

GaPSC Employers Perceptions of Preparation Survey

About

The Georgia Professional Standards Commission (GaPSC) developed the *Employer Perception of Preparation Survey* in 2017 to gauge employer satisfaction with completers' educator preparation. As seen through the questions below, these surveys also provide employer feedback on the performance of first-year teachers, including an assessment of their impact on P-12 student learning and development and ways in which the Educator Preparation Provider (EPP) could prepare these first-year educators better. The survey questions are aligned with the GaPSC rules for programs, which are based on national and state content standards and requirements, including the InTASC standards. The survey includes thirty-one scaled questions with response options for "Strongly agree" (4), "Agree" (3), "Disagree" (2), "Strongly disagree" (1), and "No response" (0). On the scaled questions, the GaPSC notes that "Where a 0 appears, this represents a non-answer. Zeros should not be included in any average of responses."

Administration

To distribute the survey, the GaPSC sends an email to all employers of induction teachers, asking them to complete the survey in April of each year. Then results are shared with the EPPs, from which these new teachers graduated approximately a year after collecting the responses. Since implementing the *Employer Perceptions of Preparation Survey* in 2017, the response rate has been consistent until 2022. After the first year of survey distribution, the GaPSC recommended we follow up with an email to increase participation. The GaPSC announces to the EPPs when they will distribute the surveys, and we email the employers with a request to complete the survey. These efforts have helped maintain a strong response rate (51-78%), but the response rate decreased significantly in 2022 (17%). The 2022 survey administration was delayed by the GaPSC to mid-May of 2022, with a due date in June 2022. This is when local educators and principals close their school year and leave work for the summer. The delay in conducting the survey most likely led to lower response rates in 2022. With a low survey rate, it is difficult to draw conclusions or make any generalizations about program preparation. Additionally, the manner in which this data is provided does not allow us to disaggregate the data by program. This could be due, in part, to issues of confidentiality for smaller programs. Thus, the data below in Table 1 is for the EPP as a whole.

Results

Overall employer satisfaction is high, as indicated in the *Employer Perception of Preparation Survey*. For all questions, most employers indicated that the first-year teachers produced by UNG were prepared in lesson planning, instruction, and assessment for all learners. In addition, they felt confident in the development of these educators over time and in their ethical and professional behaviors as employees. While there were no significant areas of concern, we looked closely at all responses and placed particular emphasis on means that were near a 3.0 out of 4.0. A rating of 3.0 indicates the employers are in agreement about the preparation in a particular area. Being that the average ratings in 2023 are at 3.0 or higher, this indicates strong employer satisfaction. Results from the survey showed that the average across the survey items was consistent across these years (2020, $M = 3.15$; 2021, $M = 3.43$; 2022, $M = 3.25$; 2023, $M = 3.24$). Over the four years, employers rated inductee teachers' preparation favorably in planning (2020, $M = 3.22$; 2021, $M = 3.47$; 2022, $M = 3.30$; 2023, $M = 3.24$) and delivering (2020, $M = 3.16$; 2021, $M = 3.47$; 2022, $M = 3.39$; 2023, $M = 3.24$) developmentally appropriate instruction in alignment with state and district performance standards (2020, $M = 3.23$; 2021, $M = 3.32$; 2022, $M = 3.38$; 2023, $M = 3.27$), using technological tools and a variety of communication strategies to build communities that engage learners (2020, $M = 3.23$; 2021, $M = 3.40$; 2022, $M = 3.25$; 2023, $M = 3.29$), creating opportunities for students to learn, practice, and master academic language (2020, $M = 3.14$; 2021, $M = 3.37$; 2022, $M = 3.13$; 2023, $M = 3.33$), working collaboratively with colleagues and other professionals (2020, $M = 3.40$; 2021, $M = 3.54$; 2022, $M = 3.54$; 2023, $M = 3.38$); and understanding and following professional ethics, policies, and legal codes of conduct (2020, $M = 3.45$; 2021, $M = 3.61$; 2022, $M = 3.57$; 2023, $M = 3.45$). Indeed, the employers indicated high overall satisfaction with the preparation of inductee teachers from UNG.

