

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

(Components R4.2|R5.3|RA.4.1)

St. John Fisher University, Ralph C. Wilson, Jr. School of Education

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Initial Teacher Preparation Employer Survey

The employer survey results report below includes data collected from 2022-2023.

Background

The Ralph C. Wilson, Jr. School of Education (SoE) at St. John Fisher University (Fisher) revised the Initial Teacher Preparation Employer Survey (Employer Survey) in fall 2018 and implemented minor modifications in fall 2023. These alterations encompassed the incorporation of specific statements regarding the use of technology, aligned with ISTE standards, and an in-depth examination of how students employ learning and communication strategies with diverse students and families. The EPP has been actively working to enhance skills in both of these areas.

The survey tool was reviewed and further refined by a small faculty workgroup. The revised tool, aligned with InTASC standards, aims to simplify language without significantly altering the core of the questions, allowing for comparisons with previous years' data.

In an effort to increase employer participation, the EPP distributed a Qualtrics survey to its alumni (one-three years post-graduation), requesting details about their current employment, contact information, and their willingness to be contacted in the future. This strategy enabled the EPP to build a new employer database that spans over 20 school districts. Guided by New York State Education Law 2-d, which provides recommendations for educational agencies and their third-party contractors to enhance data privacy and security, employees in New York State K-12 Public Schools are trained in data privacy and security protocols. These protocols include avoiding clicking on links embedded in emails and deleting potential phishing emails. The EPP then sent out personalized emails, which led to a 24% response rate for that year. Employers appreciated these personalized emails, which included the name of the graduate, and this detail motivated them to complete the survey. The shift to personalized emails has resulted in feedback from employers on the survey tool and updates on their employment changes, allowing the EPP to continually refine their employer contacts database.

Despite these measures, the EPP has observed a drop in responses from employers and is contemplating further improvements to the survey tool and investigating more ways to gather feedback from districts. The EPP is also actively creating more channels to

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sustain connections with SoE alumni. These efforts include having a social media presence and periodically emailing graduates, asking about their experiences, and inviting them to share updates about their current roles through photos and quotes on the EPP's events board. Located outside the Dean's suite in the Ralph C. Wilson, Jr. building, this board serves as an information hub for current students, keeping them abreast of upcoming events and deadlines. It also provides a glimpse into the activities of alumni, to inspire current students to envision their post-graduation connections.

Completer Employment Milestones (Initial)

Data from all programs over the years consistently show that employers unanimously agree that the majority of initial program completers are on track to receive tenure in their certification area, with a 100% agreement rate in 2023, 2022, and 2021.

The three-year trend indicates that completers are student-focused, seek alternative methods to support students when necessary, and are motivated to understand students' needs better. The findings highlight content competency and effective technology integration to enhance content understanding as areas of strength for Fisher Initial Program Completers. Furthermore, Fisher completers stand out in their ability to engage students meaningfully, using data from various sources for planning and instruction, and implementing innovative pedagogical strategies. They are collaborative with colleagues and often lead collaborative activities. Completers are described as reflective and ethical practitioners. The Employer Survey results show that Fisher completers adhere to ethical codes of conduct and relevant laws and policies, demonstrating strong moral and ethical convictions that set them apart from teachers educated at other institutions.

The overall results from the fall 2023, fall 2022, and fall 2021 Employer Surveys are presented in percentages, sequentially aligned with the four domains of the InTASC standards. The tabulated responses can be found in **Appendix A** at the end of this document.

The latest implementation of the Employer Survey revealed a minor decrease in agreement concerning the competency of completers in various areas. Significantly, in the categories that witnessed the most substantial drop in agreement, a large number of employers opted for the neutral category, neither agreeing nor disagreeing. Employers were requested to express their level of agreement with the abilities of individual graduates on a series of statements, using a five-point Likert scale that ranged from

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strongly agree to strongly disagree, with a neutral option for neither agree nor disagree. However, important to note that the five-point Likert scale did not provide an option for employers to choose if they had not observed, which might have resulted in the artificial selection of the neutral category.

Learner and Learning

Overall, 83% of employers *strongly agree/agree* that completers were competent in the area of learner & learning this is up 4% from the prior year.

- 89% (2023), 77% (2022), and 100% (2021), of the respondents *agree/strongly agree* that the completer Fisher graduates address the diverse needs of individual students through differentiation.
- 89% of employers in 2023 agreed that graduates possess the competency to teach effectively with a positive impact on diverse P-12 student learning and development, this is up 6% from the 2022 administration.
- 89% (2023), 85% (2022), and 92% (2021) agreed that graduates use data and analysis to create supportive environments.

