**CAEP Accountability Measure 2**

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

**Employer Satisfaction Focus Group Interview**

**The following programs transitioned to a focus group interview for 2024:**

* Superintendent
* Educational Diagnostician
* Reading Specialist
* Teacher of Students with Visual Impairment

**Employer Satisfaction Survey**

Each advanced program developed their own unique standards-based employer satisfaction survey. The Purpose of survey is to determine the extent to which advanced 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 advanced program completers are employed using a Texas Education Agency database.

**Focus Group Interviews:**

The Associate Dean, Assistant Department Chairs, and program coordinators reached out via email and phone calls to invite employers to a thirty-minute ZOOM focus group interview to gather data on employer satisfaction. An interview guide that included three questions was developed specific each program. See results below.

**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 Educator Preparation Program (EPP) 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 (name of the ADV Program Here). 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:**

**Focus Group Interviews:**

**Superintendent Program**

This program produces approximately five finishers a year. Two thirty-minute ZOOM focus group interviews were hosted by the associate dean, and two program leaders. School board members from eight different rural school districts were invited to participate. Focus group 1 included participation by four school board members from four school districts. Focus group 2 included participation by two school board members from two different school districts. The interview guide included the following:

1. What is your overall level of satisfaction with the completers from the [x] program and why (RA4.1)? In what ways could the completers from the [x] program improve most (RA4.1)?

Are there areas where their content knowledge could be improved (RA1.2)?

1. In what ways have you observed completers creating and supporting inclusive school environments (RA1.1c)?
2. How effective are the completers in demonstrating and applying professional dispositions, laws and policies, and professional ethics in the school environment (RA1.1f)?

Themes consistent across school member feedback included the need for superintendents to:

 **Effectively perform the role of Chief Financial Officer.** Participants were in general agreement that program completers had the skills to oversee the budget /funding. Participants encouraged the program to continue preparing superintendents to effectively perform this role.

**Focus on teachers.** Participants were in general agreement that the program needed to produce completers that can support the teacher shortage and retain teachers. Participants were not unsatisfied with completers related to this topic but indicated it was an ongoing effort.

**Support inclusive practices across the district:** Participants were not unsatisfied with completers related to this topic but indicated it was an ongoing effort. They encouraged program leaders to continuing preparing completers that know to support inclusive environments for all learners. One focus was on hiring staff that reflect the diversity of the student population they are serving.

**Communication:** Participants were in strong agreement that communication skills were critical for a superintendent to be effective. Skills to communicate effectively with the school board, general community and school district were mentioned specifically. There was agreement that SFA completers had a foundation to be effective communicators in their work. communication with the school board was an important skill. Know when not to communicate was also considered an important skill. Participants encouraged the program to ensure this skill set in completers.

**Laws and policies:** Participants agreed that completers demonstrate and apply professional dispositions, laws and policies, and professional ethics effectively in the school environment. There was consensus that this was critical and should continue to be a key part of the program.

**Educational Diagnostician Program**

**The Educational Diagnostician** produce no more than 5-10 annually. Two surveys were completed on SFA prepared Educational Diagnosticians. The employer indicated the SFA prepared Ed Diagnostician was adequately prepared across all state and national standards.

**Reading Specialist Program**

The Reading Specialist Program produces 10-20 completers annually. Six out 30 employers responded to an invitation to participate in a focus group interview. Three indicated the completer no longer worked in that role as a reading specialist. Employers of five completers participated in in a focus group interview. Below is the interview guide and summarized information that represents the overall input from employers.

**How effective is the candidate when implementing instruction and assessment?**

* Is effective in role as working with kindergarten and Gifted and Talent students.
* Supervisor indicated she was satisfied enough to have worked with her in a previous position (2nd grade) and hired her to work on her own campus
* Facilitating Region 7 collaboration
* Gifted and Talented instructor for all students as well

**How effective is the candidate when meeting the needs of individual students?**

* Effectively helps with pullouts during the day to support reading achievement.
* Meets the needs of students at their level.
* Amazing at identifying reading deficits in students and developing plans for those students.
* When asked she could always explain where students are and her reasons for providing what they need to move forward.

**How effective is the candidate when sharing their professional knowledge and providing leadership to others?**

* Wants to grow as a leader.
* Works phenomenally with anybody
* Has a reading mind focus when working with anyone.
* Hasn’t had the opportunity to work with teachers at other grade levels because there are experts in those grade levels, but I will need her next year with the turnover of teachers.
* If I ask her to do a professional development, she will and she does it well.
* People respect and respond to her.
* She does her research – I think the RS program has given her what she needs to do that.
* Conducts monthly meetings with teacher to address reading concerns and develop plans for the teachers to implement in their classrooms with students.
* Helps teachers understand little steps are needed to get to the ultimate goal.
* Provides professional development for teachers.

**Teachers of Students with Visual Impairment (TSVI)**

Program leadership was able to contact 3 out of the 4 employers of SFA prepared TSVI. Each participated in a focus group interview with program leadership. One of the completers was no longer working in the specified district. Below is the interview guide and summarized information that represents the overall input from employers.

**Question 1 – Professionalism**

One completer is able to work well in isolation and needs very little guidance or reflection. Second completer- very professional good advocate and supports others. The third completer is in the process of resigning from the position in that district. Supervisor has had concerns (and write ups) about professionalism. Stated the graduate can be rude and not on time for appointments.

**Question 2 – Collaboration**

One completer is a good collaborator, always willing to collaborate with the team. The second completer is a great collaborator and an asset to the educational team. Third candidate was reported to have difficulty with collaboration related to professionalism. While she does have a VERY large caseload her collaboration needs to be addressed. Candidate is sometimes unaware of issues.

**Question 3 -Individualized Instruction**

One completer is very thorough in the provision of individualized instruction. This is especially true with her homebound student. The second completer provides very tailored instruction and goes above and beyond in her instruction. The third completer does excel in active learning instruction but has struggled in other settings.

**Question 4- Any improvements to the programs**

Employers indicated most were very prepared and great additions to the team. Employers wanted continued instruction in professionalism and collaboration to be stressed in the program.

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

This program produces approximately 105 finishers a year, however very few enter the profession as they most often remain in teacher roles. Surveys were sent to 15 superintendents (employers of SFA prepared principals). Only 1 survey was completed on a white female completer. The employer 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.