

EMPLOYER SURVEY RESULTS 2018 AND 2019

Assessment Collaborative Formation and 2016-17 Initiative

In the fall of 2016, fifteen institutions in the state of Maryland formed the Assessment Collaborative, a voluntary loosely-organized network of teacher preparation institutions that planned to work together to address common assessment needs. Representatives from the Maryland State Department of Education (MSDE), the Maryland Independent Colleges and Universities Association (MICUA), and the University System of Maryland (USM) were invited to attend meetings and participate in the deliberations as their schedules permitted. In the 2016-17 academic year, the Collaborative decided to focus on the need to survey employers of Completers. Representatives from various institutions met throughout the academic year to discuss employer surveys and shared minutes after each meeting.

Review of Employer Surveys and Protocols Used by Collaborative Participants

Collaborative participants reviewed employer surveys from Hood College, McDaniel College, Notre Dame of Maryland University, St. Mary's College, and Towson University and the procedures used by all institutions to collect data. The Collaborative decided that items for the employer survey should align not only with InTASC standards but also with the Charlotte Danielson model used by Maryland school systems to evaluate teacher performance. Participants discussed the return rates on individual surveys and debated the advisability of surveying information on individual Completers or on cohorts of completers. Maryland Institutions are challenged to locate employers of recent initial certification graduates in that the State of Maryland cannot provide the data. Some IHE's seek approval of Completers to contact their employers and ask for contact information. Although this strategy works for IHE's with few Completers, it becomes less possible for IHE's with greater numbers of Completers.

Consideration of Rating Scales

The Collaborative reviewed surveys from various institutions and decided upon a four-point system defined as ...*The beginning teacher demonstrates [the behavior] "Consistently," "Inconsistently," "Minimally," and "Not at all" with no rating for "Not able to Observe."* Participants decided to revisit the operational definition of these ratings for each item after the first administration of the survey. The 9 dispositions agreed upon were then aligned by the Collaborative with both the InTASC standards for educators and the Danielson Framework, upon which most Maryland educators are evaluated. Below is a table showing this alignment.

Collaborative Employer Items	InTASC Standard	Danielson Model
This beginning teacher...		
• understands the diverse needs of students	InTASC 1,2, and 7 9	1.b., 1.c., 2.a.

• plans for the diverse needs of students.	InTASC 2, 5	1.b., 1.c
• knows the required content.	InTASC 4 & 7	1.a.
• effectively teaches required content	InTASC 5	3.a.
• creates a respectful environment that supports learning for all students.	InTASC 3	2.a.
• implements effective instruction that engages students in learning.	InTASC 8	3.c.
• implements a range of assessments to measure the progress of learners to improve instruction.	InTASC 6	1.f., 3.d.
• demonstrates professionalism.	InTASC 9	4.a., 4.b., 4.c., 4.d., 4.e., 4.f.
• uses technology in ways that improve student learning.	InTASC 3 (in the performances)	3.a., 3.c.

Establishing Content Validity

Although not necessary for employer surveys, the Collaborative decided to use the Lawshe formula¹ to establish content validity for the 9 items. With positive Content Validity Ratios (CVR) for all items for all respondents, the Collaborative decided to include all items in the Employer Survey. This produced an Employer Survey with a Content Validity Index of .723, well within the range of declaring the employer survey a *valid* assessment instrument. It was noted that the majority of Mentor Teachers, Teaching Faculty, and Site Coordinators did not feel that “using technology to improve student learning” was “essential” to the success of beginning teachers. Since the data from All Respondents produced a positive CVR, the item was retained in the survey instrument. More detailed information is included in the table that follows:

Item CVR (Content Validity Ratio)						
<i>This beginning teacher</i>	All Responses (N=99)	Teacher Candidates (N=39)	Mentor Teachers (N=35)	Teaching Faculty (N=13)	Site Coordinators (N=5)	Other (N=7)

¹ Lawshe, C. W. (1975). A Quantitative Approach to Content Validity. *Personnel Psychology*, 28, 561-575. Retrieved September 10, 2018, from <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1744-6570.1975.tb01393.x>.

<i>...understands the diverse needs of students.</i>	.907	.846	.899	1.00	1.00	1.00
<i>...plans for the diverse needs of students.</i>	.850	.846	.833	1.00	1.00	.429
<i>...knows the required content.</i>	.626	.744	.500	.846	.600	.714
<i>...effectively teaches required content.</i>	.907	.949	.889	1.00	1.00	.714
<i>...creates a respectful environment that supports learning for all students.</i>	.944	.949	.889	1.00	1.00	1.00
<i>...implements effective instruction that engages students in learning.</i>	.869	1.00	.778	1.00	.600	.429
<i>...implements a range of assessments to measure the progress of learners to improve instruction.</i>	.495	.590	.278	.692	.200	.714
<i>...demonstrates professionalism.</i>	.925	.949	.944	.846	1.00	1.00
<i>...uses technology in ways that improve student learning</i>	.009	.231	-.278	-.385	-.200	.429
<i>[comment on student growth]</i>	.701	.795	.500	.538	1.00	1.00

Benchmarking the Data

Five Institutions contributed data from 46 employers responding to the survey items. One institution unintentionally omitted one of the nine items. (*The beginning teacher knows the required content.*) One IHE did not ask evaluators about individual beginning teachers, but asked the core questions about all beginning teachers from that school over the last 3 years. Although data from that institution could not be used for benchmarking, the data was included for reference. The Collaborative decided to continue to use the nine items in the 2018-19 Employer Survey and to share the data in order that benchmarks could be established.

