x | x | x | x | x | x | x | 1 |
| Item #21 | x |  | x |  | x | x |  | x | x | .333 |
| Item #22 | x |  | x |  | x | x |  | x | x | .333 |
| Item #23 | x |  | x |  | x | x |  | x | x | .333 |
| Item #24 | x | x | x | x | x | x | x | x | x | 1 |
| Item #25 | x | x | x | x | x | x | x | x | x | 1 |
| Item #26 | x |  | x |  | x | x |  | x | x | .333 |
| Item #27 | x |  | x |  | x | x | x | x | x | .556 |
| Item #28 | x |  | x |  | x | x |  | x |  | .111 |
| Item #29 | x |  | x | x | x | x |  | x |  | .333 |
| Item #30 | x | x | x | x | x | x | x | x | x | 1 |
| CVR Critical for a panel size of 9 is .778 |  |  |  |  |  |  |  |  |  |  |

Based upon the Lawshe findings, ten questions were determined to be useful, but not essential. With nine experts examining the survey, eight of the nine had to rate the question “Essential” and a value of “0.778 or higher” had to be met for the question to be kept.

After discussion amongst faculty and leadership, it was determined all ten questions should be removed from the “Employer Satisfaction Survey”.

**Next Step:** Revised “Employer Satisfaction Survey” distributed to principals from RESA II and RESA III in Fall 2017.

***Data***

**Initial Level Employer Satisfaction Survey – 1st Year Out Teachers**

New instrument developed during the summer of 2016. First (1st) application of survey results below. Surveys completed for 1st year out completers.

