Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial & Advanced)

The EPP has chosen the following instruments to measure Satisfaction of Employers and Stakeholder Involvement:

- CAEP Initial Programs Employer Survey 2024 Elementary Education
- CAEP Initial Programs Employer Survey 2024 Secondary Education
- CAEP Initial Programs Employer Survey 2024 Health Education
- CAEP Advanced Programs MSED Literacy & Language Arts Employer Survey 2024
- Employer Focus Group

As mentioned above, Tables 5 through 7 displayed in Measure 1 component reported the initial program employer surveys. The following tables report the Employer survey for the advanced programs.

Satisfaction of Employers of AY 2022-2023 Program Completers (Advanced Level)

Descriptions and Procedures

The EPP monitors employer feedback through a survey that is sent electronically every January or early February. The same procedures used for the distribution of the Employer Surveys to employers of initial program completers was used for the employers of advanced program completers. There were three MSED in the Literacy and Language Arts Program with 2 completing the survey (66%) with both identifying their employer. Of the 2 identified employers, 1 responded to the survey (50%). There was one completer in the MSED Special Education program, however the survey was not returned and therefore employers were not able to be contacted. The 092 Certificate in Intermediate Administration and Supervision is run every two years and therefore there were no completers in 2023. The next cohort will be in May 2024. A focus group interview was held consisting of employers of programs to supplement the findings (see Appendix).

Results

Only one employer responded to the survey from the MS Literacy & Language Arts Employer with a rating of Proficient across all indicators. This data was supplemented with an advanced program focus group employer session. While the limited data for AY 2022-2023 is insufficient to determine patterns for the 2023 cohort, aggregate survey returns for the prior two cohorts of the MSED Literacy Language Arts program (4.0, 3.2) indicate a mean rating of Proficient denoting employers' satisfaction with completers' performances.

Table 8 CAEP Advanced Programs MSED Literacy & Language Arts Employer Survey AY 2022-2023(1 Respondent)

Academic Year	Content Indicator	Mean
CAEP Advanced Programs Employer Survey **2023**		
Academic Year	**Content Indicator**	**Mean**
2022-2023	1. Integrates appropriate standards into instruction.	3.0
	2. Adapts instruction to diverse students.	3.0
	3. Adapts instruction to differences in learning.	3.0
	4. Facilitates critical thinking, problem solving and /or other higher-level thinking.	3.0
	5. Motivates students to learn.	3.0
	6. Communicates well with students.	3.0
	7. Applies classroom management practices	3.0
	8. Interacts well with parents and community members.	3.0
	9. Assesses student learning.	3.0
	10. Grows professionally through reflection.	3.0
	11. Collaborates well with peers.	3.0
	12. Creates effective learning environments.	3.0
	13. Uses professional ethics.	3.0
	14. Integrates technology into their instruction.	3.0

CAEP Advanced Programs Employer Survey 2023		
Academic Year	**Content Indicator**	**Mean**
	15. Reaches employment milestones (i.e., promotion, tenure) at rates comparable to graduates of other teacher preparation programs.	3.0
Overall Mean=3.0		

Analysis (Strengths/Areas for Improvement) for the Overall Programs based on the Aggregate Data

*The analysis is limited due to the small sample size; however, patterns are consistent with previous cohorts.

Strengths

- Employers of completers from both initial and advanced gave satisfactory ratings to most of the indicators, evincing a high degree of employer satisfaction. No indicators were rated below satisfactory.

- Most employers continued to rate completers' use of assessment data at a satisfactory level which is a sign of continuous improvement from cohorts previously.

- The mean scores for the MSED in Literacy and Language Arts program continues to indicate employer satisfaction in AY 2022-2023 at 3.0. and in AY 2021-2022 with a 4.0 mean.

Areas of Improvement

- Relative weaknesses (mean ratings of 2 out of 3) for the Elementary Education program completers were in the areas of applying classroom management and communicating with parents/community members.

- Relative weaknesses (mean ratings of 2 out of 3) for the Secondary Education program completers were in the areas of integrating standards in instruction, motivating students to learn, and integrating technology.

- The EPP must continue to make efforts to improve employer satisfaction survey response rates. Text messages to completers did improve the Alumni Survey return rates, but a similar approach for employers was unsuccessful, probably because the EPP cannot call employers directly, but can only talk to office personnel.

