



College of Education & Behavioral Science

2017

Compiled by:
Dean's Office &
Professional Education Programs Office

Introduction

The overall purpose of the employers' questionnaire was to determine the principals' and superintendents' perspective of the performance of Arkansas State University (A-State) recent graduates' abilities as beginning teachers (three or fewer years of experience) in the schools or school districts. The data secured from this questionnaire will be one of multiple assessment sources used to document the quality of programs to prepare candidates, to determine the application of professional knowledge, dispositions and skills (TESS and InTASC Standards), associated with teacher effectiveness in classrooms, and to revise programs to better meet the needs of the employers.

Method

Participants

The participants for the employers' questionnaire were principals and superintendents from all of our internship placement schools. Seventy-seven superintendents (77) and two hundred eighty (280) principals were e-mailed a web site address to complete the questionnaire on-line. One hundred fifteen (115) participants out of three hundred fifty-seven (357) completed the questionnaire for a thirty-two percent (32.00%) return rate. Participants are not required to respond to all items of the questionnaire representing missing data at random.

Survey

After completing a study (summer of 2017) on the reliability of the 2016 employer survey, we determined validity, but also made a few demographic changes to address the questions posed by the CAEP reviewers, such as adding licensure levels and inquiring about "high need" schools. The questionnaire revision occurred during the month of September 2017.

The questionnaire consisted of the following four sections: demographics, rating of the recent graduates' demonstration of knowledge, skills, and dispositions relative to the four program outcomes and ten InTASC Standards, recent graduates' demonstration relative to school professional responsibilities, and overall impression of recent graduates of the teacher education program. During the month of October 2017 employers received the revised questionnaire for them to assess Arkansas State University's beginning teachers' performance (see Appendix A on page 12 for questionnaire).

Procedure

Using email addresses of principals and superintendents attained from the Arkansas Department of Education web site, a questionnaire was emailed on October 10, 2017 (see Appendix B for email on page 18) to each principal and superintendent asking that they reflect about the performance of recent graduates from the College of Education and Behavioral Science (COEBS) who were beginning teachers with three or fewer years of teaching. A second correspondence was sent via e-mail on October 16, 2017 for employers to complete the on-line questionnaire by October 20, 2017, if they had not already done so (see Appendix B for email on page 19). A third reminder email was sent the morning of October 19, 2017 asking respondents to complete the survey (see Appendix B for email on page 20).

Results

Demographics

School Type and Level. Of the one hundred fifteen respondents, 100.00% of the respondents were from public schools with 34.78% (n=40) elementary principals, 18.26% (n=21)

middle school principals, 20.00% (n=23) high school principals and 26.96% (n=31) superintendents responding to the questionnaire.

School Setting. Table 1 is provided to describe the number and percent of respondents by urban, suburban and rural school settings. The greatest numbers of respondents were from rural setting, 75.65% (n=87) followed by suburban with 17.39% (n=20) and urban with 6.96% (n=8).

Table 1: Respondents by School Setting

Programs	Total Respondents	Percent
Urban	8	6.96
Suburban	20	17.39
Rural	87	75.65
Grand Total of Respondents	115	100.00

School Enrollment. Of the eighty-two responding principals, 73.17% (n=60) indicated a school enrollment of 101-500 students, 23.17% (n=19) indicated 501-1000 students in the school, 2.44% (n=2) of the principals indicated a school enrollment of more than 1000 students and 1.22% (n=1) indicated an enrollment of less than 100 students.

High Need Districts. Of the one hundred fifteen administrators, one hundred twelve responded to whether the school district was “high need”. High need is a school district with a poverty rate of 20% or greater and at least one math or science teacher teaching out of field. Of the respondents, 57.14% (n=64) of the respondents indicated the school district as high need and 42.86% (n=48) indicated the school district as not high need.

