

Bilingual Education

Employer Satisfaction Survey Data

2020-2021

SPA Standards & Discipline Knowledge/Skills	Items <i>[Estimated Response Rate: ____42%____]</i>	N	Mean	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree	
				N	%	N	%	N	%	N	%
		The Bilingual Education/TESL teacher candidate:									
TESOL Domain: Language	1. Demonstrates knowledge, understanding, and use of major theories and research <u>related to the structure and acquisition of language</u> to help English learners (ELs) develop language and literacy and achieve in the content areas.	10	1.40	6	60	4	40				
TESOL Domain: Culture CAEP: Understanding & Working with Diversity	2. Demonstrates knowledge, understanding and use of major concepts, principles, theories, and research <u>related to the nature and role of culture and cultural groups</u> to construct supportive learning environments for ELs.	10	1.40	6	60	4	40				
TESOL Domain: Planning, Implementing, and Managing Instruction CAEP: Analyz. Data to Develop Supportive School Environments; Understanding & Working with Diversity; Using Technology Appropriately	3. Demonstrates knowledge, understanding and use of evidence-based practices and strategies <u>related to planning, implementing, and managing standards-based ESL and Content instruction.</u>	10	1.40	6	60	4	40				
TESOL Domain: Assessment CAEP: Analyze. Data to Develop Supportive School Environments	4. Demonstrates understanding of <u>issues and concepts of assessment</u> and uses standards-based procedures with ELs, including standardized language proficiency tests, as well as classroom-based assessment strategies.	10	1.50	5	50	5	50				
TESOL Domain: Professionalism	5. Is knowledgeable about <u>current instructional techniques, research results, advances in the ESL field, and education policy issues.</u> Knowledge of the history of ESL teaching is demonstrated when applicable.	10	1.60	4	40	6	60				
TESOL Domain: Professionalism	6. Uses information and data to <u>reflect on and improve</u> their instruction and assessment practices.	10	1.70	6	60	3	30			1	10

CAEP: Applying Dispositions, Laws, Policies, a Code of Ethics, Prof. Standards											
TESOL Domain: Professionalism CAEP: Leading/Participating in Collaborative Activities	7. <u>Works collaboratively</u> with school staff, colleagues, and the community to improve the learning environment, provide support, and advocate for ELs and their families.	10	1.30	7	70	3	30				
	8. I believe the coursework and other academic experiences provided to this teacher candidate improved his/her ability to effectively provide instruction to English learners in the classroom.	10	1.50	5	50	5	50				
	9. Do you have any comments or suggestions you would like to offer regarding the Bilingual Education/TESL program?										

No questions at this time.

This is a wonderful program! Due to all the craziness of this school year, I was not able to observe much of the EL framework stated in your survey. Ms. Moershel is a great teacher. I'm sure she has put into her professional practice many of the instructional techniques learned through your program.

I am proud of Keisha for seeking this additional certification in the field where she already teaches.

2021-2022

SPA Standards & Discipline Knowledge/Skills	Items <i>[Estimated Response Rate: ___ 67% ___]</i>	N	Mean	(1) Strongly Agree		(2) Agree		(3) Disagree		(4) Strongly Disagree	
				N	%	N	%	N	%	N	%
The Bilingual Education/TESL teacher candidate:											
TESOL Domain: Language	1. Demonstrates knowledge, understanding, and use of major theories and research <u>related to the structure and acquisition of language</u> to help English learners (ELs) develop language and literacy and achieve in the content areas.	6	1.16	5	83	1	17				
TESOL Domain: Culture CAEP: Understanding & Working with Diversity	2. Demonstrates knowledge, understanding and use of major concepts, principles, theories, and research <u>related to the nature and role of culture and cultural groups</u> to construct supportive learning environments for ELs.	6	1.16	5	83	1	17				
TESOL Domain: Planning, Implementing, and Managing Instruction CAEP: Analyz. Data to Develop Supportive School Environments; Understanding & Working with Diversity; Using Technology Appropriately	3. Demonstrates knowledge, understanding and use of evidence-based practices and strategies <u>related to planning, implementing, and managing standards-based ESL and Content instruction.</u>	6	1.16	5	83	1	17				
TESOL Domain: Assessment CAEP: Analyze. Data to Develop Supportive School Environments	4. Demonstrates understanding of <u>issues and concepts of assessment</u> and uses standards-based procedures with ELs, including standardized language proficiency tests, as well as classroom-based assessment strategies.	6	1.16	5	83	1	17				
TESOL Domain: Professionalism	5. Is knowledgeable about <u>current instructional techniques, research results, advances in the ESL field, and education policy issues.</u> Knowledge of the history of ESL teaching is demonstrated when applicable.	6	1.16	5	83	1	17				
TESOL Domain: Professionalism	6. Uses information and data to <u>reflect on and improve</u> their instruction and assessment practices.	6	1.33	4	67	2	33				

