

Employer Survey Data Report (Fall 2022)

Data Collection

The Employer Survey data were collected in summer and fall 2022. The online anonymous survey was created via the Qualtrics and the link was sent to the school administrators on June 6th. The Educational Experiences Coordinator assisted with the survey administration. In efforts to increase the response rate, three follow-up emails were sent to the school administrators on June 13th, August 25th, and September 16th. A total of 19 school administrators (n = 19) responded to the survey.

Data Analysis and the Results

Descriptive statistics were conducted on each item in the Employer Survey data. The results showed that on average the school administrators rated the knowledge and skills of Eastern graduates as good or very good. They also rated that the Eastern graduates most of the time demonstrated the quality in various areas. The mean and standard deviation of each item were provided in the table as follows.

Part I. Rating the knowledge and skills of graduates from Eastern Connecticut State University.

The following five-point Likert scale was used:

Excellent	5
Very Good	4
Good	3
Fair	2
Poor	1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge of subject area	19	3	5	4.11	.658
Planning and organizing lessons and activities effectively	19	3	5	4.00	.471
Effectively involving all students in learning	19	3	5	4.11	.567
Making provisions for accommodating individual differences	19	2	5	3.68	.820
Skill in classroom management	19	2	4	3.11	.737
Working with a culturally diverse classrooms	19	2	5	3.63	.761
Developing appropriate assessment practices	19	2	5	3.63	.684
Interpreting data to make instruction changes for pupil growth	19	2	5	3.42	.902
Developing and maintaining good relations with parents/guardians	18	3	5	3.78	.808
Providing his/her leadership skills for school improvement	19	2	5	3.42	.769
Valid N (listwise)	18				

Part II. Rating the extent to which Eastern graduates demonstrate the following quality:

The following five-point Likert scale was used:

Always	5
Most of the time	4
Often	3
Seldom	2
Never	1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Strong knowledge base of theory, content, pedagogy	17	3	5	4.18	.728
Curiosity and intellectual enthusiasm for continued learning	17	2	5	4.35	.862
Desire to make the learning process/interventions enjoyable	17	3	5	4.35	.702
Core belief that all students can learn	17	3	5	4.41	.712
Respect for the value of diversity in our culture and a desire to work with diverse populations	17	3	5	4.47	.624
Encourage to ask reflective questions about problems and work collaborative to find solutions	17	3	5	4.35	.702
Knowledge and creativity to produce new methods	17	2	5	3.88	.928
Ability to use multiple methods of technology to enhance and develop learning opportunities	17	3	5	3.94	.659
Use a variety of instructional approaches to help students acquire and use knowledge	17	3	5	4.00	.707
Implement varied methods of assessment to document improvement and make instructional changes to meet student need	17	2	5	3.59	.795
Compassion, caring and desire to make a positive difference in the world	17	3	5	4.59	.618
Use of ethical standards to make evidence-based decisions	17	3	5	4.29	.772
Valid N (listwise)	17				

Part III. Clinical Experiences (only for those who have hosted our teacher candidates in their clinical preparation)

1. Regarding the strengths of Eastern's clinical program and the preparedness of the candidates, the school administrators commended the Eastern graduates on the preparedness of the candidates' content knowledge and experience, willingness and enthusiasm to learn and grow, and supervisor support and administrative support from the University.
2. The suggestions for clinical program improvement include the following aspects.
 - (1) Candidates need to have a course or seminar on different classroom management techniques for different types of students.
 - (2) Candidates need to learn a variety of effective strategies for managing the classroom, addressing trauma, and teaching social emotional learning (SEL). Responsive classroom, restorative practices, and all of the SEL competencies should be included.
 - (3) Rubrics for clinical experiences need to be improved. For instance, those items related to parent contact do not really apply to clinical semesters.
 - (4) Strengthen content area for secondary students and provide more training regarding special education students.
 - (5) Candidates need to have more opportunities to be in schools working with students and staff. Continue to focus on providing candidates a wide range/variety in placements.

Part IV. Program Attributes

1. The major strengths of Eastern's teacher preparation program include the following aspects:

The candidates have positive attitudes and excellent work ethic and are committed to the profession; they are very knowledgeable on the content, and easily connect with students; they are eager to learn and lead; they know how to work well with colleagues, and they are willing to hear suggestions; the candidates have multiple clinical experiences before student teaching; they have clinical experiences and pre-student teaching at the student teaching site; they are capable of planning and preparing for learning and assessing students; and the candidates are practically oriented who are better than those from other institutions.

2. The suggestions for improving Eastern's teacher preparation program include the following aspects: continue to have the candidates with multiple clinical experiences; in addition, have placements from a variety of settings with a focus on diversity; have the same evaluators for pre-student teaching and student teaching experience so they can see how the candidates change, learn, and grow throughout the year; support or redesign of the "resident" program with Coventry public schools; work with candidates on classroom management skills; have more behavioral learning opportunities; have more work on assessments; work with special education students or at least align their awareness to strengthen their scores against the student teaching evaluation rubrics; and have more interactions with and assistance from advisors.

3. With regard to how Eastern's education preparation program might assist schools to meet their goals for student learning, school administrators would like Eastern to continue to send more Eastern graduates to their schools and consider to develop a Master's program with the internship where students spend their Master's year in a school.