**CAEP Accountability Measure 2**

**Principal Program Employer Satisfaction Survey and Results**

**Assessment Method: (RA.4.1)**

**Employer Satisfaction Principal Program Survey**

The Principal Program developed a standards-based employer satisfaction survey. The purpose of survey is to determine the extent to which program employers perceive completer preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Details of Assessment Administration:**

The Office of Assessment and Accountability obtains data on where Principal Program completers are employed using a Texas Education Agency database.

**Employer Satisfaction Survey: (Principal Program only)**

The Office of Assessment and Accountability sent an email out to employers requesting completion of a survey to assist with program continuous improvement.

**Directions delivered to the employer:**

An email was sent using the Qualtrics mailer, it is included below. The email was re-sent to unfinished respondents weekly.

Hello SFA Principal Preparation Program Employer,

Your opinions are very important to SFA. We invite you to complete a brief survey designed to help us understand how well you feel SFA prepared (name of the finisher here) to be and effective Principal. Thank you *very* much for helping us gain valuable information that supports our efforts toward continuous improvement of our EPP.

**Rating Scale:**

The following rating scale is used to determine the level of preparedness.

**1 = Not Prepared**: The SFA (Advanced Program Name Here) graduate does not demonstrate the characteristics/disposition or ability to perform this professional responsibility when provided with experience and supervision and is in need of more intense direct supervised assistance.

**2 = Minimally Prepared**: The SFA (Advanced Program Name Here) graduate has demonstrated some of the characteristics/dispositions or ability to perform this professional responsibility but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to demonstrate this professional responsibility**.**

**3 = Adequately Prepared**: The SFA (Advanced Program Name Here) graduate has competently demonstrated the characteristic/disposition or ability to perform this professional responsibility. More experience may be beneficial but is not needed for competency attainment**.**

**4 = Highly Prepared**: The (Advanced Program Name Here) graduate has demonstrated strong skill or characteristic/disposition development of this professional responsibility and can independently perform the task with no supervision.

**Analysis and Interpretation of Results:**

**Principal Survey Results Summary (only adv program that did a survey and not focus groups for 2024)**

This program produces approximately 100 finishers a year, however over 90% do not enter the profession as they most often remain in teacher roles. Surveys were sent to 8 superintendents (employers of SFA prepared Principals). Three surveys were completed. The employers indicated the SFA prepared Principal was adequately to highly prepared across all three domains focused on in the survey: Domain I School Culture, Domain II Leading Learning, Domain III Human Capital. See Table 1.

**Table.1**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  | **Principal Program Employer Satisfaction Survey Results** | 2022-2023 |  |
|  | Mean Scores x Domain x Element | n=3 (White Female) |  |
|  | **Elements** | Mean | St.Dev |
| Domain 1 | Create a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals | 4 | 0 |
|  | "Establish and communicate consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment" | 3.67 | 0 |
|  | "Implement effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture" | 4 | 0 |
|  | "Create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students" | 3.67 | 0 |
|  | Use consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning | 4 | 0 |
|  | "Ensure that parents and other members of the community are an integral part of the campus culture" | 4 | 0 |
|  | **Average** **Score** **of** **Domain** | 3.89 | 0.16 |
| Domain 2 | Prioritize instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research | 4 | 0 |
|  | "Facilitate the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs" | 4 | 0 |
|  | Monitor instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction | 4 | 0 |
|  | "Monitor and ensure staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement" | 4 | 0 |
|  | "Support staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions" | 4 | 0 |
|  | **Average Score of Domain** | 4 | 0.00 |
| Domain 3 | Communicate expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff | 4 | 0 |
|  | "Coach and develop teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities" | 3.67 | 0 |
|  | "Collaborate to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data" | 4 | 0 |
|  | Facilitate collaborative structures that support professional learning communities in reviewing data, processes, and policies to improve teaching and learning in the school | 4 | 0 |
|  | "Create leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment" | 4 | 0 |
|  | "Implement effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff" | 4 | 0 |
|  | **Average Score of Domain** | 3.89 | 0.12 |