CAEP Initial Programs AY 2022-2023 Completer Satisfaction

Descriptions and Procedures

The EPP monitors program completer satisfaction through an Alumni Survey that is sent electronically every January or early February. This instrument was validated in 2016. The 2024 survey polled AY 2022-2023 program completers of all initial programs. The survey was sent to 17 Elementary Education completers, 14 Secondary Education completers, 4 Health Education completers, and 5 M.A.T. Secondary Education completers.

Results

Of the 17 AY 2022-2023 Elementary Education completers, 9 returned the survey for a response rate of 52%; of the 12 AY 2022-2023 Secondary Education completers, 7 returned the survey for a response rate of 50%; 100% of the Health Education completers returned the survey, with 2/3 MAT Secondary Education program completers responding for a 75% response rate. These response rates are at or above the CAEP minimum requirements, and they are similar to response rates obtained for the AY 2021-2022 cohort of completers that were reported in the 2023 Annual Report (41% for Elementary Education completers and 28% for Secondary Education completers, 100% for Health Education).

Survey results can be found in Tables 9, 9.a, 9b, and 9.c below and report mean satisfaction scores for each of the indicators rated on the survey. A rating of "2" indicates *Satisfactory*, with "0" indicating *Well Below Satisfactory*, "1" indicating *Slightly Below Satisfactory* and "3" indicating *Slightly Above Satisfactory*.

Overall mean scores on the Alumni Survey for the AY 2022-2023 Elementary Education, Secondary Education, Health Education, and MAT Secondary Education program completers were 2.01, 1.63, 2.96 and 1.1, respectively. Comparisons can be made with the AY 2021-2022 completers in Elementary Education, Secondary Education and Health Education, where the overall means were 2.35, 2.62, and 47 respectively.

The Elementary Education program completers' satisfaction rating has remained consistent across all cohorts. While mean satisfaction ratings for the Secondary Education completers remained consistent across the AY 2020-2021 and the AY 2019-2020 cohorts, with overall means of 1.76 and 1.6, respectively, this year's AY 2022-2023 Secondary Education survey mean of 1.63 is significantly lower than the 2.62 rating in AY 2020-21. It should be noted that the Secondary Education and MAT Secondary programs have experienced a turnover of coordinators partly due to budget cuts at the university. The 2023 Health Education program completers rated the program highly at 2.96 which was significantly higher than the .47 rating of the previous cohort. This improvement was partly due to the hiring of an adjunct consistent program coordinator. The MAT Secondary Education program has also experienced a turnover of program coordinators due to budget cuts and this has resulted in a low satisfaction rating of 1.1. Initial completers continued to report that applying classroom management practices, collaborating with peers and coordinating with special education teachers, as well as develop school leadership were the lowest rated indicators.

The 2022 Annual Report stated that the two indicators that were rated the lowest, with a mean scores of 1.73, were (1) *Collaborate with peers and coordinate instruction with special education teachers* and (2) *Implement and interpret and use student performance assessments for effective instruction* and these weaknesses remain unchanged for the AY 2020-2021 Elementary Education completers (means of 1.33 for each of the indicators) and for the AY 2020-2021 Secondary Education completers (means of 1.80 for each of the indicators). In AY 2021-2022 these indicators were rated higher with 1) *Collaborate with peers and coordinate instruction with special education teachers* scoring a mean of 2.49 and (2) *Implement and interpret and use student performance assessments for effective instruction* with a mean of 2.4, indicating improvement in these areas.

Table 9. CAEP Initial Programs Completer Survey AY 2022-2023

Table 9a. CAEP Initial Programs Alumni Survey: Elementary Education AY 2022-2023 Program Completers (9 respondents)

Academic Year	Content Indicator	Mean	Range
2023 ELEM ED	1. Integrate appropriate professional and educational standards.	2	(1-2)
	2. Identify and adapt instruction to diverse student learners.	2.88	(2-3)
	3. Adapt instruction to diverse student learning.	2	(1-3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.1	(2-3)
	5. Encourage and motivate all student to learn.	2.2	(2-3)
	6. Create effective learning environments.	2.1	(1-3)
	7. Integrate technology into classroom instruction.	2.2	(2-3)
	8. Effectively communicate with students through both oral and written modes.	2	(2-3)
	9. Grow professionally through reflection.	2.1	(2-3)
	10. Appropriately apply effective classroom management practices.	1.77	(0-3)