CAEP: Applying Dispositions, Laws, Policies, a Code of Ethics, Prof. Standards											
TESOL Domain: Professionalism CAEP: Leading/Participating in Collaborative Activities	7. <u>Works collaboratively</u> with school staff, colleagues, and the community to improve the learning environment, provide support, and advocate for ELs and their families.	6	1.00	6	100						
	8. I believe the coursework and other academic experiences provided to this teacher candidate improved his/her ability to effectively provide instruction to English learners in the classroom.	6	1.16	5	83	1	17				
	9. Do you have any comments or suggestions you would like to offer regarding the Bilingual Education/TESL program?										

“Ms. CANDIDATE is a great teacher and continues to improve!”

“In a teacher's first year of instruction after completing this master's program, is there an observation of practice? And if so, it would be helpful is their administrator received feedback and how to support this teacher in their practice.”

“This program gave CANDIDATE the confidence she needed to lead our EL department.”

Library Media Education

Employer Satisfaction Survey Data

This document presents a summary of data collected using the LME employer survey which principals at schools where program completers are employed use to anonymously assess completers' demonstration of competencies necessary for effective school librarianship. Items are aligned with the AASL Standards for Librarians, the AASL Standards for Libraries, and/or the CAEP Program Specialty Knowledge and Skills Standards. Mentors respond to each item using a 6-point Likert-type scale from 1 = "Strongly Disagree" to 6 = "Strongly Agree." Employers are also asked to assess the relevance of the preparation completers received through the program to their work responsibilities as well as their satisfaction with completers' performance on a 1 to 10 scale. At the end of each academic year, the survey is sent to employers of completers who graduated from the program at the end of the previous academic year and have had the opportunity to complete their first year as an in-service school librarian. (Completers also complete a similar survey, and this data will be reported on a separate document.) The survey was launched in 2019, and data was collected at that time from employers of completers who finished the program during the previous three years. The survey was not sent in 2020. In 2021, the survey was sent to employers of completers who finished the program in 2019 and 2020.

Survey Items	Standards Alignment			2019 Survey		2021 Survey		2022 Survey		2023 Survey		2024 Survey	
	AASL-Librarians	AASL-Libraries	CAEP	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Professionalism													
1. I demonstrate consistent attendance and punctuality.			RA1.1 (Professional Dispositions)	6	5.330	4	5.750	3	6.000				
2. I respond to electronic communications in a timely manner.			RA1.1 (Professional Dispositions)	6	5.670	4	5.500	3	5.670				
3. I conduct electronic communications using appropriate professional language and tone.			RA1.1 (Professional Dispositions)	6	5.670	4	5.750	3	6.000				
5. I complete professional tasks in			RA1.1 (Professional Dispositions)	6	5.330	4	5.750	3	5.670				

