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 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 2023-2024 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 were used for the employers of advanced program completers. There were five MSED in the Literacy and Language Arts Program with 3 completing the survey (60%) with all 3 identifying their employer. Of the 3 identified employers, 2 responded to the survey (75%). There were 3 completers in the MSED Special Education program, and one completer responded with employer information. The one MSED Special Education employer responded to the survey (100%). The 092 Certificate in Intermediate Administration and Supervision had 5 completers in 2024 with 4/5 providing employer information. Two of the four employers of the 092 Certificate in Intermediate Administration and Supervision responded to the survey (50%). A focus group interview was held consisting of employers of programs to supplement the findings (see Appendix).

Results

The two employers who responded to the survey from the MS Literacy & Language Arts Employer rated the majority of indicators as Proficient with a mean of 3.3. This rating was slightly higher than the mean of 3.0 for AY 2022-2023. The one employer who responded to the MSED Special Education Employer Survey rated the completer as exemplary across all indicators. The limited data for this year's cohort does not allow for comparisons across previous cohorts. The two employers who rated the 092 Certificate in Intermediate Administration and Supervision scored completers as either Proficient or Exemplary across all indicators for a mean of 3.87. This high rating was consistent with the AY 2021-2022 092 Certificate in Intermediate Administration and Supervision Employer survey mean of 3.5. This data was supplemented with an advanced program focus group employer session.

Table 8 CAEP Advanced Programs MSED Literacy & Language Arts Employer Survey AY 2023-2024 (2 Respondents)

CAEP Advanced Programs Employer Survey 2024			
Academic Year	**Content Indicator**	**Mean**	**Range**
2023-2024	1. Integrates appropriate standards into instruction.	3.0	(3)
	2. Adapts instruction to diverse students.	3.5	(3-4)
	3. Adapts instruction to differences in learning.	3.5	(3-4)
	4. Facilitates critical thinking, problem solving and /or other higher-level thinking.	3.5	(3-4)
	5. Motivates students to learn.	3.5	(3-4)
	6. Communicates well with students.	3.5	(3-4)
	7. Applies classroom management practices	3.0	(2-4)
	8. Interacts well with parents and community members.	3.5	(3-4)
	9. Assesses student learning.	3.0	(3)
	10. Grows professionally through reflection.	3.0	(3)
	11. Collaborates well with peers.	3.5	(3-4)
	12. Creates effective learning environments.	3.5	(3-4)
	13. Uses professional ethics.	4.0	(4)

CAEP Advanced Programs Employer Survey 2024			
Academic Year	Content Indicator	Mean	Range
	14. Integrates technology into their instruction.	3.0	(3)
	15. Reaches employment milestones (i.e., promotion, tenure) at rates comparable to graduates of other teacher preparation programs.	2.5	(2-3)
Overall Mean=3.3			

Table 9. CAEP Advanced Programs MSED Special Education Employer Survey AY 2023-2024 (1 Respondent)

CAEP Advanced Programs Employer Survey 2024			
Academic Year	Content Indicator	Mean	Range
2023-2024	1. Integrates appropriate standards into instruction.	4.0	(4)
	2. Adapts instruction to diverse students.	4.0	(4)
	3. Adapts instruction to differences in learning.	4.0	(4)
	4. Facilitates critical thinking, problem solving and /or other higher-level thinking.	4.0	(4)
	5. Motivates students to learn.	4.0	(4)

Academic Year	Content Indicator	Mean	Range
	CAEP Advanced Programs Employer Survey **2024**		
	6. Communicates well with students.	4.0	(4)
	7. Applies classroom management practices	4.0	(4)
	8. Interacts well with parents and community members.	4.0	(4)
	9. Assesses student learning.	4.0	(4)
	10. Grows professionally through reflection.	4.0	(4)
	11. Collaborates well with peers.	4.0	(4)
	12. Creates effective learning environments.	4.0	(4)
	13. Uses professional ethics.	4.0	(4)
	14. Integrates technology into their instruction.	4.0	(4)
	15. Reaches employment milestones (i.e., promotion, tenure) at rates comparable to graduates of other teacher preparation programs.	4.0	(4)
Overall Mean=4.0			