Academic Year	Content Indicator	Mean	Range
	11. Effectively interact with students, teachers, parent, and community members.	1.88	(1-3)
	12. Understand human development as it relates to the teaching-learning process.	2	(1-3)
	13. Demonstrate appropriate ethical and professional behavior.	2.1	(2-3)
	14. Develop Sensitivity and Respect for the needs and feelings of all students.	2.1	(2-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2	(1-3)
	16. Develop classroom and school leadership.	1.77	(0-3)
	17. Develop a positive disposition toward students.	2.1	(2-3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	1.77	(1-2)
	19. Develop quality instructional units.	1.88	(1-3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.1	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	1.88	(0-3)
	22. Use individual, small group and large group instructional arrangements.	2	(1-3)

Academic Year	Content Indicator	Mean	Range
	23. Develop online learning expectations for students.	1.88	(1-2)
Overall Mean: 2.01			

Table 9.b CAEP Initial Programs Alumni Survey Secondary Education AY 2022-2023 Program Completers (7 Respondents)

Academic Year	Content Indicator	Mean	Range
2023 SEC ED	1. Integrate appropriate professional and educational standards.	2.22	(2-3)
	2. Identify and adapt instruction to diverse student learners.	1.7	(0-3)
	3. Adapt instruction to diverse student learning.	1.7	(0-3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	1.7	(0-2)
	5. Encourage and motivate all student to learn.	1.7	(0-2)
	6. Create effective learning environments.	1.7	(0-2)
	7. Integrate technology into classroom instruction.	1.8	(1-2)
	8. Effectively communicate with students through both oral and written modes.	1.8	(0-3)
	9. Grow professionally through reflection.	2.2	(0-3)
	10. Appropriately apply effective classroom management practices.	1.4	(0.2)

Academic Year	Content Indicator	Mean	Range
	11. Effectively interact with students, teachers, parent, and community members.	1.5	(0-2)
	12. Understand human development as it relates to the teaching-learning process.	1.7	(0-2)
	13. Demonstrate appropriate ethical and professional behavior.	2	(0-3)
	14. Develop Sensitivity and Respect for the needs and feelings of all students.	2	(0-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	1.4	(0-2)
	16. Develop classroom and school leadership.	1.5	(0-2)
	17. Develop a positive disposition toward students.	1.5	(0-2)
	18. Collaborate with peers and coordinate instruction with special education teachers.	1.2	(0-2)
	19.Develop quality instructional units.	1.5	(0-2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	1.7	(0-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	1.7	(0-2)
	22. Use individual, small group and large group instructional arrangements.	1.7	(0-3)

Academic Year	Content Indicator	Mean	Range
	23. Develop online learning expectations for students.	1.2	(0-2)
Overall Mean: 1.63			

Table 9.c. CAEP Initial Programs Alumni Survey: Health Education 2023 Program Completers (4 Respondents)

Academic Year	Content Indicator	Mean	Range
2023 Health Education	1. Integrate appropriate professional and educational standards.	3.6	(2-4)
	2. Identify and adapt instruction to diverse student learners.	3.6	(2-4)
	3. Adapt instruction to diverse student learning.	3.6	(2-4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3.6	(2-4)
	5. Encourage and motivate all student to learn.	3.6	(2-4)
	6. Create effective learning environments.	3.6	(2-4)
	7. Integrate technology into classroom instruction.	3.6	(2-4)
	8. Effectively communicate with students through both oral and written modes.	3.2	(0-4)
	9. Grow professionally through reflection.	3.4	(1-4)
	10. Appropriately apply effective classroom management practices.	3.4	(1-4)

Academic Year	Content Indicator	Mean	Range
	11. Effectively interact with students, teachers, parent, and community members.	2.4	(0-3)
	12. Understand human development as it relates to the teaching-learning process.	3.2	(0-4)
	13. Demonstrate appropriate ethical and professional behavior.	3.6	(2-4)
	14. Develop Sensitivity and Respect for the needs and feelings of all students.	1.0	(0-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.2	(0-4)
	16. Develop classroom and school leadership.	3.6	(2-4)
	17. Develop a positive disposition toward students.	3.6	(2-4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	3.2	(0-4)
	19.Develop quality instructional units.	2.4	(0-3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	3.6	(2-4)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.6	(1-3)
	22. Use individual, small group and large group instructional arrangements.	3.6	(2-4)

Academic Year	Content Indicator	Mean	Range
	23. Develop online learning expectations for students.	3.2	(0-4)
Overall Mean: 2.96			

