School of Education

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 2018-19; 2019-20; 2020-21 and the Louisiana schools where they were employed. Those principals were identified and 105 received a Qualtrics link at the end of April 2022. Collectively they supervised 175 LSU-prepared educators. The instrument was completed by 45 respondents. This was a 43% response rate.

These data were reviewed by administration and program coordinators for the purpose of program improvement. This report was added to the [Annual Reporting Measures](#) website.

Informing Respondents

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

1. Study title: Employer Satisfaction Survey
2. Purpose of the Study: The purpose of this study is to conduct a survey of PK-12 administrators to improve educator preparation programs. The survey should take no more than 15 minutes and we ask that you complete it as best reflects your perceptions as a teacher. The items on the survey do not address sensitive or confidential information, just your views of critical issues you face professionally.
3. Inclusion Criteria: To participate in this study you must be at least 18 years old or older and have an LSU prepared educator working in the school you supervise.
4. Exclusion Criteria: Individuals who are under 18 years of age and/or do not have an LSU prepared educator working in the school you supervise.
5. Risks: This study does not present any risks for participants. Participation in this survey is voluntary, the survey is anonymous and whether or not you participate in this survey will not be recorded or documented. Data will not be reported in such a way as to permit identification of respondents. Finally, participation in this survey will in no way impact any relationships you have with the School of Education at LSU.
6. Benefits: There will be no direct benefit for you as a result of participating in this study. However, this research will assist us in improving teacher preparation programs at LSU. No financial or other compensation will be offered.
7. Investigator: The following investigator is available for questions, MF, 7:30 a.m. - 4:00 p.m.: Dr. Richard Baker at richardbaker@lsu.edu, 225- 578-8833.
8. Performance Site: Louisiana State University and Agricultural and Mechanical College 9. Number of Subjects: 120
10. Right to Refuse: Subjects may choose not to participate or to withdraw from the study at any time without penalty or loss of any benefit to which you might otherwise be entitled.
11. Privacy: Results of the study may be published, but no names or identifying information will be collected from respondents. Data will only be reported at the aggregate (e.g., State) level. Survey responses will remain confidential unless disclosure is required by law.
12. This study has been approved by the LSU IRB. For questions concerning participant rights, please contact the IRB Chair, Alex Cohen, at 225-578-8692 or irb@lsu.edu.
13. Your information or biospecimens collected as part of the research, even if identifiers are removed, may be used or distributed for future research.
14. By continuing to the survey, you are giving consent to participate in this study.

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 last item on the survey asked how the respondents identified the school. The choices were elementary, middle school, or high school. There were 35 who selected elementary, 5 middle school, and 5 high school. Middle school and high school means are presented together.

All participants answered all selected response items. Scores ranged from 3.11 – 3.54 for elementary and 3.4 – 3.8 for middle and high school. In elementary, the highest mean indicated that LSU-prepared elementary educators "Design instruction to meet learners' needs" (3.54). "Collaborate with learners and their families to establish mutual expectations to support learner development and achievement" had the lowest mean (3.11). The highest mean for middle and high school educators was "demonstrate strong content knowledge" (3.8). There were six items that had a mean score of 3.4 which was the lowest mean for middle and high school.

These means suggest that principals who responded to the survey agree that LSU educator preparation programs are preparing educators for the classrooms and students they are serving.

Table 1
Employer Satisfaction Survey Results

Item	Question	Elementary Mean (n 35)	Secondary Mean (n 10)	InTASC
Q13	Design instruction to meet learners' needs	3.54	3.6	1
Q17	Plan instruction that enables self-directed learning	3.37	3.5	1
Q18	Create opportunities for students to demonstrate learning in varied ways	3.49	3.6	2
Q19	Makes provisions for individual students with particular learning differences or needs	3.34	3.5	2
Q20	Access resources and services to meet particular learning differences or needs	3.37	3.5	2
Q21	Develop learning experiences that engage students in self-directed learning	3.2	3.5	3
Q22	Develop learning experiences that engage students in collaborative learning	3.46	3.7	3
Q23	Manage the learning environment to actively engage learners	3.49	3.7	3
Q24	Manage the learning environment to equitably engage learners.	3.4	3.5	3

Q25	Demonstrate respect to the cultural backgrounds of learners	3.51	3.6	3
Q26	Encourage learners to understand, question and analyze ideas from diverse perspectives	3.29	3.5	4
Q27	Link new concepts to familiar ones and make connections to learners' experiences.	3.43	3.4	4
Q28	Demonstrate strong content knowledge	3.29	3.8	5
Q29	Develop learner literacy across content areas	3.37	3.4	5
Q30	Use multiple methods of assessment to support learning	3.34	3.7	6
Q31	Make assessment criteria clear to students	3.2	3.5	6
Q32	Examine assessment data to guide planning	3.14	3.5	6
Q33	Engage learners in multiple ways of demonstrating knowledge and skill	3.34	3.7	6
Q34	Use multiple types of assessment data to develop differentiated learning experiences	3.17	3.4	6
Q35	Make appropriate accommodations in assessments, especially for learners with disabilities and language learning needs.	3.29	3.4	6
Q36	Create relevant learning experiences that are aligned to content standards	3.37	3.7	7
Q38	Differentiate instructions for learners to achieve learning goals	3.23	3.5	7
Q39	Develop appropriate sequencing of learning experiences	3.34	3.7	7
Q40	Provide multiples ways for learners to demonstrate knowledge and skill	3.26	3.6	7
Q44	Use appropriate technology in the classroom teaching environment	3.4	3.5	7
Q42	Plan for instruction based on prior learner knowledge	3.29	3.4	7
Q44N	Adapt instruction to the needs of learners	3.26	3.6	8
Q45	Adjust instruction in response to student learning needs	3.2	3.4	8
Q46	Engage learners in developing higher order questioning skills	3.2	3.6	8
Q47	Use a variety of instructional strategies to expand communication through speaking, listening, reading, writing, and other medium	3.26	3.5	8
Q48	Pursue professional learning opportunities	3.2	3.6	9
Q49	Share responsibility for decision making and accountability for each student's learning	3.23	3.5	10
Q50	Collaborate with learners and their families to establish mutual expectations to support learner development and achievement	3.11	3.5	10

Data Quality
The items for the survey were based on INTASC standards. In fall 2018, these items were sent to instructors who identified whether an item was Necessary; Useful, but not necessary; or Not Necessary. The Lawshe method was used to determine content validity. Items were removed or combined based upon those results. A pilot study was done in spring 2019. The same instrument was used for this study.

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

$$CVR = \frac{n_e - (N/2)}{N/2}$$

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.

Council of Chief State School Officers. (2013). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Author.

Appendix A

Employer Satisfaction Survey Pilot CVR Decision (Spring 2019)

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