Overall, there were only a few areas where the employers indicated the inductee teachers needed additional preparation. The first two areas were slightly lower on the inductee teacher survey, as well, indicating agreement between the groups. Survey items 7a and 7c state that the inductee teacher "Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs" of gifted students (2020, $M = 3.03$; 2021, $M = 3.14$; 2022, $M = 3.00$; 2023, $M = 3.19$) and English Language Learners (2020, $M = 3.00$; 2021, $M = 3.24$; 2022, $M = 3.04$; 2023, $M = 3.18$). Survey item 16 stated that the inductee teacher "engages learners in monitoring their own progress." The employers indicated a slightly lower level of preparedness in this area (2020, $M = 3.00$; 2021, $M = 3.24$; 2022, $M = 3.04$; 2023, $M = 3.08$). This is a specific area of assessment and self-regulation that teachers need to help learners develop over time. It's also not as likely to be observed by employers in the classroom, and it is not an item present in the state teacher observation instrument. Nevertheless, our faculty have noticed this trend and discussed ways to teach candidates to develop their P-12 students' self-monitoring behaviors related to progress.

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Table 1

The Mean Scores for the GaPSC Employer Perceptions of Preparation Survey by Year

| Question Number | Question | 2020 Data 87/148 Surveys Completed 58.78% Response Rate | 2021 Data 68/133 Surveys Completed 51.13% Response Rate | 2022 Data 29/174 Surveys Completed 16.67% Response Rate | 2023 Data 42/154 Surveys Completed 27.27% Response Rate |
|------------------------|---|--|--|--|--|
| | | Mean = 3.15 Median = 3.00 Mode = 3.00 | Mean = 3.43 Median = 3.00 Mode = 3.00 | Mean = 3.25 Median = 3.00 Mode = 3.00 | Mean = 3.24 Median = 3.00 Mode = 3.00 |
| 1 | Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. | $\bar{x} = 3.22$ | $\bar{x} = 3.47$ | $\bar{x} = 3.39$ | $\bar{x} = 3.24$ |
| 2 | Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. | $\bar{x} = 3.16$ | $\bar{x} = 3.41$ | $\bar{x} = 3.32$ | $\bar{x} = 3.24$ |
| 3 | Develops and manages a collaborative classroom in which all students have ownership. | $\bar{x} = 3.09$ | $\bar{x} = 3.40$ | $\bar{x} = 3.29$ | $\bar{x} = 3.22$ |
| 4 | Implements effective classroom management strategies and procedures in all school areas. | $\bar{x} = 3.06$ | $\bar{x} = 3.30$ | $\bar{x} = 3.25$ | $\bar{x} = 3.15$ |
| 5 | Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. | $\bar{x} = 3.14$ | $\bar{x} = 3.35$ | $\bar{x} = 3.22$ | $\bar{x} = 3.22$ |
| 6 | Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. | $\bar{x} = 3.10$ | $\bar{x} = 3.31$ | $\bar{x} = 3.18$ | $\bar{x} = 3.23$ |

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| 7a | Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students | $\bar{x} = 3.03$ | $\bar{x} = 3.14$ | $\bar{x} = 3.00$ | $\bar{x} = 3.19$ |
| 7b | Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities | $\bar{x} = 3.06$ | $\bar{x} = 3.26$ | $\bar{x} = 3.08$ | $\bar{x} = 3.23$ |
| 7c | Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: English Language Learners | $\bar{x} = 3.00$ | $\bar{x} = 3.24$ | $\bar{x} = 3.04$ | $\bar{x} = 3.18$ |
| 7d | Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk Students | $\bar{x} = 3.06$ | $\bar{x} = 3.26$ | $\bar{x} = 3.12$ | $\bar{x} = 3.23$ |
| 8 | Uses technological tools and a variety of communication strategies to build communities that engage learners. | $\bar{x} = 3.23$ | $\bar{x} = 3.40$ | $\bar{x} = 3.25$ | $\bar{x} = 3.29$ |
| 9 | Creates experiences to build accurate conceptual understandings. | $\bar{x} = 3.15$ | $\bar{x} = 3.32$ | $\bar{x} = 3.23$ | $\bar{x} = 3.28$ |
| 10 | Creates opportunities for students to learn, practice, and master academic language. | $\bar{x} = 3.14$ | $\bar{x} = 3.37$ | $\bar{x} = 3.33$ | $\bar{x} = 3.33$ |
| 11 | Uses academic language in a way that encourages learners to integrate content areas. | $\bar{x} = 3.15$ | $\bar{x} = 3.25$ | $\bar{x} = 3.21$ | $\bar{x} = 3.88$ |
| 12 | Utilizes strategies to create learning environments which engage students in individual and collaborative learning. | $\bar{x} = 3.19$ | $\bar{x} = 3.35$ | $\bar{x} = 3.25$ | $\bar{x} = 3.26$ |

