

## CAEP Standard 4

### Initial Program Completer Data; MEASURE 2

Nicholls State University

CAEP 2024 Annual Report

#### Measure 2: Initial Satisfaction of Employers and Stakeholder Involvement

To address Employer Satisfaction, the EPP launches annual surveys to principals aligned to the 10 InTASC standards. Employers are asked to rate EPP initial program completers employed at their institution on a 5 point Likert scale ranging from *Strongly Disagree*, *Disagree*, *Neutral*, *Agree* and *Strongly Agree* on the employees ability to fulfill the criteria of each InTASC standard. Employers were also asked for additional comments on each program completer.

In January, the EPP emailed each principal a survey for every EPP program completer employed in their institution. The email included the name of the program completer and a link to the survey. If an employer had three program completers employed at the institution, the employer received three separate emails specific to the individual program completer. The EPP finds this strategy to be effective in obtaining a response rate of about 20% **The Fall 2022 response rate = 43% and Spring 2023 response rate = 53%.**

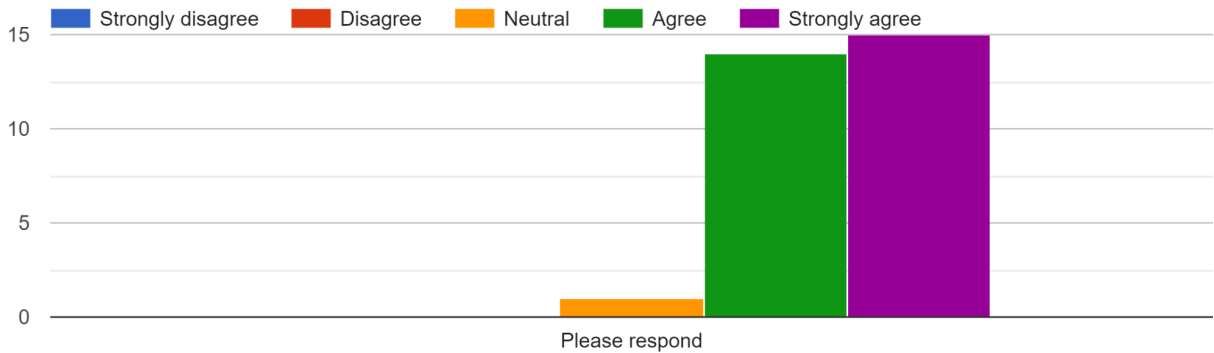
Overall, the employers completing the survey for 22-23 (N=30) indicated that they were satisfied with the EPP's program completers as teachers. The majority of employers either *agreed* or *strongly* agreed that the program completers met the InTASC Standards. Twenty-three principals (76.67%) scored program completers as *Agree* or *Strongly Agree* for meeting the InTASC standards. In fall 2022 and spring 2023, six principals (20%) scored six of the EPP's program completers with scores of agree or neutral on the InTASC standards. One principal scored one completer with scores of agree, neutral, and disagree. The CAEP coordinator and Director of Clinical Practice and Residency reviewed the performance of this completer and did not see any deficiencies in dispositions, coursework or residency experiences during their tenure at the EPP. The completer received passing scores for coursework and on the Educator Dispositions Assessment from her mentor teacher and university coordinator at the time of graduation.

The indicators that had the highest *Strongly agree* scores included the following InTASC standards: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard #1: Learner Development, CAEP R1.1 The Learner and Learning); The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (InTASC Standard #3: Learning Environments, CAEP R1.1 The Learner and Learning; The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and