a timely manner.			Dispositions)										
6. I demonstrate cooperation with school policies.			RA1.1 (Professional Dispositions)	6	5.670	4	5.750	3	6.000				
7. I seek opportunities for continued professional growth.			RA1.1 (Professional Dispositions)	6	5.330	4	5.750	3	6.000				
<i>Instructional Planning and Teaching</i>													
8. The candidate demonstrates effective integration of information literacy skills into instruction.	I. Inquire. IV. Curate. V. Explore. VI. Engage.	I. Inquire: A. Think 1. V. Explore: A. Think 1.	RA1.1 (Info Lit Skills)), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	5	5.600	4	5.500	3	5.330				
9. The candidate demonstrates a willingness to collaboratively plan instruction with other faculty.	I. Inquire: D. Grow 1.	I. Inquire: A. Think 2. III. Collaborate: A. Think 1.	RA1.1 (Collaboration), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	5	5.800	4	5.750	3	5.670				
10. The candidate demonstrates initiative in designing instruction that meets the needs of diverse learners.	II. Include: A. Think 3.	I. Inquire: B. Create 1, C. Share 1-2. II. Include: A. Think 1-2, C. Share 1, D. Grow 2. V. Explore: D. Grow 2.	RA1.1 (Design Instruction), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	3	5.330	4	5.750	3	5.000				
11. The candidate demonstrates effective teaching with diverse student populations.	II. Include: A. Think 3, B. Create 3.	I. Inquire: B. Create 1, C. Share 1-2. II. Include: A. Think 1-2, C. Share 1 and 3, D. Grow 2.	RA1.1 (Diverse student population), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	5	5.400	4	5.750	3	5.330				

12. The candidate demonstrates effective technology integration during instruction.	V. Explore: B. Create 1-3. VI. Engage: A. Think 1-2, D. Grow 1.	IV. Curate: A. Think 1, B. Create: 1, 2. V. Explore: A. Think 2, B. Create 1.	RA1.1 (Technology), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	5	5.600	4	5.750	3	5.670				
13. The candidate demonstrates the ability to manage an effective learning climate during instruction.	II. Include: D. Grow 1. III. Collaborate: D. Grow 2.	I. Inquire: C. Share 1, D. Grow 1. III. Collaborate: D. Grow 1. V. Explore: B. Create 3.	RA1.1 (Effective learning climate), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.3.2	5	5.600	4	5.750	3	6.000				
Collaboration													
14. The candidate demonstrates a willingness to collaborate with other professionals.	I. Inquire: D. Grow 1.	III. Collaborate: A. Think 1, C. Share 1. V. Explore: C. Share 1-3.	RA1.1 (Collaboration), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.750	4	5.500	3	5.670				
15. The candidate demonstrates a willingness to consider multiple viewpoints.	III. Collaborate: C. Share 2.	II. Include: B. Create 3.	RA1.1 (Multiple Viewpoints), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.500	4	5.500	3	5.670				
16. The candidate responds professionally to feedback or correction.	III. Collaborate: C. Share 1. V. Explore: D. Grow 3.		RA1.3	4	5.500	4	5.500	3	5.670				
17. The candidate demonstrates flexibility when collaborating with other	III. Collaborate: C. Share 1.		RA1.1 (Collaboration), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.750	4	5.500	3	5.330				

23. The candidate demonstrates academic and professional honesty.	VI. Engage: A. Think 2, D. Grow 3.	VI. Engage: A. Think 1 and 3.	RA1.4	4	5.500	4	5.500	3	6.000				
24. The candidate maintains confidentiality of protected information.	VI. Engage: A. Think 2, D. Grow 3.	IV. Curate: C. Share 4.	RA1.4	4	5.750	4	5.500	3	5.670				
25. The candidate models ethical use of information.	VI. Engage: A. Think 2, D. Grow 2-3.	VI. Engage: A. Think 1 and 3, B. Create 1-2, C. Share 2, D. Grow 1-2.	RA1.4	4	5.500	4	5.500	3	6.000				
26. The candidate models digital citizenship.	VI. Engage: A. Think 2, B. Create 1 and 3, C. Share 1, D. Grow 3.	VI. Engage: B. Create 1-2, D. Grow 2.	RA1.4	4	5.500	4	5.500	3	6.000				
Program Administration													
27. The candidate supports an accessible and inclusive school library program.	II. Include: A. Think 3, D. Grow 1.	I. Inquire: C. Share 1-2. II. Include. IV. Curate: B. Create 3. VI. Engage: A. Think 2.	RA1.1 (inclusive library program), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.500	4	5.500	3	6.000				
28. The candidate supports scheduling practices that promote open access to library facilities and resources.		I. Inquire: B. Create 2. IV. Curate: C. Share 4., D. Grow 3.	RA1.1 (open access), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.750	4	5.500	3	6.000				