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| 13 | Creates opportunities for learners to develop diverse social and cultural perspectives. | $\bar{x} = 3.09$ | $\bar{x} = 3.27$ | $\bar{x} = 3.13$ | $\bar{x} = 3.23$ |
| 14 | Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. | $\bar{x} = 3.06$ | $\bar{x} = 3.24$ | $\bar{x} = 3.12$ | $\bar{x} = 3.24$ |
| 15 | Examines data to understand each learner's progress and learning needs. | $\bar{x} = 3.11$ | $\bar{x} = 3.28$ | $\bar{x} = 3.18$ | $\bar{x} = 3.18$ |
| 16 | Engages learners in monitoring their own progress. | $\bar{x} = 3.00$ | $\bar{x} = 3.10$ | $\bar{x} = 3.03$ | $\bar{x} = 3.08$ |
| 17 | Develops supports for literacy development across content areas. | $\bar{x} = 3.08$ | $\bar{x} = 3.23$ | $\bar{x} = 3.22$ | $\bar{x} = 3.28$ |
| 18 | Develops flexible learning environments that foster discovery, exploration, and expression. | $\bar{x} = 3.13$ | $\bar{x} = 3.37$ | $\bar{x} = 3.14$ | $\bar{x} = 3.20$ |
| 19 | Utilizes a variety of technological resources to support and promote student learning. | $\bar{x} = 3.21$ | $\bar{x} = 3.31$ | $\bar{x} = 3.30$ | $\bar{x} = 3.22$ |
| 20 | Promote students' responsible use of interactive technologies. | $\bar{x} = 3.19$ | $\bar{x} = 3.26$ | $\bar{x} = 3.30$ | $\bar{x} = 3.21$ |
| 21 | Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. | $\bar{x} = 3.14$ | $\bar{x} = 3.28$ | $\bar{x} = 3.30$ | $\bar{x} = 3.15$ |
| 22 | Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. | $\bar{x} = 3.19$ | $\bar{x} = 3.30$ | $\bar{x} = 3.21$ | $\bar{x} = 3.23$ |
| 23 | Uses formative and summative data to adjust instruction to enhance learning. | $\bar{x} = 3.10$ | $\bar{x} = 3.27$ | $\bar{x} = 3.25$ | $\bar{x} = 3.10$ |
| 24 | Uses a variety of evidence-based practices to differentiate and support learning. | $\bar{x} = 3.06$ | $\bar{x} = 3.23$ | $\bar{x} = 3.21$ | $\bar{x} = 3.14$ |
| 25 | Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. | $\bar{x} = 3.14$ | $\bar{x} = 3.29$ | $\bar{x} = 3.18$ | $\bar{x} = 3.29$ |

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| 26 | Aligns instructional goals and activities with state and district performance standards. | $\bar{x} = 3.23$ | $\bar{x} = 3.32$ | $\bar{x} = 3.38$ | $\bar{x} = 3.27$ |
| 27 | Reflects on the strengths and weaknesses of his/her professional practice. | $\bar{x} = 3.21$ | $\bar{x} = 3.30$ | $\bar{x} = 3.36$ | $\bar{x} = 3.39$ |
| 28 | Seeks professional development opportunities to further develop his/her practice. | $\bar{x} = 3.28$ | $\bar{x} = 3.26$ | $\bar{x} = 3.44$ | $\bar{x} = 3.24$ |
| 29 | Works collaboratively with colleagues and other professionals. | $\bar{x} = 3.40$ | $\bar{x} = 3.54$ | $\bar{x} = 3.54$ | $\bar{x} = 3.38$ |
| 30 | Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. | $\bar{x} = 3.45$ | $\bar{x} = 3.61$ | $\bar{x} = 3.57$ | $\bar{x} = 3.45$ |
| 31 | Contributes to positive changes in practice and advances the teaching profession. | $\bar{x} = 3.24$ | $\bar{x} = 3.42$ | $\bar{x} = 3.44$ | $\bar{x} = 3.31$ |