

## Measure 2a. Satisfaction of Employers and Stakeholders Involvement

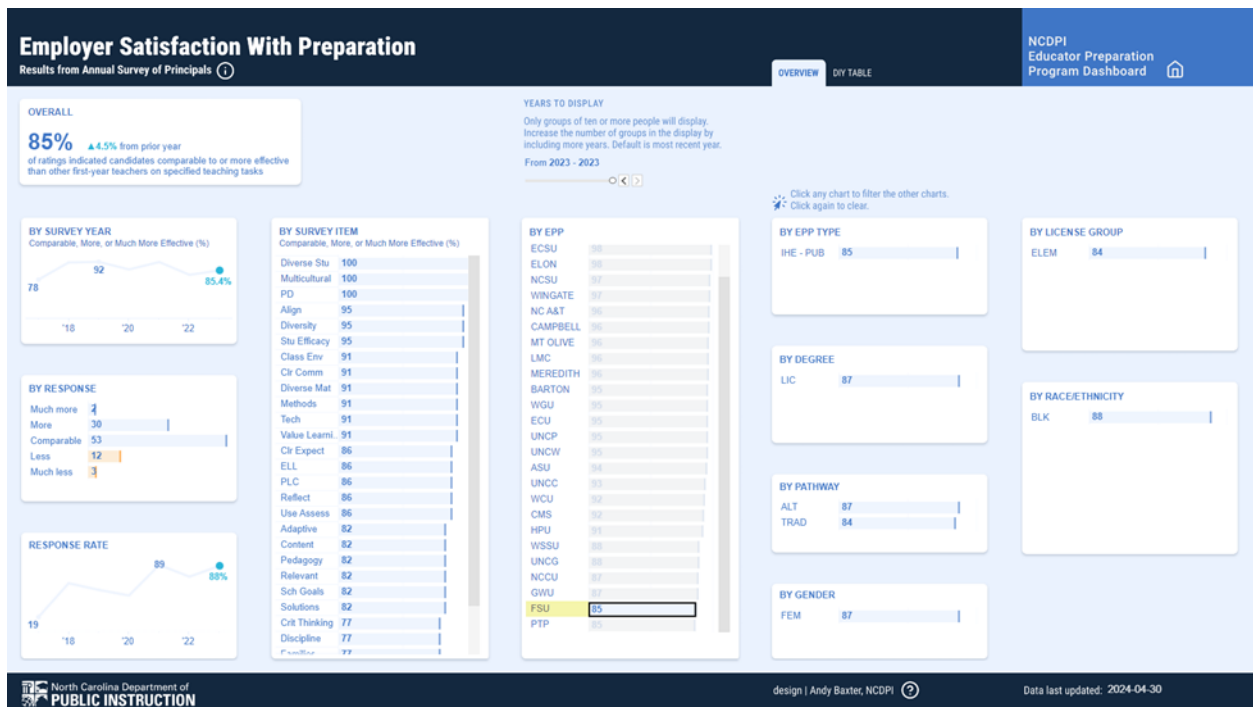
### NCDPI Employer Satisfaction Survey Data

The Employer Survey is conducted annually by the North Carolina Department of Public Instruction (NCDPI) to gather feedback from principals employing first-year teachers in North Carolina public schools. The collected data is compiled and shared with Educator Preparation Programs (EPPs), and it is also made publicly available on the NCDPI EPP Dashboard.

The Employer Survey includes multiple items aligned with the following North Carolina Educator Evaluation System (NCEES) standards: Standard 1: Leadership, Standard 2: Classroom Environment, Standard 3: Content Knowledge, Standard 4: Facilitating Student Learning, and Standard 5: Reflection on Practice. Alignment information, provided by NCDPI and SAS®, is accessible through the NCDPI EPP Dashboard. The results presented in this packet are organized into tables based on these NCEES standards. New items, including those related to literacy, were introduced to the survey in 2018-2019.

The images below display the Employer Survey results for the 2022-2023 academic year. For each survey item, participants were asked to rate the effectiveness of new teachers compared to other first-year teachers using a 5-point Likert scale, with the following rating criteria: 1 – Much Less Effective, 2 – Less Effective, 3 – Comparable, 4 – More Effective, and 5 – Much More Effective.

### Image 1a. FSU Employer Satisfaction Survey Results (2022 – 2023)



- 22 of 25 surveys were completed, 88%.
- 85% of the ratings indicated candidates were comparable to or more effective than other first-year teachers on specified teaching task. Up 435% from prior year.