Table 9.d. CAEP Initial Programs Alumni Survey: MAT Secondary Education 2023 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2023 MAT Secondary Education	1. Integrate appropriate professional and educational standards.	2	(2)
	2. Identify and adapt instruction to diverse student learners.	2	(2)
	3. Adapt instruction to diverse student learning.	2	(2)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	0.5	(0-1)
	5. Encourage and motivate all student to learn.	1.5	(1-2)
	6. Create effective learning environments.	0.5	(0-1)
	7. Integrate technology into classroom instruction.	0.5	(0-1)
	8. Effectively communicate with students through both oral and written modes.	0	(0)
	9. Grow professionally through reflection.	1.5	(0-3)
	10. Appropriately apply effective classroom management practices.	0	(0)

Academic Year	Content Indicator	Mean	Range
	11. Effectively interact with students, teachers, parent, and community members.	1.5	(1-2)
	12. Understand human development as it relates to the teaching-learning process.	2	(2)
	13. Demonstrate appropriate ethical and professional behavior.	1	(0-2)
	14. Develop Sensitivity and Respect for the needs and feelings of all students.	2	(2)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	0	(0)
	16. Develop classroom and school leadership.	0	(0)
	17. Develop a positive disposition toward students.	2	(2)
	18. Collaborate with peers and coordinate instruction with special education teachers.	0	(0)
	19. Develop quality instructional units.	1.5	(1-2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2	(2)
	21. Implement, interpret and use student performance assessments for effective instruction.	1	(0-2)
	22. Use individual, small group and large group instructional arrangements.	1	(0-2)

Academic Year	Content Indicator	Mean	Range
	23. Develop online learning expectations for students.	1.5	(1-2)
Overall Mean: 1.1			

Analysis (Strengths/Areas for Improvement) for the Overall Programs based on the Aggregate Data (Initial)

Strengths

- AY 2022-2023 BS in Education candidates, on average, rated many indicators as S*atisfactory* or above.

- Marked improvement in Health Education completers' satisfaction with rating of 2.96 from .47 previous cohort.

- All initial programs had completer survey data whereas in the previous year, no MAT Secondary Education completers rated the program.

Areas of Improvement

- Relative low ratings for the areas of**;** *Collaborate with peers and coordinate instruction with special education teachers, applying classroom management practices* and *develop classroom/school leadership*.

- Significantly low 1.63 (Secondary Education) and 1.1 (MAT Secondary Education) mean survey responses.

Action Plan for the Overall Programs based on the Aggregate Data Areas of Improvement

- Given the apparent high degree of variability among respondents, the EPP will hold exit interviews with completers to better understand their assessments of program strengths and weaknesses.

- Continue to monitor Secondary/MAT program coordination and implementation of curriculum.

CAEP Advanced Programs AY 2022-2023 Completer Satisfaction

Descriptions and Procedures

In 2023 the CAEP Advanced Programs Completer Survey was sent to a total of 4 2022-2023 program completers (3 of whom were graduated from the MSED Literacy and Language Arts program, and 1 from the MSED Special Education Program, and 0 from the

092 Certificate in Intermediate Administration and Supervision as it is a bi-yearly program). Follow-up phone calls and text messages were also made to attempt to increase response rates.

Results

Two MSED Literacy and Language Arts completers responded for a return rate of 75%. The one MSED Special Education program completer did not respond, despite numerous phone calls, emails, and text messages. There were no 092 Certificate in Intermediate Administration and Supervision program completers in 2023 as the program is bi-yearly. The 2023 survey response rates are at or above the CAEP minimum requirements, and they are like response rates obtained for the AY 2021-2022 cohort of advanced program completers.

Results of the Alumni Survey filled out by 2022-2023 completer are summarized in Table 10. Rubric response options ranged from "2" *Satisfactory* to "4" *Well above satisfactory*. Examination of Table 9 reveals that the overall mean of the responses of the AY 2022-2023 MSED in Literacy and Language Arts to the completer survey across the 23 indicators was 2.18. This was lower than the overall mean of 3.6 reported last year yet similar to the mean of 2.01 obtained from the AY 2019-AY2020 MSED Literacy completers. Examination of Table 10 reveals that the overall mean of the responses of the AY 2021-2022 MSED in Special Education to the completer survey across the 23 indicators was 2.91, compared to the higher overall mean of 2.30 reported last year (AY 2020-2021) and the mean of 2.77 obtained from the AY 2019-2020 MSED in Special Education. These results must be interpreted with caution given the small number of respondents. Examination of Table 11 reveals that the overall mean of responses of the AY 2021-2022 092 Certificate in Intermediate Administration and Supervision program survey was 3.60 with 100% of completers responding.