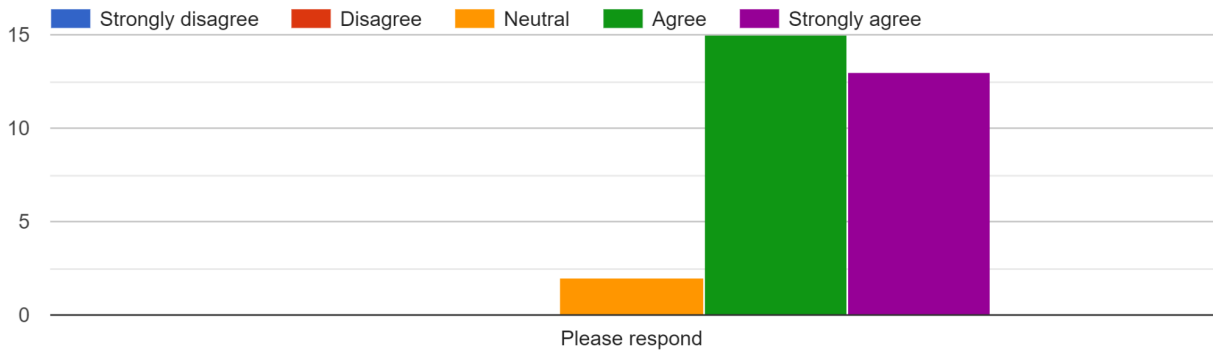
adapts practice to meet the needs of each learner. (InTASC Standard #9: Professional Learning and Ethical Practice, CAEP R1.4 Professional Responsibility)

The indicators that had the lowest *Strongly agree* scores included the following InTASC standards: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7: Planning for Instruction, CAEP R1.3 Instructional Practice); The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard #8: Instructional Strategies, CAEP R1.3 Instructional Practice); The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard #10: Leadership and Collaboration, CAEP R1.4 Professional Responsibility). The EPP continues to monitor the results of the Employer surveys to determine areas of continuous improvement.

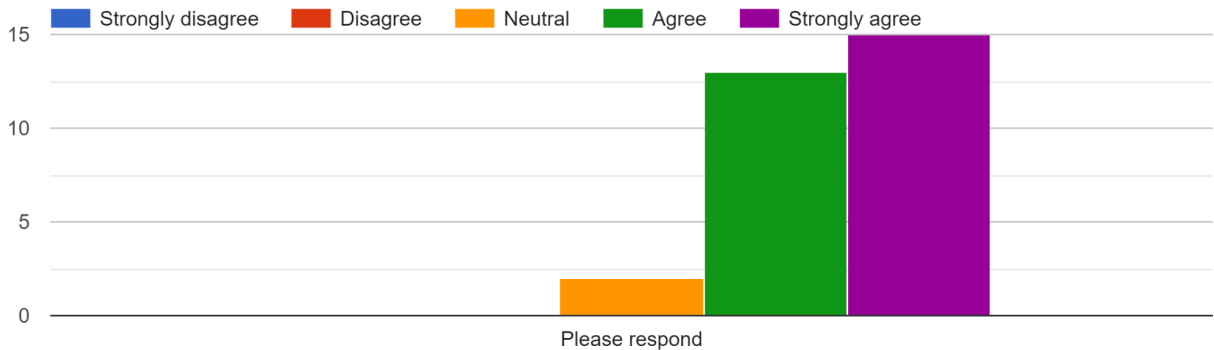
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard #1: Learner Development, CAEP R1.1 The Learner and Learning)



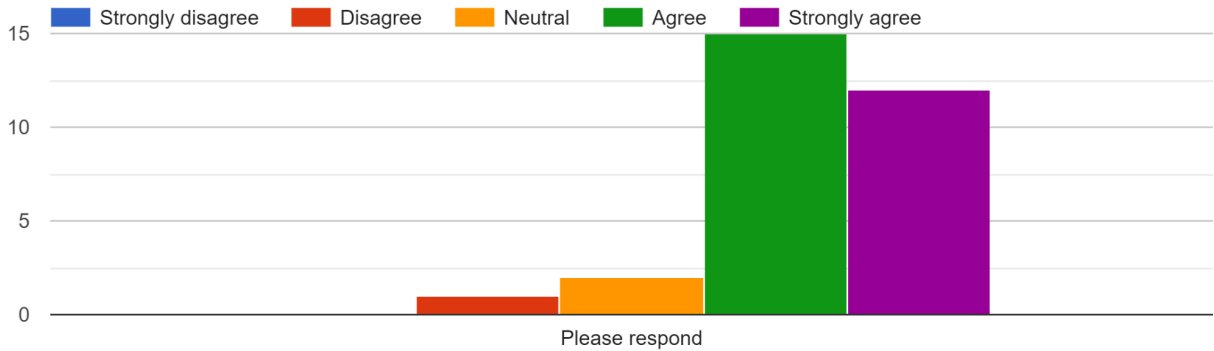
The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard #2: Learning Differences, CAEP R1.1 The Learner and Learning)



