

R4.2; RA4.1 Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

To demonstrate that employers are satisfied with completers' preparation for their assigned responsibilities (R4.2, RA4.1) the College regularly engages with relevant stakeholders for insight and feedback.

In a recent focus groups with three distinct groups of employers (superintendents, principals, and supervisors) participants were asked to reflect on recent graduates from Kean's educator initial preparation and advanced programs who were hired in their district within the past three years (through June 2023).

Using a response scale (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree) participants are asked to indicate how well they agree or disagree with 18 statements that are aligned to CAEP, InTASC, and NJPST.

As detailed in the Assessment and Quality Control System protocol, insights are shared with internal and external stakeholders and used for continuous improvement. The College uses the results to improve the quality of the teacher and educator preparation programs, as well as to inform business practices that support operational effectiveness. Program and course review and revision are an on-going cyclical process where data from this instrument may be incorporated.

Key Data Insights - Initial Preparation and Advanced Preparation

Focus Group	#	District Representation
Superintendents	16	North Jersey: 6; Central Jersey: 9; State/other: 1

In the Superintendent's focus group, 'R1.1/RA.1: Content and Pedagogical Knowledge' were rated the highest. All participants "strongly agree" or "agree" that the Kean University education program prepares graduates to understand student learning and development (InTASC 1). They also unanimously "strongly agree" that the program prepares graduates to know and understand the content area for which they have instructional responsibility (InTASC 4, 5) and that the program prepares graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline (InTASC 4, 5, 7).

R1.3/RA.1 was noted as a challenge for program completers. In total, 10 of the 16 superintendents "somewhat disagree" that the program prepares graduates to be knowledgeable about assessment types, their purposes, and the data they generate. All participants either "somewhat disagree" or "strongly disagree" that program graduates are prepared to analyze data to monitor student progress and learning (InTASC 6; CAEP R1.3, R3.3). Similarly, all participants in this focus group "neither agree nor disagree" with the program's level of preparation of graduates to use data to plan, differentiate, and modify instruction (InTASC 5, 6, 7; CAEP R1.2; R1.3, R3.3).

Focus Group	#	District Representation
Principals	8	North Jersey: 2; Central Jersey: 6

In the Principal’s focus group, several components of ‘R1.1/RA.1: Content and Pedagogical Knowledge’ were highly rated among in terms of performance. All participants “strongly agree” or “somewhat agree” that graduates effectively collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry (InTASC 3); however, the response was split regarding the graduate use of varying learning activities to involve whole group, small group, and individual work, to develop a range of learner skills. (InTASC 3). In total two “strongly agree,” two “somewhat agree” and four “neither agree nor disagree” with the statement. Principals also “strongly agree” or “somewhat agree” that program graduates effectively plan collaboratively with professionals who have specialized expertise to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs (InTASC 7). Similarly, respondents “strongly agree” or “somewhat agree” that graduates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 10).

Focus Group	#	District Representation
Supervisors	8	North Jersey: 2; Central Jersey: 6

In the Supervisor focus group (which included Directors), several statements aligned to ‘R1.1/RA.1: Content and Pedagogical Knowledge were rated highly,’ specifically R1.1, R1.2, and RA1.1. All participants “strongly agree” or “somewhat agree” the education program has prepared graduates to understand student learning and development. (InTASC 1), to know and understand the content area for which they have instructional responsibility (InTASC 4), and to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. (InTASC 4, 5, 7). Similar to feedback from other employer groups, data was rated as a challenge for graduates. In response to the statement on ... preparing graduate “to analyze data to monitor student progress and learning,” respondents either “strongly disagree” (1), “disagree” (1) or “neither agree nor disagree (5) (InTASC 6).

Section I. Thinking specifically about Kean graduates that were hired in the past three years, please indicate how well you agree or disagree with the following statements:

The Kean University education program prepares graduates...

to understand student learning and development. (InTASC 1; CAEP R1.1, R1.3, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	12	4	0	0	0	16
Principals	8	0	0	0	0	8
Supervisors	6	2	0	0	0	8

to know and understand the content area for which they have instructional responsibility. (InTASC 4, 5; CAEP R1.2, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	16	0	0	0	0	16
Principals	5	3	0	0	0	8
Supervisors	7	1	0	0	0	8

to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. (InTASC 4, 5, 7; CAEP R1.2, R1.3, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	16	0	0	0	0	16
Principals	6	2	0	0	0	8
Supervisors	9	0	0	0	0	8

to be knowledgeable about assessment types, their purposes, and the data they generate. (InTASC 6; CAEP R1.3, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	0	6	10	0	16
Principals	0	0	4	4	0	8
Supervisors	0	0	6	2	0	8