Results and Analysis - In Year One, five Institutions contributed data from 46 employers responding to the survey items about 2016-2017 completers who were employed by them as new educators in 2017-2018. Data were gathered again in Year Two on 2017-2018 completers who were gainfully employed in 2018-2019. These data suggest that employers are exceptionally pleased with the completers of Notre Dame of Maryland University's EPP. Data for Year One (albeit an overall low N) show that NDMU completers excelled when compared to the aggregate of other teacher preparation programs in Maryland. Aggregate data from the other universities for Year Two have not yet been obtained. Below are the results for NDMU based on surveys administered in June 2018 and June 2019. While NDMU hoped for mean scores of 3.0 or higher from employers on these dispositional attributes of new teachers, we are extremely pleased with the results from these first two years. In 2019 (with a much larger N), the results show a range of mean scores from a low of 3.50 for two dispositions ('teaching the required content' and 'implementing a range of assessments') to a high of 3.83 for two other dispositions ('demonstrating professionalism' and 'use of technology to improve learning'). While these scores are not as high as the 4.0 mean scores assigned in 2018 (which we realize are not likely to be replicated), we are nonetheless very pleased with these Year Two results.

With respect to the disposition ‘teaching the required content,’ it is anticipated that this rating will improve for two reasons: The state of Maryland now requires four content praxis assessments for elementary teachers (which should help to document their content knowledge) and NDMU has begun phasing in edTPA as a requirement. This assessment demands that teacher candidates seek a variety of instructional methods to effectively meet the needs of students; via more thoughtful and deliberate planning, execution and reflection, it is expected that proficiency in teaching the required content will improve. In a like manner, the disposition ‘implementing a range of assessments’ will certainly be strengthened in our program of studies as edTPA helps teacher candidates to understand the need for and be able to plan for a variety of assessments to measure student progress. We are proudly looking forward to results in Year Three of this Study, June 2020.

As noted, we also introduced the tenth disposition (positively impacting student growth. Again, we hoped to meet the desired mean of 3.0 and were pleased with the 3.67 score. The qualitative commentary posted below speaks volumes to why these assigned a very strong score to this criterion.

	EMPLOYER SURVEY – TWO CYCLES (2018 AND 2019 NEW TEACHERS)										
	NDMU 2019 N=18 (2017-18 Grads)*			NDMU 2018 N=9 (2016-17 Grads)**			MD Assessment Collaborative Benchmark ⁴ N= 46 (2016-17 Grads)				
This beginning teacher...	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median	SD	Insufficient Evidence
1. understands the diverse needs of students	3.67	4	4	4.00	4	4	3.91	4	4	0.35	0
2. plans for the diverse needs of students.	3.61	4	4	3.78	4	4	3.76	4	4	0.48	0
3. knows the required content.	3.72	4	4	NA	NA	NA	3.92	4	4	0.28	0
4. effectively teaches required content	3.50	4	4	4.00	4	4	3.91	4	4	0.28	0
5. creates a respectful environment that supports learning for all students.	3.67	4	4	4.00	4	4	3.93	4	4	0.25	0
6. implements effective instruction that engages students in learning.	3.67	4	4	4.00	4	4	3.85	4	4	0.42	1
7. implements a range of assessments to measure the progress of learners to improve instruction.	3.50	4	4	4.00	4	4	3.85	4	4	0.36	0
8. demonstrates professionalism.	3.83	4	4	4.00	4	4	3.93	4	4	0.25	0

9. uses technology in ways that improve student learning.	3.83	4	4	3.89	4	4	3.89	4	4	0.32	1
10. positively impacts student growth***	3.67	4	4	NA	NA	NA	NA	NA	NA	NA	NA

*N of 18 = 38% (18 of 46 employer respondents participated)

**N of 9 = 38% (9 of 24 employer respondents participated)

***NDMU opted to add criterion #10 to the survey as one additional strategy to assess how new educators impact P-12 achievement.

Qualitative commentary offered by the employers included the following from 2019 and 2018, respectively. The most common theme for improvement resides in classroom management strategies. While teacher candidates receive high scores for creating a respectful learning environment, nonetheless, according to employers, they still need more experience with classroom management. Although scores have improved over time (due to a greater focus on classroom management strategies in coursework and the new Google Docs resource center), there appears to be no substitute for actual field experience.

Comments from 2019 Survey:

What are the areas of strength of your new teacher?