Table 10. CAEP Advanced Programs 092 Intermediate Administration and Supervision Employer Survey AY 2023-2024 (2 Respondents)

Academic Year	CAEP Advanced Programs Employer Survey 2024		
	Content Indicator	**Mean**	**Range**
2023-2024	1. The administrator/educational leader: Is able to develop, articulate, implement, and steward a vision characterized by respect for students, their families, and community.	4.0	(4)
	2. The administrator/educational leader: Is able to plan for appropriate curriculum and instruction at the school and/or district level.	4.0	(4)
	3. The administrator/educational leader: Is able to monitor curriculum and instruction at the school and/or district level.	4.0	(4)
	4. The administrator/educational leader: Is able to manage school and/or district-based operations.	3.5	(3-4)
	5. The administrator/educational leader: Is able to manage school and/or district-based resources and budgets.	3.5	(3-4)
	6. The administrator/educational leader: Is able to manage, interpret and use data for school improvement.	4.0	(4)
	7. The administrator/educational leader: Is able to manage building and/or district scheduling.	3.5	(3-4)
	8. The administrator/educational leader: Collaborates effectively with faculty, parents, and community members.	4.0	(4)

CAEP Advanced Programs Employer Survey 2024			
Academic Year	**Content Indicator**	**Mean**	**Range**
	9. The administrator/educational leader: Acts ethically demonstrating integrity and fairness.	4.0	(4)
	10. The administrator/educational leader: Is able to use problem-solving to formulate sound strategies to deal with educational dilemmas.	4.0	(34)
	11. The administrator/educational leader: Is able to advocate for the diverse needs of students, parents, and faculty.	4.0	(4)
	12. The administrator/educational leader: Is able to create a school climate and culture that facilitates the growth and development of all students.	4.0	(4)
Overall Mean=3.87			

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.

- Initial program completers rated their classroom management preparation at a satisfactory level which was an improvement.

- The mean scores for the MSED in Literacy and Language Arts program, MSED Special Education and the 092 Certificate in Intermediate Administration and Supervision continues to indicate employer satisfaction with means ranging from 3.3 to 4.0.

Areas of Improvement

- Relative weaknesses (mean ratings of 2 out of 3) for the Elementary Education program completers were in the areas of developing online learning expectations, collaborating with special educators, and communicating with parents/community members.

- Relative weaknesses (mean ratings of 2.14 out of 3) for the Secondary Education program completers was in the area of developing online learning expectations.

- 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 2023-2024 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 2025 survey polled AY 2023-2024 program completers of all initial programs. The survey was sent to 16 Elementary Education completers, 8 Secondary Education completers, 2 Health Education completers, and 5 M.A.T. Secondary Education completers.

Results

Of the 16 AY 2023-2024 Elementary Education completers, 13 returned the survey for a response rate of 81%; of the 8 AY 2023-2024 Secondary Education completers, 7 returned the survey for a response rate of 87%; 50% of the Health Education completers returned the survey, with 2/5 MAT Secondary Education program completers responding for a 40% response rate. These response rates are at or above the CAEP minimum requirements, and they are similar to response rates obtained for the AY 2022-2023 cohort of completers that were reported in the 2024 Annual Report (52% for Elementary Education completers and 50% for Secondary Education completers, 100% for Health Education, 75% for MAT Secondary 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 2023-2024 Elementary Education, Secondary Education, Health Education, and MAT Secondary Education program completers were 2.45, 2.60, 2.65 and 2.5 respectively. The survey results for Elementary Education, Secondary Education and MAT Secondary Education program completers improved from AY 2022-2023 results of 2.01, 1.63, and 1.1. The Health Education program completers survey results remained stable at 2.65, slightly lower than the 2.95 from the previous cohort. 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, AY 2022-2023 Secondary Education survey mean of 1.63 was significantly lower than the 2.62 rating in AY 2020-21. It should be noted that the Secondary Education and MAT Secondary programs experienced a turnover of coordinators partly due to budget cuts at the university which resulted in lower means. In Fall 2023, a new Secondary Education and MAT Secondary Education coordinator was appointed which resulted in more positive results. The revisions to the Health Education program continue to improve completers' satisfaction with an overall 2.65 rating. The 2023 Health Education program completers rated the program highly at 2.96 which was a significant improvement from 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 which resulted in a low satisfaction rating of 1.1 for the AY 2022-2023 cohort. However, the trend has improved with cohort AY 2023-2024 as they rated the preparation on a satisfactory level with a mean of 2.5. AY 2023-2024 Initial completers also reported satisfaction with their preparation regarding classroom management practices, collaborating with peers and coordinating with special education teachers, as well as development of school leadership which were consistently the lowest rated indicators for previous cohorts. The EPP has made changes to course syllabi such as including modules on classroom management in the student teaching seminar and also simulations of IEP meetings in EPY 405 Introduction to Special Education.

