

## Advanced Program Graduates - Employer Survey

**PURPOSE OF THE ASSESSMENT:** To assess the degree to which employers are satisfied with advanced completers' preparation.

This survey was administered to employers of recent advanced program graduates (i.e., 2020-2023).

The first section of the survey is common for all employers of advanced completers. Respondents are asked to respond to common questions about completers' job performance and areas of strength and improvement for the EPP. Completers' employers then answer questions regarding the degree to which they were satisfied with the completer's specific preparation program. Each question is aligned to at least one of the program's SPA standards using a 1-3 Likert scale.

Below are the survey participation numbers. Following are the demographic breakups of the participants.

Grades	Count
Pre-Kindergarten-5 <sup>th</sup> Grade	47
Grade 6th-12th	36
Did Not Respond	2

Which of these best describes your school, campus, or district?	
Category	Count
Urban	20
Suburban	50
Rural	15
<b>Total</b>	<b>85</b>

Approximately how many students attend your school campus?	
Category	Count
100-299	4
300-699	22
700-1199	35
1200-2000	11
More than 2000	13
<b>Total</b>	<b>85</b>

Program	Count
School Leadership and/or Principal Certification	35
Counseling M.Ed. and/or School Counselor Certification	5
Educational Leadership/Superintendent Preparation Program	7
Instructional Leadership	1
Library Science M.L.S. and/or School Librarian Certification	23
Literacy/Reading/Language Arts M.Ed. or Ed.D., and/or Reading Specialist Certification	3
Educational Diagnostician Certification	13

### Common Questions

The common questions presented in the table are rated on a 1-3 Likert scale with response types as follow:

1. does not meet expectations, 2. meets expectations, 3. exceeds expectation.

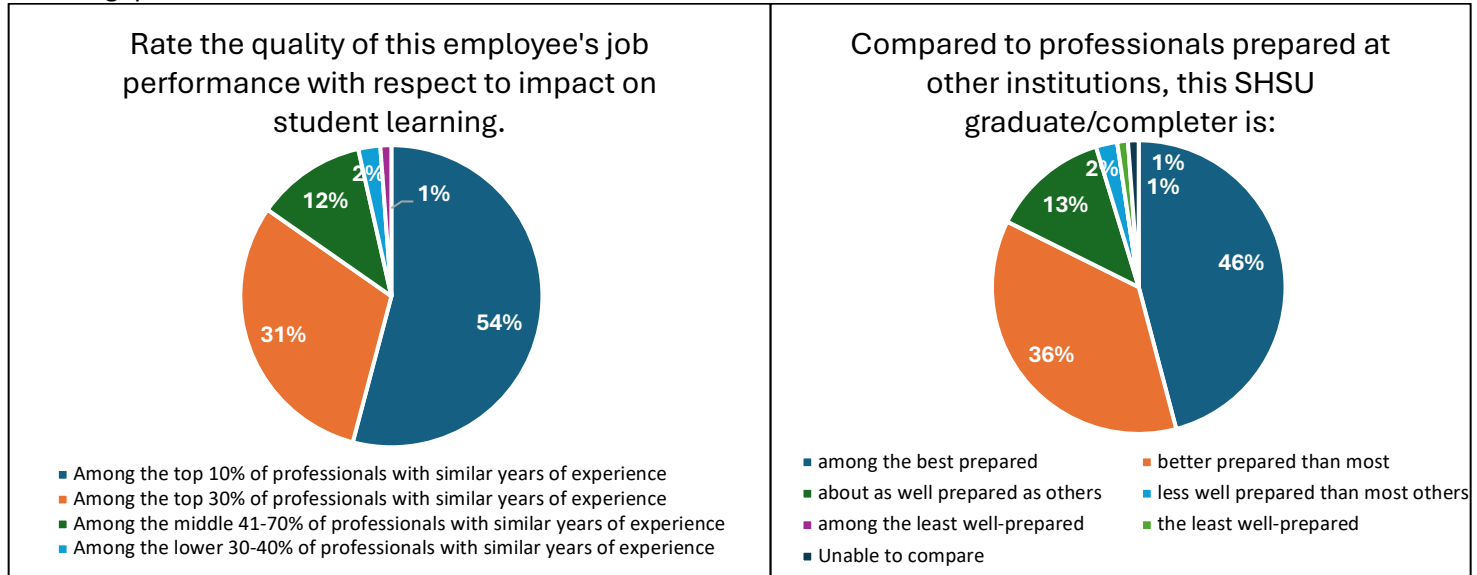
The following table shows the average rating for each of the common questions and the percentage of highest rating (i.e., "3" Rating).

