**Employer Satisfaction Survey Pilot**

**Administration and Purpose**

A list was obtained from the Louisiana Department of Education of LSU certified teachers employed in Louisiana. The list identified educators who received their degree in 2014-15; 2015-16; 2016-17 and the schools where they were employed. Those principals were identified and 134 were randomly selected to receive a Qualtrics link at the end of May 2018.

The instrument was completed by 16 respondents. This was a 12% response rate. A factor analysis was conducted, however, due to the low response rate, caution must be exercised when viewing the results.

These data were reviewed by administration and program coordinators for the purpose of program improvement. This report was added to the [Annual Reporting Measures](https://www.lsu.edu/chse/education/performance_data_soe.php) website.

**Informing Candidates**

Following is the text that appeared in Qualtrics for principals who responded to the email.

The Louisiana State University School of Education is piloting this employer satisfaction survey. It will be administered to principals and human resource personnel who have hired educators certified by Louisiana State University in the last three years. The purpose is to improve educator preparation programs. This survey was developed with input from instructors, program coordinators and the Director of the School of Education.

The survey will be revised based upon feedback provided by employers, potential employers, and faculty who complete or review the survey. Information will be used by the School of Education to improve programs.

We appreciate your time in responding thoughtfully to each item in the survey and providing feedback about the LSU teacher preparation programs. Responses will not be attributed to an individual educator, school, or district.

**Survey Content**

There were 33 items on this survey which were developed from InTASC Standards. Respondents were directed to select Strongly Agree, Agree, Disagree, or Strongly Disagree. *Strongly Disagree* was coded as a 1 through *Strongly Agree* as a 4. Data were collected from respondents who completed the entire instrument. The stem to items was, “Thinking about those LSU prepared educators who were hired in the last three years, how well did LSU prepare them to…” The highest mean indicated that LSU prepared educators “Demonstrate strong content knowledge” (3.56). The lowest mean was 3.0 suggesting that principals agree that LSU prepared completers to be educators.

Employer Satisfaction Survey Items

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Question | Mean | InTASC |
| Q13 | Design instruction to meet learners’ needs | 3.44 | 1 |
| Q17 | Plan instruction that enables self-directed learning | 3.13 | 1 |
| Q18 | Create opportunities for students to demonstrate learning in varied ways | 3.25 | 2 |
| Q19 | Makes provisions for individual students with particular learning differences or needs | 3.06 | 2 |
| Q20 | Access resources and services to meet particular learning differences or needs | 3.19 | 2 |
| Q21 | Develop learning experiences that engage students in self-directed learning | 3.19 | 3 |
| Q22 | Develop learning experiences that engage students in collaborative learning | 3.38 | 3 |
| Q23 | Manage the learning environment to actively engage learners | 3.38 | 3 |
| Q24 | Manage the learning environment to equitably engage learners. | 3.31 | 3 |
| Q25 | Demonstrate respect to the cultural backgrounds of learners | 3.13 | 3 |
| Q26 | Encourage learners to understand, question and analyze ideas from diverse perspectives | 3.13 | 4 |
| Q27 | Link new concepts to familiar ones and make connections to learners’ experiences. | 3.25 | 4 |
| Q28 | Demonstrate strong content knowledge | 3.56 | 5 |
| Q29 | Develop learner literacy across content areas | 3.31 | 5 |
| Q30 | Use multiple methods of assessment to support learning | 3.25 | 6 |
| Q31 | Make assessment criteria clear to students | 3.19 | 6 |
| Q32 | Examine assessment data to guide planning | 3.0 | 6 |
| Q33 | Engage learners in multiple ways of demonstrating knowledge and skill | 3.31 | 6 |
| Q34 | Use multiple types of assessment data to develop differentiated learning experiences | 3.06 | 6 |
| Q35 | Make appropriate accommodations in assessments, especially for learners with disabilities and language learning needs. | 3.0 | 6 |
| Q36 | Create relevant learning experiences that are aligned to content standards | 3.25 | 7 |
| Q38 | Differentiate instructions for learners to achieve learning goals | 3 | 7 |
| Q39 | Develop appropriate sequencing of learning experiences | 3.25 | 7 |
| Q40 | Provide multiples ways for learners to demonstrate knowledge and skill | 3.25 | 7 |
| Q44 | Use appropriate technology in the classroom teaching environment | 3.38 | 7 |
| Q42 | Plan for instruction based on prior learner knowledge | 3.31 | 7 |
| Q44N | Adapt instruction to the needs of learners | 3.31 | 8 |
| Q45 | Adjust instruction in response to student learning needs | 3.25 | 8 |
| Q46 | Engage learners in developing higher order questioning skills | 3.13 | 8 |
| Q47 | Use a variety of instructional strategies to expand communication through speaking, listening, reading, writing, and other medium | 3.31 | 8 |
| Q48 | Pursue professional learning opportunities | 3.5 | 9 |
| Q49 | Share responsibility for decision making and accountability for each student’s learning | 3.5 | 10 |
| Q50 | Collaborate with learners and their families to establish mutual expectations to support learner development and achievement | 3.19 | 10 |

**Data Quality**

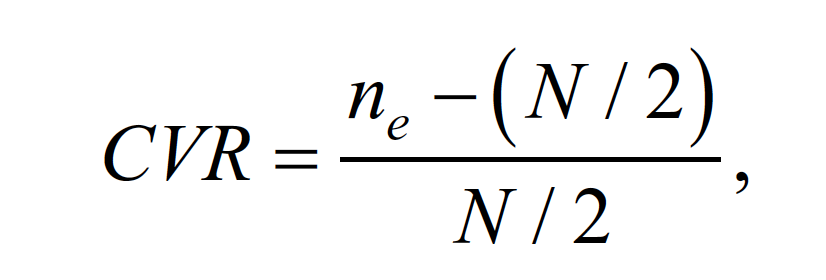
The items for the survey were based on INTASC standards. These items were sent to instructors who identified whether an item was Necessary; Useful, but not necessary; or Not Necessary. This was to use Lawshe’s method to determine content validity. Items were removed or combined based upon those results.

