



**EMPLOYER SATISFACTION AND STAKEHOLDER INVOLVEMENT
(Initial and Advanced Programs)**

American College of Education conducts an employer survey every two years. As part of the survey, employers are asked about candidate performance aligned to the National Educational Leadership Preparation (NELP) program standards for building-level administration or the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The 2022 data are provided as the most recent data available. Future survey results will be available 2024.

2022 Initial Program Employer Satisfaction Data (N=4)

Employer agreement with “ACE completers from the teacher preparation program...”

InTASC Competency Domain	N	% Agree or Strongly Agree	Mean Rating (out of 5)
Understand learner development	4	100%	4.3
Understand and address learning differences	4	75%*	4.0
Create environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement	4	100%	4.5
Understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach	4	100%	4.5
Engage learners in critical thinking, creativity, and collaborative problem solving	4	100%	4.3
Use multiple methods of assessment	4	100%	4.3
Plan instruction that supports every student in meeting rigorous learning goals	4	100%	4.3
Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to apply knowledge in meaningful ways	4	100%	4.3
Engage in ongoing professional learning and use evidence to continually evaluate their practice	4	100%	4.5
Seek opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members	4	100%	4.5

*one candidate rated as “neither agree nor disagree”

2022 Advanced Program Employer Satisfaction Data

Employer agreement with “ACE completers from the Educational Leadership program understand and demonstrate the capacity to effectively lead and manage in the following areas...”

NELP Competency Domain	N	% Agree or Strongly Agree	Mean Rating (out of 5)
Mission, Vision, and Improvement			
School mission and vision	113	99%	4.6
School improvement processes that include data use	116	94%	4.5
Ethics and Professional Norms			
Professional dispositions and norms	118	98%	4.6
Ethical and legal decisions	117	97%	4.6
Model ethical behavior and cultivate ethical behavior in others	117	97%	4.7
Equity, Inclusiveness, and Cultural Responsiveness			
Supportive and inclusive school culture	118	98%	4.7
Equitable access to educational resources, technologies, and opportunities	117	97%	4.6
Equitable, inclusive, and culturally responsive instruction and behavior support practices	117	98%	4.6
Learning and Instruction			
High-quality, technology-rich curricula programs and other supports	118	95%	4.5
Resources and services that support equity, digital literacy, and the school's academic and non-academic systems	117	96%	4.5
Formal and informal culturally responsive and accessible assessments	117	92%	4.4
Curriculum, instruction, technology, data systems, and assessment practices	117	95%	4.5
Community and External Leadership			
Engagement with diverse families in strengthening student learning	118	93%	4.5
Relationships with diverse community members, partners, and other constituencies	117	95%	4.5
Communication within the larger organization and community	117	92%	4.4
Operations and Management			
Management, communication, technology, school-level governance, and operation systems	118	91%	4.3
Data-informed and equitable resourcing plan	117	90%	4.4
Laws, rights, policies, and regulations	117	91%	4.3
Building Professional Capacity			
Recruiting, selecting, and hiring activities	118	83%	4.2
Collaborative professional culture designed to promote school improvement, teacher retention, and student success	117	96%	4.5
Professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success	117	94%	4.5
Staff supervision, support, and evaluation	116	84%	4.3

Stakeholder Involvement

American College of Education (ACE) promotes stakeholder involvement through advisory committee activities. Advisory Committees have been established for both the initial and advanced program levels. Summaries of 2021-2022 advisory committee meetings are reported below.

2021-2022 ACE Advisory Committee - Initial Programs

Membership: 8 members representing AZ, IN, and OH. Seven members are practicing educators working in P-12 schools, and one member is a talent director for a school system.

Meeting Date	Data Shared	Collaborative Activities and Topics
11/8/2021	N/A	<ul style="list-style-type: none">• Clinical Experiences-Student Teaching• Mentor Teacher Feedback
3/30/2022	N/A	<ul style="list-style-type: none">• Feedback on changes in the teaching field• Feedback on interactive scenarios
6/21/2022	<ul style="list-style-type: none">• Rubric calibration data	<ul style="list-style-type: none">• Rubric calibration discussion• Feedback on current assessments

2021-2022 ACE Advisory Committee - Advanced Programs

Membership: 14 members representing AZ, FL, IN, OH, and TX. Thirteen members are practicing administrators working in P-12 schools and one member is a university administrator overseeing educator preparation programs.

Meeting Date	Data Shared	Collaborative Activities and Topics
2/25/2021	Licensure Exam Pass Rates for Florida, Indiana, Ohio, and Texas	Disruption effects on principal's role during pandemic, how to prepare principals during pandemic, key assessments for entry plan for new principals, family community engagement project, school improvement plan, authentic assessments
5/6/2021	Feedback data on areas of strength, areas for improvement, curriculum recommendations	Constructed response exam items for Florida, field experiences of students preparing for exams, quality of mentors for intern success
7/27/2021	Intern Evaluation Data including leadership, communication, mission and vision, school community, equity, curriculum and instruction, and school improvement	NELP Standards, process to evaluate mentors, mentor rubric, how to improve intern evaluation data for areas listed in data shared, category sharing for current mentor evaluation of intern performance
11/8/2021	Mentor Feedback Mid-Point Survey- communication, mentoring process, preparation of intern readiness	Clinical experience for internship, types of internship activities, tri-party conferences, mentor feedback, strengths and suggestions for mentor feedback

03/30/2022	State Pass rates for ACE compared to various other States such as Florida, Indiana, Ohio, and Texas	Changes occurring in each State related to Principal roles, challenges principals are facing, future initiatives of principals, simulated scenarios for online classes
06/20/2022	CAEP Rubric Validation Data, CAEP accreditation standards RA5.2 Data Quality, RA5.3 Stakeholder Involvement, CAEP Validation Survey Results	Validating rubrics, Form ratings, Data literacy, rubric criteria, process and timelines of rubrics for three courses