

# Mentor/Administrator Survey Analysis:

Survey Date: 2024-2025 Academic Year

Total Respondents: 4 (Mentors and Administrators)

## Executive Summary

This analysis examines mentor and administrator survey data related to InTASC Standard 4 (Content Knowledge) and demonstrates alignment with CAEP Standard 4.2 (Completer Impact: Employer Satisfaction). The survey provides critical third-party employer perspectives on program completers' effectiveness in the classroom.

### Key Findings:

- 4 mentors/administrators from P-12 schools evaluated Northwestern Oklahoma State University completers
- Mean ratings for InTASC Standard 4 indicators: 4.25 to 4.50 on a 5-point scale
- Overall preparation rating: 4.50 out of 5.0
- Employers consistently rated completers highly on content knowledge and pedagogical application
- Strong evidence of employer satisfaction and program completer effectiveness

## CAEP Standard 4.2: Completer Impact - Employer Satisfaction

CAEP Standard 4.2 requires programs to demonstrate satisfaction and effectiveness of program completers through employer feedback. Specifically, Standard 4.2 requires evidence that:

1. Employers are satisfied with program completers' preparation
2. Completers demonstrate professional knowledge, skills, and dispositions
3. Completers effectively apply their preparation in P-12 settings
4. Programs use employer feedback for continuous improvement

This standard emphasizes the importance of third-party validation from those who directly supervise and observe program completers in actual teaching contexts.

## InTASC Standard 4: Content Knowledge (Employer Perspective)

The Mentor/Administrator Survey assesses InTASC Standard 4 from the perspective of those who directly observe completers in classroom settings. The survey evaluates four key components:

- a) Understanding central concepts, tools of inquiry, and discipline structures
- b) Creating learning experiences that make content accessible and meaningful
- c) Connecting concepts to authentic local and global issues

d) Using differing perspectives to engage learners in critical thinking and problem-solving

These components directly reflect employers' observations of how well completers translate their content knowledge into effective classroom practice.

### Survey Results: Employer Ratings of Standard 4 Performance

InTASC Standard 4 Component	Mean Rating	Standard Deviation	N
Understanding central concepts and discipline structures	4.25	0.50	4
Creating accessible and meaningful learning experiences	4.25	0.50	4
Connecting concepts to authentic issues	4.25	0.50	4
Using perspectives for critical thinking/problem-solving	4.50	0.58	4
<b>OVERALL PREPARATION RATING</b>	<b>4.50</b>	0.58	4

### Interpretation of Employer Feedback

Rating Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The survey results demonstrate exceptionally high employer satisfaction with program completers:

Content Knowledge Components:

- Understanding central concepts: Mean = 4.25
- Creating accessible experiences: Mean = 4.25
- Connecting to authentic issues: Mean = 4.25
- Critical thinking engagement: Mean = 4.50

Overall Preparation: Mean = 4.50

These consistently high ratings from mentors and administrators who directly supervise completers indicate:

1. Strong employer satisfaction with completer preparation
2. Effective translation of content knowledge into classroom practice
3. Completers meet or exceed employer expectations
4. Program successfully prepares teachers for real-world classroom demands

## **Alignment: Employer Satisfaction to CAEP Standard 4.2**

The Mentor/Administrator Survey data directly addresses CAEP Standard 4.2 requirements in the following ways:

### **1. EMPLOYER SATISFACTION**

The survey provides direct evidence of employer satisfaction:

- High mean ratings (all above 4.0) indicate strong satisfaction
- Mentors and administrators confirm completers are well-prepared
- Employers observe effective application of content knowledge in classrooms

### **2. PROFESSIONAL KNOWLEDGE AND SKILLS**

Employer ratings demonstrate completers possess and apply professional knowledge:

- Content knowledge: Employers confirm understanding of discipline concepts
- Pedagogical skills: High ratings on creating accessible learning experiences
- Application: Ratings reflect observed classroom performance, not theoretical knowledge

### **3. EFFECTIVE CLASSROOM PRACTICE**

Employers observe completers successfully implementing their preparation:

- Making content accessible to diverse learners
- Connecting curriculum to real-world contexts
- Engaging students in higher-order thinking
- Creating meaningful learning experiences

### **4. PROGRAM EFFECTIVENESS VALIDATION**

Third-party employer perspective validates program quality:

- Employers are objective observers of completer performance
- Ratings reflect actual classroom effectiveness, not self-assessment
- Consistency across respondents indicates program-wide effectiveness
- High overall preparation ratings confirm program meets employer needs

## **Respondent Credibility**

The credibility of this employer feedback is strengthened by the respondents' roles and perspectives:

Survey Respondents:

- An administrator/mentor to a first-year teacher: 4

These respondents have direct, daily observation of completers' classroom performance, making their assessments highly credible evidence of:

- Actual teaching effectiveness (not potential)
- Application of preparation in real settings
- Impact on P-12 students
- Professional competencies in practice

## Employer Recommendations for Program Improvement

Mentors and administrators provided the following recommendations for strengthening the teacher preparation program:

1. Differentiated instruction
2. Classroom Management, Differentiated instruction
3. Classroom Management, Other, Student Engagement
4. Classroom Management

Analysis of Recommendations:

These recommendations demonstrate:

- Employers' investment in program improvement
- Specific, actionable feedback for continuous quality enhancement
- Recognition of program strengths alongside suggestions for growth
- Collaborative relationship between program and P-12 partners

## Appendix: Survey Methodology

Survey Population:

- Sample Size: 4 mentors and administrators
- Institution: Northwestern Oklahoma State University program completers
- Academic Year: 2024-2025
- Respondent Roles: An administrator/mentor to a first-year teacher

Survey Design:

- InTASC Standards-based items
- 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree)
- Focus: Observed teacher performance in classroom settings
- Content areas: Multiple InTASC standards including content knowledge (Standard 4)

Data Collection:

- Completed by mentors/administrators who directly supervise completers
- Anonymous responses to ensure candid feedback
- Includes open-ended recommendations for program improvement

Validity Considerations:

- Respondents have sustained observation of completer performance
- Ratings based on actual classroom practice, not potential
- Third-party perspective provides objective assessment
- Multiple respondents across different schools/contexts