Table 11. CAEP Initial Programs Completer Survey AY 2023-2024

Table 11a. CAEP Initial Programs Alumni Survey: Elementary Education AY 2023-2024 Program Completers (13 respondents)

Academic Year	Content Indicator	Mean	Range
2024 ELEM ED	1. Integrate appropriate professional and educational standards.	2.38	(2-3)
	2. Identify and adapt instruction to diverse student learners.	2.38	(2-3)
	3. Adapt instruction to diverse student learning.	2.53	(2-3)

Academic Year	Content Indicator	Mean	Range
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.61	(2-3)
	5. Encourage and motivate all students to learn.	2.61	(2-3)
	6. Create effective learning environments.	2.61	(2-3)
	7. Integrate technology into classroom instruction.	2.30	(2-3)
	8. Effectively communicate with students through both oral and written modes.	2.61	(2-3)
	9. Grow professionally through reflection.	2.53	(2-3)
	10. Appropriately apply effective classroom management practices.	2.53	(2-3)
	11. Effectively interact with students, teachers, parents, and community members.	2.0	(1-3)
	12. Understand human development as it relates to the teaching-learning process.	2.0	(2)
	13. Demonstrate appropriate ethical and professional behavior.	2.53	(2-3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.53	(2-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.07	(2-3)
	16. Develop classroom and school leadership.	2.07	(2-3)

Academic Year	Content Indicator	Mean	Range
	17. Develop a positive disposition toward students.	2.69	(2-3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	1.84	(1-2)
	19.Develop quality instructional units.	2.07	(2-3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.69	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.0	(2)
	22. Use individual, small group and large group instructional arrangements.	2.09	(2-3)
	23. Develop online learning expectations for students.	1.84	(1-2)
Overall Mean: 2.23			

Table 11.b CAEP Initial Programs Alumni Survey Secondary Education AY 2023-2024 Program Completers (7 Respondents)

Academic Year	Content Indicator	Mean	Range
	1. Integrate appropriate professional and educational standards.	2.85	(2-3)
2024 SEC ED	2. Identify and adapt instruction to diverse student learners.	2.42	(2-3)
	3. Adapt instruction to diverse student learning.	2.57	(2-3)

Academic Year	Content Indicator	Mean	Range
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.85	(2-3)
	5. Encourage and motivate all students to learn.	2.57	(2-3)
	6. Create effective learning environments.	2.85	(2-3)
	7. Integrate technology into classroom instruction.	2.57	(2-3)
	8. Effectively communicate with students through both oral and written modes.	2.85	(2-3)
	9. Grow professionally through reflection.	2.85	(2-3)
	10. Appropriately apply effective classroom management practices.	2.28	(2-3)
	11. Effectively interact with students, teachers, parents, and community members.	2.57	(2-3)
	12. Understand human development as it relates to the teaching-learning process.	2.57	(2-3)
	13. Demonstrate appropriate ethical and professional behavior.	2.85	(2-3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.85	(2-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.28	(2-3)

