

2017 MAT Graduates Employer Survey (Spring 2018)

The data used for component 4.3 are taken from The MAT employer survey 2017 Graduates. It was administered in the spring of 2018 and included 14 employers (building administrators) from 11 suburban, 2 urban and 1 rural school district. Of these 14 schools 4 (28.6%) were high schools and 10 (71.4%) were Elementary schools. The survey included 35 Likert scale questions (that ranged from 1- below standard to 4 which exceeds expectations) and 3 qualitative items that were coded and the data quantified. The response rate was over 20% and the estimated completion rate was 65% with employers spending an average of 9 minutes completing the survey. The data generated from this survey conducted in March and July of 2018 can be deemed valid and reliable according to the parameters set forth in the CAEP handbook as it meets the evidence criteria for a valid instrument and has a high enough response rate.

Category Ratings:

1) Below Standard 2) Developing 3) Proficient 4) Exemplary

Survey Results: No candidates received a rating of “Below Standard”

Collaboration: Sample Items 10, 11, 12 & 13

92 % of first year teachers met or exceeded expectations .

8% developing

Learning & Development: Items 5, 6, & 7

86% of first year teachers met or exceeded expectations.

14% developing

The Learning Environment: Items 8, 9, 17 & 18

72% of first year teachers met or exceeded expectations.

28% developing

Discipline & Content Knowledge: Items 14, 15, & 16

70% of first year teachers met or exceeded expectations.

30% developing

Assessment: Items 19, 20, 21 & 22

76% of first year teachers met or exceeded expectations.

24% developing

Planning for instruction/instructional strategies: Items 23,24, 25, 26 & 27

78% of first year teachers met or exceeded expectations.

22% developing

Leadership and ethical behavior: Item 35

91% of first year teachers met or exceeded expectations.

9% developing

Summary of Responses:

Qualitative Items

Overall impression of the MAT program: 100% of employers that responded felt that the Quinnipiac first year teachers were very well prepared for their role.

Tentative conclusions/observations:

- Employers were satisfied to highly satisfied with the teachers **collaboration** (83-100%) on areas that impacted social interactions, the overall learning environment and student learning.
- Employers in the 2 urban schools (100% of the urban schools) reported that their teachers did not meet the expectation that the teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Employers were satisfied (83-92%) overall with their first year teacher's understanding of student growth and development and how it impacts student learning.
- Employers felt that the first year teachers could work on using diverse perspectives to improve the learning environment.
- Employers felt that the first year teachers needed to improve in the area of content knowledge,
- Employers felt highly satisfied that the teachers modeled ethical behavior.

- Employers overall felt that the first year teachers did not take on leadership roles. Several employers noted that this was consistent with the expectations of a first year teacher.
- Employers believed that the teachers utilize the opportunities for professional growth.
- Employers believed that the first year teachers needed more instruction in classroom management.

Recommendations:

- Do surveys for the next 2 years to get longitudinal data to meet the evidence requirements.
- Increase urban school participation
- Increase high school participation