29. The candidate advocates for the intellectual freedom of all learners.		I. Inquire: C. Create 1. II. Include: C. Share 2-3, D. Grow 1. IV. Curate: B. Create 4.	RA1.1 (intellectual freedom), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.750	4	5.500	3	6.000				
30. The candidate demonstrates a willingness to work with stakeholders to improve the school library program.		III. Collaborate: B. Create 1 and 3.	RA1.1 (improving school lib program), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.750	4	5.500	3	5.670				
31. The candidate understands the importance of gathering and communicating data for planning and program improvement.		I. Inquire: C. Share 3. III. Collaborate: B. Create 2. IV. Curate: D. Grow 4.	RA1.1 (Data), RA1.2, RA2.2, RA3.3, RA4.1, & RA4.2	4	5.750	4	5.500	3	5.330				
How satisfied are you with your school librarian's overall performance in completing his/her assigned responsibilities at your school?				6	9.00	4	10.000	3	10.000				
To what extent do you feel the UCO Library Media				6	9.330	4	9.500	3	9.670				

School Psychology

Employer Satisfaction Survey Data

2018 - 2019

UCO Survey Employer Data 2018					
	CF	NG	KH	SM	AGG.
Position	<i>Admin. School Psych</i>	<i>Director of SpEd</i>	<i>Director of SpEd</i>	<i>Director of SpEd</i>	<i>Admin.</i>
Employment Setting	<i>School</i>	<i>School</i>	<i>School</i>	<i>School</i>	<i>School</i>
Data-based Decision-making (1-5)	5	4	4	5	4.5
Evaluation and Report Writing	5	5	4	4	4.5
Consultation and Collaboration	5	4	3	5	4.25
Academic Intervention	4	4	3	4	3.75
Behavioral Intervention	5	5	3	4	4.25
Mental Health	3	3	3	4	3.25
Crisis Prevention and Response	3	3	3	3	3
Multi-tiered Systems of Support/Response to Intervention	5	5	3	5	4.5
Family and School Collaboration	5	3	3	5	4
Diversity	4	3	3	5	3.75
Research and Program Evaluation	3	4	3	5	3.75
Special Education Law	4	3	2	4	3.25
Ethical Standards	5	5	3	5	4.5
Total Average:	4.31	3.92	3.08	4.46	3.94

UCO Employer Survey Data 2019-2020 Completers (N=6)							
	SH	SE	NB	ML	JS	RR	Agg.
Position	<i>School Psych-NCSP</i>	<i>NCSP</i>	<i>Lead School Psych</i>	<i>School Psych</i>	<i>School Psych</i>	<i>Assistant Director of SPED Services</i>	
Employment Setting	<i>School</i>	<i>School</i>	<i>School</i>	<i>School</i>	<i>School</i>	<i>School</i>	School
Data-based Decision-making (1-5)	5	5	5	5	5	5	5.00
Evaluation and Report Writing	4	4	5	5	4	4	4.33
Consultation and Collaboration	4	4	5	5	4	5	4.50
Academic Intervention	4	5	5	4	4	5	4.50
Behavioral Intervention	4	5	5	3	4	5	4.33
Mental Health	3	4	4	5	3	5	4.00
Crisis Prevention and Response	4	4	4	4	4	4	4.00
Multi-tiered Systems of Support/Response to Intervention	5	5	5	5	4	3	4.50
Family and School Collaboration	4	4	5	5	5	4	4.50
Diversity	4	4	5	5	4	4	4.33
Research and Program Evaluation	3	4	4	5	4	4	4.00
Special Education Law	3	4	4	4	4	3	3.67
Ethical Standards	4	5	4	5	5	5	4.67
Total Average:	3.92	4.38	4.62	4.62	4.15	4.31	4.33
What do you find most valuable in UCO School Psych Grads?	Knowledge of RTI & Bx Modification/ABA	RTI and Bx Training	Eval tools, report writing, interpreting results; transition well and understood importance of building rapport.	Problem solving ability; communication; team member	Ability to analyze data and communicate findings effectively; knowledge of Bx Interventions; technology	Persistence, work ethic, desire for what's best for students. Moldable and go getters.	
Areas for improvement?	More targeted instruction on qualifying students for SpEd services under eligibility criteria; Policy manuals	Diversity, ELL	ADOS-2 Training	More training for BIP/FBA; overall Bx Strategies and interventions	OSDE SpEd Handbook; completion of MEEGs paperwork; comparing DSM-v to IDEA;	RTI and deficits paired with specific intervention to address those deficits	

