Satisfaction of Completers 2022

Starting in AY 2021-2022, NAU PEP began using the [NExT (Network for Excellence in Teaching) Common Metrics Instruments](#), which are proprietary surveys with established validity and reliability. The NExT Common Metrics instruments include an Exit Survey (used by the EPP to collect satisfaction data from candidates at the end of their student teaching course); a Transition to Teaching Survey (administered to initial program graduates and completers approximately one-year post-graduation; and a Supervisor Survey to collect employer satisfaction data about program completers for their first year of teaching. The NExT surveys are aligned with each other as well as InTASC standards. The NExT Common Metrics Instruments have established validity and reliability (see NExT's [Exit Survey Validity and Reliability Analysis](#) and [TTS Survey Validity and Reliability Analysis](#) files for its most recent data quality analysis).

NExT Transition to Teaching Survey (Proprietary Instrument)

> NExT is a consortium of higher education teacher preparation programs in colleges and universities in Minnesota, North Dakota, and South Dakota. The purpose of the Transition to Teaching Survey (TTS) as described in the NExT website is

> > to follow up with [initial teacher preparation program] graduates to determine their employment status, the steps they took to determine their employment status, the steps they took to obtain teaching positions, the extent to which they feel prepared for teaching positions, and the extent to which they feel prepared for teaching responsibilities. If the graduate is a part-time or full-time teacher, the survey assesses what [they know] and [are] able to do after a year in the classroom. Survey responses allow teacher preparation programs to develop a better understanding of their graduates' assessments of the quality of their teacher education programs. ([NExT Common Metrics Instruments](#), para. 3).

Timeline and Process of Administration

> The TTR is administered annually. Data collection starts in late spring and continues through early summer. The TTR is administered online via Qualtrics "approximately one year after candidates complete their teacher education programs. PEP sends survey reminder notices weekly during data collection, and participants have approximately 4 weeks to respond.

2022 Participants and Use of the Survey

> The number of survey respondents was 153 out of 557, or a 28% response rate. Approximately 72% of respondents (n = 110) were program completers and employed as full-time or part-time teachers (at the time of survey completion) at the early childhood (16%, n = 18), elementary (68%, n = 75), middle or junior high (35%, n = 39), and high school (17%, n = 19) grade levels.

> The EPP identified 18 survey questions aligned to satisfaction of program completers. These 18 questions are asked on all three NExT instruments used by the EPP allowing for triangulation of these data results.

Analysis of Results

The results from the Spring 2022 Transition to Teaching Survey are analyzed below.

- Ninety percent (90%) to 96% of respondents indicated the following were strengths of their preparation from the NAU initial preparation program they completed in relation to their instructional practices (**CAEP Standard Components R1.1, R1.2, and R1.3**): plans lessons with clear learning objectives/goals in mind (InTASC Standard 7; 96%, *n* = 106) and selects instructional strategies to align with learning goals and standards (InTASC Standard 8; 94%, *n* = 103). Effectively teaches the subject matter in his/her licensure areas (InTASC Standard 4; 93%, *n* = 102), as well as use formative and summative assessment to inform practice (InTASC Standard 6) were additional strengths identified by respondents in relation to their teacher preparation and instructional practice.

- In relation to satisfaction of NAU's AY 2020-2021 initial program completers in relation to their preparation preparing them to establish positive learning environments (**CAEP Standard Components R1.1 and R1.2**), creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected (InTASC Standard 3) was identified as a strength by 93% of respondents (*n* = 101). Uses effective communication skills and strategies to convey ideas and information to students (InTASC Standard 5; 90%, *n* = 98) as well as develops and maintains a classroom environment that promotes student engagement (InTASC Standard 3; 88%, *n* = 96) were additional strengths indicated by respondents for NAU's AY 2020-2021 program completers' abilities to establish positive learning environments.

- For satisfaction of NAU's AY 2020-2021 initial program completers in relation to their preparation and levels of professionalism (**CAEP Standard Component R1.4**), 89% of respondents (*n* = 97) identified that collaborates with teaching colleagues to improve student performance (InTASC Standard 10) was a strength.

- In relation to satisfaction of NAU's AY 2020-2021 initial program completers with their program preparing them to work with diverse learners (**CAEP Standard Component R1.1**), 90% of respondents (*n* = 98) identified effectively teaches students from culturally and ethnically diverse backgrounds and communities (InTASC Standard 2) as a strength.