**1st year out Completers, Fall 2016**

**N = 7, Return Rate (21.2%)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Teacher Quality | Distinguished | Accomplished | Emerging | Unsatisfactory |
| 1 | The teacher has a deep knowledge of the content and it inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life  and work. (1A: Core Content) | 28.57%  (2) | 28.57%  (2) | 42.86%  (3) | 0 |
| 2 | The teacher has a deep knowledge of the art and science of teaching in his/ her specific content and can facilitate experiences that advance creativity, innovation and problem solving (1B: Pedagogy) | 28.57%  (2) | 14.29%  (1) | 57.14%  (4) | 0 |
| 3 | The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn. (1C: Setting Goals and Objectives for learning) | 14.29%  (1) | 57.14%  (4) | 28.57%  (2) | 0 |
| 4 | Teacher designs instruction that engages students in meaningful instructional activities that supports the WV Content Standards and Objectives and that result in intentional student learning. (1D: Designing Instruction) | 28.57%  (2) | 28.57%  (2) | 42.86%  (3) | 0 |
| 5 | The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. (1E: Student Assessment) | 0 | 42.86%  (3) | 57.14%  (4) | 0 |
| 6 | The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities that are developmentally appropriate and differentiated to engage all students in the learning process. (2A: Understanding Intellectual/ Cognitive, Social, and Emotional Development) | 0 | 57.14%  (4) | 42.86%  (3) | 0 |
| 7 | The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. (2B: Creating an Environment of Respect and Rapport) | 14.29%  (1) | 71.43%  (5) | 14.29%  (1) | 0 |
| 8 | The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. (2C: Establishing a Culture for Learning) | 0 | 42.86%  (3) | 57.14%  (4) | 0 |
| 9 | The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources. (2D: Implementing Classroom Procedures) | 0 | 57.14%  (4) | 42.86%  (3) | 0 |
| 10 | The teacher collaborates with students to establish norms of behavior for the learning environment that ensures focus on learning (2E: Managing Student Behaviors) | 14.29%  (1) | 28.57%  (2) | 57.14%  (4) | 0 |
| 11 | The teacher ensures that the physical and virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment. (2F: Organizing the Learning Environment) | 0 | 57.14%  (4) | 42.86%  (3) | 0 |
| 12 | The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students. (3A: Importance of Content) | 14.29%  (1) | 57.14%  (4) | 28.57%  (2) | 0 |
| 13 | The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways. (3B: Communicating with Students) | 14.29%  (1) | 57.14%  (4) | 28.57%  (2) | 0 |
| 14 | The teacher practices quality-questioning techniques and engages students in discussion. (3D: Student Engagement) | 14.29%  (1) | 28.57%  (2) | 57.14%  (4) | 0 |
| 15 | The teacher delivers instructions to motivate and engage students in a deep understanding of the content. (3D: Student Engagement) | 14.29%  (1) | 28.57%  (2) | 57.14%  (4) | 0 |
| 16 | The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision-making. (3E: Use of Assessments in Instruction) | 0 | 57.14%  (4) | 42.86%  (3) | 0 |
| 17 | The teacher adjusts instruction based on the needs of the students and in response to “teachable moments”. (3F: Flexibility and Responsiveness) | 14.29%  (1) | 28.57%  (2) | 57.14%  (4) | 0 |
| 18 | The teacher engages in professional learning to critically examine his/ her professional practice and to engage in a continuous cycle of self- improvement focused on how to learn, teach, and work in a global, digital society. (4A: Professional Learning) | 0 | 50.00%  (3) | 50.00%  (3) | 0 |
| 19 | The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/ her practice, addressing questions and issues related to the school and students achievements. (4B: Professional Collaborative Practice) | 0 | 71.43%  (5) | 28.57%  (2) | 0 |
| 20 | The teacher engages in continuous, critical examination of his/ her teaching practice and makes adjustments based on data. (4C: Reflection on Practice) | 14.29%  (1) | 42.86%  (3) | 42.86%  (3) | 0 |
| 21 | The teacher contributes to the effectiveness, vitality and self- renewed of the teaching profession through investigation of new ideas that improves teaching practice and learning for students. (4D: Professional Contribution) | 0 | 57.14%  (4) | 42.86%  (3) | 0 |
| 22 | The teacher works collaboratively with the principal and colleagues to develop and support the school mission. (5A: School Mission) | 0 | 71.43%  (5) | 28.57%  (2) | 0 |
| 23 | The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment. (5B: School-wide Activities) | 0 | 71.43%  (5) | 28.57%  (2) | 0 |
| 24 | The teacher participates in activities and models behaviors that build and sustain a learner centered culture. (5C: Learner- Centered Culture) | 0 | 71.43%  (5) | 28.57%  (2) | 0 |
| 25 | The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (5D: Student Support Systems) | 0 | 71.43%  (5) | 28.57%  (2) | 0 |
| 26 | The teacher works collaboratively with the principal, colleagues and students to develop and sustain management systems that support and extend learning. (5E: Student Management Systems) | 0 | 57.14%  (4) | 42.86%  (3) | 0 |
| 27 | The teacher works collaboratively with the principal, colleagues, parents, students, and the community to develop and sustain school activities that make meaningful connections among the school, families, and the community. (5F: School, Family, and Community Connections) | 0 | 71.43%  (5) | 28.57%  (2) | 0 |
| 28 | The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement. (5G: Strategic Planning/ Continuous Improvement) | 0 | 57.14%  (4) | 42.86%  (3) | 0 |
| 29 | The teacher demonstrate leadership by implementing classroom and school initiatives that improves education as well as by making positive changes in policy and practice that affect students learning. (5H: Teacher Leadership) | 0 | 42.86%  (3) | 57.14%  (4) | 0 |
| 30 | The teacher models the ethical standards expected for the profession in the learning environment and in the community. (5I: Ethical Standards) | 28.57%  (2) | 42.86%  (3) | 28.57%  (2) | 0 |

**Initial Level Employer Satisfaction Survey – 3rd Year Out Teachers**

New instrument developed during the summer of 2016. First (1st) application of survey results below. Surveys completed for 1st year out completers.