...to analyze data to monitor student progress and learning. (InTASC 6; CAEP R1.3, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	0	0	14	2	16
Principals	0	3	3	2	0	8
Supervisors	0	1	5	1	1	8

...to use data to plan, differentiate, and modify instruction.
(InTASC 5, 6, 7; CAEP R1.2; R1.3, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	0	16	0	0	16
Principals	0	2	2	3	1	8
Supervisors	0	3	3	2	0	8

Comments: Superintendent focus group: "Graduates are willing to learn."

...to align their instructional goals and activities with school and district priorities. (InTASC 9, 10; CAEP R1.4, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	10	6	0	0	16
Principals	0	2	4	2	0	8
Supervisors	0	5	1	1	1	8

...to differentiate instruction to support the learning needs of all students. (InTASC 8; CAEP R1.3, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	11	3	2	0	16
Principals	0	2	5	1	0	8
Supervisors	0	3	4	0	1	8

Comments: Superintendent focus group: "Presents as a challenge in the classroom,"

...to treat students fairly and establish an environment that is respectful, supportive, and caring.
(InTASC 3; CAEP R1.1, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	0	16	0	0	16
Principals	0	0	8	0	0	8
Supervisors	0	0	8	0	0	8

Comments: Superintendent focus group: "No experience with different cultures"

...to maintain an environment that is conducive to learning for all students.
(InTASC 3; CAEP R1.1, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	13	3	0	0	0	16
Principals	7	0	1	0	0	8
Supervisors	6	2	0	0	0	8

...to communicate clearly and effectively. (InTASC 3; CAEP R1.1, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	10	6	0	0	0	16
Principals	6	2	0	0	0	8
Supervisors	8	0	0	0	0	8

Section II. Again, thinking specifically about Kean graduates that were hired in the past three years, please indicate how well you agree or disagree with the following statements:

R1.1 The Learner and Learning

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator effectively collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (InTASC 3a; NJPST 3; CAEP R1.1, RA1/1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	13	3	0	0	0	16
Principals	6	2	0	0	0	8
Supervisors	7	1	0	0	0	8

The educator varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (InTASC 3p; NJPST 3; CAEP R1.1, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	10	4	2	0	0	16
Principals	2	2	4	0	0	8
Supervisors	4	2	2	0	0	8

R1.2 Content

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (InTASC 4a; NJPST 4; CAEP R1.2, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	13	3	0	0	16
Principals	0	6	2	0	0	8
Supervisors	0	6	2	0	0	8

The educator understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach. (InTASC 4j; NJPST 4; CAEP R1.2)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	12	4	0	0	0	16
Principals	3	5	0	0	0	8
Supervisors	6	1	1	0	0	8

R1.3 Instructional Practice

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator effectively plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. (InTASC 7e; NJPST 7; CAEP R1.3, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	16	0	0	0	0	16
Principals	7	1	0	0	0	8
Supervisors	8	0	0	0	0	8

The educator effectively engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. (InTASC 8g; NJPST 8; CAEP R.1.3)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	16	0	0	0	16
Principals	0	5	2	1	0	8
Supervisors	0	4	2	2	0	8

R1.4 Professional Responsibility

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (InTASC 9a; NJPST 9; CAEP R1.4, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	0	12	2	2	0	16
Principals	0	6	2	0	0	8
Supervisors	0	8	0	0	0	8

The educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; NJPST 10; CAEP R1.4, RA1.1)

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	10	6	0	0	0	16
Principals	5	2	1	0	0	8
Supervisors	4	4	0	0	0	8

Section III. Overall Satisfaction

Overall, I am satisfied with the educator’s level of preparation for his/her/their assigned responsibilities:

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	13	3	0	0	0	16
Principals	6	2	0	0	0	8
Supervisors	8	0	0	0	0	8

If given the authority and opportunity to do so, I would recommend these educators for a promotion:

Group	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	N
Superintendent	16	0	0	0	0	16
Principals	8	0	0	0	0	8
Supervisors	8	0	0	0	0	8