- The student teacher is creative and brings a high level of professionalism to her new teacher role.
- Excellent rapport established with her students, parents and faculty
- Reflective, perseverance, collaborative
- Developed very positive relationships with students and remained flexible. She also quickly engaged in extracurricular activities such as the school newspaper.
- Diversity, instruction and assessment
- friendly and approachable.
- classroom management working with a team following curriculum
- Implementation of instruction
- brings a deep dedication to finding the "Next Best Plan" to grow student performance and success. She is engaged in discovering her active role in that process and is constantly questioning and learning to make that happen.
- She is a hard worker and put in the time to meet with others in order to grow as a teacher.
- Dependability -Communication -reflecting on teaching practices
- Professional, calm, fair.
- She is confident and always prepared. She fit right in with her grade level team. She is open to feedback and seeks discussions to improve teaching.

- Classroom management was an area that stood out the past year. She had a rough group of 4th grade students and managed her classroom with respect and efficiency.
- She is flexible and open to suggestions.
- She is well-planned and prepared
- She is positive, professional, and able to adapt.
- Her ability to be collaborative with her team mates.

What areas for improvement do you think need further development for your new teacher?

- Like all new educators, the student teacher needs to continue their growth to become a master educator.
- Over time, she needs to improve her familiarity with the county curriculum to be taught
- Continuing to set goals for students and utilizing assessment data to guide instruction and support.
- Classroom management Planning and implementing instruction Differentiating instruction for all learners
- differentiating for the gifted learner using data to drive instruction Teaching guided reading Administration and scoring of F&P benchmarks
- Just experience. She is still a new teacher and is working every day to deepen her repertoire of tools, strategies and approaches to helping students succeed.
- -consistency with implementing technology and preparation of students for PAARC -differentiation and targeted small group instruction
- Classroom management and assertiveness in the classroom.
- on a good path - she was rated as an effective teacher for her first year and I am confident that she will continue to develop into a highly effective teacher.
- Curriculum and depth of instruction. This will come with experience. She did very well for her first year
- More structure for instructional blocks.
- As she grows and develops within her career, I would like to see her become more assertive with her students in implementing her classroom expectations.
- Behavior management.

Please explain how this new teacher has positively impacted student growth.

- The student teacher brought new ideas and current techniques that positively impacted the students.
- She targeted students with identified needs and generated individual plans to support their progress and kept parents engaged and informed
- The teacher cared for her students first and foremost. She sought out feedback as it was needed, and made adjustments each time it was offered.
- She focused on student growth and worked to support each student based on their needs.
- She has been awesome. She truly understands student needs.
- This teacher is a career changer who has raised her own children, and came to the classroom with more life experience than many new educators. Her classroom climate and ability to manage student behavior was a strength, and enabled her to teach content effectively, which positively impacted student growth.
- She was able to use student assessment (informal & formal) data to make solid instructional decisions.

- She has impacted student growth through hard work, a deeply engaged attitude and approach to her profession, and by working in collaboration with her colleagues to discover the needs and strengths of students and encourage them academically and socially-emotionally to meet the highest standards.
- Her desire to teach and the care she has for students came through and was well received by her students.
- She worked very hard and was very dependable. She is working hard to consistently impact student growth.
- Careful planning and a willingness to learn has resulted in student academic growth. Students have improved in math fact fluency and in the area of reading fluency/comprehension
- Students made progress in her classroom. F&P results showed progress. She was able to jump right in and teach based on the Guided Reading Model. Through running records and conferencing with students, she was able to identify skills students need to grow their reading. In Math, students were appropriately challenged and had good success developing number sense.
- She was prepared to plan and provide instruction for her students. She worked collaboratively with her team.
- She has helped several new students get set up and established at our school. She has developed parent relationships.
- She has differentiated instruction to meet student needs
- Her ability to offer diverse lessons that meet individual student's needs helped to foster growth within her classroom.
- She formed great relationships with students and parents.

Comments from 2018 Survey:

What are the areas of strength of your new teacher?

- Understanding the IEP process
- Had a very challenging schedule which he handled very well. He was willing to work hard and consult others to support students.
- Our teacher has many strengths! She is well prepared and organized. She always makes decisions in the best interest of students. She is a strong first year teacher.
- Management of students
- Planning, instruction, relationships with students and staff
- Organization of resources and planning of lessons.
- Well prepared and positive attitude
- extremely motivated, self-driven and reflective.
- Planning, positive relationship building, and behavior management

What areas for improvement do you think need further development for your new teacher?

- Technology use
- He sometimes shows a lack of confidence in his own abilities. However, you could see his confidence grow during the year.
- The area of special education is an area that students need to be well versed in. Students are coming to schools with complex needs these days. Behavioral supports beyond PBIS is a great need for all first year teachers along with classroom management

- Depth of content knowledge in math
- If special education is the focus, how to effectively use support staff
- Patience and knowing that there will be days when your best isn't good enough
- receives all feedback well and immediately implements suggestions and strategies offered.
- Our curriculum is changing, so learning the new curriculum.

Please provide any additional comments that you believe would help improve the teacher preparation program provided by NDMU.

- He is a special education teacher and the amount of detailed paperwork required is significant. Assisting with how to manage this would be welcome.
- We hire your best and have not been disappointed.
- new teachers struggle to align CCSS into lessons being taught.
- has done an excellent job as a first year teacher.