**3rd year out Completers, Fall 2016**

**N = 5, Return Rate (21.7%)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Teacher Quality | Distinguished | Accomplished | Emerging | Unsatisfactory |
| 1 | The teacher has a deep knowledge of the content and it inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life  and work. (1A: Core Content) | 20%  (1) | 60%  (3) | 20%  (1) | 0 |
| 2 | The teacher has a deep knowledge of the art and science of teaching in his/ her specific content and can facilitate experiences that advance creativity, innovation and problem solving (1B: Pedagogy) | 20%  (1) | 60%  (3) | 20%  (1) | 0 |
| 3 | The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn. (1C: Setting Goals and Objectives for learning) | 0 | 80%  (4) | 20%  (1) | 0 |
| 4 | Teacher designs instruction that engages students in meaningful instructional activities that supports the WV Content Standards and Objectives and that result in intentional student learning. (1D: Designing Instruction) | 0 | 80%  (4) | 20%  (1) | 0 |
| 5 | The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. (1E: Student Assessment) | 0 | 100%  (5) | 0 | 0 |
| 6 | The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities that are developmentally appropriate and differentiated to engage all students in the learning process. (2A: Understanding Intellectual/ Cognitive, Social, and Emotional Development) | 0 | 100%  (5) | 0 | 0 |
| 7 | The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. (2B: Creating an Environment of Respect and Rapport) | 0 | 100%  (5) | 0 | 0 |
| 8 | The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. (2C: Establishing a Culture for Learning) | 0 | 100%  (5) | 0 | 0 |
| 9 | The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources. (2D: Implementing Classroom Procedures) | 0 | 100%  (5) | 0 | 0 |
| 10 | The teacher collaborates with students to establish norms of behavior for the learning environment that ensures focus on learning (2E: Managing Student Behaviors) | 0 | 100%  (5) | 0 | 0 |
| 11 | The teacher ensures that the physical and virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment. (2F: Organizing the Learning Environment) | 20%  (1) | 80%  (4) | 0 | 0 |
| 12 | The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students. (3A: Importance of Content) | 0 | 80%  (4) | 20%  (1) | 0 |
| 13 | The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways. (3B: Communicating with Students) | 20%  (1) | 80%  (4) | 0 | 0 |
| 14 | The teacher practices quality-questioning techniques and engages students in discussion. (3D: Student Engagement) | 20%  (1) | 80%  (4) | 0 | 0 |
| 15 | The teacher delivers instructions to motivate and engage students in a deep understanding of the content. (3D: Student Engagement) | 0 | 100%  (5) | 0 | 0 |
| 16 | The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision-making. (3E: Use of Assessments in Instruction) | 20%  (1) | 80%  (4) | 0 | 0 |
| 17 | The teacher adjusts instruction based on the needs of the students and in response to “teachable moments”. (3F: Flexibility and Responsiveness) | 0 | 100%  (5) | 0 | 0 |
| 18 | The teacher engages in professional learning to critically examine his/ her professional practice and to engage in a continuous cycle of self- improvement focused on how to learn, teach, and work in a global, digital society. (4A: Professional Learning) | 0 | 80%  (4) | 20%  (1) | 0 |
| 19 | The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/ her practice, addressing questions and issues related to the school and students achievements. (4B: Professional Collaborative Practice) | 20%  (1) | 60%  (3) | 20%  (1) | 0 |
| 20 | The teacher engages in continuous, critical examination of his/ her teaching practice and makes adjustments based on data. (4C: Reflection on Practice) | 0 | 100%  (5) | 0 | 0 |
| 21 | The teacher contributes to the effectiveness, vitality and self- renewed of the teaching profession through investigation of new ideas that improves teaching practice and learning for students. (4D: Professional Contribution) | 0 | 100%  (5) | 0 | 0 |
| 22 | The teacher works collaboratively with the principal and colleagues to develop and support the school mission. (5A: School Mission) | 0 | 100%  (5) | 0 | 0 |
| 23 | The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment. (5B: School-wide Activities) | 0 | 100%  (5) | 0 | 0 |
| 24 | The teacher participates in activities and models behaviors that build and sustain a learner centered culture. (5C: Learner- Centered Culture) | 0 | 80%  (4) | 20%  (1) | 0 |
| 25 | The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. (5D: Student Support Systems) | 0 | 100%  (5) | 0 | 0 |
| 26 | The teacher works collaboratively with the principal, colleagues and students to develop and sustain management systems that support and extend learning. (5E: Student Management Systems) | 0 | 80%  (4) | 20%  (1) | 0 |
| 27 | The teacher works collaboratively with the principal, colleagues, parents, students, and the community to develop and sustain school activities that make meaningful connections among the school, families, and the community. (5F: School, Family, and Community Connections) | 0 | 100%  (5) | 0 | 0 |
| 28 | The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement. (5G: Strategic Planning/ Continuous Improvement) | 0 | 100%  (5) | 0 | 0 |
| 29 | The teacher demonstrate leadership by implementing classroom and school initiatives that improves education as well as by making positive changes in policy and practice that affect students learning. (5H: Teacher Leadership) | 0 | 100%  (5) | 0 | 0 |
| 30 | The teacher models the ethical standards expected for the profession in the learning environment and in thee community. (5I: Ethical Standards) | 0 | 100%  (5) | 0 | 0 |

