CAEP Standard 4.3 Employer Satisfaction with Program Completers

The following data were generated from a survey sent to administrators who currently have recent Ferris graduates in their buildings. The questions were based on the Danielson Framework for Teaching. There were four progression categories provided to the evaluator that rates graduates from the context of a new teacher:

- Falls significantly short of expectations for new teachers
- Falls short of expectations for new teachers
- Meets expectations for new teachers
- Exceeds expectations for new teachers

Twelve responded to the survey. The follow information describes how they rated our recent graduates.

1. How would you describe the Ferris teacher's ability in the following areas as evidenced in their planning and preparation of lessons (Planning and Preparation)?

   92% (n=11) of the responders indicated that their FSU hire met the expectations for a new teacher in their ability to acquire the knowledge of the students' academic and developmental backgrounds. One responder (8.3%) indicated that the graduate fell short of the expectation.

   83% (n=10) of the responders indicated that their FSU hire met the expectations for a new teacher in their ability to select and develop instructional strategies that benefit all students. Two responders (16.7%) indicated that their teachers fell short of the expectation.

2. How would you describe the Ferris teacher's ability in the following areas as it pertains to the classroom environment (Classroom Environment)?

   75% (n=10) of the responders rated their teachers as meeting expectations of a new teacher for their ability to create an environment that stimulates learning. Two responders (16.7%) rated their teachers as exceeding the expectation of a new teacher while one (8.3%) rated their teacher as falling significantly short.

   83% (n=11) of the responders rated their teachers as meeting expectations for new teachers in their ability to establish a positive rapport with all of their students. One (8.3%) rated their teacher as exceeding the expectation while another (8.3%) rated their teacher as falling short of the expectation.

   67% (n=8) of the responders rated their teachers as meeting the expectations for new teachers in their ability to develop and maintain high standards of classroom behavior for all of their students. 33% (n=4) of the responders rated their teachers as falling short of the new teacher expectation.

3. How would you describe the Ferris teacher's ability in the following areas as it pertains to their instructional delivery (Instruction)?

   83% (n=11) of the responders indicated their teachers met the expectations for a new teacher in their ability to communicate learning outcomes to all students while two responders (16.7%) indicated that their teachers fell short of the expectations for a new teacher.

75% (n=8) of the responders indicated their teachers met the expectations for a new teacher in their ability to develop and sustain a high standard of learning with students. Three responders (25%) rated their teachers as falling short of the expectation.

In area of a teacher's ability to use appropriate strategies with different levels, 58.3% (n=7) indicated that their teachers met the expectation for a new teacher while 41.7% (n=5) rated their teachers as falling short of the expectation.

83.3% (n=10) indicated that their teachers met the expectation for new teachers in their responsiveness to diverse situations in the school and classroom while 16.7% (n=2) rated their teachers as falling short of the expectation.

58.3% (n=7) indicated that their teachers met the expectations for a new teacher's ability to use formative and summative assessments to drive their instruction. While 33.3% (n=4) rated their new teachers as falling short in this area. 8.3% (n=1) indicated their teacher fell significantly short with using formative and summative assessments.

4. How would you describe the Ferris teacher's ability in the following areas as it pertains to their professional responsibilities?

88.3% (n=10) indicated that their new teachers met the expectations for new teachers in their participation in curricular/instructional committee activities while 25% indicated their new FSU teachers exceeded the expectations of a new teacher. However, one respondent indicated their teacher fell significantly short in this area.

Similarly, 83.3% (n=10) of the respondents indicated their teachers met the expectations for a new teacher in their participation of extracurricular activities. 25% (n=3) indicated their teachers exceeded their expectations while 8.3% (n=1) indicated their teacher fell significantly short of the expectations.

With communication to parents, students, and colleagues, 75% (n=9) of the respondents indicated that their teachers met the expectations while 16.7% (n=2) indicated their teachers exceed the expectations for new teachers. 8.3% (n=1) indicated that their teacher fell significantly short of the expectation.