Content

- 89% (2023), 85% (2022), and 100% (2021) of employer's report that the Fisher graduates demonstrate command of their content knowledge and apply their content knowledge to meet challenges and fulfill responsibilities.

However, the collected data suggests that graduates might require further assistance in designing learning experiences that involve all students. This includes linking multiple concepts and employing diverse viewpoints to stimulate learners' critical thinking, creativity, and cooperative problem-solving concerning local and global issues.

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Instructional Practices

- 78% (2023), 85% (2022), and 92% (2021) of employers believe that graduates use data to guide instructional decision-making.
- 78% (2023), 77% (2022), and 100% (2021) of employers believe that completers use student data to inform planning and instruction and monitor student progress.

An area pinpointed by the EPP, where employers have provided a neutral rating, pertains to the graduates' ability to utilize a range of teaching strategies to encourage learners to develop understanding. Which includes designing instruction that caters to all students and harnessing knowledge of subject areas, curriculum, interdisciplinary skills, and teaching methods. Furthermore, it encompasses the ongoing pursuit of professional development and the application of evidence for self-assessment of their teaching practice.

Professional Responsibility

The domain of Professional Responsibility is made up of two InTASC standards. These standards underscore the ongoing utilization of data as proof to improve practices, leadership, and collaboration. From the 2023 survey, 89% of employers agreed that their graduates possessed the necessary knowledge for both professional learning & ethical practice and leadership & collaboration. This represents a 6% increase from the 2022 survey.

- 100% (2023), 85% (2022), and 97% (2021) of employers agreed that graduates could collaborate with colleagues,
- 100% (2023) of employers agree that their graduates facilitate learning with technology to support student achievement.
- 100% (2023), 77% (2022), and 97% (2021) of employers agreed that graduates adhere to ethical codes of conduct, as well as 100% (2023) relevant laws and policies.

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Diversity, Equity, and Inclusion

In response to focus groups and Program Advisory Board meetings, the fall 2020 Initial Teacher Employer Survey was updated to evaluate Fisher graduates' ability to meet the needs of diverse learners, effectively engage students and/or staff on matters of race, ethnicity, and culture, and communicate with parents and/or guardians from diverse cultural and racial backgrounds. It's important to note that the Initial Teacher Employer Survey will mirror the Initial Completer Survey, allowing the EPP to compare the satisfaction of Fisher Completers with their educational preparation program to the Employers' satisfaction with the Fisher Completers in the area of diversity, equity, and inclusion. In the fall 2023 distribution, this survey was further refined to incorporate a thread of diversity, equity, and inclusion across all domains.

- In the most recent survey, 82% of employers concurred that their graduates were adequately prepared in the areas of diversity, equity, and inclusion. This represents an increase of 10% from 2022.

Overall, the data indicates that graduates from Fisher's Initial Program may require additional development in culturally responsive and sustaining pedagogical practices to cater to diverse learners. Graduates continue to participate in racial dialogues, but employers find it challenging to assess graduates in this area due to a lack of observable competency or skill. The lens of Diversity, Equity, and Inclusion will continue to be a focus in Dean's Council Meetings, program-level discussions, Stakeholder Advisory Meetings, and EPP Retreats at the School of Education (SoE). The SoE has formulated goals and action plans through a robust Quality Assurance System (QAS) process. The EPP recently wrapped up curriculum enhancements that emphasize diversity, equity, and inclusion. The progress following integration will continue to be tracked.

Continued reflection on alternative practices to monitor the progress of our completers post-completion is currently under investigation. Additionally, we are maintaining a close watch on graduates who have had diverse collegiate and field experiences, considering the evolving landscape over the past few years.

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Advanced Teacher and Leader Preparation Employer Survey 2023

The results of the employer survey, which include data analysis from the fall of 2023, 2022, and 2021, are presented below. The Advanced Teacher and Leader Preparation Employer Survey, administered by the School of Education at St. John Fisher University, is designed to evaluate employers' satisfaction with the preparation of the completers and their achievement of employment milestones such as promotion and retention.

The survey is conducted among employers of individuals who graduated from the advanced program one-three years before the survey. Employers provide feedback on their satisfaction with the completers' preparedness for their job responsibilities and the effectiveness of the preparation program. They also comment on the completers' achievement of employment milestones.

The data collected from employers is used as part of the unit's quality assurance system to analyze the impact of the preparation courses and experiences. This data is reviewed systematically at both the unit and program level, and the analysis informs programmatic decision-making.

This survey is conducted yearly through Qualtrics, and individualized emails are dispatched to each employer, as outlined in the section above on the Initial Preparation Employer Survey.

