

The University of Alabama in Huntsville
Phase-In Plan for Advanced Programs
Standard A.4 (Completer and Employer Surveys)

RELATIONSHIP TO STANDARD OR COMPONENT

- This phase-in plan is presented in response to requirements in Standard A.4 for both employer surveys (Component 4.1) and completer surveys (Component 4.2) for advanced programs.
- The phase-in plan describes the process in which the EPP will engage to satisfy the requirements for Standard A.4. Additionally, a copy of the survey is provided.

TIMELINE AND RESOURCES

- Strategies, Steps and Schedule

The Alabama State Department of Education (ALSDE) only surveys completers and employers for initial licensure programs; therefore, the EPP must design, implement, and maintain a system for surveying completers and employers to determine the satisfaction of employers and completers to inform program improvements.

The EPP will utilize the same survey launched by the ALSDE as its content validity has been established, it is aligned to the INTASC Standards, and it is familiar to employers. The first cohort of advanced completers (n=7) graduated in Fall 2015. Since that time, a total of 97 completers have exited from Advanced (Class A) programs, including 15 elementary, 36 collaborative, 32 ESOL, 3 secondary, and 6 reading specialists. The visual impairments option anticipates its first completers in Fall 2019 (n=5).

Personal or permanent email addresses for advanced completers from Fall 2015-Spring 2019 were retrieved from the Banner Student Information System (SIS). Additional demographic questions were added to the survey to assist the EPP in identifying the appropriate employer to contact and email address, as well as to glean additional information concerning what term the completer graduated, whether s/he is employed in the field of advanced certification, leadership roles, promotion, or National Board certification. The survey will be launched in November 2019. In the future, the EPP will administer an exit survey when advanced candidates are enrolled in the capstone course, ED 690, to request email addresses. Though the exit survey will not be considered a completer survey, it will provide additional information to guide programmatic improvements specific to individual concentrations/licensure areas.

Information provided in the completer surveys concerning employer names and email addresses will be used to launch the employer surveys. Again, the EPP will utilize the same survey launched by the ALSDE as its content validity has been established, it is aligned to the INTASC Standards, and it is familiar to employers. As suggested by Education Advisory members, an additional item will be added which poses the question, “Is this individual a valuable team member? Why or why not?”.

The survey will be built and launched in Tk20/Qualtrics to facilitate aggregation of data for descriptive statistics, as well as analytical review by specific licensure/concentration areas.

The proposed schedule is as follows:

FALL 2019

October 2019	Database of completer names and emails created
October 2019	Build completer and employer survey in Tk20/Qualtrics
November 4, 2019	Initial launch of completer surveys (send weekly reminder after 1, 2, and 3 weeks); Begin creation of database of employer names and email addresses and update as new information is available
November 18, 2019	Initial launch of employer surveys (send weekly reminder after 1, 2, and 3 weeks);
November 26, 2019	Completer surveys closed; Response rate and descriptive statistics calculated
December 2020	Administer exit survey for Fall 2019 advanced candidates
December 13, 2019	Employer surveys closed; Response rate and descriptive statistics calculated

SPRING 2020

January 2020	Completer and employer survey data disaggregated by Concentrations and prepared for program faculty and Teacher Education Advisory Council (TEAC) review
February 2020- Mid-March 2020	Survey responses and response rates calculated and shared with program faculty and TEAC
Mid-March - Mid-April 2020	Consider any necessary revisions or edits to surveys for future distributions
May 2020	Administer exit survey for Spring 2020 advanced candidates

** Survey data for both completers and employers will be shared with the Teacher Education Advisory Committee (TEAC) during a regularly scheduled spring 2020 Meeting. **

As the completer and employer surveys are launched in the 2019-2020 year, the EPP will also simultaneously begin implementing the exit survey for advanced candidates at the end of each academic semester in an effort to secure active email addresses for future administrations of the completer survey. Advanced candidates will also be informed to anticipate the completer survey and EPP staff will emphasize the importance of their responses to inform program improvements and assist the EPP in meeting accreditation requirements. The EPP will assure candidates their email addresses will not be shared with the UAH Alumni Association or any outside entities.

After the pilot launch in fall 2019 for the completer and employer surveys, the EPP plans to continue launching the surveys for completers and employers according to the following schedule beginning with the 2020-2021 academic year.