Academic Year	Content Indicator	Mean	Range
	16. Develop classroom and school leadership.	2.28	(2-3)
	17. Develop a positive disposition toward students.	2.85	(2-3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.57	(2-3)
	19. Develop quality instructional units.	2.57	(2-3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.57	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.57	(2-3)
	22. Use individual, small group and large group instructional arrangements.	2.57	(2-3)
	23. Develop online learning expectations for students.	2.14	(2-3)
Overall Mean: 2.54			

Table 11.c. CAEP Initial Programs Alumni Survey: Health Education 2024 Program Completers (1 Respondents)

Academic Year	Content Indicator	Mean	Range
2024	1. Integrate appropriate professional and educational standards.	4.0	(4)
	2. Identify and adapt instruction to diverse student learners.	4.0	(4)

Academic Year	Content Indicator	Mean	Range
Health Education	3. Adapt instruction to diverse student learning.	4.0	(4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3.0	(3)
	5. Encourage and motivate all students to learn.	2.0	(2)
	6. Create effective learning environments.	3.0	(3)
	7. Integrate technology into classroom instruction.	1.0	(1)
	8. Effectively communicate with students through both oral and written modes.	1.0	(1)
	9. Grow professionally through reflection.	3.0	(3)
	10. Appropriately apply effective classroom management practices.	3.0	(3)
	11. Effectively interact with students, teachers, parents, 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.	4.0	(4)
	14. Develop sensitivity and respect for the needs and feelings of all students.	3.0	(3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.0	(3)

Academic Year	Content Indicator	Mean	Range
	16. Develop classroom and school leadership.	3.0	(3)
	17. Develop a positive disposition toward students.	4.0	(4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.0	(2)
	19.Develop quality instructional units.	3.0	(3)
	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.	3.0	(3)
	22. Use individual, small group and large group instructional arrangements.	4.0	(4)
	23. Develop online learning expectations for students.	0.0	(0)
Overall Mean: 2.65			

Table 11.d. CAEP Initial Programs Alumni Survey: MAT Secondary Education 2024 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2024	1. Integrate appropriate professional and educational standards.	2	(2)
	2. Identify and adapt instruction to diverse student learners.	2	(2)

Academic Year	Content Indicator	Mean	Range
MAT Secondary Education	3. Adapt instruction to diverse student learning.	2	(2)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2	(2)
	5. Encourage and motivate all students to learn.	1.5	(1-2)
	6. Create effective learning environments.	2.0	(2)
	7. Integrate technology into classroom instruction.	3.0	(3)
	8. Effectively communicate with students through both oral and written modes.	2.0	(2)
	9. Grow professionally through reflection.	2.5	(2-3)
	10. Appropriately apply effective classroom management practices.	1.5	(1-2)
	11. Effectively interact with students, teachers, parents, and community members.	2.5	(2-3)
	12. Understand human development as it relates to the teaching-learning process.	2.0	(2)
	13. Demonstrate appropriate ethical and professional behavior.	2.5	(2-3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.5	(2-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.0	(2)

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.	1.5	(1-2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.5	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.0	(2)
	22. Use individual, small group and large group instructional arrangements.	2.5	(2-3)
	23. Develop online learning expectations for students.	1.5	(1-2)
Overall Mean: 2.0			

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

Strengths

- AY 2023-2024BS in Education candidates, on average, rated many indicators as S*atisfactory* or above.

- Marked improvement in MAT Secondary Education completers' satisfaction with rating of 2.0 from 1.1 previous cohort.

- Health Education program completers satisfactory ratings continue trend from AY 2022-2023 findings.

- All initial programs had completer survey data whereas in the AY 2022-2023 cohort, no MAT Secondary Education completers rated the program.

- AY 2023-2024 BS Completers' satisfaction with their preparation regarding classroom management improved from the previous two cohorts with all programs rating it satisfactory.

Areas of Improvement

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

- Relative low ratings in the MAT Secondary Education program survey for preparation in classroom management, developing quality units, and developing online learning expectations for students.

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

- Coordinate with special education course instructors on opportunities to collaborate with special educators in the field.

- Continue to monitor implementation of classroom management modules in initial programs.