During the 2017-2018 academic year, the EPP developed an employer survey that effectively measures employer satisfaction with the completers' preparation and their achievement of employment milestones. The advanced employer survey was distributed via Qualtrics in the fall of 2023, 2022, and 2021 to employers of advanced programs, including the Graduate Library Media Specialist (GLMS) and Graduate Educational Leadership Building and District (GBDL/GEDL) programs.

For all advanced programs, the survey response rate in fall 2023 was 20%, a decrease from 28% in fall 2022 and 56% in fall 2021. It's important to note that there were no students enrolled in the MS in Literacy program for the 2020-2021 and 2021-2022 academic years. The last GEDA cohort was small and the program is currently on hold due to low enrollment. Employers of these two programs did not respond to the survey, even though the EPP had comprehensive information about the completers' locations. The EPP is exploring alternative methods to collect data on their completers and plans to implement new strategies and processes in future data collection periods.

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The subsequent survey results illustrate the level of employer satisfaction with the effectiveness of the Fisher preparation program in preparing advanced completers for their job responsibilities and skills in the areas of CAEP Advanced Specialized Skills. The compiled responses can be found in **Appendix B** at the end of this document.

Over the 2023, 2022, and 2021 Advanced Employer Survey administration, trend data revealed the following:

Completer Employment Milestones (Advanced)

- 100% (2023 and 2022) of completers were retained throughout their probationary period and/or on track to tenure, they did not need an improvement plan to complete the induction probationary period of employment.
- In 2023 and 2022, all employers (100%) rated the tenure rate of Fisher graduates as being favorably comparable to the tenure rate of graduates from other colleges.

CAEP Advanced Specialized Skills

- 100% (2023) of employers strongly/agree completers create a safe and supportive learning environment that encourages positive social interaction, active engagement in learning, and self-motivation, and they create learning experiences that engage all learners.
- 100% (2023), 100% (2022), and 100% (2021) of employers strongly agree/agree that completers are prepared to apply research and other forms of evidence to substantiate decision-making and demonstrate the ability to use technology appropriately for tracking progress and communicating with stakeholders and facilitates learning with technology to support students achievement of ISTE Standards for Students.

Diversity, Equity, and Inclusion (DEI) Thread

In the year 2020, three questions related to diversity, equity, and inclusion (DEI) were incorporated into the Advanced Employer Survey. These questions were introduced to aid in data collection for the Fisher School of Education's DEI initiative and the 2022 Revised CAEP Standards for Advanced Level Preparation. All employers who responded to the 2023 survey concurred that their GLMS program graduates were proficient in effectively communicating with parents and/or guardians from diverse cultural and

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racial backgrounds, and in addressing the needs of diverse learners, including students from various races, ethnicities, and cultural backgrounds. Furthermore, all employers agreed that their graduate employees were capable of effectively engaging staff on topics and issues related to race, ethnicity, and culture.

Stakeholder Involvement Summary

The Quality Assurance System is overseen by the Dean of the Ralph C. Wilson, Jr., School of Education. Information that results from assessment is used for decision-making, strategic planning, program evaluation, and program improvement. The Assessment Office, as part of the SoE's QAS system, supports the development, implementation, collection, analysis, and reporting of assessment data, in concert with the University's Institutional Research Office, and shares the data with the Dean. Throughout the QAS, the EPP is intentional with including and gathering partners and advisory board stakeholders' feedback when engaging in outcome measure review and decision-making. Below represents the workflow for the Fisher School of Education:

- The Dean directs the Assessment Office to disseminate the data reports in two ways: (1) at the Annual EPP Data Review Meeting in January (which includes stakeholders), and (2) during at least one Dean's Council meeting per semester.
- After reviewing the analyses from the Annual EPP Data Review Meeting Program, program chairs, with their faculty, will determine the data that will be more closely reviewed at the program level and partner/advisory board level meetings.
- At a subsequent Dean's Council meeting, program chairs will report on their program-specific 12-month plan for data review at program meetings and partner/advisory board meetings which includes EPP faculty, staff, and stakeholders, including clinical partners (including administrators and teachers), School of Arts and Sciences faculty, alumni, and candidates.
- The Dean will monitor each program's data review plan. Program Chairs will implement their 12-month plan for review, analysis, and interpretation of data at program meetings and partner/advisory board meetings leading to goals and actions for program improvement.
- Any additional data will be available at Dean's Council Meetings or as requested by the Assessment Office in response to identified program needs and/or gaps not addressed by the data sets distributed at the Annual EPP Data Review Meeting which includes partner/advisory board members.

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Beyond the formal assessment activities previously mentioned, we continuously evaluate informal data and make decisions during regular departmental meetings. These meetings typically involve faculty and possibly administrative staff. They may also include advisory board members, community partners, parent representatives, current students, and alumni.

