



## **CAEP Accountability Measure 2: Satisfaction of Employers and Stakeholder Envolment**

### **Evidence A: Principal and Assistant Principal Survey (Employer Survey) Overview, Administration, and Purpose**

The purpose of this survey is to understand if employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. This survey is sent each spring to all assistant principals and principals across the state, totaling about 1,300. The survey asks these school leaders if they supervise EPP completers, and if so, to complete the remainder of the Google Survey form.

Like with the Completer (Alumni) Survey, faculty and the external advisory group, TEAC, reviewed the survey in 2024 for relevance and quality to ensure maximum use for program improvement and validation. Survey rating prompts, on a scale of Strongly agree, Agree, Neither agree or disagree, Disagree, and Strongly disagree, are aligned with InTASC Standards 4, 6, 7, 8, and 9. Four rating prompts gather feedback related to instructional practice and content knowledge for the role. One prompt is a general rating prompt for overall preparation to enter the classroom as a teacher. The last two questions ask the school leaders to choose up to three areas that they would identify as "most capable" for the EPP's completers and up to three areas they would identify as needing additional preparation. These areas are related to planning, instructional practice and the learning environment, as well as professionalism aligning to InTASC Learner and Learning, Content Knowledge, Instructional Practice, and Professionalism. These strengths and needs of improvement prompts include the use of technology for student learning. The Google Survey Form is below in Appendix A.

### **Data Analysis and Implications for Program Improvement**

In Spring 2023, 44 school leaders completed the survey, in Spring 2024, 40 completed the survey, and in Spring 2025, only 13 completed the survey. Data collected from these three cycles suggests that the program is effectively meeting the expectations of both employers and PK-12 students. These employers are also allowed to highlight areas for continued

growth and development. Between 2022 and 2024, a significant number of principals and assistant principals reported having no prior experience supervising EPP graduates, with 61% in 2023 and 65% in 2024. However, this figure dropped to 46.15% in 2025, indicating a promising increase in graduate placements within local schools. This trend suggests growing employer familiarity with EPP alumni, which may lead to more informed and meaningful feedback in future surveys.

When asked if, in general, EPP completers are well prepared to enter the classroom setting, employers supervising these graduates indicated Strongly agree or Agree - 95% in 2023, 88% in 2024, and 100% in 2025. Related to InTASC 4, 95% Strongly Agree or Agree in 2023, 88% in 2024, and 100% in 2025 that EPP completers are knowledgeable in their content. Employers were asked if EPP completers are open to feedback to improve their effectiveness as teachers (InTASC 9), and 95% in 2023, 88% in 2024, and 100% in 2025, Strongly Agree or Agree. Two prompts relate to completer ability to impact student learning and align to InTASC 5, 6, and 8. These prompts include completer 1) *knowledgeable in the use of data to improve teaching*, and 2) *knowledgeable in the use of a variety of effective instructional strategies*. 95-98% in the first two administrations of the survey, Strongly Agree or Agree. However, in the last cycle, 2025, 29% chose Neither Agree nor Disagree for the use of data, and 17% for the use of a variety of effective instructional strategies.

While in the first two administrations, 88% or higher of employers were in agreement that completers had knowledge of the use of data for improving teaching, 28% and 44% identified this as an area where graduates need additional preparation when prompted to choose areas that the EPP could better prepare candidates. Likewise, in these same two cycles, 26% and 63% identified an area for additional preparation in *Effective instruction with diverse populations, including special needs*, which triangulates with completer survey ratings of slightly lower satisfaction with preparation to work with students with disabilities/exceptionalities. As noted in R4.3, a newly hired Special Education professor revamped a core course for all teacher candidates to focus more intently on this need. Further, the EPP is launching a series of Special Education courses starting in fall 2024 to better equip candidates in these critical areas.

Areas that employers identified that completers they supervise are most capable across all three administrations is *Building healthy relationships with the parents and the community*. In all administrations *Effective use of a variety of instructional strategies* emerges as another area of higher response for areas the completers are most capable. Outside of these, the areas that are identified to be very strong with higher employer percentages for one of the three administrations includes *Knowledge of the content area* and *Effective use of instructional classroom technology*.

In summary, the survey findings affirm that the EPP's Teacher Education Program continues to meet employer expectations. This survey does not allow for disaggregation by program certification area, school type, or grade level. To improve the administration of the survey by reaching the employers of more recent completers in an intentional way, the EPP will use one of two data sources/strategies. One hopeful complete source is the new pilot Educator Preparation Report Card data prepared by the SC Department of Education (SCDoE). As part of state legislation, the SCDoE must provide employer satisfaction data for each EPP via a standardized and validated employer survey. In November 2025, the first Report Card was released. From this 2025 pilot data, the EPP cannot determine the total number of employers and school districts that have responded or any disaggregated data the completers for whom the employers have rated. As this pilot unfolds, the EPP will monitor its effectiveness in measuring graduate impact. Another method under consideration is a case study model. This model would focus on the completers who have undergone the State of South Carolina ADEPT evaluation in their 2<sup>nd</sup> (sometimes 3<sup>rd</sup>) year of teaching (discussed and provided as evidence in R4.1). These completers would be the pool of completers for both a redesigned completer survey and the employer survey. Each of these strategies will allow for disaggregation of completers by program area.