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

CAEP Advanced Programs AY 2023-2024 Completer Satisfaction

Descriptions and Procedures

In 2025 the CAEP Advanced Programs Completer Survey was sent to a total of 13 2023-2024 program completers (5 of whom were graduated from the MSED Literacy and Language Arts program, and 3 from the MSED Special Education Program, and 5 from the 092 Certificate in Intermediate Administration and Supervision). Follow-up phone calls and text messages were also made to attempt to increase response rates.

Results

Three MSED Literacy and Language Arts completers responded for a return rate of 60%. One MSED Special Education program completer responded to the survey for a return rate of 33%. All five 092 Certificate in Intermediate Administration and responded to the survey for a return rate of 100%. The 2024 survey response rates are at or above the CAEP minimum requirements, and they are like response rates obtained for the AY 2022-2023 cohort of advanced program completers.

Results of the Alumni Survey filled out by 2023-2024 completers are summarized in Tables 10-12. Rubric response options ranged from "2" *Satisfactory* to "4" *Well above satisfactory*. Examination of Table 10 reveals that the overall mean of the responses of the AY 2023-2024 MSED in Literacy and Language Arts to the completer survey across the 23 indicators was 2.60. This was higher than the overall mean of 2.05 reported last year and the mean of 2.01 obtained from the AY 2019-AY2020 MSED Literacy completers. Examination of Table 11 reveals that the overall mean of the responses for the AY 2023-2024 was 4.0 (1 completer). This rating is similar to AY 2021-2022 MSED in Special Education completer survey mean of 2.91, and a rating of 2.30 reported for AY 2020-2021. These results must be interpreted with caution given the small number of respondents. Examination of Table 12 reveals that the overall responses of the AY 2023-2024 092 Certificate in Intermediate Administration and Supervision program survey was 3.61 with 100% responding. This was similar to AY 2021-2022 092 Certificate in Intermediate Administration and Supervision program survey mean of 3.60.

Table 12a. CAEP Advanced Programs Alumni Survey: MSED in Literacy and Language Arts 20234 Program Completers (3 Respondents)

Academic Year	Content Indicator	Mean	Range
2024 MSED LIT	1. Integrate appropriate professional and educational standards.	3.0	(2-4)
	2. Identify and adapt instruction to diverse student learners.	2.67	(1-4)
	3. Adapt instruction to diverse student learning.	2.67	(1-4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.67	(1-4)
	5. Encourage and motivate all students to learn.	3.0	(2-4)
	6. Create effective learning environments.	3.33	(2-4)
	7. Integrate technology into classroom instruction.	2.33	(1-4)

Academic Year	Content Indicator	Mean	Range
	8. Effectively communicate with students through both oral and written modes.	3.0	(2-4)
	9. Grow professionally through reflection.	2.33	(1-4)
	10. Appropriately apply effective classroom management practices.	2.33	(1-4)
	11. Effectively interact with students, teachers, parent, and community members.	2.66	(2-4)
	12. Understand human development as it relates to the teaching-learning process.	2.33	(1-4)
	13. Demonstrate appropriate ethical and professional behavior.	2.66	(2-4)
	14. Develop sensitivity and respect for the needs and feelings of all students.	3.0	(2-4)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.66	(2-4)
	16. Develop classroom and school leadership.	2.0	(0-4)
	17. Develop a positive disposition toward students.	3.0	(2-4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.66	(2-4)
	19.Develop quality instructional units.	2.0	(2)

Academic Year	Content Indicator	Mean	Range
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.66	(1-4)
	21. Implement, interpret and use student performance assessments for effective instruction.	3.33	(3-4)
	22. Use individual, small group and large group instructional arrangements.	2.66	(2-4)
	23. Develop online learning expectations for students.	2.33	(1-4)
Overall Mean: 2.60			

Table 12b. CAEP Advanced Programs Alumni Survey: MSED Special Education 2024 Program Completers (1 Respondent)

