



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 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](#) 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

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

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 ($\alpha = .05$) 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	<i>N</i> (panel size)	<i>n</i> essential	CVR critical exact values	<i>N</i> 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