**Table 1. FSU Employer Satisfaction Survey Results (2022 – 2023)**

Fayetteville State University - NCDPI Employer Satisfaction Survey Results (2022-2023)						
Item Desc	Data Type	Much less	Less	Comparable	More	Much more
Adapting teaching to benefit students with unique learning needs	% of Total Count of Score	3%	12%	46%	30%	9%
	Count of Score	4.00	16.00	64.00	41.00	13.00
Aligning instruction with the North Carolina Standard Course of Study	% of Total Count of Score	1%	7%	60%	23%	9%
	Count of Score	1.00	10.00	83.00	32.00	12.00
Maintaining a classroom environment that enables students to learn	% of Total Count of Score	4%	9%	46%	30%	12%
	Count of Score	5.00	12.00	64.00	41.00	16.00
Communicating in ways that are clearly understood by students	% of Total Count of Score	3%	7%	57%	25%	9%
	Count of Score	4.00	9.00	78.00	35.00	12.00
Making expectations about student behavior clear	% of Total Count of Score	5%	7%	50%	28%	11%
	Count of Score	5.00	7.00	52.00	29.00	11.00
Exhibiting a strong foundation of knowledge in his/her content area(s)	% of Total Count of Score	2%	11%	47%	30%	10%
	Count of Score	3.00	15.00	65.00	41.00	14.00
Promoting critical thinking in students	% of Total Count of Score	2%	12%	62%	14%	9%
	Count of Score	3.00	17.00	86.00	20.00	12.00
Using data to guide practice	% of Total Count of Score	1%	12%	57%	22%	9%
	Count of Score	2.00	16.00	78.00	30.00	12.00
Leveraging a variety of formal and informal assessments to drive student learning	% of Total Count of Score	2%	13%	59%	17%	9%
	Count of Score	3.00	18.00	81.00	24.00	12.00
Managing disruptive behavior in the classroom	% of Total Count of Score	5%	12%	47%	26%	11%
	Count of Score	5.00	12.00	49.00	27.00	11.00
Incorporating instructional materials that reflect a diverse set of student experiences	% of Total Count of Score	1%	12%	57%	21%	10%
	Count of Score	1.00	16.00	78.00	29.00	14.00
Serving students from diverse economic backgrounds	% of Total Count of Score	2%	7%	43%	24%	23%
	Count of Score	2.00	7.00	42.00	24.00	23.00
Self-assess and reflect on own practices	% of Total Count of Score	2%	8%	51%	29%	9%
	Count of Score	3.00	11.00	71.00	40.00	13.00
Demonstrating skill in support of English second language learners	% of Total Count of Score	1%	10%	62%	17%	10%
	Count of Score	2.00	14.00	85.00	23.00	14.00
Investing families and other significant adults in students' learning	% of Total Count of Score	2%	11%	54%	24%	9%
	Count of Score	3.00	15.00	74.00	33.00	13.00
Utilizing a variety of appropriate instructional materials	% of Total Count of Score	1%	14%	51%	25%	9%
	Count of Score	1.00	20.00	71.00	34.00	12.00

**Fayetteville State University - NCDPI Employer Satisfaction Survey Results (2022-2023)**

<b>Item Desc</b>	<b>Data Type</b>	<b>Much less</b>	<b>Less</b>	<b>Comparable</b>	<b>More</b>	<b>Much more</b>
Teaching in a multicultural or multilingual setting	% of Total Count of Score	2%	6%	50%	18%	23%
	Count of Score	2.00	6.00	49.00	18.00	23.00
Engaging in professional development to address identified improvement needs	% of Total Count of Score	1%	7%	64%	19%	9%
	Count of Score	2.00	9.00	88.00	26.00	13.00
Demonstrating pedagogical competency	% of Total Count of Score	1%	13%	52%	24%	10%
	Count of Score	1.00	14.00	54.00	25.00	10.00
Taking an active role in professional learning communities	% of Total Count of Score	2%	8%	59%	22%	9%
	Count of Score	3.00	11.00	81.00	31.00	12.00
Reflecting on practice and identifying areas for improvement	% of Total Count of Score	1%	12%	54%	23%	10%
	Count of Score	2.00	16.00	74.00	32.00	14.00
Making instruction relevant to 21st century students	% of Total Count of Score	1%	13%	54%	24%	7%
	Count of Score	2.00	18.00	75.00	33.00	10.00
Contributing to the productivity of school wide goals	% of Total Count of Score	1%	10%	55%	25%	8%
	Count of Score	2.00	14.00	76.00	35.00	11.00
Seeking solutions to address students' learning needs in a proactive manner	% of Total Count of Score	3%	11%	52%	26%	8%
	Count of Score	4.00	15.00	72.00	36.00	11.00
Facilitating learning through student collaboration in small groups and teams	% of Total Count of Score	1%	13%	54%	21%	11%
	Count of Score	2.00	18.00	74.00	29.00	15.00
Helping students believe they can do well in school	% of Total Count of Score	1%	6%	52%	28%	13%
	Count of Score	1.00	6.00	54.00	29.00	14.00
Integrating technology into instruction to enhance learning	% of Total Count of Score	3%	10%	54%	22%	10%
	Count of Score	4.00	14.00	75.00	31.00	14.00
Using state and/or district mandated assessments to inform instruction	% of Total Count of Score	2%	8%	59%	21%	11%
	Count of Score	2.00	8.00	61.00	22.00	11.00
Helping students value learning	% of Total Count of Score	1%	8%	52%	28%	12%
	Count of Score	1.00	8.00	54.00	29.00	12.00
Developing students' reading comprehension	% of Total Count of Score	6%	13%	63%	13%	6%
	Count of Score	1.00	2.00	10.00	2.00	1.00
Implementing culturally responsive pedagogy in literacy instruction	% of Total Count of Score	6%	19%	56%	13%	6%
	Count of Score	1.00	3.00	9.00	2.00	1.00
Assessing students' literacy development	% of Total Count of Score	6%	13%	63%	13%	6%
	Count of Score	1.00	2.00	10.00	2.00	1.00
Differentiating literacy instruction to meet the needs of diverse learners	% of Total Count of Score	6%	19%	56%	13%	6%
	Count of Score	1.00	3.00	9.00	2.00	1.00

**Fayetteville State University - NCDPI Employer Satisfaction Survey Results (2022-2023)**

<b>Item Desc</b>	<b>Data Type</b>	<b>Much less</b>	<b>Less</b>	<b>Comparable</b>	<b>More</b>	<b>Much more</b>
Developing students' reading fluency	% of Total Count of Score		19%	63%	13%	6%
	Count of Score		3.00	10.00	2.00	1.00
Developing students' foundational reading skills (e.g. phonemic awareness, phonological awareness, phonics)	% of Total Count of Score	6%	13%	63%	13%	6%
	Count of Score	1.00	2.00	10.00	2.00	1.00
Developing students' vocabulary	% of Total Count of Score		19%	69%	6%	6%
	Count of Score		3.00	11.00	1.00	1.00