In self-improvement of teaching practices, 75% (n=9) of the respondents indicated their teachers met the expectations of a new teacher. One (8.3%) respondent indicated that their teacher exceeded the expectation while two (16.6%) noted that their teachers fell short of the expectation.

5. What strengths did your Ferris graduate bring to your school?

Commitment to the community and students (2 comments)

Preparedness for the classroom (1 comment)

Communication with colleagues (2 comments)

6. Based on your observation of Ferris teachers, what areas should the School of Education further develop in future teachers?

Classroom management (4 comments)

- De-escalation strategies
- Students with behavior plans
- Data and formative assessments
- Adapting instruction to different levels of students and situations

7. Five administrators provided contact information and are willing to participate in a focus group or individual interviews. We will follow up with these administrators.

Summary

In a survey to principals that supervise recent Ferris graduates, twelve participated in a survey about the quality of our graduate's performance. The survey was based on the Charlotte Danielson's Framework for Teaching which is a common evaluation framework used in Michigan schools. The following is a summary based on the responses.

In Planning and Preparation, 92% of the principals indicated that FSU graduates met the expectations for new teacher to know their students academically and developmentally and 8% noted that their teachers were below their expectation. Overall, 89% of the respondents indicated our graduates meet the expectations for planning and preparedness for new teachers. This domain was the highest domain of the four surveyed.

In Classroom Environment, the strongest area of FSU graduates was in establishing a positive student-teacher rapport. 83.3% of the principals indicated that their teachers met the expectations for a new teacher. The lowest area of this category was with maintaining high standards for student behavior in which only 67% of the principals indicated their teachers met the expectation for a new teacher. The other 33% indicated their FSU graduates fell below their expectations. Overall, this focus area ranked third of the four domains with an 67% average of the principals indicating that their teachers met the expectations for new teachers in the domain, Classroom Environment.

In the domain of Instruction, the strongest component for FSU graduates was in responding to diverse student populations. 83.3% of the respondents noted that their teachers met the expectations for new teachers in this area. The lowest rated area for this domain was using appropriate instructional strategies with varying learning abilities in which 58.3% of the principals indicated their teachers met the expectations for new teachers. The other 41.7% noted their teachers fell short of the expectation. Overall, this domain was the assessed as the lowest of the four areas with an average 67% of the principals noting their teachers met the expectations for the Instruction domain.

With Professional Responsibilities, 75% of the respondents indicated that their teacher met the expectations for new teachers participating in curricular and extracurricular activities. Moreover, 25% of the respondents indicated that their teachers exceeded the expectations for new teachers in these areas. The other two areas (communication and self-improvement) were similar in results with 75% of the principals indicating that their teachers met their expectations. However, these two areas also had respondents rating their teachers as exceeding expectations. Overall, this domain had a higher percentage of principals assessing their students in the Exceeds Expectations for New Teachers.

Table – Response Distribution from Administrative Partnerships Survey

Focus Areas	Falls significantly short of expecation	Falls short of expectation	Meets expectation	Exceeds expectation
Knowledge of student academically	0	1	11	0
Knowledge of students developmentally	0	1	11	0
Develop instructional strategies for all students	0	2	10	0
Planning/Preparation (Overall)	0	1.3	10.7	0
Create a learning environment	1	0	9	2
Establish positive teacher-student rapport	0	1	10	1
Maintain high standards for behavior	0	4	8	0
Classroom Environment (Overall)	0.3	1.7	9	1
Communicate outcomes to students	0	2	0	0
Sustain high standard for learning	0	3	9	0
Use appropriate differentiated instruction	0	5	7	0
Respond effectively to diverse populations	0	2	10	0
Use formative and summative assessments	1	4	7	0
Instruction (Overall)	0.3	3.7	8	0
Participation in curricular/instructional activities	1	0	8	3
Participation in extracurricular activities	1	0	8	3
Communication with student, families, staff	1	0	9	2

Pursue self-improvement in teaching practices	0	2	9	1
Professional Responsibilities (Overall)	0.7	0.7	8.7	2