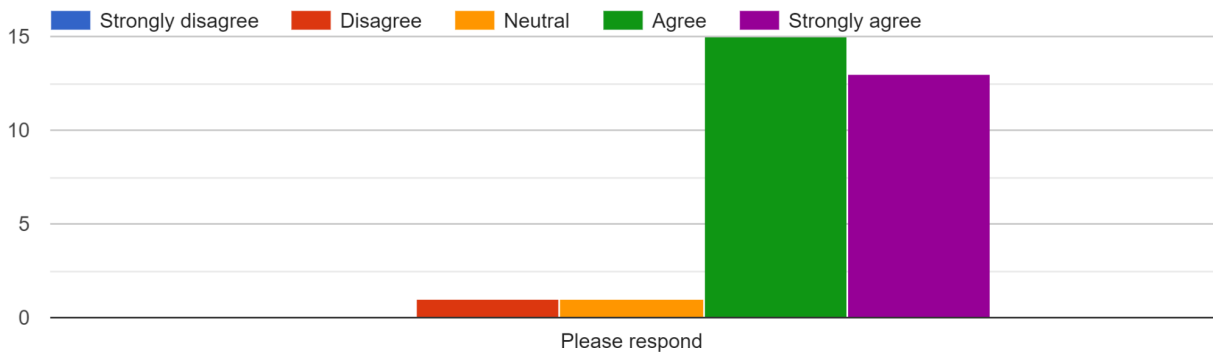
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard #3: Learning Environments, CAEP R1.1 The Learner and Learning)



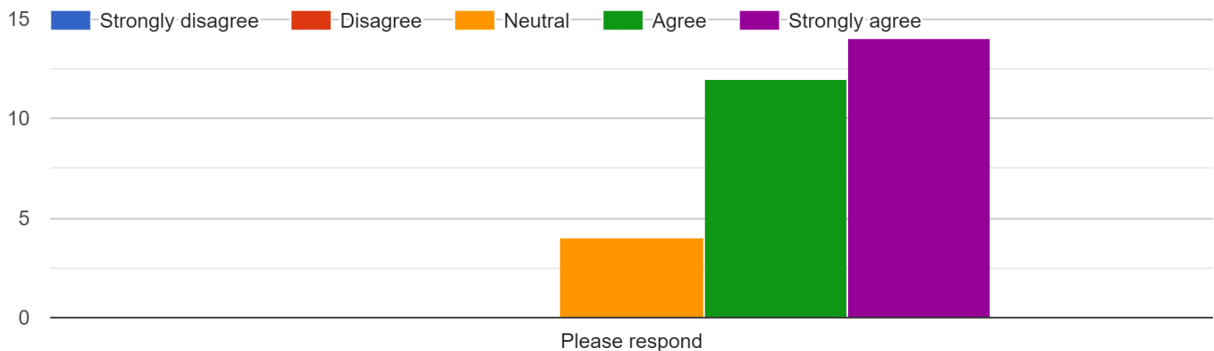
Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC Standard #4: Content Knowledge, CAEP R1.2 Content)