Academic Year	Content Indicator	Mean	Range
2024 MSED SPED	1. Integrate appropriate professional and educational standards.	4.0	(4)
	2. Identify and adapt instruction to diverse student learners.	4.0	(4)
	3. Adapt instruction to diverse student learning.	4.0	(4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	4.0	(4)
	5. Encourage and motivate all students to learn.	4.0	(4)
	6. Create effective learning environments.	4.0	(4)

Academic Year	Content Indicator	Mean	Range
	7. Integrate technology into classroom instruction.	4.0	(4)
	8. Effectively communicate with students through both oral and written modes.	4.0	(4)
	9. Grow professionally through reflection.	4.0	(4)
	10. Appropriately apply effective classroom management practices.	4.0	(4)
	11. Effectively interact with students, teachers, parents, and community members.	4.0	(4)
	12. Understand human development as it relates to the teaching-learning process.	4.0	(4)
	13. Demonstrate appropriate ethical and professional behavior.	4.0	(4)
	14. Develop sensitivity and respect for the needs and feelings of all students.	4.0	(4)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	4.0	(4)
	16. Develop classroom and school leadership.	4.0	(4)
	17. Develop a positive disposition toward students.	4.0	(4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	4.0	(4)
	19.Develop quality instructional units.	4.0	(4)

Academic Year	Content Indicator	Mean	Range
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	4.0	(4)
	21. Implement, interpret and use student performance assessments for effective instruction.	4.0	(4)
	22. Use individual, small group and large group instructional arrangements.	4.0	(4)
	23. Develop online learning expectations for students.	4.00	(4)
Overall Mean: 4.0			

Table 12c. CAEP Advanced Programs Alumni Survey: 092 Program Completers (5 Respondents)

Academic Year	Content Indicator	Mean	Range
2024 092 Program	1. The 092 program prepared me to undertake the duties and responsibilities of an instructional leader.	3.6	(3-4)
	2. The 092 program prepared me to lead and motivate others.	3.6	(3-4)
	3. The 092 program prepared me to work collaboratively with teachers and other administrators.	3.6	(3-4)
	4. The 092 program prepared me to communicate effectively with students, parents/guardians.	3.6	(3-4)
	5. The 092 program prepared me to communicate effectively with community stakeholders.	3.6	(3-4)

Academic Year	Content Indicator	Mean	Range
	6. The 092 program prepared me to give effective instructional feedback to teachers.	3.6	(3-4)
	7. The 092 program prepared me to plan, develop, and adjust services to meet the needs of diverse learners.	3.6	(3-4)
	8. The 092 program prepared me to utilize relevant technologies.	3.6	(3-4)
	9. The 092 program prepared me to manage, interpret and use data for school improvement.	3.8	(3-4)
	10. The 092 program prepared me in the areas of professional, state and institutional standard and ethics.	3.6	(3-4)
	11. The 092 program prepared me in the areas of problem-solving and decision-making.	3.6	(3-4)
	12. The 092 program prepared me for state licensure examinations.	3.6	(3-4)
Overall Mean: 3.61			

Analysis (Strengths/Areas for Improvement) for the CAEP Advanced Programs

Strengths

- All advanced program completers rated their preparation satisfactory across all indicators.

- The highest mean ratings of 3.0-4.0 were observed in a number of areas rated by the 092 Certificate in Intermediate Administration and Supervision program survey.

Areas of Improvement

- There were no identified areas of weakness in the advanced programs as all indicators were rated at either *Satisfactory* or *Proficient*.

Action Plan for the CAEP Advanced 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.

2023-2024Completers: Analysis of Case Study Focus Group Findings

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

- All initial candidates commented on the value of their fieldwork experiences in Danbury and Bethel public schools and noted the diversity of the student body.
- All initial candidates noted the need to have more coursework on classroom management.
- Initial candidates requested more specific program planning on completion of certification exams.
- 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 using artificial intelligence in the schools.

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

- Work with instructors of initial candidates on a curriculum map regarding artificial intelligence.
- Implement coursework in ED 206 and student teaching seminars on classroom management, specifically challenging behaviors.
- Continue to monitor advisement on certification exams and timetable to complete them.