Questions	Average	% Top
This employee demonstrates a commitment to professional growth.	2.68	69%
This employee effectively uses technology to enhance instruction or other responsibilities.	2.68	71%
This employee demonstrates professionalism.	2.68	71%
This employee practices ethical behavior.	2.74	75%
This employee collaborates with faculty, administrators, and stakeholders.	2.74	76%

The table below shows count of responses (1, 2, and 3), question wise. (Number of respondents who chose Response 1, 2, or 3 respectively for each question)

Common Questions	3	2	1
This employee demonstrates a commitment to professional growth.	59	25	1
This employee effectively uses technology to enhance instruction or other responsibilities.	60	23	2
This employee demonstrates professionalism.	60	23	2
This employee practices ethical behavior.	64	20	1
This employee collaborates with faculty, administrators, and stakeholders.	64	18	2

The following graph represents employer perception of the quality of candidate among other professionals with similar years of experience. The Following charts represent the percentage of responses chosen by the participants for the following questions:



## In what ways can Sam Houston State University improve the preparation of professionals?

### Feedback from Employers

#### Testing Students

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- Include how to test difficult students and follow standardized administration of tests.
- Assist in determining Intellectual Disability when working with EB students
- There is not enough preparation in testing children under 3. Diagnosticians need to know how to test these children as districts are getting more and more referrals from ECI.
- Districts are not using the WJ4. Most of the testing training SHSU provides is on the WJ. Districts are using Qinteractive, which are Pearson tests.

#### Preparation

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- You all do an excellent job in preparing your students. I would spend time on the Developmental Delay eligibility.
- Classroom Management
- Lessons and extension activities that can be planned for Gifted and Talented students.
- Perhaps more digital learning tools/resources that can be accessed in the library.
- Provide additional resources and skills to meet the needs of scholars with significant behavioral challenges.
- Our campus works with students in many special programs and I do believe this is an area that new administrators could use additional support and training, especially as it relates to behavior.

#### Communication

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- How to deal with difficult parents
- Communication with parents and keeping an eye for detail particularly looking over transcripts.
- Ideas to connect with the community in secondary setting.
- Balancing procedures and guidelines with clinical judgement and flexibility.
- Developing a heart for students, staff, and community. Many of our graduates have the professional skills and abilities; however, the soft skills- communicating positively, problem solving, cultivating positive relationships with all stakeholders is an area that our graduates could benefit in receive additional support. I absolutely love SHSU! Every teacher and administrative leader I have come in contact with over the years have been more than adequately prepared to be campus leaders. Thank you for your excellence in education.

Below are the Top 3 (3 most frequently listed) areas for improvement and Top 3 Strengths (3 most frequently listed) that the employers perceived in our graduates:

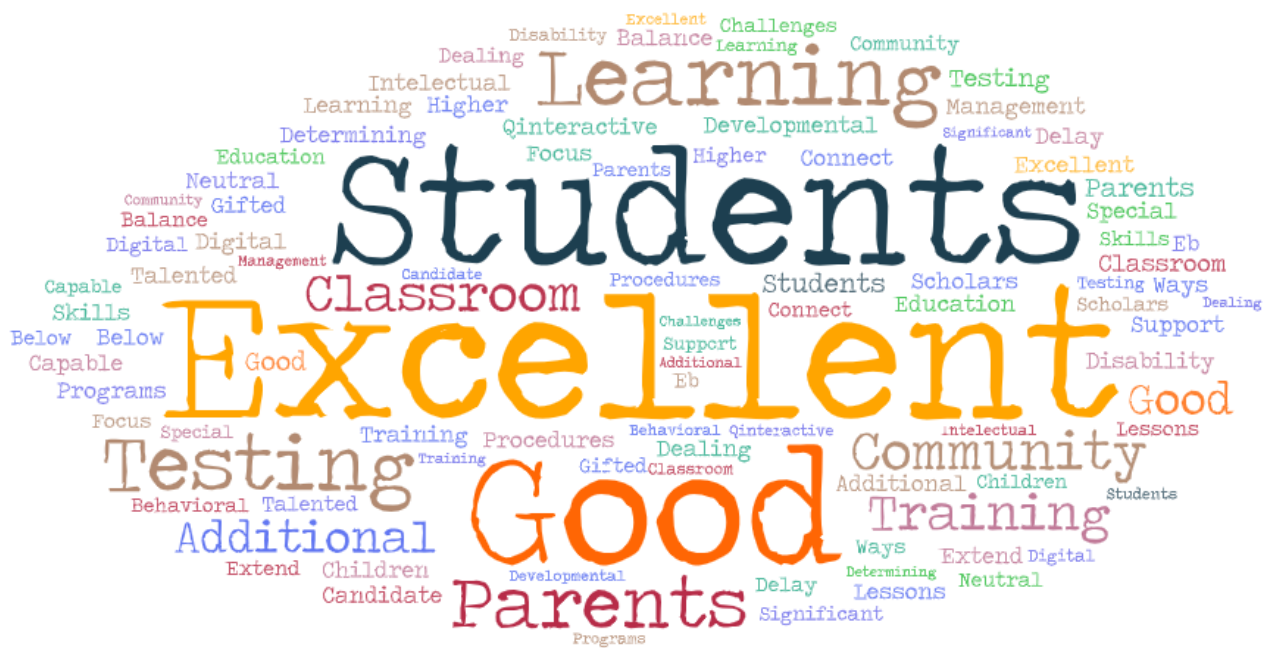
Please indicate any areas in which this employee needs additional instruction among the following:

- Communication
- Assessment
- Ability to work with all learners

Please indicate strengths you have identified in this employee in the following areas:

- Professional Knowledge
- Communication
- Technology

Below are the themes of the feedback shared with us by our Employers for the following question: *In what ways can Sam Houston State University improve the preparation of professionals?*



## Educational Diagnostician Certification Specific Questions

The table below shows count of responses (1, 2, and 3), question wise. (Number of respondents who chose Response 1, 2, or 3 respectively for each question, along with average rating and % Response 3)

Questions	Average	% Top Rating	Count of Response 3	Count of Response 2	Count of Response 1
This employee has knowledge of the content, theories, and research-based practices relevant to their field.	2.50	50%	6	6	0
This employee has the ability to plan and implement instruction or programs of service that meet the needs of students.	2.50	50%	6	6	0
This employee has the ability to assess student's learning and progress through a variety of formal and informal measures.	2.42	50%	6	5	1
This employee has the ability to provide substantive feedback, documentation, and interpretations of student's assessment information.	2.33	42%	5	6	1
This employee has the ability to use technology to enhance instruction and facilitate student's learning and success.	2.50	58%	7	4	1
This employee has the ability to create and manage supportive learning environments that are flexible and sensitive to learning differences.	2.42	42%	5	7	0
This employee has the ability to work collaboratively with teachers, administrators, parents, and community members.	2.50	58%	7	4	1
This employee has the ability to reflect on their professional practices and seek professional development experiences.	2.33	50%	6	4	2

### Library Science M.L.S. and/or School Librarian Certification Specific Questions

The table below represents count of responses (1, 2, and 3), question wise. (Number of respondents who chose Response 1, 2, or 3 respectively for each question, along with average rating and % Response 3)

Question	Average	% Top Rating	Count of Response 3	Count of Response 2	Count of Response 1
The graduate/completer integrates emerging technologies into a variety of instructional strategies.	2.64	68%	15	6	1
The graduate/completer collaborates with teachers across subject areas.	2.64	68%	15	6	1
The graduate/completer provides staff development opportunities.	2.45	50%	11	10	1
The graduate/completer actively promotes reading.	2.68	73%	16	5	1
The graduate/completer applies criteria and uses standard review sources for the selection of children's and young adult literature.	2.68	68%	15	7	0
The graduate/completer maintains an informative and attractive library web site.	2.59	68%	15	5	2
The graduate/completer models and promotes efficient and ethical information-seeking behaviors.	2.64	64%	14	8	0
The graduate/completer advocates for strong school library programs.	2.55	64%	14	6	2
The graduate/completer makes the library an inviting place for teachers and students.	2.59	68%	15	5	2
The graduate/completer is active in education and library science professional organizations.	2.64	64%	14	8	0
The graduate/completer communicates well with administrators.	2.64	68%	15	6	1
The graduate/completer manages a library program that is clearly aligned with the school's mission.	2.59	64%	14	7	1
The graduate/completer maintains open access to print, non-print, and digital collections that support and enhance needs and interests of students.	2.64	68%	15	6	1
The graduate/completer maintains and updates a manual that reflects the policies and procedures of the library program.	2.50	59%	13	7jk	2

### Standard-wise averages for Library Science M.L.S. and/or School Librarian Certification Specific Questions

Librarian Specific	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Average	2.58	2.68	2.61	2.60	2.58

## School Leadership and Principal Certification

Following is the count of responses (1, 2, and 3), question wise. (Number of respondents who chose Response 1, 2, or 3 respectively for each question, along with average rating and % Response 3)

