

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

### Initial Programs: Employer Survey

The College of Education annually surveys the employers of program completers in the initial program. The purpose of the assessment is to provide the EPP with in-depth results on the educator preparation programs' effectiveness in preparing teachers to succeed in the classroom. The EPP administered the Grambling State University/Danielson Rubric for the 2023-2024 completers to 7 initial employers (Note: the number of completers for 2023-2024 was nine; one completer is in graduate school and one is employed in a non-educational position). Of these seven employers, we obtained seven responses for a 100% return rate.

The Grambling State University/Danielson Rubric asked the principals to rate the competency of the program completers regarding attributes based on the ten InTASC Standards (considered to be the knowledge, skills, and dispositions expected of effective teachers), presented by the four domains: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities on a scale of one to four (1-Ineffective 2- Effective: Emerging 3 – Effective: Proficient 4 – Highly Effective). (See table attached for data from the Grambling State University/ Danielson Rubric)

### PK-16+

The primary role of the PK-16+ Council includes reviewing issues and areas of concern relevant to P-12 schools, along with developing and providing professional development activities for new and veteran teachers. The PK-16+ Co-chairs ensure that collaborative efforts take place between the unit and P12 schools. Responsibilities of the PK-16+ Council are: 1. To create cross-institutional relationships with other stakeholders. 2. To collect, analyze, and use data for program improvements between the University and PK-12 settings. The PK-16+ includes teachers and administrators from P-12 urban and suburban settings, recent completers, EPP faculty and administrators. The PK-16+ council meets quarterly per academic year.

### MOUs/Partner Schools

To ensure that partnerships are mutually beneficial and include mutually agreeable expectations for candidate entry, preparation and exit, Memoranda of Understanding are created in collaboration with each district to personalize the experiences for candidates and the schoolhouse. Additionally, each Memorandum of Understanding is developed to highlight the specific collaborative clinical components active within the district. The MOU remains in effect until or unless changes are needed by either party. The EPP has a total of twenty-two MOUs/partnerships.

Source: Data Table - Grambling State University/Danielson Rubric – Initial