February-March 2021	Launch completer surveys
March-April 2021	Launch employer surveys

The EPP will seek to gather survey data from completers and their employers in the first five years of teaching after completion of the advanced licensure program. The EPP anticipates the greatest challenge will be maintaining an updated and accurate database of each completer's place of employment, active email address, employer and employer's email address. Social media posts, via the College of Education's Facebook and Twitter accounts, will be implemented to assist in updating the database. Major P-12 school partner districts are also a resource which may prove useful in identifying place of employment for completers.

This phase-in plan will satisfy the CAEP requirement of reporting from at least one data collection by calendar 2019. After the pilot implementation in Fall 2019 and review and revision of the survey in Spring 2020, the EPP will administer a completer and employer survey each year at the end of the spring semester. Survey responses, response rates, and descriptive statistics will be generated and shared with program faculty at the data retreat, in faculty meetings, and with the TEAC in the fall semester.

The Dean, Associate Dean, Coordinator of Field and Clinical Experiences, Data Analyst and Certification Officer will work in partnership to gather and update completers' places of employment and email addresses. The EPP will utilize either Tk20 or Qualtrics to launch the surveys. Additionally, Excel can be used to generate basic descriptive statistics and visual representations of the data.

DATA QUALITY

- A copy of the collection instrument is provided, along with information concerning its development, including validity and reliability. The instrument was created as collaborative project of the Alabama Association of Colleges of Teacher Education (ALACTE) with funding support from AACTE through a state chapter grant. The survey was designed in response to CAEP Standard 4 requirements with attention to the CAEP assessment rubric. The instrument is aligned with INTASC Standards. The Lawshe method was utilized to establish content validity.
- The EPP will seek to attain a representative response and high response rate. The survey will be distributed to advanced program completers through their fifth year of employment. Efforts will be made to secure completers' email addresses via the exit survey administered in ED 690, the final course in the advanced program. The EPP will also utilize social media outlets, such as LinkedIn, Twitter, and Facebook. Many of the school partners are active participants in the TEAC which can also strengthen response rates. Notification that surveys have been launched can also be posted by the EPP in the online course for university supervisors and cooperating teachers, as well as emails sent to all EPP faculty as many routinely visit in area P-12 schools or interact with school administrators and leaders.
- The EPP will be able to follow the model utilized by ALSDE to assure valid interpretation of the data. Responses are indicated on a Likert scale. Responses by concentration will be calculated only if the number of responses is five or greater. Aggregated and disaggregated data by concentration/licensure area will be shared with EPP faculty to guide and inform discussions concerning strengths and opportunities for improvement. Review of survey data may indicate specific concentrations which require revisions in field experiences, curriculum, or other programmatic elements. Data will also be shared and discussed with the TEAC to engage partners in dialogue and seek their perspectives or insights concerning what survey data reveal. In addition to annual survey data results, the EPP will also seek to longitudinally track and compare completers' and employers' responses after one, three, and five years of employment following completion of the advanced degree program.

ALACTE Survey Development Process

I. Initial Meeting - July 2015 (Samford University)

Following the release of the CAEP standards, CAEP Coordinators met to discuss their progress on the new CAEP requirements. This meeting was held at Samford University. Participants included members from ALACTE's 27-member institutions as well as members from the Alabama State Department of Education, including Dr. Anna Kozlowski. The agenda for this meeting was to discuss among Alabama institutions the three following items:

1. What does CAEP require?

Participants discussed all CAEP requirements based on initial programs. Specific language in the CAEP manual was examined to ensure that we all were aware of the requirements.

2. What are we doing to meet these requirements?

Institutions were able to participate in small groups to discuss what each institution was doing to meet this requirement.

3. How can we collaborate to meet these requirements?

Participants began to discuss how to meet the CAEP Framework for EPP Created Assessments. This appeared to be an area to focus on for future meetings.

The meeting also requested that EPP's share current assessments of Alumni, Employers, Exit Surveys; Field and Clinical Evaluations, Disposition Evaluations, and Impact on Student Learning Assessments.

II. Follow-up Meeting - August 2015 (University of Montevallo Regional In-service Center)

A full day meeting was held that focused on CAEP Standards for anyone that needed more information and participation from state partners. Also discussed were the eight annual reporting measures.

There was an increased focus at this meeting on the requirements specific to Standard 4. Program impact data is difficult to attain as our state and school partners are unwilling to share any student data.

The CAEP Framework for EPP created assessments were also discussed again with specific attention to achieving reliability and validity.

The result of the meeting included a common alumni and employer survey of the institutions aligned to the InTACS standards that could be sent across the state to survey graduates from the various EPPs on a common instrument.