Questions	Average	Top %	Count of 3	Count of 2	Count of 1
Understands and demonstrates the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, digital citizenship, and community.	2.85	64%	21	7	1
Understands and demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation.	2.73	61%	20	8	2
Understands and demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms that support the educational success and well-being of each student and adult.	2.61	61%	20	10	2
Understands and demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	2.82	67%	22	7	1
Understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	2.79	70%	23	7	1
Understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive school culture.	2.75	66%	21	8	1
Understands and demonstrates the capacity to evaluate, cultivate, and advocate for access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	2.84	66%	21	5	2
Understands and demonstrates the capacity to evaluate, cultivate, and advocate for responsive instruction and behavior support practices among teachers and staff.	2.70	70%	23	7	2
Understands and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.	2.58	58%	19	11	2
Understands and can demonstrate the capacity to evaluate, develop, and implement high-quality academic and non-academic instructional practices, resources, technologies, and services that support digital literacy and the school's academic and non-academic systems.	2.73	61%	20	8	2
Understands and can demonstrate the capacity to evaluate, develop, and implement formal and informal responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	2.67	64%	21	10	1

Understands and demonstrates the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems and assessment practices in a coherent and systematic manner.	2.76	67%	22	8	1
Understands and demonstrates the capacity to collaboratively engage families in strengthening student learning in and out of school.	2.67	64%	21	10	1
Understands and demonstrates the capacity to collaboratively engage and cultivate relationships with community members, partners, and other constituencies for the benefit of school improvement and student development.	2.79	61%	20	7	2
Understands and demonstrates the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	2.67	61%	20	9	2
Understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.	2.82	61%	20	8	1
Understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed resourcing plan that supports school improvement and student development.	2.85	64%	21	7	1
Understands and demonstrates the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	2.67	64%	21	10	1
Understands and has the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	2.91	64%	21	6	1
Understands and has the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	2.76	64%	21	7	2
Understands and has the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, responsiveness, distributed leadership, digital literacy, school improvement, and student success.	2.79	64%	21	8	1
Understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	2.82	61%	20	8	1

Standard-wise averages for School Leadership or Principal Certification

Standard 1	Standard2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
2.79	2.74	2.76	2.68	2.73	2.78	2.82

**Counseling M.Ed. and/or School Counselor Certification Questions**

*Below are the average ratings and % Response (4 or 5 Rating), i.e., % of respondents that chose 4 or 5 rating.*

Questions	Average	% (4 or 5) Rating
This employee is able to recognize limitations as a school counselor and seek supervision when appropriate.	4.25	100%
This employee is honest and thoughtful in reflections regarding their own professional growth.	4.25	100%
This employee articulates, models, and advocates for an appropriate school counselor identity program.	4.25	100%
This employee uses strategies to promote, develop, and enhance teamwork within the school and larger community.	4.25	100%
This employee serves as an advocate and makes appropriate referrals to school and community resources based on the needs of each client.	4.00	75%
This employee is understanding and respectful of all clients.	4.25	100%
This employee applies and adheres to ethical and legal standards in their work as a school counselor.	4.50	100%
This employee uses strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	4.25	75%
This employee understands the role of the school counselor as a system change agent.	4.50	100%
This employee participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	4.50	100%

**Curriculum and Instruction M.Ed., M.A.T, and/or Post-Baccalaureate Teacher Certification Questions**

Questions
The graduate/completer recognizes individual differences in their students and adjusts their practice accordingly.
The graduate/completer understands how students develop and learn.
The graduate/completer treats students fairly.
The graduate's/completer's mission extends beyond developing the cognitive capacity of their students.
The graduate/completer appreciates how knowledge in their subjects is created, organized, and linked to other disciplines.
The graduate/completer commands specialized knowledge of how to convey a subject to students.

The graduate/completer generates multiple paths to knowledge.
The graduate/completer calls on multiple methods to meet their goals.
The graduate/completer orchestrates learning in group settings.
The graduate/completer places a premium on student engagement.
The graduate/completer regularly assesses student progress.
The graduate/completer is mindful of their principle objectives.
The graduate/completer continually makes difficult choices that tests their judgment.
The graduate/completer seeks the advice of others and draws on education research and scholarship to improve their practice.
The graduate/completer contributes to school effectiveness by collaborating with other professionals.
The graduate/completer works collaboratively with parents.
The graduate/completer takes advantage of community resources.

### **Educational Leadership/Superintendent Preparation Program**

*Below are the average ratings and % Response (4 or 5 Rating) i.e., % of respondents that chose 4 or 5 rating.*

<b>Questions</b>	<b>Average</b>	<b>% (3 or 4) Rating</b>
Understands and demonstrates the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, digital citizenship, and community.	3.00	75%
Understands and demonstrates the capacity to lead district strategic planning and continuous improvement processes that engage stakeholders in data collection, diagnosis, design, implementation, and evaluation.	3.00	75%
Understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.	3.25	100%
Understands and demonstrates the capacity to evaluate and advocate for ethical and legal decisions.	3.25	100%
Understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	3.25	100%
Understands and demonstrates the capacity to evaluate, cultivate, and advocate for a supportive district culture.	3.25	100%
Understands and demonstrates the capacity to evaluate, cultivate, and advocate for access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.	3.25	100%
Understands and demonstrates the capacity to evaluate, advocate, and cultivate responsive instructional and behavior support practices among teachers and staff.	3.25	100%

Understands and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.	3.25	100%
Understands and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, improvement, and student success.	3.25	100%
Understands and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and responsive system of assessments and data collection, management, and analysis that support instructional improvement, student learning and well-being, and instructional leadership.	3.25	100%
Understands and demonstrates the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.	3.25	100%
Understands and demonstrates the capacity to represent and support district schools in engaging families in strengthening student learning in and out of school.	3.25	100%
Understands and demonstrates the capacity to understand, engage, and effectively collaborate and communicate with families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.	3.25	100%
Understands and demonstrates the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.	3.25	100%
Understands and demonstrates the capacity to develop, communicate, implement, and evaluate data-informed and management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.	3.25	100%
Understands and demonstrates the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.	3.25	100%
Understands and demonstrates the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.	3.25	100%
Understands and demonstrates the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.	3.25	100%
Understands and demonstrates the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members.	3.25	100%
Understands and demonstrates the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.	3.25	100%
Understands the implications of larger social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.	3.25	100%

## Instructional Leadership M.Ed. Questions

Questions
How well (or to what degree) is the graduate/completer from the Instructional Leadership Program prepared to promote the success of all students through best practices in learning, organizational management and teacher development?
How well is the graduate/completer from the Instructional Leadership Program prepared to respond to the interests and needs of students and community members from a variety of populations?
How well is the graduate/completer from the Instructional Leadership Program act ethically, fairly and with integrity when promoting the success of all students?

## Instructional Technology M.Ed. Questions

Questions
Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels
Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines
Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms
Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards
Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the needs and interests of all students
Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience
Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)
Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals
Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences
Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments

Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning

Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments

Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community

Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning

Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment

Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills, and/or increasing student learning

Model and promote strategies for achieving access to digital tools and resources and technology-related best practices for all students and teachers

Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

Model and promote understanding and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T

Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences

## Literacy/Reading/Language Arts M.Ed. or Ed.D., and/or Reading Specialist Certification Questions

*Below are the average ratings for Reading Specialist Program specific questions and % (3 or 2)*

Questions	Average	% (3 or 2) Ratings
The graduate/completer informs other educators about the history of reading and writing instruction and how it has changed over time.	2.33	100%
The graduate/completer uses foundational knowledge of language arts instruction to design and implement an integrated, comprehensive, and balanced curriculum.	2.33	100%
The graduate/completer provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	2.67	100%
The graduate/completer supports classroom teachers in building and using a quality, accessible classroom library and materials collection that meet the specific needs and abilities of all learners.	2.33	100%
The graduate/completer can administer and evaluate different types of literacy assessments and recognize their purposes, strengths, and limitations.	2.67	100%
The graduate/completer demonstrates that the fundamental goal of assessment and evaluation is to inform instruction and optimize student learning.	2.67	100%
The graduate/completer communicates assessment results and implications to a variety of audiences: parents, teachers, and administrators.	2.33	100%
The graduate/completer demonstrates an understanding of the ways in which student learning differences influence the reading and writing development of all students, especially those who struggle with reading and writing.	2.67	100%
The graduate/completer provides differentiated instruction and instructional materials including traditional print, digital, and online resources.	2.33	100%
The graduate/completer collaborates with teacher, parents, and administrators to implement policies and instructional practices that promote fairness and draw connections between home and community literacy and school literacy.	2.33	100%
The graduate/completer arranges instructional areas to provide easy access to instructional materials for a variety of individual, small group, and whole class activities and support teachers in doing the same.	2.67	100%
The graduate/completer demonstrates an understanding of local, state, and national policies that affect reading and writing instruction.	2.33	100%
The graduate/completer uses literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.	2.33	100%