Teachers in the Building. Of the eighty-two responding principals, 71.95% (n=59) had 26-50 teachers in the building, 19.51% (n=16) had fewer than 25 teachers, 8.54% (n=7) had 51-75 teachers, and no principals indicated more than 75 teachers in the building.

Beginning Teachers. Eighty-two school principals responded to the number of beginning teachers in the building. Of the respondents 86.59% (n=71) indicating fewer than 5 beginning teachers in the building, 10.98% (n=9) had 6-10 beginning teachers in the building, 1.22% (n=1) had 11-15 teachers and 1.22% (n=1) had more than 15 teachers in the building.

Licensure Levels. Eighty-one school principals responded to the question regarding the majority of teachers in the building holding a specific level of license. Of the 81 respondents, 48.15% (n=39) indicated K-6 licensed teachers in the building, 17.28% (n=14) held 4-8 license level, 34.57% (n=28) held 7-12 level license, and none held the K-12 licensure level.

Beginning Teachers' Licensure Levels. Eighty-two school principals responded to the majority of beginning teachers in the building holding a specific licensure level. Of the respondents, 45.12% (n=37) indicated K-6 licensed teachers in the building, 24.39% (n=20) held 4-8 level license, 29.27% (n=24) held 7-12 license level, and 1.22% (n=1) held the K-12 licensure level.

District Enrollment. One hundred twelve of the 115 respondents (three left the question blank), 41.07% (n=46) indicated a district enrollment of more than 2,000 students 31.25% (n=35) of the respondents indicated 751-1500 students, 24.11% (n=27) indicated fewer than 750 students, and 3.57% (n=4) had 1501-1999 students in the district.

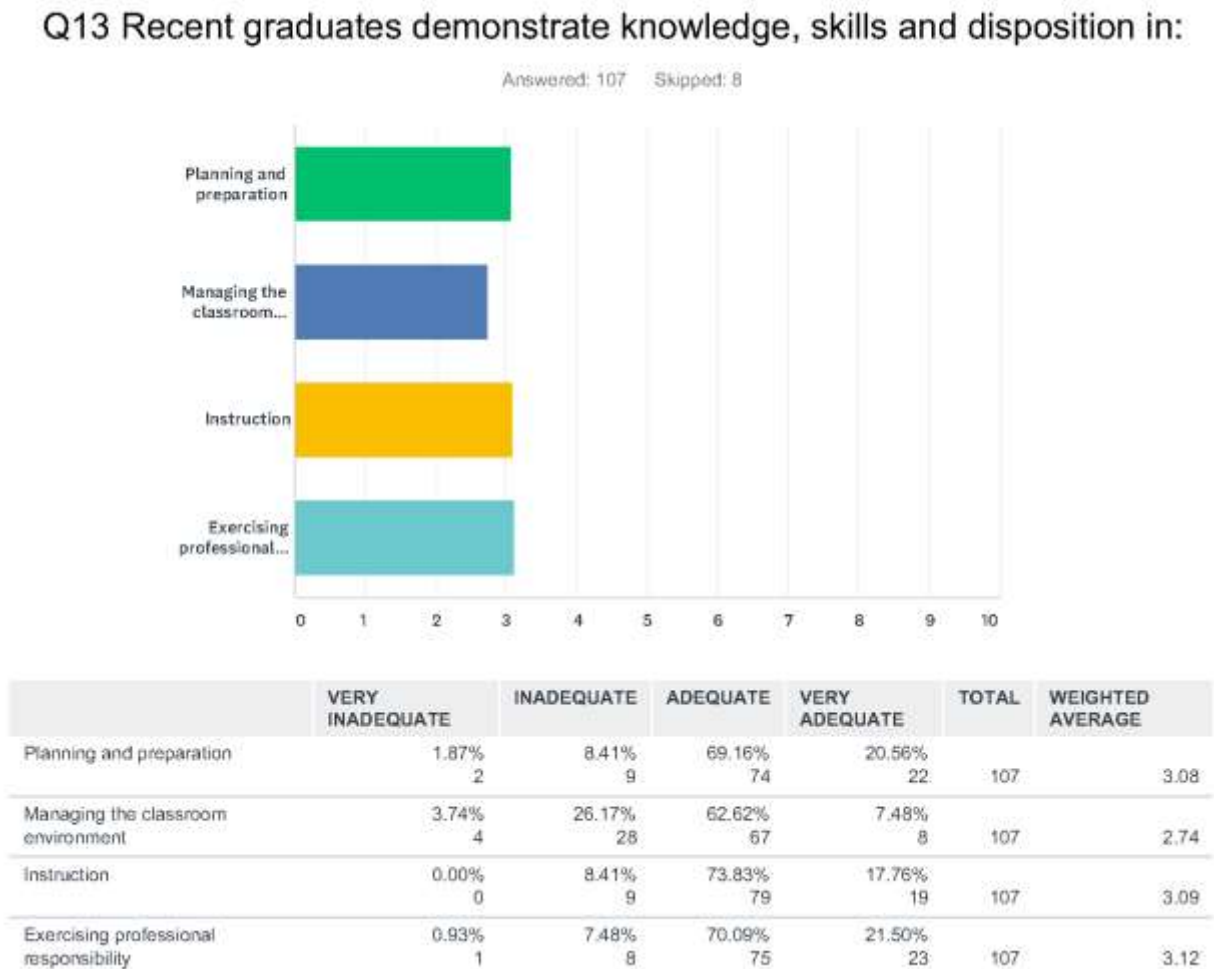
Teachers in the District. Of the 112 respondents (three left blank), 33.93% (n=38) had more than 200 teachers in the district, 25.00% (n=28) had 76-125 teachers, 25.00% (n=28) had fewer than 75 teachers in the district, and 16.07% had 126-200 teachers in the district.

