

Employer Survey
Professional Education Unit
SUNY Brockport

Meets the following CAEP Standards:

CAEP 4.3, 1.1., 1.5

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Overview of the evidence

What is this evidence?

Every two years, the Professional Education Unit surveys a set of principals and administrators in New York State. The principals and administrators are often the direct supervisors of Brockport alumni. The College asks the respondents to rate how well they think Brockport alumni are prepared when they enter the field.

How is the evidence used to support improvement?

The data from this assessment are presented to the Professional Education Unit Assessment Committee. The PEU Assessment Committee's analysis is shared during one of the Professional Education Unit's three annual Assessment Days. Attendees at the Assessment Day collaborate to identify strengths and areas in need of improvement, and make recommendations to improve our programs and candidate performance. Those recommendations are then brought to the appropriate stakeholders to be implemented. The Assessment Committee completes data-driven decision-making forms (DDD) that document the data, our interpretation of the data, changes implemented based on the data, and a closing the loop section that measures the impact of changes made. See the DDD evidence to view all decisions made as a result of this evidence.

This data is often analyzed in conjunction with feedback from the PEU Advisory Board. Together, the artifacts show how well prepared Brockport graduates are to enter the field, from the perspectives of external stakeholders, including graduates' peers and direct supervisors.

Assessment Instrument

Please use this scale to rate the employee on the criteria below:

Exemplary - The candidate consistently demonstrated exceptional knowledge, application of skills, concepts and dispositions associated with the criterion that is beyond what is expected.

Proficient - The candidate consistently demonstrated the expected knowledge, application of skills, concepts and dispositions associated with the criterion.

Developing - The candidate inconsistently demonstrated knowledge and application of skills, concepts and dispositions associated with the criterion.

Unacceptable - The candidate demonstrated little to no understanding of and the use of skills, concepts and dispositions associated with the criterion.

Overall, how well prepared are Brockport Alumni to:

	Not Applicable	Unacceptable	Developing	Proficient	Exemplary
Create a positive learning environment, including managing student behaviors					
Plan developmentally appropriate instruction that addresses students' diverse needs					
Apply State/National standards to their professional practice					
Demonstrate thorough content knowledge (depth and breadth of knowledge in their field)					
Use multiple instructional strategies that engages all learners					
Effectively integrate technology into their professional practice					
Implement appropriate methods of assessment that guides decision making					

Positively impact the learning of all students					
Reflect on practice, including identifying strengths and weaknesses to make improvements					
Exhibit professional dispositions (including positive outlook, intellectual integrity, respect, self-awareness, and dedication)					

Please rate your overall satisfaction with the Brockport alumni/new teachers' preparation for their assigned responsibilities

Dissatisfied	Slightly dissatisfied	Satisfied	Very impressed
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If you have any other ideas on how teacher education programs can better prepare teachers for the field, please enter them here:

Alignment to Standards

The following table shows the alignment of standards to the criteria on the assessment instrument:

Standards	Criteria
InTASC 3, CAEP 1.1	Create a positive learning environment, including managing student behaviors
InTASC 7, CAEP 1.1	Plan developmentally appropriate instruction that addresses students' diverse needs
InTASC 4 and 6, CAEP 1.1	Apply State/National standards to their professional practice
InTASC 4, CAEP 1.1	Demonstrate thorough content knowledge (depth and breadth of knowledge in their field)
InTASC 8, CAEP 1.1	Use multiple instructional strategies that engages all learners
ISTE 2, CAEP 1.5	Effectively integrate technology into their professional practice
InTASC 6, CAEP 1.1	Implement appropriate methods of assessment that guides decision making
InTASC 8, CAEP 1.1	Positively impact the learning of all students
InTASC 9, CAEP 1.1	Reflect on practice, including identifying strengths and weaknesses to make improvements
InTASC 9, CAEP 1.1	Exhibit professional dispositions (including positive outlook, intellectual integrity, respect, self-awareness, and dedication)
CAEP 4.3	Please rate your overall satisfaction with the Brockport alumni/new teachers' preparation for their assigned responsibilities