### **Survey Data**

*Next page*

## Survey Data

Assistant Principal and Principal Survey Summary 2022-23 (Spring 2023 Administration)					
44 total responses					
<i>Note: NCTEP is the Newberry College Teacher Education Program</i>					
	1-2 years	3-5 years	More than 5 years		
How long have you been in a role with instructional supervision responsibilities at your current location?	27.27% [12]	22.73% [10]	years 50% [22]		
	1-3	4-7	8 or more		
Please estimate the total number of faculty you have had the opportunity to supervise who are graduates of the Newberry College Teacher Education Program (NCTEP).	68.57% [24]	22.86% [8]	8.57% [3]		
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
In general, teachers trained in the NCTEP are well-prepared to enter the classroom setting.	45% [9]	50% [10]	5% [1]	[0]	[0]
In general, teachers trained in the NCTEP are open to feedback regarding improvement in their effectiveness as teachers. <b>(InTASC 9)</b>	40% [8]	55% [11]	5% [1]	[0]	[0]
In general, teachers trained in the NCTEP are knowledgeable in appropriate content areas. <b>(InTASC 4)</b>	35% [7]	60% [12]	5% [1]	[0]	[0]

In general, teachers trained in the NCTEP are knowledgeable in the use of data to improve their effectiveness as teachers. <b>(InTASC 6, 7)</b>	25% [5]	65% [13]	5% [1]	[0]	[0]
In general, teachers trained in the NCTEP are knowledgeable in the use of a variety of effective instructional strategies. <b>(InTASC 8)</b>	45% [9]	50% [12]	10% [2]	[0]	[0]

	<b>Use of feedback for instructional improvement</b>	<b>Knowledge of the content area</b>	<b>Use data for Improved Effectiveness</b>	<b>Use of a variety of effective instructional strategies</b>	<b>Effective Classroom management strategies</b>	<b>Effective use of instructional classroom technology</b>	<b>Effective instruction with diverse populations, including special needs.</b>	<b>Build healthy relationships with parents and the community.</b>
Please choose up to three areas where you would judge graduates of the NCTEP to be most capable.	11% [5]	22% [10]	11% [5]	17% [8]	15% [7]	15% [7]	4% [2]	24% [11]

Please choose up to three areas where you would judge graduates of the NCTEP to need additional preparation.	4% [2]	4% [2]	28% [13]	4% [2]	16% [7]	9% [4]	26% [12]	9% [4]
--------------------------------------------------------------------------------------------------------------	-----------	-----------	-------------	-----------	------------	-----------	-------------	-----------

Assistant Principal and Principal Survey Summary 2023-2024					
40 total responses from the survey					
	1-2 years	3-5 years	More than 5 years		
How long have you been in a role with instructional supervision responsibilities at your current location?	25.64% [10]	30.77% [12]	43.59% [17]		
	1-3	4-7	8 or more		
Please estimate the total number of faculty you have had the opportunity to supervise who are graduates of the Newberry College Teacher Education Program (NCTEP).	78.79% [26]	18.18% [6]	3.03% [1]		
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
In general, teachers trained in the NCTEP are well-prepared to enter the classroom setting.	29.41% [5]	58.82% [10]	11.76% [1]	[0]	[0]

In general, teachers trained in the NCTEP are open to feedback regarding improvement in their effectiveness as teachers. <b>(InTASC 9)</b>	29.41% [5]	58.82% [10]	11.76% [1]	[0]	[0]
In general, teachers trained in the NCTEP are knowledgeable in appropriate content areas. <b>(InTASC 4)</b>	35.29% [6]	52.94% [9]	11.76% [2]	[0]	[0]
In general, teachers trained in the NCTEP are knowledgeable in the use of data to improve their effectiveness as teachers. <b>(InTASC 6, 7)</b>	17.65% [3]	70.59% [12]	11.76% [2]	[0]	[0]
In general, teachers trained in the NCTEP are knowledgeable in the use of a variety of effective instructional strategies. <b>(InTASC 8)</b>	35.29% [6]	52.94% [9]	11.76% [2]	[0]	[0]