Beginning Teachers in the District. One hundred eleven responded to the number of beginning teachers in the district. Of the respondents, 51.35% (n=57) indicated the district had fewer than 10 beginning teachers, 13.51% (n=15) indicated 16-25 beginning teachers in the district, and 12.16% (n=14) had more than 25 beginning teachers in the district.

Program Learning Outcomes

Figure 1 indicates the performance of beginning teachers relative to the EPP four program learning outcomes that are based on the work of Charlotte Danielson using the Teacher Excellence and Support System (TESS): planning and preparation, managing the classroom environment, instruction, and exercising professional responsibility. TESS is aligned with the ten InTASC Standards. The results indicated that administrators perceive A-State beginning teachers' performance as adequate or very adequate (combined) ranging from 70.10% to 91.59%. Specifically, the respondents rated A-State graduates as follows: 91.59% adequate/very adequate in exercising professional responsibility, 89.72% adequate/very adequate in planning and preparation, and 91.59% adequate/very adequate in instruction. The area that needs the greatest improvement, even though above 50%, is managing the classroom with 70.10% adequate/very adequate.

Figure 1: Performance of Beginning Teachers

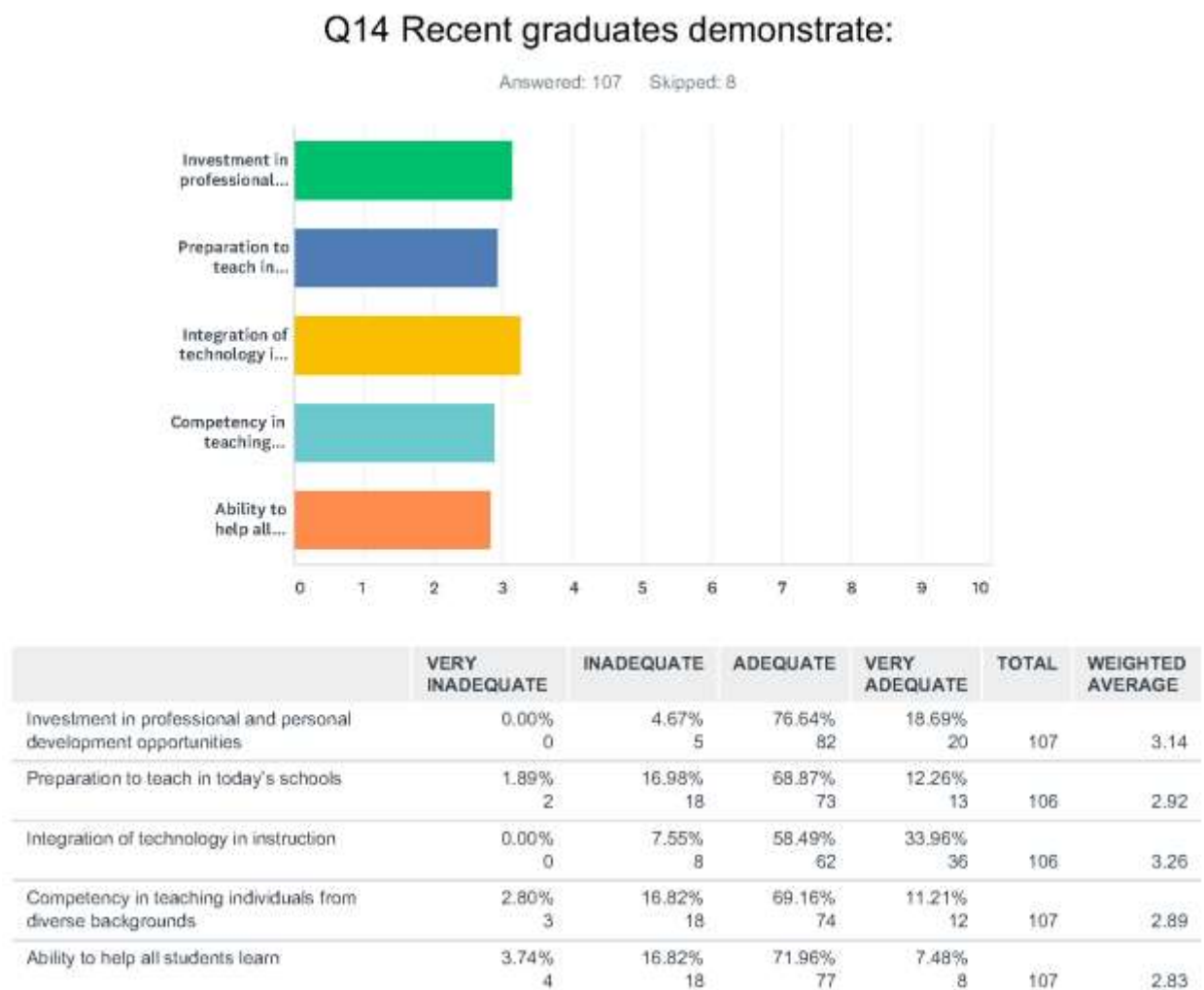


School Professional Responsibilities

Figure 2 displays A-State beginning teachers' abilities regarding five school professional responsibilities. Of the one hundred seven respondents, 95.33% of recent graduates had adequate/very adequate investment in professional and personal development opportunities, 92.45% were adequate/very adequate in the integration of technology in instruction, 81.13% were adequate/very adequate regarding their preparation to teach in today's schools, 80.37%

were adequate/very adequate in their competency in teaching individuals from diverse backgrounds, and 79.44% adequate/very adequate in their ability to help all students learn.

Figure 2: School Professional Responsibilities



Overall Impression/Hiring of Graduates

Figure 3 indicates the results of two general areas: overall impression of our recent graduates regarding their performance as beginning teachers and the likelihood of employers' interest in hiring future program graduates. Of the one hundred seven respondents, 71.96% (n=77) indicated the overall impression of the recent graduates of the program were adequate,

20.56% (n=22) indicated the graduates were very adequate, 6.54% (n=7) indicated the recent graduates as inadequate, and .93% (n=1) as very inadequate.