III. Meeting - October 2015 (ALACTE)

This was a regular meeting of ALACTE (state chapter of AACTE). EPPs from across the state shared some of the assessments and evaluation instruments in order to give members of ALACTE an idea of where to start. Originally, it was thought that items across institutions could be used to help facilitate the creation of a statewide instrument that could be incorporated by the institutions.

However, after discussion, buy-in for state administered assessments could be difficult to implement with programs. Therefore, EPPs agreed to work on developing statewide employer and alumni surveys that could potentially address standard 4 CAEP requirements.

IV. November 13, 2015 - Instrument Development (Samford University)

After discussion of the alignment of the ALACTE statewide alumni and employer survey, it was determined that the content of the survey should not be based on any single survey that was currently used by EPPs in Alabama, but focus on the items within the 10 InTASC Standards. Dr. Lou Ann Worthington suggested EPPs create surveys using the 21 InTASC Learning Progressions.

Originally progressions were put into rubric form, but we had some concerns about the length and complexity of the rubric. A sub-group of the committee/task force was created to draft an instrument and then solicit feedback from all CAEP Coordinators. Members of the task force included:

1. Dr. Lou Ann Worthington - University of Alabama Birmingham
2. Dr. Rhonda Morton - Auburn University Montgomery
3. Dr. Diana Cheshire - Samford University
4. Dr. Rosemary Hodges - Athens State University
5. Dr. David Crowe - Auburn University

V. Spring 2016

The CAEP Committee met physically and virtually several times to develop a draft of the surveys. Draft copies of the employer and alumni surveys were presented to CAEP Coordinators. This draft featured a rating scale instead of being in a rubric format. General agreement was established by CAEP Coordinators to move forward with the rating scale format.

VI. Spring/Summer 2016

In Spring and Summer of 2016, Samford University piloted the employer and alumni surveys. Findings revealed that the length of the survey was appropriate. Feedback also indicated the survey content and terminology was clear and understandable. Responses from employers as well as alumni were informative primarily for CAEP Standards 1 and 2.

VII. August 9-10, 2016

In August of 2016, a State-wide stakeholder meeting was convened with:

- ALACTE Representatives from 7 IHEs
- ALSDE Representatives
- A Representative of the School Superintendent's of Alabama Organization
- A CLAS Representative
- An AACTE Representative

During this two-day workshop, rich discussion of the surveys and processes took place. The purpose and intended results of the surveys were discussed. The outcomes of the meeting resulted in:

- refinement of survey format based on all stakeholders
- determination that the ALSDE would disseminate the survey via Survey Monkey to Employers and first year teachers from all 27 Alabama Institutions of Higher Education based on a data base maintained by the Alabama State Department of Education of all teachers/employers within the state
- development of a process for content validation of the surveys
 - All 7 IHEs present at the workshop agreed to send both the Employer and the In-Service surveys to individuals who had completed their teacher prep programs as well as employers of graduates from those IHE's to determine the content validity of the survey items using the Lawshe method

VIII. February 8, 2017 - Final Development of the Employer and In-Service Surveys

Following the 2-day retreat, Alabama's State Department of Education took the Employer Survey and the In-service Survey (alumni) back to the State Department and surveys were created using Survey Monkey.

A State Department representative met with CAEP coordinators to review and finalize the surveys after content validity for each item had been established. At this time, ALACTE representatives were told that once the State Department has been given the "OK" from ALACTE, the surveys will be published.

IX. February 28, 2018

The State Department communicated on this date that surveys had been sent out to mentor teachers with directions to provide surveys to first year teachers and the person responsible for evaluating those first-year teachers (employers).

The State Department indicated they will periodically keep IHEs apprised of response rates.

No deadline for completion of the surveys was provided.

In-Service Teacher Survey

The purpose of this survey is to provide feedback regarding the Alabama institution from which you received your first teaching degree. The results from the survey will be used to identify strengths and weaknesses in the preparation you received and will guide improvement efforts.