The following areas for improvement were identified based on higher percentages of lower ratings (of Tend to Disagree or Disagree): collaborates with parents and guardians to support student learning (InTASC 10, 23%, *n* = 5), helps students develop critical thinking processes (InTASC 1, 21%, *n* = 23), and differentiates instruction for a variety of learning needs (InTASC 2; 18%, *n* = 20).

Findings, Implications, & Use of Data

Below is a summary of the strengths and areas for improvement based on the Spring 2022 Transition to Teaching Survey results:

Strengths
Ratings on the Transition to Teaching Survey were high to moderately high, indicating satisfaction of NAU's AY 2020-2021 initial program completers, with the following aspects of their preparation in relation to **CAEP Standard R1, InTASC 1-10**:
  - Plans lessons with clear learning objectives/goals in mind (InTASC Standard 7);

- Selects instructional strategies to align with learning goals and standards (InTASC Standard 8);
- Effectively teaches the subject matter in his/her licensure areas (InTASC Standard 4);
- Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected (InTASC Standard 3);
- Uses formative and summative assessments to inform instructional practice (InTASC Standard 6);
- Effectively teaches students from culturally and ethnically diverse backgrounds and communities (InTASC Standard 2);
- Uses effective communication skills and strategies to convey ideas and information to students (InTASC Standard 5);
- Develops and maintains a classroom environment that promotes student engagement (InTASC Standard 3); and
- Collaborates with teaching colleagues to improve student performance (InTASC Standard 10).

All the areas noted above where NAU's AY 2020-2021 program completers were satisfied with their preparation were also areas with employer satisfaction based on (high to moderately high) ratings by supervisors on the Summer 2022 Supervisor Survey for the preparation of NAU's AY 2020-2021 initial program completers.

Areas for Improvement

The following were the areas for improvement (aligned with **CAEP Standard Components R1.1 and R 1.4**) identified based on higher percentages of lower ratings on the Transition to Teaching Survey from NAU's AY 2020-2021 initial program completers about their preparation:

- Collaborates with parents and guardians to support student learning (InTASC Standard 10);
- Helps students develop critical thinking processes (InTASC Standard 1); and
- Differentiates instruction for a variety of learning needs (InTASC Standard 2).

Collaborates with parents and guardians to support student learning (InTASC Standard 10) was an additional preparation area for improvement noted by completers, however it was identified as a strength by employers based on (high to moderately high) ratings by supervisors on the Summer 2022 Supervisor Survey for the preparation of NAU's AY 2020-2021 initial program completers. This inconsistent finding will be monitored by the EPP as additional data cycles of these surveys are analyzed and reviewed for continuous improvement purposes.

The Spring 2022 Transition to Teaching Survey Results (from NAU's AY 2020-2021 initial completers) are publicly posted on the [NAU EPP/PEP Program Evaluation: CAEP Accountability Measures web page](#). TTR data is shared internally with program faculty and leadership at the PEP Initial Teacher Preparation Coordinating Council. After this internal data sharing occurs, program faculty and leadership are asked to review these data to determine if any program improvements are needed and if so, what curriculum changes should be made.

5.   Data

NExT Transition to Teaching Survey of AY 2020-2021 Program Completers (Administered in Spring/Summer 2022)

Have you applied for a professional teaching license?	#	%
Yes	124	95%
No	6	5%
	n = 130	

Please describe your current employment situation by choosing the appropriate response.	#	%
Employed full-time in an educational setting	113	86.9%
Employed part-time in an educational setting	6	4.6%
Employed full-time in a field other than education	7	5.4%
Employed part-time in a field other than education[a]	3	2.3%
Unemployed and seeking employment[a]	0	0%
Unemployed and not seeking employment[a]	1	0.8%
	n = 130	

Please describe your current employment situation by choosing the appropriate response.	#	%
Full-time or part-time teacher	110	92.4%
Long-term substitute	2	1.7%
Short-term substitute	3	2.5%
Paraprofessional	2	1.7%
Other	2	1.7%
	n = 119	

Type of school in which you are employed:	#	%
Traditional public school	86	78%
Public charter school	18	16%
Private	3	3%
Other*	3	3%
	n = 110	

What grade level(s) are you teaching? Mark ALL that apply.	#	%
Early Childhood	17	15%
Elementary	62	55%
Middle or Junior High	33	29%
High School	16	14%
	n = 112	