Table 10. CAEP Advanced Programs Alumni Survey: MSED in Literacy and Language Arts 2023 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2023 MSED LIT	1. Integrate appropriate professional and educational standards.	2.0	(2)
	2. Identify and adapt instruction to diverse student learners.	2.0	(2)
	3. Adapt instruction to diverse student learning.	3.0	(3)

Academic Year	Content Indicator	Mean	Range
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.0	(3)
	5. Encourage and motivate all student to learn.	2.0	(2)
	6. Create effective learning environments.	2.0	(2)
	7. Integrate technology into classroom instruction.	2.0	(2)
	8. Effectively communicate with students through both oral and written modes.	2.0	(2)
	9. Grow professionally through reflection.	3.0	(3)
	10. Appropriately apply effective classroom management practices.	2.0	(2)
	11. Effectively interact with students, teachers, parent, and community members.	2.0	(2)
	12. Understand human development as it relates to the teaching-learning process.	2.0	(2)
	13. Demonstrate appropriate ethical and professional behavior.	2.0	(2)
	14. Develop Sensitivity and Respect for the needs and feelings of all students.	2.0	(2)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.0	(2.0)

Academic Year	Content Indicator	Mean	Range
	16. Develop classroom and school leadership.	2.0	(2)
	17. Develop a positive disposition toward students.	2.0	(2)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.0	(2)
	19. Develop quality instructional units.	2.0	(2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.0	(2)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.0	(2)
	22. Use individual, small group and large group instructional arrangements.	2.0	(2)
	23. Develop online learning expectations for students.	2.0	(2)
Overall Mean: 2.05			

<u>Analysis (Strengths/Areas for Improvement) for the Advanced MSED Programs in Literacy and Language Arts Program</u>

Strengths

- All but two of the mean ratings given to items by AY2022-2023 program completers in MSED in Literacy and Language Arts were 2 or higher, suggesting overall average satisfaction with the program.

- The highest mean ratings of 3.0 were observed in a number of areas rated by the MSED Literacy and Language Arts Program completers, including '*Adapting instruction for diverse learners and Growing professionally through reflection*'.

Areas of Improvement

- There were no identified areas of weakness in the MSED Literacy and Language Arts program as all indicators were rated at either *Satisfactory* or *Proficient*.

Action Plan for the MSED Programs based on the Aggregate Data

- Collecting cumulative data across cohorts will be important given the small number of completers and the correspondingly limited number of survey responses which makes data interpretation, drawing conclusions, and observing patterns difficult.

- Hold exit interviews with the members of the AY 2022-2023 cohorts in order to better understand program strengths and weaknesses and response variability. During the exit interviews, stress the importance of completing the Alumni Survey and encouraging their employers to complete the Employer Survey.

Case Study of Initial Completers: Analysis of Student Impact and Focus Group Data

The mixed method case study used both quantitative data in the form of a pre/post assessment on a unit of study from the school's curriculum. An African American Elementary Education completer teaching at an urban charter school and a Caucasian Health Education program completer teaching at a large urban high school participated in that component of the study. Initial and advanced program completer focus groups were held to obtain further feedback on the completer survey results.

2022-2023   Completers: Analysis of Case Study Findings

Results: Analysis of focus group interviews of both initial and advanced candidates and employers indicate the following:

- Majority of initial and advanced candidates rated their programs positively. This finding is in alignment with employers who also rated our completers as competent.
- Initial and advanced candidates noted the impact of program faculty in exposing them to new research and content areas.
- Majority of initial candidates cited the value of fieldwork in Danbury public schools due to its diverse student population. However, they also noted the need to have more coursework on challenging student behaviors.
- Initial candidates requested more specific coursework on creating individual education plans for students with special needs.
- Majority of employers reported that our candidates were ready to use technology in the schools and were focused on building rapport with students. One employer suggested more work in communicating with families.

Action Plan for the Overall Programs based on the Aggregate Data Areas of Improvement

- Work with instructors of special education courses to implement more information on creating IEPs and communication with families.
- Implement coursework in ED 206 and student teaching seminars on classroom management, specifically challenging behaviors.
- Continue to monitor diverse placements in Danbury public schools.

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CAEP-WCSU Employer Focus Group A

March 14, 2024

Zoom interview at 1PM

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Description: Due to myriad differences in the schedules of participants, the interviews were held in two sessions. Participant: One male middle school principal in Fairfield County CT who employs two secondary education completers from separate cohorts. One completer is a male 8Th grade Math teacher, and the other is a 2023 Secondary Education English teacher working as a substitute for a maternity leave.