Data Tables

2017 Employer Survey Results

Criteria	Unacceptable	Developing	Proficient	Exemplary	Total	N A	Mean
Depth and breadth of knowledge in their professional field (content knowledge)	0 (0%)	2 (9%)	9 (41%)	11 (50%)	22	2	3.41
Knowledge of pedagogy required to teach the content (uses multiple instructional strategies, adapts instruction for individual needs, etc.)	0 (0%)	3 (14%)	10 (48%)	8 (38%)	21	3	3.24
Ability to effectively integrate technology into their professional practice	0 (0%)	2 (9%)	13 (59%)	7 (32%)	22	2	3.23
Ability to positively impact P-12 learning of ALL students	0 (0%)	7 (32%)	7 (32%)	8 (36%)	22	2	3.05
Exhibit professional dispositions, including positive outlook, respect, intellectual integrity, dedication, and self-awareness	1 (4%)	5 (22%)	8 (35%)	9 (39%)	23	1	3.09
Reflective skills (identify strengths and weaknesses, make improvements)	1 (4%)	7 (30%)	7 (30%)	8 (35%)	23	1	2.96

Criteria	Very dissatisfied	Slightly dissatisfied	Satisfied	Very satisfied	Total	N A	Mean
Please rate your overall satisfaction with the employees' preparation for their assigned responsibilities	0 (0%)	3 (13%)	12 (50%)	9 (38%)	24	0	3.25

To protect respondents' anonymity, written feedback and comments are omitted.

2019 Employer Survey Results

Criteria	Unacceptable	Developing	Proficient	Exemplary	Total	N A	Mean
Depth and breadth of knowledge in their professional field (content knowledge)	0 (0%)	4 (33%)	7 (58%)	1 (8%)	12	1	2.75
Knowledge of pedagogy required to teach the content (uses multiple instructional strategies, adapts instruction for individual needs, etc.)	0 (0%)	5 (42%)	7 (58%)	0 (0%)	12	1	2.58
Ability to effectively integrate technology into their professional practice	1 (8%)	1 (8%)	8 (67%)	2 (17%)	12	1	2.92
Ability to positively impact P-12 learning of ALL students	0 (0%)	2 (17%)	10 (83%)	0 (0%)	12	1	2.83
Exhibit professional dispositions, including positive outlook, respect, intellectual integrity, dedication, and self-awareness	0 (0%)	2 (17%)	7 (58%)	3 (25%)	12	1	3.08
Reflective skills (identify strengths and weaknesses, make improvements)	0 (0%)	3 (25%)	7 (58%)	2 (17%)	12	1	2.92

Criteria	Very dissatisfied	Slightly dissatisfied	Satisfied	Very satisfied	Total	N A	Mean
Please rate your overall satisfaction with the employees' preparation for their assigned responsibilities	0 (0%)	0 (0%)	11 (92%)	1 (8%)	12	1	3.08

To protect respondents' anonymity, written feedback and comments are omitted.

Quality of the Assessment

The Professional Education Unit has made efforts to ensure all its assessment instruments are reliable and valid, including its employer survey. Firstly, as outlined in the Alignment to Standards section of this document, the tool has been explicitly aligned to InTASC, ISTE, and CAEP standards. Each criteria on the tool has been aligned to singular constructs within the standards. The PEU Assessment Committee has reviewed all the criteria to ensure the language is unambiguous, and does not lead the respondent to a desired response.

The PEU also conducts annual static analyses of assessment tools to ensure reliability and validity. The PEU uses Cronbach's Alpha to measure the internal consistency of assessment tools. The closer the reliability coefficients value is to 1, the higher level of internal consistency. A reliability coefficient of .7 or higher is expected for the tool to be considered reliable. The following table shows the internal consistency of this tool:

	2017 Survey Data
Cronbach Alpha Reliability Coefficient	.90

The reliability coefficient is above .7, implying the tool achieves internal consistency.