Teacher Preparation Survey

University of New Mexico College of Education

2018-2019
This report addresses the following items from the CAEP Annual report:

4.1 Annual Reporting Measures (CAEP Component 5.4|A.5.4):

- Impact Measures (CAEP Standard 4)
- 3. Satisfaction of Employers and Employment Milestones
- 4. Satisfaction of Completers

**Employer Survey**

The employer survey was created by the College of Education and is intended to gauge employers’ perceptions of COE graduates. It contains questions measuring demographics as well as employers’ satisfaction with various aspects of their employees.

- Employers are defined as principals or other school leaders working in New Mexico public or charter
- Each principal was given the names of the teachers in their school who reported UNM as their preparation institute and had been licensed in the last three years. This information was obtained by submitting a request to the New Mexico Public Education Department. In many cases, schools had more than one principal identified, and the survey was sent to all principals.

The employer survey was revised in 2017-2018. A faculty committee determined that the survey was in need of revision, so changes were made to both the questions and the format of the survey.

- The total number of questions was reduced from 48 to 15.
  - Feedback from survey respondents said that it was far too long.
  - 13 questions were retained, while 2 new questions were added.
  - Questions were aligned to the InTASC standards.
- The response scale was adjusted from 5 points to 4 points.
  - The scale was originally designed to match the levels on the NMTEACH rubric.
  - The new survey removed the top option "Exemplary" to better align with the version of the NMTEACH Observation Rubric in use in Student Teaching.
  - A response was considered positive if it indicated graduates were "moderately effective" or better.

**Completer Survey**

The completer survey was created by the College of Education and is intended to gauge completers’ perceptions of COE teacher preparation programs. It contains questions measuring demographics as well as completers’ satisfaction with various aspects of their teacher preparation.

- Completers are defined as teachers who completed their initial teacher licensure requirements at UNM and are currently employed as a teacher in the state of New Mexico. Completing initial teacher licensure requirements could mean either graduating with a bachelor's degree in education or completing the
- The College of Education first identified students who completed licensure eligibility requirements in the last three years (2015-2016, 2016-2017, and 2017-2018). The list of completers was sent to the NMPED, who returned employment information and email addresses for the people who are working in a

The completer survey was first created in 2017-2018 by a faculty committee. It was designed to align in content and structure with the Employer Survey.

- A response was considered positive if it indicated graduates were "moderately effective" or better.
Report Highlights

Program Recommendation
Overall, the majority of respondents would recommend the UNM teacher preparation programs.
• **83% of pending graduates** would recommend a UNM teacher preparation program to a friend.
• **80% of completers** would recommend a UNM teacher preparation program to a friend.
• **100% of employers** would recommend hiring a teacher who graduated from UNM.

Program Strengths
• **Pending graduates** rated their preparation *highest* in:
  • Demonstrating respect for all student groups
  • Engaging in positive classroom interactions
  • Setting high expectations for all students
  • Using student achievement data to design and implement activities which support student learning
• **UNM completers** rated their preparation *highest* in:
  • Demonstrating respect for all student groups
  • Collaborating well with others
  • Aligning learning goals to content standards
  • Setting high expectations for all students
• **Employers** rated UNM graduates *highest* in:
  • Demonstrating respect for all student groups
  • Setting high expectations for all students
  • Engaging in positive classroom interactions
  • Collaborating well with others

Program Areas for Improvement
• **Pending graduates** rated their preparation *lowest* in:
  • Creating formative and summative assessments aligned to student learning outcomes.
  • Communicating with families in appropriate ways
  • Communicating content in lessons
• **UNM completers** rated their preparation *lowest* in:
  • Using student achievement data to design and implement activities which support student learning
  • Creating formative and summative assessments aligned to student learning outcomes.
• **Employers** rated UNM graduates *lowest* in:
  • Communicating with families in appropriate ways
  • Using student achievement data to design and implement activities which support student learning
  • Creating formative and summative assessments aligned to student learning outcomes.

Preparation for Diverse Students
• Regarding UNM graduates’ preparedness to meet the needs of *culturally* diverse students and their families:
  • **85% of pending graduates** rated themselves moderately or highly prepared.
  • **85% of completers** rated themselves moderately or highly prepared.
  • **90% of employers** rated graduates moderately or highly prepared.
• Regarding UNM graduates’ preparedness to meet the needs of *linguistically* diverse students and their families
  • **79% of pending graduates** rated themselves moderately or highly prepared.
  • **63% of completers** rated themselves moderately or highly prepared.
  • **82% of employers** rated graduates moderately or highly prepared.
To what degree would you recommend UNM's teacher preparation program?

![Bar chart showing the percentage of respondents rating UNM's teacher preparation program.](chart1)

How effective was UNM's program at:

- Preparing teachers to meet the needs of culturally diverse students and their families?
- Preparing teachers to meet the needs of linguistically diverse students and their families?
- Preparing teachers with the necessary skills and dispositions?

![Bar chart showing the effectiveness of UNM's program.](chart2)

1=Not at all; 2=Minimally; 3=Moderately; 4=Exceptionally
How Effective was UNM at Preparing Teachers - Overall Means - by Program

1 = Not at all; 2 = Minimally; 3 = Moderately; 4 = Exceptionally

To What Degree Would You Recommend a UNM Teacher Preparation Program? - By Program

1 = Not at all; 2 = Minimal; 3 = Moderate; 4 = High; 5 = Exceptional
Communicating content in lessons
 Aligning learning goals to content standards
 Creating formative and summative assessments aligned to student learning outcomes.
 Using student achievement data to design and implement activities which support student…
 Engaging in positive classroom interactions
 Demonstrating respect for all student groups
 Setting high expectations for all students
 Using developmentally appropriate instructional strategies
 Establishing clear expectations for student behavior
 Continually evaluating and adapting practices
 Communicating with families in appropriate ways
 Collaborating well with others
 Effectively utilizing current technology in instruction
 Differentiating the learning environment to meet student needs
 Utilizing feedback to improve instruction
 Overall

1=Not at all;  2=Minimally;  3=Moderately;  4=Exceptionally