***Content Validity Ratio for the Employer Satisfaction Survey***

The Content Validity Ratio for the Employer Satisfaction Survey was calculated using Lawshe’s (1975) formula (Appendix A). LSU instructors and partners of the Teacher Education Council were provided with items based on the InTASC Standards and categories. The items were sent in three separate batches resulting in varying panel sizes (N).

**Figure 1**

Lawshe’s (1975) Content Validity Ratio



Panel sizes ranged from 12-24. They were asked to respond to 60 items and determine if the item was *Essential*; *Useful, but not essential*; or *Not necessary*. The minimum number of experts required to agree (*N* critical) was derived from Ayre and Scally (2014) – CVR critical one-tailed test (a = .05) based on binomial probabilities. Panelists also had an option to respond to an open-ended item*, e.g., Is there a question(s) about Instructional Practice that should be included? Comments about these items of the survey.* These responses were considered before the survey was piloted.

REFERENCES

Ayre, C., & Scally, A. J. (2014). Critical values for Lawshe’s content validity ratio: Revisiting the original methods of calculation. *Measurement and Evaluation in Counseling and Development*, *47*(1), 79-86.

**Appendix A**

**Employer Satisfaction Survey Pilot CVR Decision**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | *N*  (panel size) | n essential | CVR critical exact values | *N* critical\* | Decision |
| Q1 | 16 | 14 | .75 | 12 | keep |
| Q2 | 16 | 14 | .75 | 12 | keep |
| Q3 | 16 | 11 | .375 | 12 | strike |
| Q4 | 16 | 14 | .75 | 12 | keep |
| Q5 | 16 | 14 | .75 | 12 | keep |
| Q6 | 16 | 15 | .875 | 12 | keep |
| Q7 | 16 | 15 | .875 | 12 | keep |
| Q8 | 16 | 13 | .625 | 12 | keep |
| Q9 | 16 | 12 | .5 | 12 | keep |
| Q10 | 16 | 7 | -0.125 | 12 | strike |
| Q11 | 16 | 14 | .75 | 12 | keep |
| Q12 | 16 | 10 | .25 | 12 | strike |
| Q13 | 12 | 10 | .667 | 10 | keep |
| Q14 | 12 | 11 | .833 | 10 | keep |
| Q15 | 12 | 6 | 0 | 10 | strike |
| Q16 | 12 | 7 | .167 | 10 | strike |
| Q17 | 12 | 9 | .5 | 10 | strike |
| Q18 | 12 | 8 | .333 | 10 | strike |
| Q19 | 12 | 7 | .167 | 10 | strike |
| Q20 | 12 | 12 | 1 | 10 | keep |
| Q21 | 12 | 6 | 0 | 10 | strike |
| Q22 | 12 | 9 | .5 | 10 | strike |
| Q23 | 12 | 6 | 0 | 10 | strike |
| Q24 | 12 | 8 | .333 | 10 | strike |
| Q25 | 12 | 8 | .333 | 10 | strike |
| Q26 | 12 | 10 | .667 | 10 | keep |
| Q27 | 24 | 23 | .917 | 17 | keep |
| Q28 | 24 | 22 | .833 | 17 | keep |
| Q29 | 24 | 19 | .583 | 17 | keep |
| Q30 | 24 | 23 | .917 | 17 | keep |
| Q31 | 24 | 21 | .75 | 17 | keep |
| Q32 | 24 | 22 | .833 | 17 | keep |
| Q33 | 24 | 21 | .75 | 17 | keep |
| Q34 | 24 | 18 | .5 | 17 | keep |
| Q35 | 24 | 17 | .417 | 17 | keep |
| Q36 | 24 | 20 | .667 | 17 | keep |
| Q37 | 24 | 23 | .917 | 17 | keep |
| Q38 | 24 | 13 | .083 | 17 | strike |
| Q39 | 24 | 11 | -0.083 | 17 | strike |
| Q40 | 24 | 17 | .417 | 17 | keep |
| Q41 | 24 | 20 | .667 | 17 | keep |
| Q42 | 24 | 11 | -0.083 | 17 | strike |
| Q43 | 24 | 16 | .333 | 17 | strike |
| Q44 | 24 | 15 | .250 | 17 | strike |
| Q45 | 24 | 19 | .583 | 17 | keep |
| Q46 | 24 | 16 | .333 | 17 | strike |
| Q47 | 24 | 19 | .583 | 17 | keep |
| Q48 | 24 | 16 | .333 | 17 | strike |
| Q49 | 16 | 13 | .625 | 12 | keep |
| Q50 | 16 | 12 | .5 | 12 | keep |
| Q51 | 16 | 11 | .375 | 12 | strike |
| Q52 | 16 | 15 | .875 | 12 | keep |
| Q53 | 16 | 9 | .125 | 12 | strike |
| Q54 | 16 | 11 | .375 | 12 | strike |
| Q55 | 16 | 12 | .5 | 12 | keep |
| Q56 | 16 | 6 | -0.25 | 12 | strike |
| Q57 | 16 | 8 | 0 | 12 | strike |
| Q58 | 16 | 9 | 0.125 | 12 | strike |
| Q59 | 16 | 6 | -0.25 | 12 | strike |
| Q60 | 16 | 9 | 0.125 | 12 | strike |