Instructional Practice To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Effectively teaches the subject matter in his/her licensure area. InTASC Standard 4	65 59.09% *n* = 110	37 33.64%	6 5.45%	2 1.82%
b. Selects instructional strategies to align with learning goals and standards. InTASC Standard 8	56 50.91% *n* = 110	47 42.73%	6 5.54%	1 0.91%
f. Regularly adjusts instructional plans to meet student needs. InTASC Standard 7	56 50.91% *n* = 110	36 32.73%	14 12.73%	4 3.64%
g. Plans lessons with clear learning objectives/goals in mind. InTASC Standard 7	65 59.09% *n* = 110	41 37.27%	3 2.73%	1 0.91%
h. Design and modify assessments to match learning objectives. InTASC Standard 6	57 51.82% *n* = 110	36 32.73%	13 11.82%	4 3.63%
k. Use formative and summative assessments to inform instructional practice. InTASC Standard 6	61 55.45% *n* = 110	38 34.55%	7 6.36%	4 3.64%
o. Use digital and interactive technologies to achieve instructional goals. InTASC Standard 8	59 53.64% *n* = 110	35 31.82%	9 8.18%	7 6.36%

	Agree	Tend to Agree	Tend to Disagree	Disagree
q. Helps students develop critical thinking processes. InTASC Standard 1	43 39.45% *n* = 109	43 39.45%	19 17.43%	4 3.67%

Abilities to Work with Diverse Learners To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Effectively teaches students from culturally and ethnically diverse backgrounds and communities. InTASC Standard 2	53 48.62% *n* = 109	45 41.28%	6 5.50%	5 4.60%
b. Differentiates instruction for a variety of learning needs. InTASC Standard 2	48 44.04% *n* = 109	41 37.61%	19 17.43%	1 0.92%
d. Differentiates to meet the needs of students from various socioeconomic backgrounds. InTASC Standard 2	47 43.12% *n* = 109	45 41.28%	14 12.84%	3 2.75%
Abilities to Establish Positive Learning Environment To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?	Agree	Tend to Agree	Tend to Disagree	Disagree
b. Uses effective communication skills and strategies to convey ideas and information to students. InTASC Standard 5	59 54.13% *n* = 109	39 35.78%	9 8.26%	2 1.83%
e. Develops and maintains a classroom environment that promotes student engagement. InTASC Standard 3	58 53.21% *n* = 109	38 34.86%	10 9.17%	3 2.75%
g. Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. InTASC Standard 3	59 54.13% *n* = 109	42 38.53%	4 3.67%	4 3.67%
Levels of Professionalism To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?	Agree	Tend to Agree	Tend to Disagree	Disagree
a. Seeks out learning opportunities that align with professional development goals. InTASC Standard 9	52 47.71% *n* = 109	43 39.45%	11 10.09%	3 2.75%

c. Collaborates with parents and guardians to support student learning. InTASC Standard 10	42 38.53% *n* = 109	42 38.53%	13 11.93%	12 11.01%
d. Collaborates with teaching colleagues to improve student performance.	58 53.21%	39 35.78%	10 9.17%	2 1.83%

InTASC Standard 10		n = 109				

Appendix A:

Guidelines for Writing about Common Metrics Data and Surveys

Guidelines for Writing about Common Metrics Data and Surveys

The NExT Common Metrics group supports excellence in teacher preparation through research and use of valid and reliable instruments for program improvement. The Common Metrics data offer numerous opportunities to researchers, and we are excited to promote this work. The following list provides guidelines for appropriate reference and citations when referring to the data and surveys. These guidelines apply to both formal and informal writing about Common Metrics data and surveys.

- The surveys may not be presented in full or part (i.e., the survey may not be provided in the appendices or a list of survey items in a results table).

- Survey items may not be presented word-for-word; rather, the topic of the item can be presented (e.g., instructing English learners or providing feedback). Sharing of specific items is a violation of copyright.

- When reporting about single items, make clear that the items were extracted from an instrument that is meant to be used in whole and that the items are part of factors that include multiple items. Validity and reliability data only apply to intact factors and surveys.

- Reporting should focus on outcomes. We recommend that results are presented by factor. (See factor analysis reports.)

- Please note that while the data belong to the institution, the surveys are owned by NExT. NExT surveys should be cited in formal and informal writing and presentations. This is the citation format recommended by NExT complying with APA guidelines:

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Entry Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Exit Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Transition to Teaching Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Supervisor Survey*. NExT: Author.