Exhibit 4.3.A   Employer Survey Results

CAEP Standards/Components:1.1, 1.2, 1.4, 1.5, 2.3, 3.1, 4.1, 4.2, 4.3, 5.2, 5.4
InTASC Standards: 1-10
NJPTS 1-10

Administration and Purpose: The Employer Survey is an EPP created assessment that measures employers perception of Monmouth University Graduates directly against Nine InTASC Standards. Also included in the survey are demographics surveyed to allow the EPP to disaggregate other important data for improvement. The Survey components are tagged to the InTASC, CAEP and the NJ Professional teaching Standards.

The 2017 Survey was revised with the input of partner administrators. The former survey was cumbersome and did not align directly with the revised NJ standards and InTASC. Administrators complained about its length and asked for the EPP to create a streamlined instrument. The result is the assessment below. The instrument asks a series of questions that are aligned to each InTASC/NJ standards.

The survey is taken online through a Qualtrics link that is emailed to participants (p-12 school and district level administrators in partnership schools).

The survey is administered anonymously. Individual responses are aggregated and kept confidential. The survey takes Approximately 10 minutes to complete.

Data: Survey data is shared with stakeholders at multiple constituency meetings in an effort to inform improvements. The data results from the survey are used to assess the perceived quality of graduates employed in their schools.The results are used to identify areas for improvement as perceived by administrators in partnership districts.

Content of the Instrument: The Employer Survey has four categories: The Learner and Learning, (8 items), Content Knowledge (5 items), Instructional practice (10 items), and Professional Responsibility (6 items). The statements are taken directly from the InTASC standards and components and align with the NJPST, CAEP and the EPP's mission. Each item allows the respondent one of four responses: Strongly Agree (4 pts), Agree (3 points), Disagree (2 points), Strongly Disagree (1 point).

Instructions: School Administrators are asked to rate Monmouth candidates on each of the components covered under the four InTASC Categories.

Scoring: When scoring the survey the following points are awarded: Strongly Agree=4 points, Agree=3 points, Disagree=2 points, Strongly Disagree=1 point. Percentages are calculated for each indicator and scores are reported in two ways: Overall and by Category. Overall scores compare means for the four categories over the three assessment cycles. Category scores display the % of scores in the Agree and Strongly Agree categories, along with the mean scores. An item considered for an area that needs improvement is one in which less than 80% score at agree or Strongly Agree.

Validity and Reliability: Measures of validity and reliability are not required as per CAEP Handbook p. 167.

Data: Data are presented for the three assessment cycles: 2017 (46 responses/ 153 sent=30% response); 2018 (10/31 =32%), and 2019 (Will be administered January 2019).

Exhibit 4.3.A   Employer Survey Results

Analysis and Interpretation: Data is reported for 2017 and 2018. The newly designed survey will be administered again in January of 2019 with results available prior to the April 2019 site visit. The likert scale items were developed in direct alignment to the InTASC/NJPST. Therefore, results are reported based on individual items as well as aggregated into the four InTASC Categories of: 1. The Learner and Learning; 2. Content Knowledge; 3. Instructional Practice; and 4. Professional responsibility.

The data revealed P-12 educational administrators believe Monmouth University graduates meet the 10 in TASC standards assessed. 100% of all items assessed were met the 80% requirement at the "strongly agree" and "agree" level for 2017 and 2018.

InTASC Category 1: The Learner and Learning
Monmouth Candidates are successful with understanding learner development, knowing individual differences (ability, gender, ethnicity, language) and ensuring an inclusive classroom environment. 100% of all items assessed under the category of *The Learner and Learning* met the requirement that 80% or more respondents scored the item as "agree" or "strongly agree", thus meeting the standard. The category *means* for 2017 and 2018 were 3.40 and 3.30 respectively on a four-point scale. The mean score for all 8 items in 2018 was 3.30. The means ranged from 3.3-3.52 on the 8 items in 2017. There were no significant areas of concern for the two series of data. Data is shared with faculty (University Teacher Education Advisory Council and Faculty meetings), staff and stakeholders to look at trends that may develop with subsequent administrations of the survey.

