



Professional Responsibility:

Satisfaction of employers and stakeholder involvement,

EPP- Initial and Advanced Programs 2024-2025

PURPOSE

Embedded within the Practicum course, a survey of University Supervisors that observe student teaching is implemented every semester in all sections of the course. The purpose of this instrument is to capture critical information about candidate performance during the student teaching experience. The survey includes a question focusing on Danielson's Domain 4 – Professional Responsibility – which aims to ascertain information regarding Reflection on Teaching (CAEP 1.2); Reflection on Student Achievement (CAEP 1.2); Providing Evidence of Student Achievement (CAEP 1.2); Accepting Constructive Feedback (CAEP 1.1); Exhibiting Professional Behavior (CAEP 1.1); Exhibiting Professional Responsibility (CAEP 1.1); and Working Cooperatively with Other Professionals (CAEP 1.1). The data from these questions shows evidence for Measure 2 (Initial and Advanced); Satisfaction of employers and stakeholder involvement.

ADMINISTRATION

The survey was administered in the Fall 2024 and Spring 2025 semesters in the practicum courses taken by the 875 Initial program students during their last semester, when they are scheduled to complete all of their degree requirements for degree conferral. Data collected in the surveys are derived from an analysis of lesson plan, the teaching observation, and a post observation conference. The observations are conducted by the University Supervisor for scoring, in consultation with the P-12 cooperating teacher. The cooperating teachers are employed by the schools where the candidates are completing their clinical experience and therefore represent the employer perspective.

The Initial program candidates represented were Education and Special Education during the timeframe: 09/01/2024 – 08/31/2025. Courses used for the analysis were: Clinical Experience I Birth-Grade 2, Clinical Experience I Grade 7-12, Field Experience, Clinical Experience I Grade 1-6, Field Experience & Student Teaching I, Field Experience & Student Teaching II, Clinical Experience II Grade 1-6, Clinical Experience II Birth - Grade 2, Clinical Experience II Grade 7-12, and Practicum in Special Education in Jewish Day Schools Grades 1-6.

The programs that participated in the clinical experience survey did so in the newly implemented Watermark system, these included: Early Childhood Education and Special Education Birth – Grade 2, Childhood Education and Special Education Grades 1-6, Teaching Students with Disabilities 7-12 Generalist Program, Jewish Childhood Education & Special Education 1-6, and Mathematics Education. Total responses were 875 (100%). The advanced programs were added in the Fall 2025.

INSTRUMENT

Embedded within the Practicum Observation survey, a question focusing on Danielson's Domain 4 – Professional Responsibility exhibits results for Measure 2 (Initial and Advanced) and addresses satisfaction of employers and stakeholder involvement. Two response options were provided via a Qualtrics survey: Reflection on Teaching (CAEP 1.2) and Growing and Developing Professionally (CAEP 1.1).

VALIDITY AND RELIABILITY

Content validity of all Candidate Learning Outcomes aligned items was established Fall 2019 via the Lawshe Method (See Alumni, and Employer Lawshe Exsum).

ANALYSIS

The statistical processes applied were percentages and count of the candidates as they responded to the questions of Professional Responsibility-Danielson's Domain 4, reflecting on Satisfaction of employers and stakeholder involvement.

EPP

The EPP Initial and Advanced program practicum student responses were collected during their last semester (for advanced programs since fall of 2025), when they are scheduled to complete all of their degree requirements for degree conferral. The overall results were above 80% for Agree and Strongly agree to the questions of Professional Responsibility which exhibited results for Measure 2 and addressed satisfaction of employers and stakeholder involvement.

InTASC standards

Touro GSE's assessment of employer satisfaction includes the InTASC (Interstate Teacher Assessment & Support Consortium) Standards.

For example, the survey instrument includes Standard Title: Standard 9: Professional Learning and Ethical Practice Standard Identifier.

InTASC 9 Standard Description: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Mapped to: 4a: Reflecting on Teaching [AAQEP 1A, 1E, 2A, 2G, CAEP 1.2; InTASC 9; NYS 7; D 4a] / 4e: Growing and Developing Professionally [AAQEP 1A, 2A, 2C, 2G, CAEP 1.2; InTASC 9; NYS 7; D 4a]

The data below refers to the two questions referred to above, with their respective responses as follows:

Rubric Results by Element



4a: Reflecting on Teaching AAQEP 1A, 1E, 2A, 2G CAEP 1.2; InTASC 9; RPI; NYS 7; D 4a; M3]) (Total Assessments: ...



4e: Growing and Developing Professionally AAQEP 1A, 2A, 2C, 2G CAEP 1.2; InTASC 9; RPI; NYS 7; D 4a; M3]) (Tota...



Element	Ineffective	Developing	Effective	Highly Effective	Mean	Stdev
4a. Reflecting on Teaching AAQEP 1A, 1E, 2A, 2G CAEP 1.2; InTASC 9; RPI; NYS 7; D 4a; M3]) S:6	0.69% (6)	2.40% (21)	47.94% (419)	48.97% (428)	3.45	0.58
4e: Growing and Developing Professionally AAQEP 1A, 2A, 2C, 2G CAEP 1.2; InTASC 9; RPI; NYS 7; D 4a; M3]) S:5	0.57% (5)	2.97% (26)	54.00% (472)	42.45% (371)	3.38	0.57