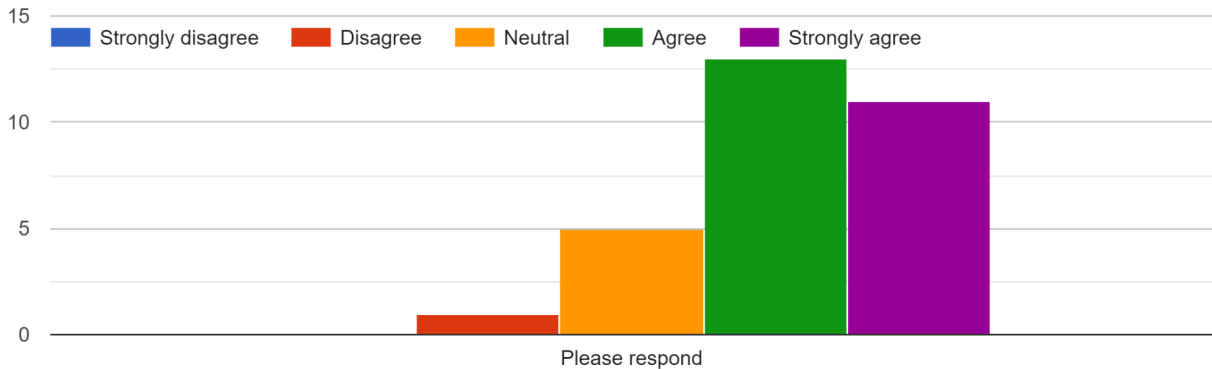
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. (InTASC Standard #5: Application of Content, CAEP R1.2 Content)



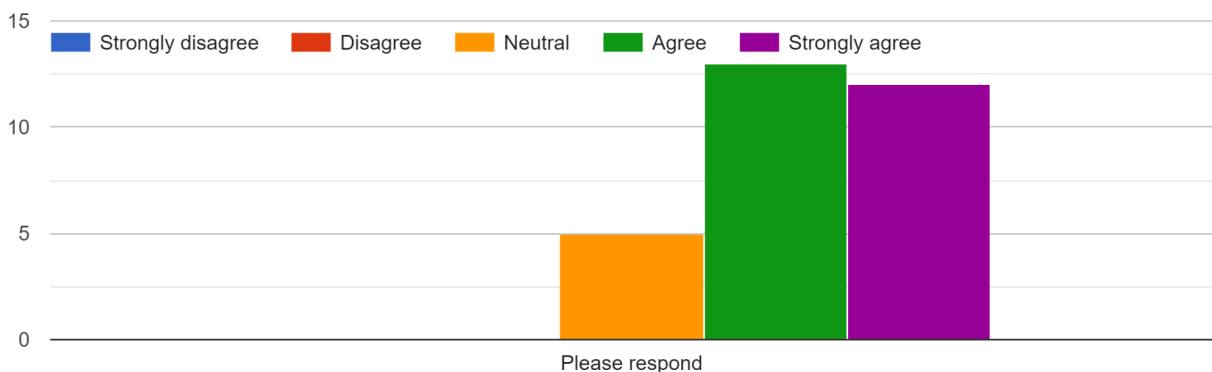
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC Standard #6: Assessment, CAEP R1.3 Instructional Practice)



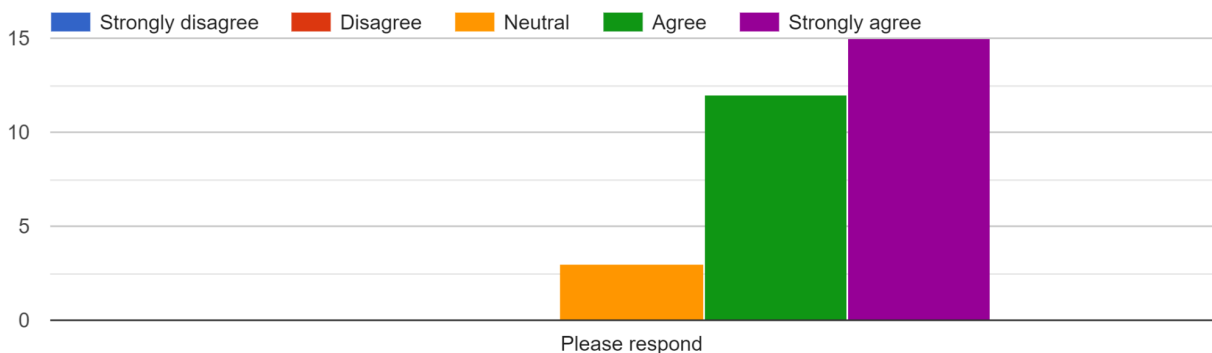
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7: Planning for Instruction, CAEP R1.3 Instructional Practice)