Figure 3: Impression of Recent Graduates

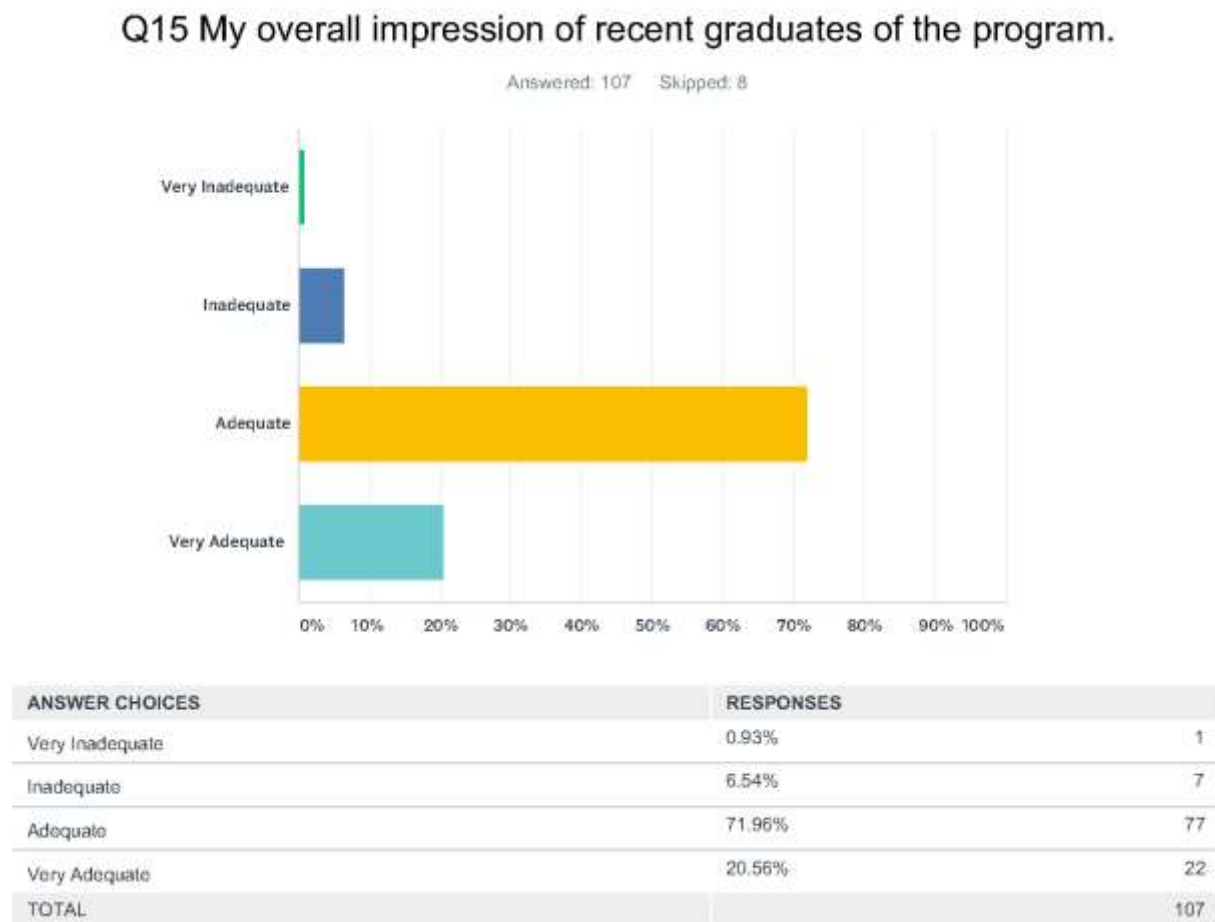
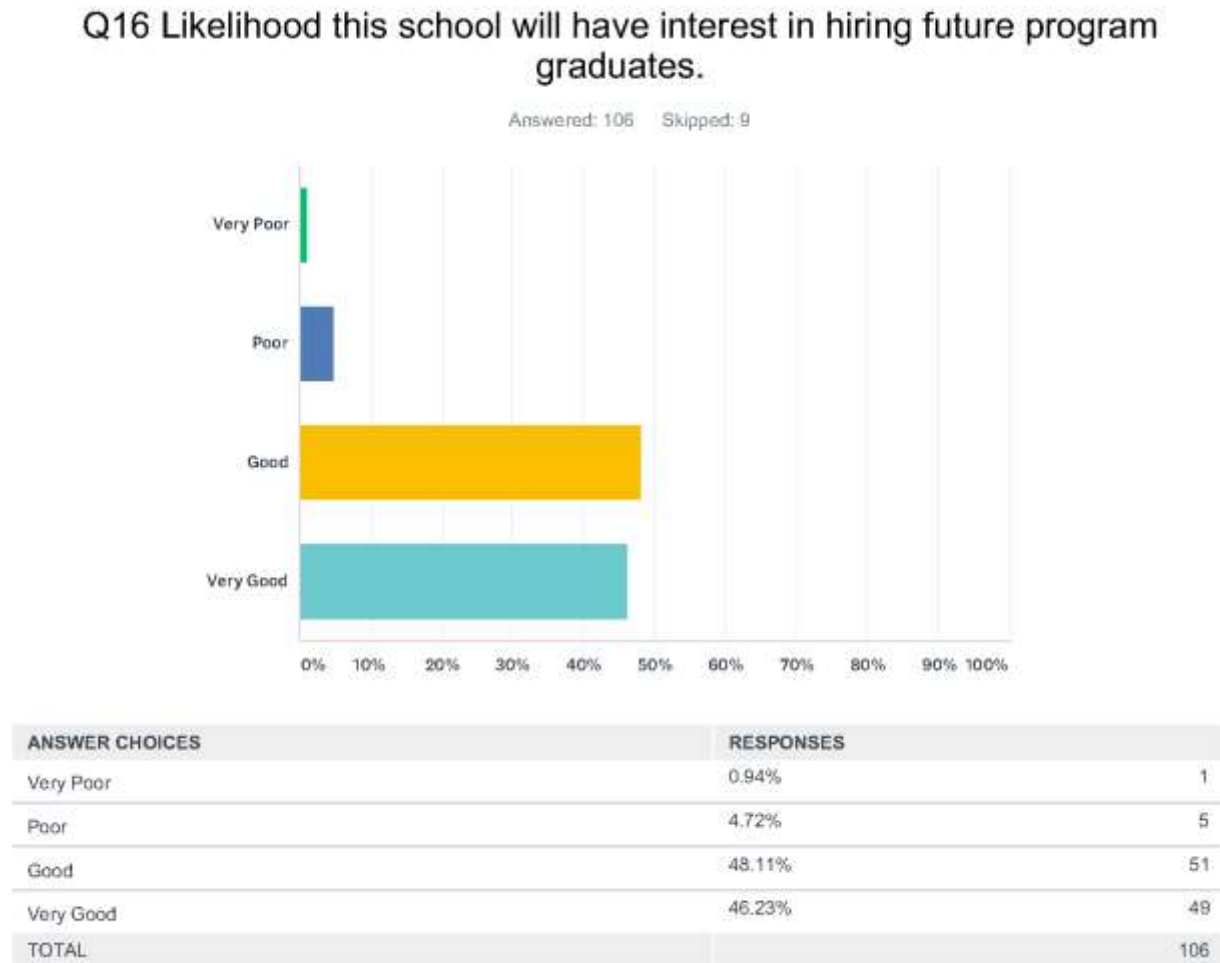


Figure 4 indicates the likelihood of the employers' interest in hiring future program graduates. Of the one hundred fifteen respondents (nine respondents left this question blank) 94.34% (n=100) indicating the likelihood of hiring our future graduates as good or very good. Only 5.66% (n=6) indicated the likelihood of hiring our future graduates as poor or very poor.

