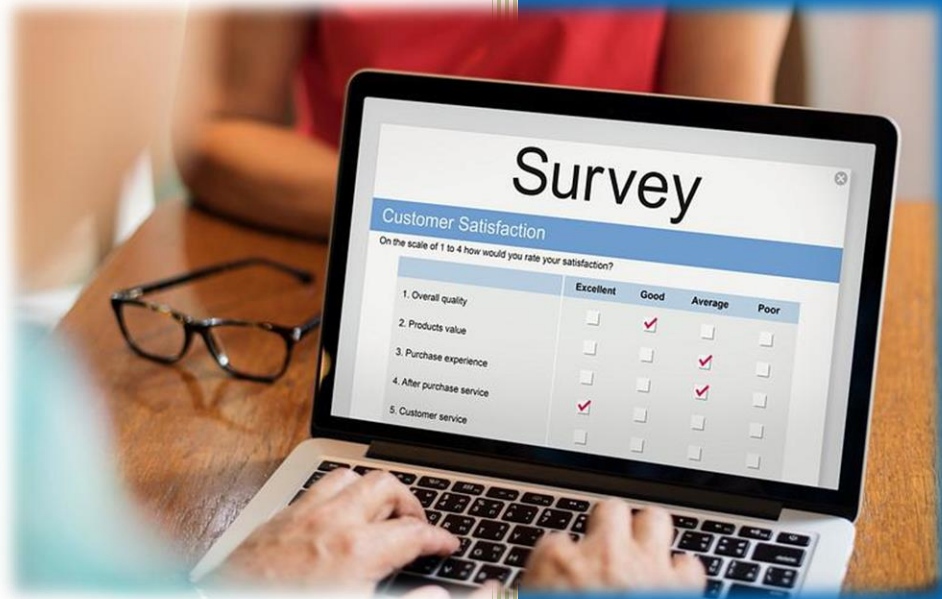


2022-2023

Employers Survey Summary Report



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

Introduction

During the academic year 2022-2023, the Employer Satisfaction Survey was electronically distributed to ten employers from collaborating public and private institutions. This survey results reflect positive response towards the preparation and performance of the program completers, with outstanding evaluation in several key competencies.

The instrument that we used to compile the data is called *School Director Survey* and it was provided by the University of Puerto Rico in Mayagüez. This questionnaire is aligned with a graduate profile based on the InTASC 2013 National Professional Standards and the Puerto Rico Department of Education (DEPR) state professional standards, as well as with the UPR-Aguadilla EPP mission and vision. The participation in this survey is voluntary and anonymous.

There are some demographic questions that were asked were the school name, school district, email, time as a director, total enrollment in the school, grade levels of the school, teaching certification areas if applies, number of teachers that have permanent contracts, number of teachers who are fully certified to teach the subjects assigned, number of teacher with master's degree, and number of teacher that participate in professional development courses or workshops, and others questions.

The School Director Survey includes the four areas to evaluate how the teachers that graduated from the UPR-Aguadilla EPP compared to other recently recruited teachers. Each area of behavior is aligned with InTASC professional standards, and the scale used is the following: 4 – Very well prepared, 3 – Well prepared, 2 – Prepared, 1 – Poorly prepared, 0 – Not prepared. Below are the four areas that are consider for our EPP completers in this survey.

- I: Learner and Learning
- II: Content Knowledge
- III: Instructional Practice
- IV: Professional Responsibility

Employers unanimously agreed (100%) that completers are 50% Very well prepared and 50% Well prepared in Learner and Learning, Content knowledge, Instructional practice and Professional responsibility. These four areas demonstrate that completers are excellent in content knowledge, mastery of language and communication skills, understanding of students and the learning process, application of state educational standards, development of safe learning environments, effective teaching planning, as well as effective interaction with school staff and administration, utilization of strategies to address diversity, and effective use of technology. These areas indicate a solid preparation and fundamental competence that directly impact their effectiveness in school settings.

M2: Satisfaction of Completers Employer

R4.2 Satisfaction of Employers

Number of employers: N=3

Number of public employees: N=1

Number of private employees: N=2

| Criteria | Very well prepared (4) | Well prepared (3) | Prepared (2) | Poorly prepared (1) | Not prepared (0) |
|--|---------------------------|----------------------|-----------------|------------------------|---------------------|
| <i>I. Learner and Learning</i> | | | | | |
| 1. Implement challenging learning experiences that are appropriate for developing their students. (InTASC 1, PRDE-TPS 2) | 1 | 1 | | | |
| 2. Use their understanding of individual differences to adjust daily teaching to meet all their students' needs (including students with special needs). (InTASC 2, PRDE-TPS 5) | 1 | 1 | | | |
| 3. Encourage a positive environment with social interactions that support active learning and self-motivation. (InTASC 3, PRDE-TPS 4) | 1 | 1 | | | |
| <i>II. Content Knowledge</i> | | | | | |
| 4. Create learning experiences that make understanding of core disciplinary concepts accessible to students thereby stimulating learners to understand, ask questions, and analyze ideas. (InTASC 4, PRDE-TPS 8) | 1 | 1 | | | |
| 5. Use and connect different perspectives to involve learners in a way that develops their critical thinking and creativity. (InTASC 5, PRDE-TPS 2) | 1 | 1 | | | |
| 6. Use disciplinary knowledge to foster collaborative problem solving related to local or global issues. (InTASC 5, PRDE-TPS 2) | 1 | 1 | | | |

| III. Instructional Practice | | | | | |
|--|------------|------------|----------|----------|----------|
| 7. Use various assessment and evaluation forms to measure academic performance to engage learners in their own growth. (InTASC 6, PRDE-TPS6) | 1 | 1 | | | |
| 8. Daily class plans and instruction reflects use of the corresponding content area standards. (InTASC 7, PRDE-TPS 3) | 1 | 1 | | | |
| 9. In their daily planning they use various strategies to develop multiple skills to apply knowledge including the use of appropriate technology. (InTASC 8, PRDE-TPS 7) | 1 | 11 | | | |
| IV. Professional Responsibility | | | | | |
| 10. Recognized as ethical and responsible teachers throughout the school community. (InTASC 9, PRDE-TPS 11) | 1 | 1 | | | |
| 11. Meet regularly with school colleagues and student families to make decisions about class design and instruction given students. (InTASC 10, PRDE-TPS 9) | 1 | 1 | | | |
| Total in all areas | 50% | 50% | 0 | 0 | 0 |

Continuous Improvement

The responses from the employers were positive, which means that they are completely satisfied in areas such as Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. Furthermore, the employers consider the preparation that the candidates received from the EPP in UPR-Aguadilla is excellent and they recommend the EPP in UPRAg to future teachers as one that is excellent.

Besides, one of the employers suggests reinforcing these areas in future teachers and more flexibility for student teachers that are already working in schools. These are specific suggestions where the program could focus on improvement to ensure that all completers achieve a consistent level of competence.