

## Employer Survey and Focus Group Data 2022

### Employer Survey

An annual survey for both completers and employers of completers was developed by the Alabama Association for Colleges of Teacher Education and aligned with InTASC standards. The survey was utilized by the Alabama State Department of Education for new teachers and their employers at the end of their first year of teaching. The data from this survey instrument is valid and reliable, but the data collected by the state department is not disaggregated by area of certification. In addition, it is not possible to determine the number of those that completed the survey. As a result, the EPP uses the identical survey, including all questions with exact wording, sending it directly from the EPP to receive a better return rate from our completers' employers.

The Employer Survey sent in Spring 2022 was sent to the employers of graduates one-year to three-years following graduation from BSC. Data below shows the survey data from the last three years (2020, 2021, and 2022). These graduates were from the 2018-2019, 2019-2020, and 2020-2021 cohorts. The return rate for these years was 10% (2020), 45% (2021), and 24% (2022). Only one or two of the respondents each year was evaluating the secondary program. As a result, all data is analyzed as a whole. Range of indicators from the 2019 and 2021 employers from all 16 questions was 3 (Agree) to 4 (Strongly Agree). During these three years, there were no indicators of 2 (Disagree) or 1 (Strongly Disagree). In 2022, the highest mean for an indicator (Q4 and Q6) was 3.6, while the lowest mean for an indicator (Q3, Q6, Q14, and Q15) was 3.2. These results are consistent with several years before. In fact, Q4 is consistently a strength.

The questions are as follows:

Q1 BSC graduates collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.

Q2 BSC graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) he/she teacher

Q3 BSC education graduates engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

Q4 BSC education graduates implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning.

Q5 BSC education graduates select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.

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Employer Survey and Focus Group Data for EAC 2022

Q6 BSC education graduates plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student’s learning needs.

Q7 BSC education graduates understand and use a variety of instructional strategies and make learning accessible to all learners.

Q8 BSC education graduates engage in continuous professional learning to meet the needs of each learner more effectively.

Q9 BSC education graduates use evidence to continually evaluate the effects of his/her decisions on others and adapt professional practices to better meet learners’ needs.

Q10 BSC education graduates practice the profession in an ethical manner.

Q11 BSC education graduates use understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.

Q12 BSC education graduates manage the learning environment to engage learning activity.

Q13 BSC education graduates create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Q14 BSC education graduates use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.

Q15 BSC education graduates encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways.

Q16 BSC education graduates collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

**Quantitative Data for Employer Surveys 2020, 2021, and 2022**

Year of Survey	% Who Would Hire More	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17

	<b>BSC Students</b>																	
2020 N=5	100%	4	3.8	3.8	3.8	3.6	3.8	4	4	3.6	4	3.6	3.8	3.6	3.4	3.6	4	3.8
2021 N=14	100%	3.9	3.8	3.7	3.9	3.6	3.8	3.6	3.8	3.6	3.9	3.7	3.6	3.6	3.5	3.7	3.6	3.7
2022 N=8	100%	3.4	3.4	3.2	3.6	3.3	3.2	3.3	3.6	3.4	3.7	3.3	3.3	3.4	3.2	3.2	3.4	3.4

**Narrative Information from Employer Survey 2022**

**What is one area of strength of BSC education graduates?**

Classroom management and connecting with families
Collaboration and willingness to learn and grow.
Teaching candidates are aware of the diverse needs of learners.
The graduate takes feedback and reflects on how to make it work for her and her students. The graduate is constantly seeking input on how to best support her students' unique needs.
Maturity & Professionalism
Administration of district assessments
Professional dispositions
BSC graduates collaborate well with others, participates in PLCs, and possesses strong pedagogical knowledge.
Successfully collaborates with colleagues to improve personal and student performance.

**What is one area of weakness of BSC education graduates?**

She has been great! Very coachable and willing to learn!
Teaching candidates need more preparation in the areas related to state and federal guidelines.

I feel that the weakness is one that I often see...balancing all that a teacher in a classroom has to do including differentiation, assessment and management. The graduate does the best that she can in these areas but it's overwhelming when it is in your own classroom.

Effective classroom and community management

Knowing the program at BSC, I would say a weakness is a strong secondary program. However, this is not really a weakness and has to do primarily with need, funding, and interest of students.

Follow directions given closely, seek clarification when needed from administration.

## Employer Focus Group 2022

### Second attempt at Focus Group

Facilitator: Amelia Spencer

One Attendant

Strengths:

Passion for teaching

Weaknesses:

I see this in almost all teachers at first, but differentiation (specifically for Emergent Bilingual Students), assessment and classroom management. These are difficult for beginning teachers.

## Employer Focus Group 2021

### Administrator Focus Group Spring, 2021

Rebecca Stivender Martin Nalls Chuck Yeager Shea Eassman

The Learner and Learning:

Learner Development and Learning Differences Learning Environments

“BSC graduates come to us with a firm understanding of how children learn and how to establish classroom environments to support that. If I were to suggest anything, it would be to help them learn how to balance that with behaviors, you know the ones who are outliers – the ones who have behaviors that are outside of engaging content and classroom management – behaviors that need specific intervention.”

“I will say that I have noticed that BSC interns and graduates are able to execute under virtually any condition. COVID has been a test for those students and new teachers with some kids in the room on some days, some virtual, and some doing a little of both. They have been able to juggle and manage and perform.”

“She does both of those things perfectly! Her classroom environment is perfect. It really supports all learners. She has worked in two roles this year and I couldn’t be happier. She has worked closely with the reading coach to make sure that the activities and tasks that she has planned are developmentally appropriate for the children.”

Content Knowledge:

Content Knowledge Application of Content

“BSC graduates have a nice balance of theory and practice. They know how to do things and why.”

“Really good math teaching – great at reading instruction, assessment, and interventions.” “Had a broad knowledge of reading inventories and how to use and read them.”

“Great tools and strategies for behavior – and you KNOW we have some behaviors in her class.” “They have a good content base and can teach mathematical thinking.”

“I don’t know what it was. It was a new tool to me, but it was a structured tool for teaching place value. It really seemed to help the students understand how to think about those numbers in the ones and tens place and how to think about them and work with them whether they were adding or subtracting.”

Instructional Practice:

Assessment Planning Strategies

“One of the things that I have noticed is how they are able to notice and clarify student misconceptions.”

“They don’t come to us with the “whole group” mindset or the “individual student” mindset. They are able to teach whole group, small group, and one-on-one and know why they are doing that.”

“I’m really impressed with how the BSC grad in our school can provide enrichment for students who need to go further than the rest of the class.”

“I also like how BSC grads are not afraid to allow and follow student interest.”

“As far as practice, if you didn’t know it already you wouldn’t guess that she is a first year teacher.” “Great at having healthy discussions with teams around data and anecdotal records.”

Professional Responsibility:

Professional Learning and Ethical Practice Leadership and Collaboration

“For young teachers, they have strong work ethics. One thing you can say for BSC students and grads is that they are not afraid to work hard.”

“Of course she may be an anomaly, but she is a brilliant problem solver. She has had to work with evolving teams during the past couple of years, and she has been able to be flexible and take on a leadership role that wasn’t hers to take. She has really stepped up and mentored and been a leader without being asked.”

“She knows the students. She knows them and knows about them and knows their families. She works closely with families.”

“She had to help us in putting together several referral packets this year. She had a broad knowledge of the tools needed to complete those packets.”

“Her ability to communicate with parents and just the knowledge and willingness to do that is impressive.”

“Disposition to grow and learn.”

Not afraid to ask for help (2 participants) Collaboration and teaching colleagues (3 participants)