Please rate your level of agreement for each item:

- 1 – Strongly agree
- 2 – Agree
- 3 – Disagree
- 4 – Strongly disagree

My teacher preparation program prepared me with an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences (Area One: The Learner and Learning - Learner Development 1.1)

My teacher preparation program prepared me with an understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (Area One: The Learner and Learning - Learning Differences 2.1)

My teacher preparation program prepared me to manage the learning environment to engage learners actively. (Area One: The Learner and Learning - Learning Environments 3.2)

My teacher preparation program prepared me to understand the central concepts, tools of inquiry and structures of the discipline that I teach. (Area Two: Content Knowledge - Content Knowledge 4.1)

My teacher preparation program prepared me to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Area Two: Content Knowledge - Content Knowledge 4.2)

My teacher preparation program prepared me to connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Area Two: Content Knowledge - Application of Content 5.1)

My teacher preparation program prepared me to use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Area Three: Instructional Practice - Assessment 6.1)

My teacher preparation program prepared me to implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning. (Area Three: Instructional Practice - Assessment 6.3)

My teacher preparation program prepared me to plan instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs. (Area Three: Instructional Practice - Planning for Instruction 7.2)

My teacher preparation program prepared me to understand and use a variety of instructional strategies and make learning accessible to all learners. (Area Three: Instructional Practice - Instructional Strategies 8.1)

My teacher preparation program prepared me to encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways. (Area Three: Instructional Practice - Instructional Strategies 8.2)

My teacher preparation program prepared me to use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs. (Area Four: Professional Responsibility - Professional Learning and Ethical Practice 9.2)

My teacher preparation program prepared me to practice the profession in an ethical manner. (Area Four: Professional Responsibility - Professional Learning and Ethical Practice 9.3)

My teacher preparation program prepared me to collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (Area One: The Learner and Learning - Learning Environments 3.1)

My teacher preparation program prepared me to engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (Area Two: Content Knowledge - Application of Content 5.2)

My teacher preparation program prepared me to use assessment to engage learners in their own growth. (Area Three: Instructional Practice - Assessment 6.2)

My teacher preparation program prepared me to select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Area Three: Instructional Practice - Planning for Instruction 7.1)

My teacher preparation program prepared me to plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (Area Three: Instructional Practice - Planning for Instruction 7.3)

My teacher preparation program prepared me to engage in continuous professional learning to more effectively meet the needs of each learner. (Area Four: Professional Responsibility - Professional Learning and Ethical Practice 9.1)

My teacher preparation program prepared me to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Area Four: Professional Responsibility - Leadership and Collaboration 10.1)

My teacher preparation program prepared me to seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance the profession. (Area Four: Professional Responsibility - Leadership and Collaboration 10.2)

Please provide any additional feedback regarding your preparation program. (open response)

EMPLOYER SURVEY

Using the definitions below, please rate the individual relative to other teachers with similar preparation and experience.

- 1 – Ineffective Teacher: Demonstrates need for remediation on this indicator.
- 2 – Emerging Teacher: Demonstrates need for support on this indicator.
- 3 – Effective Teacher: Demonstrates competency and independence on this indicator.
- 4 – Teacher Leader: Models and collaborates to improve the classroom and beyond on this indicator.

The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning - Learning Environments 3.1)

The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches. (Content Knowledge - Content Knowledge 4.1)

The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (Content Knowledge - Application of Content 5.2)

The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning. (Instructional Practice - Assessment 6.3)

The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice - Planning for Instruction 7.1)

The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs. (Instructional Practice - Planning for Instruction 7.2)

The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice - Instructional Strategies 8.1)

The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional Responsibility - Professional Learning and Ethical Practice 9.1)

The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility - Professional Learning and Ethical Practice 9.2)

The teacher practices the profession in an ethical manner. (Professional Responsibility - Professional Learning and Ethical Practice 9.3)

The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences. (The Learner and Learning - Learner Development 1.1)

The teacher manages the learning environment to engage learners actively. (The Learner and Learning - Learning Environments 3.2)

The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge - Content Knowledge 4.2)

The teacher uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Instructional Practice - Assessment 6.1)

The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways. (Instructional Practice - Instructional Strategies 8.2)

The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Professional Responsibility - Leadership and Collaboration 10.1)

The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators, (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations - Standard 9(o))

The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning - Learning Differences 2.1)

The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge - Application of Content 5.1)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. (Professional Responsibility - Leadership and Collaboration 10.2)

The teacher uses assessment to engage learners in their own growth. (Instructional Practice - Assessment 6.2)

The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners meet to individual learning needs. (Instructional Practice - Planning for Instruction 7.3)

The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); RTI (Response to Instruction) and their relationship to student achievement. (Alabama Specific Expectations - Standard 4(o)).

The teacher possesses knowledge of Alabama's state assessment system. (Alabama Specific Expectations - Standard 6(q))

The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional processes. (Alabama Specific Expectations - Standard 7(g)).

The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. (Alabama Specific Expectations - Standard 7(h))

Please add any comments or feedback about the strengths and weaknesses of the teacher you are rating.