The subsequent section offers a summary of meetings from the EPP retreats, Annual Data Review Meetings, Departmental meetings, and Advisory Board meetings for the 2022-2023 academic year. The artifacts presented below demonstrate stakeholder participation as outlined in the EPP Quality Assurance System. They also highlight the EPP’s dedication to collaborative decision-making and ongoing program enhancements.

Initial Teacher Prep Programs

Date	Event	Meeting Summary	In Attendance
September 14, 2022	DUIE Meeting	TPA was built to replace the edTPA, TPA was piloted Discussion of student communication if not meeting rubric requirements Program review	DUIE Faculty
September 29 & 30, 2022	DUIE retreat SJF Parent & Educator Session	Understanding parents' perspectives creating culturally relevant & inclusive classrooms	DUIE Faculty, SoE Dean’s Office, Parent Representatives
October 19, 2022	Department of Inclusive Education (DUIE) Meeting	Residency Program Advising Updates Syllabus Review Candidate Support System Capstone Course	DUIE Faculty
October 25, 2022	EPP Meeting Annual Review of Admission,	Recruitment & Retention – Charts provided by IR. This is a deep dive into the progression	All Faculty & Staff

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	Recruitment, & Retention Data	of SOE's students from application to graduation	
November 16, 2022	DUIE Meeting	Portrait of a Graduate: Skills, Attributes, Mindsets Implications for Learning Experiences Learning Experiences Virtual Gallery Walk	DUIE Faculty Parent Advocates Community Partners
December 1, 2022	DUIE Advisory Board Meeting		DUIE Faculty Advisory Board Members
December 14, 2022	DUIE Meeting	2 nd step Portrait of a Graduate Implication for SoE learning experience (Direct experience w/ families & communities, implementation of instructional & assistive technology, reflection on implicit biases)	DUIE Faculty Parent Advocates Community Partners
January 18, 2023	DUIE Meeting	New Certification Adjunct support Student Multi-tiered support Review of Portrait of a Graduate Theory of Action Culturally responsive practices	DUIE Faculty Community Partners (3)
January 17, 2023	Annual Data Dinner	Review of CFAST, LPA, GEDA, GLMS Rubric Data, and Survey Results	All Faculty & Staff A&S Faculty & Staff Current Student & Alumni Community Partners

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February 1, 2023	DUIE Meeting	Rubric Revisions Application review strategies NOYCE recruiting 4+1 program structure, criteria for admission, program structure, recruitment Open House Support	DUIE Faculty
March 15, 2023	DUIE Meeting	Curriculum Revision Create family & community connections	DUIE Faculty Community Partners
March 23, 2023	DUIE Advisory Board	Review CFAST Review Lesson Plan rubric as a follow-up to the Annual Data Dinner	DUIE Faculty Student/Alumni k-12 Reps.
April 12, 2023	DUIE Meeting	Recruitment calls for students who have been accepted. Additional tech review and integration	DUIE Faculty
April 26, 2023	DUIE Meeting	Books integration into the curriculum Review of the Candidate Support Plan Continued discussion on revisions for Technology, family/community, & implicit bias	DUIE Faculty

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Advanced Programs

Date	Event	Covered	Attended
March 6, 2023	Graduate Library Media Study (GLMS) Board Meeting Minutes	Enrollment Staffing Accreditation (SPA) Curricular revisions due to NYSED Exploration of additional community partnerships	Program Director Adjunct Alumni Community Partners
May 10, 2023	(GLMS) Board Meeting Minutes	Data Trend Discussion rubrics Rubric revisions Local trends	Program Director Adjunct Alumni Community Partners
April 19, 2023	Graduate Educational Leadership (GEDA)	External program Review Curricular revisions Alignment with NELP standards Development of goals and action plan for rubric data presented at the Annual Data Dinner Jan 2023	Faculty Adjunct Community Partners

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Appendix A

Initial Program Employer Survey 2023, 2022, and 2021

The image shows a large, empty grid table with multiple columns and rows. The grid is composed of small, empty cells, suggesting it is a data table for survey results. The table is organized into several distinct sections, likely corresponding to different survey questions or categories. The grid is mostly empty, indicating that the data has not been entered or is being presented as a template.

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Appendix B

Advanced Teacher and Leader Preparation Employer Survey 2023, 2022, and 2021

2023

Component	2023	2022	2021
Percentage Rating	1	2	3
All Program (CERES, Leadership, etc.)	100%	100%	100%
Number of responses	1	1	1

2022

Component	2022	2021
Percentage Rating	1	2
All Program (CERES, Leadership, etc.)	100%	100%
Number of responses	1	1

2021

Component	2021
Percentage Rating	1
All Program (CERES, Leadership, etc.)	100%
Number of responses	1