**Initial Level Employer Satisfaction Survey Data Results - 2014**

Following the last NCATE visit in 2012, the original plan for the Employer Satisfaction surveys included an every other year compilation of data from principals in Cabell County only. Included below are data from the 2014 survey administration.

**Fall 2014, N = 15**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Very Satisfied** | **Somewhat Satisfied** | **Somewhat Dissatisfied** | **Very Dissatisfied** |
| 1 | Establishes appropriate instructional goals and objectives | 60%  (9) | 33%  (5) | 7%  (1) | 0 |
| 2 | Creates a classroom culture that develops student intellectual capacity in the content area | 53%  (8) | 47%  (7) | 0 | 0 |
| 3 | Engages in high-quality, on-going professional development to strengthen knowledge and skill in the content of the teaching assignment | 60%  (9) | 27%  (4) | 13%  (2) | 0 |
| 4 | Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area | 60%  (9) | 40%  (6) | 0 | 0 |
| 5 | Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions | 53%  (8) | 40%  (6) | 7%  (1) | 0 |
| 6 | Responds to behavior issues in an effective and sensitive way | 47%  (7) | 40%  (6) | 13%  (2) | 0 |
| 7 | Plans instruction and student evaluation based on an in-depth understanding of the content and student needs | 60%  (9) | 33%  (5) | 0 | 7%  (1) |
| 8 | Adjusts plans to meet student needs and enhance learning after careful examination of classroom evaluation and assessments | 66%  (10) | 20%  (3) | 7%  (1) | 7%  (1) |
| 9 | Collaborates with colleagues and appropriate others | 60%  (9) | 20%  (3) | 13%  (2) | 7%  (1) |
| 10 | Communicates student achievement and progress to students, their parents, and appropriate others | 66%  (10) | 20%  (3) | 7%  (1) | 7%  (1) |
| 11 | Adapts instructional opportunities for diverse learners | 47%  (7) | 47%  (7) | 7%  (1) | 0 |
| 12 | Manages classroom resources effectively | 60%  (9) | 40%  (6) | 0 | 0 |
| 13 | Reflects on teaching practice through careful examination of classroom evaluation and assessments | 47%  (7) | 47%  (7) | 0 | 7%  (1) |
| 14 | Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students | 40%  (6) | 53%  (8) | 7%  (1) | 0 |
| 15 | Has a strong commitment to the teaching profession | 67%  (10) | 20%  (3) | 13%  (2) | 0 |
| 16 | Has a strong commitment to students | 73%  (11) | 13%  (2) | 13%  (2) | 0 |
| 17 | Has a strong commitment to diversity | 67%  (10) | 20%  (3) | 13%  (2) | 0 |
| 18 | Has a strong commitment to technology | 47%  (7) | 40%  (6) | 13%  (2) | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | YES | NO |
| 19 | On the basis of performance and preparation, would you feel confident in employing other Marshall University COEPD graduates? | 100%  (15) | 0 |