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?

The principal shared that he appreciated that WCSU undergraduates have a traditional longer period of preparation as he finds them better prepared than a shorter time of preparation that some programs use. He discussed one completer from another cohort that went from 5th grade to 8th grade Math class which was a huge leap in curriculum and methods. Yet he was able to adjust quickly, and the principal felt that this successful transition was due to the foundation he received at WCSU. The principal rated the completers' preparation at WCSU as 100% comparable to other programs in the area.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?

Also, since the Math completer had experience with Danbury's school district, he has been able to adapt to the needs of the district's level of diversity which is mostly learning needs rather than ethnicity. The 2023 Secondary Education English completer has also been able to adapt lessons for the needs of diverse learners.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?

The principal reported that both completers were doing an outstanding job of integrating technology in their instruction. His school uses one-to one Chromebooks and both completers integrate the devices well in their lessons. He reported that platforms change quickly, and he finds that the younger teachers because they grew up with technology can adjust quickly. In fact, sometimes the younger teachers bring suggestions of different platforms that they have investigated online.

Question #4: How prepared was the WCSU program completer to work with diverse families?

The principal noted that the male 8th grade Math completer was extremely comfortable working and conversing with parents. The 2023 Secondary Education English completer did not participate in report card meetings as she began the leave replacement after that event. However, she hasn't had any issues with communications sent home since the beginning of her teaching at the school.

Question # 5: Is there anything else you would like the program to know about teacher preparation?

The principal suggested preparing the candidates to prepare a well-written resume for a position and practice for district/school interviews. He mentioned that he has offered workshops in that preparation for other universities. The principal did not report any weaknesses in the WCSU program based upon his experiences working with student teachers and new hires. He noted that WCSU student teachers and completers are strong in writing lesson plans and understanding curriculum which is a great strength.

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CAEP-WCSU Employer Focus Group B
March 22, 2024, at 10:30 AM via Zoom

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Description: Participant: One female elementary school principal in Litchfield County CT who employs two education completers from separate cohorts. One completer is a female Elementary Education 2023 initial completer, and the other is a 2023 MSED Literacy and Language Arts completer working as an interventionist. During the interview, the principal reported that the Elementary Education completer was employed during the fall semester as support personnel and her contract ended this spring semester.

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?

The principal reported that both the initial and advanced completers were well prepared for their roles in her school. She noted that the initial Elementary Education completer was confident in her role from day one and was not fearful as some new teachers might be in that situation. The principal also reported that the advanced literacy program completer shared the research she was learning about in the literacy program with the principal and the staff at professional development meetings so the whole school benefited from her preparation.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
The principal responded that both completers were very prepared to meet the needs of diverse students. She discussed how the Elementary Education program completer focused on building rapport with her students while still keeping the expectations for behavior. The principal noted that this was different from novice teachers that come to her school from other districts as often they want to be the student's friend rather than their teacher. The principal also discussed how the advanced literacy program completer demonstrates a leadership role when it comes to meeting the needs of diverse students. She reported on a recent incident where the advanced completer observed that a student of poverty needed to be eligible for reduced lunch benefits due to the situation at home. The advanced completer worked with a multilingual teacher to help the student's family fill out the required forms so that the request for a reduced lunch would be granted. The principal also noted that the advanced literacy completer has to frequently communicate with diverse families in her role as an interventionist.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The principal discussed the technology in their school which is one to one device, Google suite, and assistive technology. She reported that both the initial and advanced completer were well prepared to integrate technology.

Question #4: How prepared was the WCSU program completer to work with diverse families?
The principal noted that since the initial Elementary Education completer was hired for a short-term support position, she did not communicate or meet with families as that is assigned to the classroom teacher. However, the advanced literacy program completer regularly communicates with diverse families as an interventionist. She noted that the advanced literacy program completer ensures that all communication is sent home in the parent/guardian's first language.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
The principal responded that the completers were well prepared. She also observed as an adjunct in the special education program at WCSU, that candidates can overcome all difficulties and to manage communication which is key. After prompting by the interviewer on any issues on the horizon that the EPP should focus on, the principal identified working with families as a key issue. She reported that families are becoming more defensive and that is intimidating for a beginning teacher. She suggested working with candidates to train them to communicate to families that they work as a team for the benefit of the child which defuses situations.