Figure 4: Employer's Interest in Hiring



Dissemination of the Data

Three departments (Teacher Education; Educational Leadership, Curriculum, and Special Education; and Health, Physical Education, and Sport Sciences) received an employers' questionnaire report. The results were disseminated to the department chairs and program coordinators to be used as one source of data to share with faculty for reflection and discussion regarding program actions to be taken. The report was also sent to the initial programs assessment committee (IPAC) for review and analyses.

Appendix A

Employer Survey

Your opinion is very valuable to us! As you complete this survey, only reflect on your overall satisfaction of recent graduates from the A-State College of Education and Behavioral Science Educator Preparation Provider (EPP) who are beginning teachers (three or fewer years of teaching).

Please select the following that best describes your school:

1. School Type:

- ☐ Public
- ☐ Private

2. Setting:

- ☐ Urban
- ☐ Suburban
- ☐ Rural

3. Is your school district "high need" (poverty rate 20% or greater and at least one math or science teacher is teaching out of field)?

- ☐ Yes
- ☐ No

4. School Level:

- ☐ Elementary
- ☐ Middle
- ☐ High
- ☐ District

School Demographics

5. School Enrollment:

- ☐ Fewer than 100
- ☐ 101-500
- ☐ 501-1000
- ☐ More than 1000

6. Number of Teachers in Building:

- ☐ Fewer than 25
- ☐ 26-50
- ☐ 51-75
- ☐ More than 75

7. Majority of teachers in building hold this level of license:

- ☐ K-6
- ☐ 4-8
- ☐ 7-12
- ☐ K-12

8. Number of Beginning Teachers:

- ☐ Fewer than 5
- ☐ 6-10
- ☐ 11-15
- ☐ More than 15

9. Majority of beginning teachers in building hold this level of license:

- ☐ K-6
- ☐ 4-8
- ☐ 7-12
- ☐ K-12

District Demographics

10. District Enrollment:

- ☐ Fewer than 750
- ☐ 751-1500
- ☐ 1501-1999
- ☐ More than 2000

11. Number of Teachers in District:

- ☐ Fewer than 75
- ☐ 76-125
- ☐ 126-200
- ☐ More than 200

12. Number of Beginning Teachers in District:

- ☐ Fewer than 10
- ☐ 11-15
- ☐ 16-25
- ☐ More than 25

As a current employer of graduates from the A-State College of Education and Behavioral Science Educator Preparation Program, please rate your overall satisfaction of our recent graduates who are beginning teachers (3 or fewer years of teaching) in each of the following areas:

13. Recent graduates demonstrate knowledge, skills and disposition in:

	Very Inadequate	Inadequate	Adequate	Very Adequate
Planning and preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising professional responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Recent graduates demonstrate:

	Very Inadequate	Inadequate	Adequate	Very Adequate
Investment in professional and personal development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation to teach in today's schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration of technology in instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency in teaching individuals from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to help all students learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall impression of recent graduates of the A-State College of Education and Behavioral Science Educator Preparation Program:

15. My overall impression of recent graduates of the program.

☐ Very Inadequate ☐ Inadequate ☐ Adequate ☐ Very Adequate

16. Likelihood this school will have interest in hiring future program graduates.

☐ Very Poor ☐ Poor ☐ Good ☐ Very Good

Thank You!