InTASC Category 2: Content Knowledge
Monmouth graduates are regarded by administrators as having content knowledge and are skillful at applying content. 100% of all items assessed under the category of *Content Knowledge* met the requirement that 80% or more respondents scored the item as "agree" or "strongly agree", thus meeting the standard. The mean scores for this category in 2017 and 2018 were 3.23 and 3.52 respectively. The highest items in 2017 and 2018 were "*how to create learning experiences that make the content accessible* (2017)" and "*how to make the content meaningful to assure mastery* (2018)."   The lowest two items scored in 2017 were "*how to connect concepts using different perspectives to engage learners in critical thinking*" and *"how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues."* The 2017 percentage of responses for items 5 and 7 at the agree/strongly agree levels were 87.23% and 87.24% respectively. In 2018 100% of the responses were at the agree/strongly agree levels with mean scores for each category ranging from 3.5-3.6. This data has been and will continue to be used to inform changes that could better support candidates in the area of content knowledge.

InTASC category 3: Instructional Practice
Monmouth graduates are knowledgeable about assessment, know how to use the results of assessment to plan lessons for diverse learners, and are able to utilize a variety of instructional strategies to meet each child in meaningful ways. 100% of all items assessed under the category of *Instructional Practice* met the requirement that 80% or more respondents scored the item as "agree" or "strongly agree", thus meeting the standard. The mean scores for this category were 3.33 (2017) and 3.49 (2018) showing a slight improvement over time. The means for the 10 item category ranged from 3.29-3.42 in 2017. In 2018 the means ranged from 3.30 to 3.60. While the 2018 scores were consistent for all items, there were definite strengths in 2017 including "*understands and uses a variety of instructional strategies*" (*m*=3.42). Conversely, "*provides instruction that encourages deep understanding of content*" revealed the lowest mean in the category at 3.24 in 2017.

Exhibit 4.3.A   Employer Survey Results

InTASC category 4: Professional Responsibility

Monmouth graduates engages in professional learning, ethical practice, leadership and collaboration on an ongoing basis. 100% of all items assessed under the category of *Professional Responsibility* met the requirement that 80% or more respondents scored the item as "agree" or "strongly agree", thus meeting the standard. The mean scores for the overall category were 3.36 (2017) and 3.35 (2018). In 2017, the highest scoring category was "*engages in ongoing professional learning*" (*m=*3.48). The lowest item scored had a mean of 3.28 , "*Seeks appropriate leadership roles."* In 2018, the mean score for all categories ranged from 3.20-3.50.

Results of this survey are shared with constituency groups and improvements are made based on recommendations.

Exhibit 4.3.A   Employer Survey Results

MONMOUTH
UNIVERSITY

Default Question Block

Please take a few minutes to help us gain information on the success of the graduates of our initial teacher preparation programs and to identify areas of improvement. Responses are anonymous and your district will not be identified in any reports generated. Thank you in advance for your time, interest and support of Monmouth University's School of Education.

Your district is best described as:

- ○ Rural
- ○ Suburban
- ○ Urban

Your current Position is

- ○ Superintendent
- ○ Assistant Superintendent
- ○ Personnel Director
- ○ Director of Special Services
- ○ Director of Curriculum
- ○ Principal
- ○ Assistant Principal
- ○ Recruiter
- ○ Teacher
- ○ Other

Exhibit 4.3.A   Employer Survey Results

The number of years you have worked in education:

- ◉ 0-1
- ◉ 2-5
- ◉ 6-10
- ○ 11-15
- ○ More than 15

The number of years you have worked for your current district:

- ◉ 0-1
- ◉ 2-5
- ◉ 6-10
- ○ 11-15
- ○ More than 15

Over the next five years, the top three areas for new employees in your district will be:
Select all that apply

- ☐ P-3
- ☐ Elementary K-6
- ☐ Middle School 5-8
- ☐ Art
- ☐ English
- ☐ Mathematics
- ☐ Music
- ☐ Science
- ☐ Social Studies
- ☐ Spanish
- ☐ Teacher of Students with Disabilities (TSD)
- ☐

Exhibit 4.3.A   Employer Survey Results

☐ Principal

☐ Reading Specialist

☐ English as a Second Language (ESL)

☐ School Counselor

☐ Supervisor

☐ Student Assistance Coordinator

☐ Learning Disabilities Teacher Consultant (LDTC)

☐ Other

InTASC Category 1: The Learner and Learning
The teacher........