	<b>Use of feedback for instructional improvement</b>	<b>Knowledge of the content area</b>	<b>Use data for Improved Effectiveness</b>	<b>Use of a variety of effective instructional strategies</b>	<b>Effective Classroom management strategies</b>	<b>Effective use of instructional classroom technology</b>	<b>Effective instruction with diverse populations , including special needs.</b>	<b>Build healthy relationships with parents and the community.</b>
--	------------------------------------------------------	--------------------------------------	--------------------------------------------	---------------------------------------------------------------	--------------------------------------------------	------------------------------------------------------------	----------------------------------------------------------------------------------	--------------------------------------------------------------------

Please choose up to three areas where you would judge graduates of the NCTEP to be most capable.	62.5% [10]	68.75% [11]	12.5% [2]	31.25% [5]	31.25% [5]	43.75% [7]	6.25% [1]	31.25% [5]
Please choose up to three areas where you would judge graduates of the NCTEP to need additional preparation.	18.75% [3]	12.5% [2]	43.75% [5]	12.5% [8]	43.75% [7]	12.5% [2]	62.5% [10]	18.75% [3]

<b>Assistant Principal and Principal Survey Summary 2024-2025</b>				
13 total responses from the survey				
	<b>1-2 years</b>	<b>3-5 years</b>	<b>More than 5 years</b>	
How long have you been in a role with instructional supervision responsibilities at your current location?	15.38% [2]	23.08% [3]	54% [8]	
	<b>1-3</b>	<b>4-7</b>	<b>8 or more</b>	

Please estimate the total number of faculty you have had the opportunity to supervise who are graduates of the Newberry College Teacher Education Program (NCTEP).	71.43% [5]	28.57% [2]	[0]		
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
In general, teachers trained in the NCTEP are well-prepared to enter the classroom setting.	28.57% [2]	71.42% [5]	[0]	[0]	[0]
In general, teachers trained in the NCTEP are open to feedback regarding improvement in their effectiveness as teachers. <b>(InTASC 9)</b>	43% [3]	57% [4]	[0]	[0]	[0]
In general, teachers trained in the NCTEP are knowledgeable in appropriate content areas. <b>(InTASC 4)</b>	29% [2]	71% [5]	[0]	[0]	[0]
In general, teachers trained in the NCTEP are knowledgeable in the use of data to improve their effectiveness as teachers. <b>(InTASC 6, 7)</b>	14% [1]	57% [4]	29% [2]	[0]	[0]

<p>In general, teachers trained in the NCTEP are knowledgeable in the use of a variety of effective instructional strategies. <b>(InTASC 8)</b></p>	<p>33% [2]</p>	<p>50% [3]</p>	<p>17% [1]</p>	<p>[0]</p>	<p>[0]</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------	--------------------	--------------------	------------	------------

	<p><b>Use of feedback for instructional improvement</b></p>	<p><b>Knowledge of the content area</b></p>	<p><b>Use data for Improved Effectiveness</b></p>	<p><b>Use of a variety of effective instructional strategies</b></p>	<p><b>Effective Classroom management strategies</b></p>	<p><b>Effective use of instructional classroom technology</b></p>	<p><b>Effective instruction with diverse populations, including special needs.</b></p>	<p><b>Build healthy relationships with parents and the community.</b></p>
<p>Please choose up to three areas where you would judge graduates of the NCTEP to be most capable.</p>	<p>15% [3]</p>	<p>25% [5]</p>	<p>[0]</p>	<p>25% [5]</p>	<p>10% [2]</p>	<p>15% [3]</p>	<p>5% [1]</p>	<p>5% [1]</p>
<p>Please choose up to three areas where you would judge graduates of the NCTEP to need additional preparation.</p>	<p>5% [1]</p>	<p>10% [2]</p>	<p>25% [5]</p>	<p>5% [1]</p>	<p>10% [2]</p>	<p>5% [1]</p>	<p>25% [5]</p>	<p>15% [3]</p>

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

### **Evidence B: Internal and External Stakeholder Involvement**

Data collected and analyzed through the EPP quality assurance system is shared with EPP faculty and key stakeholders, including the Teacher Education Advisory Committee (TEAC). This committee is composed of educational experts and supporters representing cities, communities, and organizations across the state. TEAC meets during each regular semester (fall and spring) to review data, analyze program effectiveness, and provide input on all aspects of the EPP. Strategic decisions are made collaboratively between the EPP and TEAC to ensure continuous program improvement.

The committee plays a critical role in maintaining the integrity of the Teacher Education Program in ways that benefit South Carolina's learners. In Fall 2024, TEAC reviewed PRAXIS Core, PRAXIS II, and PLT candidate data, as well as recruitment initiatives and CAEP accreditation updates. In Spring 2025, TEAC was presented with updates on EPP recruitment and strategies presented with updates on EPP recruitment and strategic partnerships, administrator and alumni survey data, PRAXIS and PLT results, and South Carolina LEAD ADEPT data.