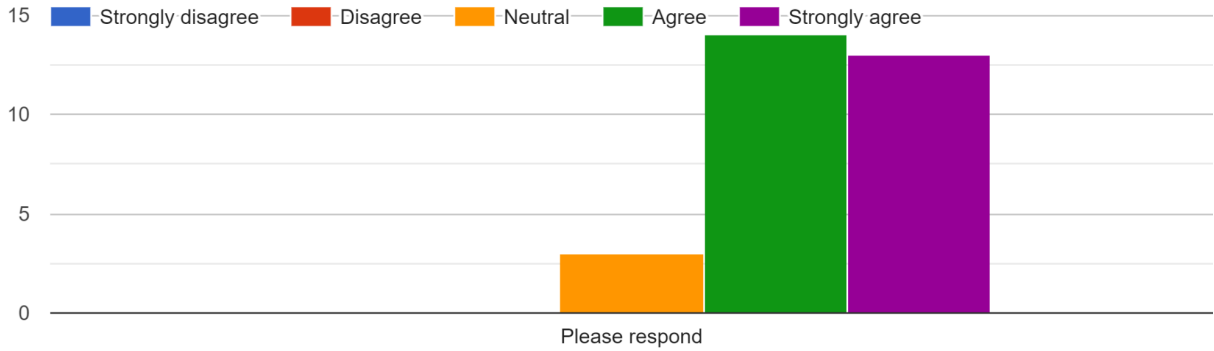
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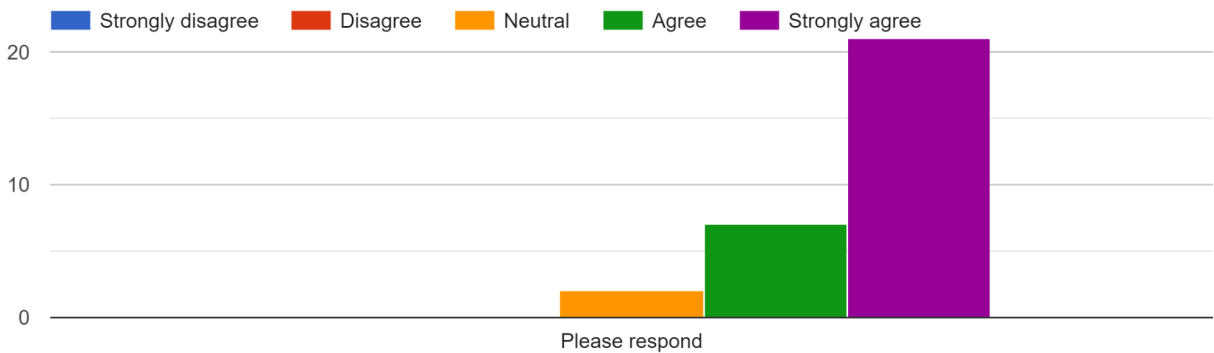
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC Standard #9: Professional Learning and Ethical Practice, CAEP R1.4 Professional Responsibility)



The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard #10: Leadership and Collaboration, CAEP R1.4 Professional Responsibility)



Please rate this statement: As the supervisor/employer, I would hire this teacher again.



Please rate this statement: Based on performance evaluations, I would rate this teacher as having a positive impact on his / her students. (CAEP R4.1, R4.2)