	Strongly Disagree	Disagree	Agree	Strongly Agree
(1) Understands how learners grow and develop	☺	☺	☺	☺
(1) recognizes patterns of learning and development vary across the cognitive, social, emotional and physical areas	☺	☺	☺	☺
(1) designs and implements developmentally appropriate and challenging learning experiences	☺	☺	☺	☺
(2) Uses understanding of individual differences to ensure inclusive environments to meet high standards	☺	☺	☺	☺
(3) Collaborates to create environments that support individual and collaborative learning	☺	☺	☺	☺
(3) Collaborates to create environments that encourage positive social interaction	☺	☺	☺	☺

Exhibit 4.3.A   Employer Survey Results

	Strongly Disagree	Disagree	Agree	Strongly Agree
(3)Collaborates to create environments that encourage active engagement in learning	⊙	⊙	⊙	⊙
(3) Collaborates to create environments that encourage self-motivation.	⊙	⊙	⊙	⊙

InTASC Category 2: Content Knowledge
The teacher understands.....

	Strongly Disagree	Disagree	Agree	Strongly agree
(4) the central concepts, tools of inqiry and structures of the discipline	⊙	⊙	⊙	⊙
(4) how to create learning experiences that make the content accessible	⊙	⊙	⊙	⊙
(4) how to make the content meaningful to assure mastery	⊙	⊙	⊙	⊙
(5) how to connect concepts using different perspectives to engage learners in critical thinking	⊙	⊙	⊙	⊙
(5) how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues	⊙	⊙	⊙	⊙

InTASC Category 3: Instructional Practice
The teacher .....

	Strongly Disagree	Disagree	Agree	Strongly agree

Exhibit 4.3.A   Employer Survey Results

	Strongly Disagree	Disagree	Agree	Strongly agree
(6) understands and uses multiple methods of assessment to engage learners in their growth	○	○	○	○
(6) uses multiple methods of assessment to monitor learner progress	○	○	○	○
(6) uses multiple methods of assessment to guide decision making	○	○	○	○
(7) plans instruction that supports every student in meeting rigorous learning goals	○	○	○	○
(7) creates plans that draw upon knowledge of content areas and curriculum	○	○	○	○
(7) creates plans that use appropriate pedagogy	○	○	○	○
(7) creates plans that include knowledge of learners and the community	○	○	○	○
(8) understands and uses a variety of instructional strategies	○	○	○	○
(8) provides instruction that encourages deep understanding of content	○	○	○	○
(8) uses strategies to apply knowledge in meaningful ways	○	○	○	○

InTASC Category #4: Professional Responsibility
The teacher.....

	Strongly Disagree	Disagree	Agree	Strongly Agree
(9) engages in ongoing professional learning	○	○	○	○

Exhibit 4.3.A   Employer Survey Results

	Strongly Disagree	Disagree	Agree	Strongly Agree
(9) continually evaluates his/her practice	○	○	○	○
(9) adapts practice to meet the needs of each learner	○	○	○	○
(10) seeks appropriate leadership roles	○	○	○	○
(10) seeks opportunities to take responsibility for students learning	○	○	○	○
(10) collaborates with learners, families, colleagues, and other professionals to ensure learner growth	○	○	○	○

Comments :

Thank you for your cooperation in assisting our programs as we strive for excellence in teacher preparation.

Exhibit 4.3.A   Employer Survey Results

Four Categories of InTASC
Overall *mean* Scores
CAEP 1.1

	2017 N=46	2018 N=10
	mean	*mean*
InTASC Category 1: The Learner and Learning	3.4	3.30
InTASC Category 2: Content Knowledge	3.23	3.52
InTASC Category 3: Instructional Practice	3.33	3.49
InTASC Category #4: Professional Responsibility	3.36	3.35

