

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

To understand the satisfaction of employers with Grambling State University teacher preparation program graduates, the EPP administered the Grambling State University/Danielson Rubric for the 2021-2022 completers to five advanced employers. Of these five employers, we obtained three responses for a 60% response rate.

The assessment is designed to gather feedback related to the preparation of our candidates and their subsequent success in the field, specifically their ability to apply the professional knowledge, skills and dispositions their preparation was designed to achieve and employer's satisfaction with completers performance.

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).

### **Stakeholder**

#### **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**

The Memorandum of Understanding (MOU) agreement provides information for all participants in the program and serves as a guide for the partnership. The MOU remains in effect until or unless changes are needed by either party. Virtual orientation sessions are provided by the Office of Professional Laboratory Experiences and the Student Teaching Residency Coordinator at the beginning of each semester for district liaisons, school principals, and mentor teachers. The EPP has a total of twenty-one MOUs/partnerships.

Source: Data from the Grambling State University/Danielson Rubric – Advanced

### **Measure 3: Candidate Competency at Program Completion**

The EPP collects data from candidates at program completion demonstrating the candidates' ability to be recommended for licensure as related to their program of study. Our advanced level programs employ multiple measures to affirm that our teacher candidates are ready for the profession. To be recommended for licensure candidates must complete the following to demonstrate their competency at the end of their program of study. (1) Successfully complete coursework with minimum grades of "B", Pass appropriate PRAXIS pedagogy examination(s): 2. Program Grade Point Average – program graduates must complete all programs with a minimum of a 2.5 grade point average (GPA) in order to be recommended for licensure in the respective licensure area.

2021-22 Follow-up Survey of Curriculum and Instruction Graduates : Preparation to teach students in diverse setting: 80% of completers indicated that they were "very satisfied" and 20% of completers indicated that they were "satisfied", Ability to create a safe and managed learning environment in the classroom : 100% of completers indicated that they were "very satisfied" and the overall satisfaction of the Teacher Preparation Program/major field of study: 100% of completers indicated that they were "very satisfied".

**Source:** Title II Report: Grambling State University Alternative Report AY 2021-2022

## Measure 4 – Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

The EPP surveys recent graduates to track employment trends. Additionally, the Louisiana Department of Education (LDOE) provides completers' employment trends for recent completers hired in public schools in Louisiana. The completers' employment information provided to the EPP by the Louisiana Department of Education includes only completers employed by public schools in the state of Louisiana. It does not include employment information for completers hired by private, parochial, or out-of-state schools.

Louisiana requirements for obtaining educator licenses for teachers include the passage of tests of subject area content and professional knowledge. All program completers have at least one test to pass to demonstrate their mastery of content and professional knowledge and some licensure areas require the passage of three to four licensure exam. Candidates in our advanced program are primarily educators already working in educational settings who are returning for licensure.

The goal of any EPP is to assure that they have prepared their candidates to be competitive in the job market and have the cutting-edge skills and knowledge that lead to employment in the licensure areas in which they have been prepared.

### **2021-2022 FOLLOW-UP SURVEY FOR GRADUATES**

**100%** of the Grambling State University College of Education Curriculum and Instruction Department Completers that responded indicated that they were employed full-time teaching.

**0%** of the Grambling State University College of Education Curriculum and Instruction Department Completers that responded indicated that they were employed outside of the teaching field.

Source: Data from the Follow-up Survey of Curriculum and Instruction Graduates