

**Standard 1 Exhibit 7:** Employer feedback on graduates and summaries of the results

**Initial Teacher Preparation: Elementary, Secondary, and Special Education**

The University of San Diego has participated in the state-wide Comprehensive Evaluation of Teacher Preparation that was conducted by the Center for Teacher Quality (CTQ). This survey followed up on the 2003-04 and 2006-07 cohorts of University of San Diego (USD)'s teacher education program after their first year of teaching. This study also requested responses to similar items from the employers of our students. Comparisons were made with 10 peer institutions for the 2003-2004 cohort group and with 8 peer institutions for the 2006-2007 group.

Employment supervisors of teacher credential program graduates answered questions about:

- How well prepared the new teachers was to meet the instructional needs of ELL, students with special needs, and students from diverse cultural backgrounds
- Ability of new teachers to communicate with parents /guardians and maintain rapport with students
- The extent to which the new teacher used computer-based technology
- The new teacher's effective use of instructional time (planning, behavior management, assessment)

Employers of USD graduates were invited to participate online and follow-up phone calls were made for maximum response rates. CTQ took steps to ensure the validity and reliability of the evidence in this report. In spring 2005 and Spring 2008, a total of 120 (100%) K-12 school supervisors were invited to participate and 35 (29%) responded. Of the responding administrators, 28 were school principals who directly supervised CPU's teaching graduates.

In the survey, respondents provided their perception of how well USD's Learning and Teaching program prepared candidates to meet the following criteria:

1	Know and understand the subjects of the curriculum at her/his grade level
2	Organize and manage a class or a group of pupils for instructional activities
3	Organize and manage student behavior and discipline satisfactorily
4	Prepare lesson plans and make prior arrangement for class activities
5	Use an effective mix of teaching strategies and instructional activities
6	Meet the instructional needs of students who are English language learners
7	Meet the instructional needs of students from diverse cultural backgrounds
8	Meet the instructional needs of students with special learning needs
9	Communicate effectively with the parents or guardians of his/her students
10	Maintain positive rapport and foster students' motivation and excitement
11	Think about problems that occur in teaching and try-out various solutions
12	Understand child development, human learning and the purposes of schools
13	Understand how personal, family & community conditions may affect learning

14	Learn about students' interests and motivations, and how to teach accordingly
15	Get students involved in engaging activities and to sustain on-task behavior
16	Use computer-based applications to help students learn curriculum subjects
17	Use computer-based technology in class activities and to keep class records
18	Monitor student progress by using forma and informal assessment methods
19	Assess pupil progress by analyzing a variety of evidence including test scores
20	Assist individual students in areas of their instructional needs in reading/math
21	Adjust teaching strategies so all pupils have chances to understand and learn
22	Adhere to principles of education equity in the teaching of all students
23	Use class time efficiently by relying on daily routines and planned transitions
24	Know about resources in the school & community for at-risk students/families

**Results from employment supervisors of program graduates:**

Based on observations of and conferences with their first-year teachers who graduated from USD's learning and teaching programs, administrators reported on how well the teacher was prepared to:

Selected criteria (from a total of 24 items) that address characteristics specified in professional standards	USD 2003-04 (n=11)	Comparison Universities (Average)	USD 2006-07 (n=14)	Comparison Universities (Average)
1. Know and understand the subjects of the curriculum at her/his grade level(s)	82%	90%	86%	92%
3. Organize and manage student behavior and discipline satisfactorily	70%	82%	57%	78%
4. Prepare lesson plans and make prior arrangements for class activities	73%	89%	93%	91%
6. Meet the instructional needs of students who are ELL	55%	75%	62%	77%
13. understand how personal, family & community conditions may affect learning	73%	84%	91%	85%
16. use computer-based application to help students learn curriculum subjects	80%	82%	83%	84%
20. Assist individual students in areas of their instructional needs in reading/math	82%	85%	100%	85%

On all but one of these selected measures, our institution has shown positive gains in teacher preparedness from 2004 to 2007. This reflects the efforts made by faculty members to better prepare candidates in these areas following the first report. The criterion that did not show greater confidence was in the area of classroom management. This is always a difficult area for beginning teachers to master and often takes time for first-year teachers to establish their classroom management style. The teacher credential programs now integrate more classroom management into the methods, practicum, and student teaching courses.

In the use of technology, administrators felt that USD prepares its candidates as well as comparative institutions (83%). USD programs excel at preparing teachers to assist individual students in areas of their instruction needs in reading and math as

employers report that 100% of our 2007-07 graduates were well prepared in this area.

Because of the expense of participation in the Comprehensive Evaluation of Teacher Preparation, USD decided to conduct its own follow up assessment of graduates in the field. Graduates in the teacher credential programs from 2007-2008 and 2008-2009 were contacted. Following a Fall 2010 survey of graduates from 2007-2008 and 2008-2009 in which we obtained employer names and contact information, we will be sending a survey to employers of the respondents to the survey in Spring 2011..

### **Advanced Teacher and School Personnel Preparation**

#### Pupil Personnel Services: Counseling and Masters of Arts in Counseling

In Fall 2010, the first follow-up survey for graduates of the school counseling program was sent to graduates from 2007- 2008 and 2008-2009. Graduates from those two cohorts have had a difficult time finding employment as school counselors. As a result, there are few employers with whom we can conduct a follow up regarding our graduates who have become employed as school counsellors. To the extent that it is possible, we will conduct an employer follow up in Spring 2011.

Follow up with employers of cohort members for the eight completed cohorts in the Preliminary Administrative Services credential program and the two cohorts in the Professional Administrative Services credential program has been conducted more informally than for other programs. Most of the feedback to date has been obtained through conversations with district superintendents. Plans are being made to conduct a more formal employer evaluation.