					Manifestations Determinations		
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2020 – 2021

UCO Employer Survey Data 2020-2021 Completers (N=4)					
	KM	MN	MP	GK	AGG.
Position	<i>School Psych-NCSP</i>	<i>School Psych</i>	<i>School Psych - NCSP</i>	<i>Principal</i>	
Employment Setting	<i>School</i>	<i>School</i>	<i>School</i>	<i>School</i>	<i>School</i>
Data-based Decision-making (1-5)	4	5	4	5	4.5
Evaluation and Report Writing	5	4	4	5	4.5
Consultation and Collaboration	5	4	4	5	4.5
Academic Intervention	4	3	4	5	4
Behavioral Intervention	5	3	4	5	4.25
Mental Health	5	3	4	5	4.25
Crisis Prevention and Response	4	3	4	5	4
Multi-tiered Systems of Support/Response to Intervention	5	3	4	5	4.25
Family and School Collaboration	5	4	4	5	4.5
Diversity	5	4	4	5	4.5
Research and Program Evaluation	5	3	4	5	4.25
Special Education Law	4	4	4	5	4.25
Ethical Standards	4	5	4	5	4.5
Total Average:	4.62	3.69	4.00	5.00	4.33

<p>What do you find most valuable in UCO School Psych Grads?</p>	<p>UCO School Psychology graduates come to us ready to get to work. I appreciate their background and understanding with behavior and the RTI/ MTSS framework. UCO grads are usually well versed in at least one cognitive and one achievement assessment. This gives us a good starting point to keep developing evaluation skill.</p>	<p>Professionalism, knowledge of MTSS, knowledge of assessment and protocols, familiarity with meeting with families</p>	<p>The UCO graduates are prepared to administer the basic standardized test instruments typically used by professionals in our field. They have experience writing reports prior to entering their internship year. And, they have a good understanding of the Response to Intervention model.</p>	<p>Ability to look at data without bias.</p>
<p>Areas for improvement?</p>	<p>Talk about which subtests on the WJ-ACH measure which academic area. That is something I have to explain to every intern. They don't make that connection. Start by making sure they know the 8 academic areas we assess: Listening Comp, Oral Expression, Basic Reading, Reading Comprehension, Reading Fluency, Written Expression, Math Calculation, and Math Problem Solving. Then make sure they can connect each subtest with the area it assesses. For example: Letter-Word- Identification assesses basic reading skills. Reviewing this same concept for cognitive assessment applies as well.</p>	<p>How to complete paperwork, digging into the details of Special Education Law.</p>	<p>We typically have to train all graduates from a school psychology program the special education paperwork required for each event, how to complete the special education paperwork, how to plan an assessment to address the eligibility criteria for the 13 disability special education categories, and expose them to the Oklahoma Special Education Handbook.</p>	<p>Creating a balanced schedule of evaluations, meetings, observations, etc.</p>

Reading Education

Employer Satisfaction Survey Data

2018-2019	No responses to survey. The survey was still in development at this time and was sent at a later date to these employers. We also had a low number of completers during this year.
2019-2020	No responses to survey. We had a low number of completers this year and so there were not many to receive.
2020-2021	The single respondent rated all 7 questions "strongly agree." We also had a .
2021-2022	