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

CAEP	InTASC	NJPTS	Q6 - InTASC Category 1: The Learner and Learning The teacher........ Question	2017 N=46		2018 N=10	
				% agree or Strongly Agree	*mean*	% agree or Strongly Agree	*mean*
1.1 3.3	1	1	(1) Understands how learners grow and develop	94%	3.36	90%	3.30
1.1 3.3	1	1	(1) recognizes patterns of learning and development vary across the cognitive, social, emotional and physical areas	94%	3.3	90%	3.30
1.1 3.3	1	1	(1) designs and implements developmentally appropriate and challenging learning experiences	94%	3.42	90%	3.30
1.1 3.3	2	2	(2) Uses understanding of individual differences to ensure inclusive environments to meet high standards	96%	3.28	90%	3.30
1.1	3	3	(3) Collaborates to create environments that support individual and collaborative learning	94%	3.42	90%	3.30
1.1	3	3	(3) Collaborates to create environments that encourage positive social interaction	96%	3.52	90%	3.30
1.1	3	3	(3)Collaborates to create environments that encourage active engagement in learning	96%	3.5	90%	3.30
1.1	3	3	(3) Collaborates to create environments that encourage self-motivation.	96%	3.36	90%	3.30
					3.4		3.30

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Exhibit 4.3.A   Employer Survey Results

CAEP	InTASC	NJPTS	Q7 - InTASC Category 2: Content Knowledge The teacher understands.....	2017 N=46		2018 N=10	
			Question	% agree or Strongly Agree	*mean*	% agree or Strongly Agree	*mean*
1.1	4	4	(4) the central concepts, tools of inquiry and structures of the discipline	93.61%	3.29	100%	3.50
1.1	4	4	(4) how to create learning experiences that make the content accessible	95.74%	3.36	100%	3.50
1.1	4	4	(4) "how to make the content meaningful to assure mastery	91.49%	3.26	100%	3.60
1.1	5	5	(5) how to connect concepts using different perspectives to engage learners in critical thinking	87.23%	3.26	100%	3.50
1.1	5	5	(5) how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues	87.24%	3.0	100%	3.50
					3.23		3.52

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

CAEP	InTASC	NJPTS	Q8 - InTASC Category 3: Instructional Practice The teacher	2017 N=46		2018 N=10	
			Question	% agree or Strongly Agree	*mean*	% agree or Strongly Agree	*mean*
1.1	6	6	(6) understands and uses multiple methods of assessment to engage learners in their growth	91.11%	3.36	90%	3.50
1.1	6	6	(6) uses multiple methods of assessment to monitor learner progress	88.88%	3.29	90%	3.50
1.1	6	6	(6) uses multiple methods of assessment to guide decision making	88.89%	3.33	90%	3.50
1.1	7	7	(7) plans instruction that supports every student in meeting rigorous learning goals	86.67%	3.36	100%	3.60
1.1	7	7	(7) creates plans that draw upon knowledge of content areas and curriculum	95.56%	3.38	100%	3.50
1.1,1.5	7	7	(7) creates plans that use appropriate pedagogy	98.33%	3.38	100%	3.60
1.1,1.5	7	7	(7) creates plans that include knowledge of learners and the community	88.88%	3.29	90%	3.30
1.1, 1.5	8	8	(8) understands and uses a variety of instructional strategies	93.33%	3.42	100%	3.60
1.1, 1.5	8	8	(8) provides instruction that encourages deep understanding of content	86.66%	3.24	100%	3.50
1.1, 1.5	8	8	(8) uses strategies to apply knowledge in meaningful ways	95.56%	3.29	90%	3.30
					3.33		3.49

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Exhibit 4.3.A   Employer Survey Results

CAEP	InTASC	NJPTS	Q9 - InTASC Category #4: Professional Responsibility The teacher.....	2017 N=46		2018 N=10	
			Question	% agree or Strongly Agree	*mean*	% agree or Strongly Agree	*mean*
1.1, 1.2	9	9	(9) engages in ongoing professional learning	95.65%	3.48	90%	3.20
1.1, 1.2	9	9	(9) continually evaluates his/her practice	93.48%	3.39	90%	3.40
1.1, 1.2	9	9	(9) adapts practice to meet the needs of each learner	89.13%	3.33	100%	3.50
1.1, 1.2	10	10	(10) seeks appropriate leadership roles	93.33%	3.22	90%	3.40
1.1, 1.2	10	10	(10) seeks opportunities to take responsibility for students learning	93.48%	3.37	90%	3.30
1.1, 1.2	10	10	(10) collaborates with learners, families, colleagues, and other professionals to ensure learner growth	95.65%	3.39	90%	3.30
					3.36		3.35

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt