

An Executive Summary of the 2020-2021 Employer Satisfaction Survey

The purpose of this Executive Summary is to present the findings from the 2021 Employer Satisfaction Survey, seeking input from employers of FAU 2019-2020 completers, employed in Florida public schools during 2020-2021. As advised by the Florida Department of Education, this annual survey was conducted during the spring 2021 semester.

Participants: School Principals in Broward and Palm Beach were surveyed. (n=11).

Methods: The Florida Department of Education provided a list of first year employment data for FAU 2019-2020 graduates employed in the state of Florida during the 2020-2021 school year. The graduates are from initial certification programs in the Teaching and Learning, Exceptional Student Education, and Counselor Education departments. A survey was emailed to each principal (n=114), requesting their participation in an online survey. The survey asked principals to evaluate how well they feel our programs prepared FAU graduates employed at their school. The survey questions are parallel to the New Teacher Satisfaction Survey. The survey was conducted in May 2020. The total number of responses at the conclusion of the response window was 11, an 10% response rate.

Data Analysis: The survey yielded both quantitative and qualitative data. For quantitative data, descriptive statistics were employed for rates on individual questions as well as overall satisfaction. For qualitative data, patterns in answers to open-ended questions were coded, where appropriate.

Findings: Overall, the findings portray satisfaction among employers of new teachers with the training they received in FAU teacher education programs. The specifics for these findings are presented in the following tables and summaries.

- **Who responded?** Participants were asked to identify the level of students they serve. The responses (n=11) revealed:
 - 8 elementary education
 - 1 secondary education
 - 2 middle school
 - 0 "other"

Palm Beach County reported 27.3% (n=3), Broward County reported 36.4.2% (n=4), Martin County reported 9.1% (n=1), and other reported 27.3% (n=3) of the responses. Calculated means in all data tables reflect only those participants who responded to posed survey questions.

- **Overall satisfaction-** Overall, the findings portray satisfaction among employers with FAU graduates, with 100% (n=11) reporting average or above average satisfaction.

Table 1: Overall Satisfaction

Year	% average or higher rating 5, 4, or 3	% excellent or very good rating of 5 or 4
2020-2021	100	88.2

Source: Employer Satisfaction Survey 2020-2021

Scale: 5= excellent, 4= very good, 3= average, 2= fair, 1= poor

- **Ratings on FAU Graduates' Performance:**

Table 2 demonstrates Employers' perceptions of the performance of 2019-2020 FAU completers hired in 2020-2021, using the new Florida Educator Accomplished Practices (FEAP) standards as a measure.

Table 2: FEAP Performance Behavior Indicators: Mean Rating

Performance Behavior	Mean Rating 2020-2021 Survey
1. Apply concepts from human development and learning theories in instructional design and lesson planning.	7.9
2. Maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.	8.1
3. Utilize a deep and comprehensive knowledge of the subject taught to deliver and facilitate instruction.	8.3
4. Apply assessment practices to monitor, interpret, diagnose, accommodate and inform instruction.	7.7
5. Engage in continuous professional improvement practices.	8.2
6. Adhere to the Code of Ethics and the Principles of Professional Conduct of the Education of the profession.	8.6

Source: Employer Satisfaction Survey 2020-2021

Sliding Scale: 1 (low) to 10 (high)

- **Comparison Between New Teacher Ratings and Employer Ratings**

Table 3 demonstrates the comparison of the rating of performance by principals and new teachers. New teachers rated themselves lower on all of the survey items except:

- Maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.
- Adhere to the Code of Ethics and the Principles of Professional Conduct of the Education of the profession.

Table 3 presents the side by side results of the Employer Satisfaction Survey items and the New Teacher Satisfaction Survey items.

Table 3: Performance Behavior Indicators: Mean Ratings Comparisons

Performance Behavior	New Teacher Mean Rating 2020-2021 Survey	Employer Mean Rating 2020-2021 Survey
1. Apply concepts from human development and learning theories in instructional design and lesson planning.	7.3	7.9
2. Maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.	8.3	8.1
3. Utilize a deep and comprehensive knowledge of the subject taught to deliver and facilitate instruction.	7.8	8.3
4. Apply assessment practices to monitor, interpret, diagnose, accommodate and inform instruction.	7.6	7.7
5. Engage in continuous professional improvement practices.	8.0	8.2
6. Adhere to the Code of Ethics and the Principles of Professional Conduct of the Education of the profession.	9.0	8.6

Source: New Teacher Satisfaction Survey 2020-2021 & Employer Satisfaction Survey 2020-2021

Sliding Scale: 1 (low) to 10 (high)

Response to accreditation feedback- The 2015 Council for the Accreditation of Educator Preparation (CAEP) provided feedback regarding several performance areas in need of further study. Table 4 summarizes the responses to two questions posed as a baseline measure for continuous improvement.