Appendix B

From: Cheryl Nichols

Sent: Tuesday, October 10, 2017 4:49 PM

Cc: MARY J. BRADLEY <mbradley@astate.edu>; Lance Bryant G. <lgbryant@astate.edu>

Subject: ASTATE College of Education and Behavioral Science Employer Survey

Sent by Cheryl Nichols on behalf of Dr. Mary Jane Bradley, Dean of the College of Education and Behavioral Sciences

Dear Administrator (Employer):

We are requesting your assistance in assessing the performance of our recent graduates as teachers (employees). Your completion of this questionnaire is important for the continued accreditation of our teacher education program. Please go to the following link, <https://www.surveymonkey.com/r/Y2P8HMC>, to complete the brief questionnaire so that we may have information about beginning teachers' strengths and areas of improvement.

As indicated on the questionnaire, please reflect about recent graduates from the A-State College of Education and Behavioral Science who are beginning teachers with three or fewer years of teaching. Your responses to this questionnaire will be anonymous and confidential.

Please complete the on-line questionnaire **by Friday, October 20, 2017**. On behalf of the College of Education and Behavioral Science, thank you for your time.

Sincerely,

Dr. Mary Jane Bradley



Dr. Mary Jane Bradley

Dean, College of Education and Behavioral Science

ED 329

P.O. Box 940 | State University, AR 72467

p: (870) 972-3057 | f: (870) 972-3828

*Arkansas State educates leaders, enhances intellectual growth,
and enriches lives.*

From: Cheryl Nichols

Sent: Monday, October 16, 2017 4:55 PM

Cc: MARY J. BRADLEY <mbradley@astate.edu>; Lance Bryant G. <lgbryant@astate.edu>

Subject: Reminder: ASTATE College of Education and Behavioral Science Employer Survey

Sent by Cheryl Nichols on behalf of Dr. Mary Jane Bradley, Dean of the College of Education and Behavioral Sciences

Dear Administrator (Employer):

We are reaching out to you again for your assistance in assessing the performance of our recent graduates as teachers (employees). If you have not already completed the survey, please go to the following link, <https://www.surveymonkey.com/r/Y2P8HMC>, to complete the brief questionnaire so that we may have information about beginning teachers' strengths and areas of improvement.

As indicated on the questionnaire, please reflect about recent graduates from the A-State College of Education and Behavioral Science who are beginning teachers with three or fewer years of teaching. Your responses to this questionnaire will be anonymous and confidential.

Please complete the on-line questionnaire **by Friday, October 20, 2017**. On behalf of the College of Education and Behavioral Science, I thank you for your time and valued importance of completing this questionnaire for the continued accreditation of our teacher education program.

Sincerely,

Dr. Mary Jane Bradley



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Dean, College of Education and Behavioral Science

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From: Cheryl Nichols

Sent: Thursday, October 19, 2017 10:06 AM

Cc: MARY J. BRADLEY <mbradley@astate.edu>; Lance Bryant G. <lgbryant@astate.edu>

Subject: Reminder: ASTATE College of Education and Behavioral Science Employer Survey
Sent by Cheryl Nichols on behalf of Dr. Mary Jane Bradley, Dean of the College of Education and Behavioral Sciences

Dear Administrator (Employer):

We are reaching out to you again for your assistance in assessing the performance of our recent graduates as teachers (employees). If you have not already completed the survey, please go to the following link, <https://www.surveymonkey.com/r/Y2P8HMC> , to complete the brief questionnaire so that we may have information about beginning teachers' strengths and areas of improvement.

As indicated on the questionnaire, please reflect about recent graduates from the A-State College of Education and Behavioral Science who are beginning teachers with three or fewer years of teaching. Your responses to this questionnaire will be anonymous and confidential.

Please complete the on-line questionnaire **by Friday, October 20, 2017**. On behalf of the College of Education and Behavioral Science, I thank you for your time and valued importance of completing this questionnaire for the continued accreditation of our teacher education program.

Sincerely,

Dr. Mary Jane Bradley



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