Table 4: Technology Preparation Response: Mean Rating

Please rate your perception of the graduate(s):	Mean Rating 2020-2021 Survey
Planning for the use of technology in lesson delivery.	8.4
Implementing appropriate technology in the classroom	8.3

Source: Employer Satisfaction Survey 2020-2021

Sliding Scale: 1 (low) to 10 (high)

- **Comments from Participants-** The survey offered participants the opportunity to add comments. Comments centered around the current teacher evaluation model and EXCEED grant work: "More work with lesson planning as it relates to the new Marzano model", " Create ways for schools to welcome interns with teachers who are not EXCEED trained" . Other comments called for data literacy: "How to utilize classroom data to drive instruction and how to properly monitor within the class, on a daily basis to collect data."

Default Question Block

Florida Atlantic University

College of Education Employer Satisfaction Survey

FAU strives to provide an enriching, comprehensive academic experience that will prepare productive citizens for the work force. We need your feedback to evaluate how well the graduates of our state-certified teacher preparation programs are doing in the classroom. Please take a few minutes to comment on the preparation and contributions of the certified FAU graduate(s) you have hired from one of our State and CAEP approved programs.

The answers to questions in this survey should reflect your perception of the knowledge and skills the FAU College of Education graduates apply in their practice. Your responses will serve as a guide in the development of best practices for future program planning.

Please select your school level:

Select your school district:

Broward

Palm Beach

St. Lucie

Monroe

Hendry

Martin

Indian River

Okeechobee

Other

Please rate the overall performance of the graduate(s) of an approved education preparation program at FAU to:

	0	1	2	3	4	5	6	7	8	9	10	Not Applicable
1. Apply concepts from human development and learning theories in instructional design and lesson planning												<input type="checkbox"/>
2. Maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.												<input type="checkbox"/>
3. Utilize a deep and comprehensive knowledge of the subject taught to deliver and facilitate instruction.												<input type="checkbox"/>
4. Apply assessment practices to monitor, interpret, diagnose, accommodate and inform instruction.												<input type="checkbox"/>
5. Engage in continuous professional improvement practices.												<input type="checkbox"/>
6. Adhere to the Code of Ethics and the Principles of Professional Conduct of the Education of the profession.												<input type="checkbox"/>

Please rate your perception of the graduate(s) of an approved education preparation program at FAU in regard to:

	0	1	2	3	4	5	6	7	8	9	10	Not Applicable
1. Planning for the use of technology in lesson delivery												<input type="checkbox"/>
2. Implementing appropriate technology in the classroom												<input type="checkbox"/>
3. Determining effective concepts needed to support diverse learners in the classroom												<input type="checkbox"/>
4. Applying effective instructional practices to support diverse learners in the classroom.												<input type="checkbox"/>
5. Working with diverse families and communities												<input type="checkbox"/>

Rate your overall satisfaction with teachers you have hired from the approved education preparation program at FAU:

Excellent

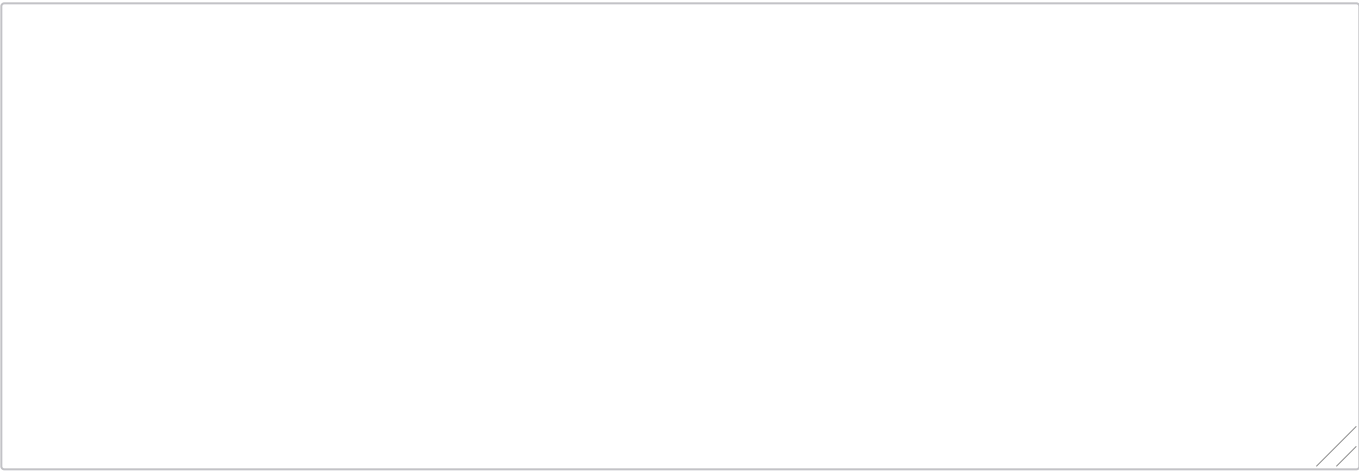
Very Good

Average

Fair

Poor

Please add any additional comments or suggestions you would like to make.



Powered by Qualtrics