

**Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement.
(R4.2, R5.3, RA4.1)**

In March of 2025, the EPP conducted the Concordia University Chicago Graduate Employer Evaluation Survey that was sent to 59 principals of public and private schools where CoE graduates are currently employed. The current employment status was verified for all graduates. Most of the graduates on our current list completed their degree in 2021. 26 (44%) respondents filled out the survey. The 20 questions were constructed based on three frameworks: Danielson's framework for teaching evaluation instrument (2013), Marzano's art and science of teaching framework (2011), and The Consortium for Research on Emotional Intelligence in Organizations (2022) resources on emotional intelligence. Given the overlap between the indicators in Danielson's and Marzano's frameworks, we formulated nine survey questions based on Danielson and three questions based on Marzano, as Danielson's indicators seemed more encompassing of what we aimed to capture. We included eight survey questions on emotional intelligence as they aligned well with the dispositions required for a teaching profession: values, actions, attitudes, and beliefs. The rating scale was from 1-5, where one indicates strong disagreement and five strong agreement.

These are the survey questions that correspond with the Danielson's framework. The items are ordered based on the mean value:

#14 Insists on doing what is fair and ethical even when it is not easy. Mean = 4.46

#8 Fosters a culture of learning in their classroom. Mean = 4.42

#11 Collaborates with students, families, colleagues, and community members to ensure student growth. Mean = 4.38

#5 Uses technology to support student learning. Mean = 4.35

#6 Uses multiple methods of assessment to monitor student progress. Mean = 4.23

#19 Communicates clearly, effectively, and without judgment. Mean =4.18

#1 Shows a deep understanding of the content knowledge required for their field of educational specialization. Mean = 4.15

#3 Incorporates varied instructional strategies appropriate to academic goals. Mean = 4.08

#2 Designs and implements developmentally appropriate learning experiences for student mastery. Mean = 4.0

#20 Extends their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives. Mean = 3.89

These are the survey questions that correspond with the Marzano's framework. The items are ordered based on the mean value:

7 Recognizes adherence to rules and procedures. Mean = 4.54

10 Celebrates success by providing students with recognition for their achievements, progress, and effort. Mean = 4.54

#4 When appropriate (as opposed to routinely) designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process. Mean = 3.85

These are the survey questions corresponding with the research on emotional intelligence. The items are ordered based on the mean value:

#17 Appreciates and relates well to people from varied backgrounds. Mean = 4.61

#16 Is sensitive to and respect others' point of view. Mean = 4.54

#13 Is open for feedback from others. Mean = 4.50

#15 Handles change well and remains flexible when facing obstacles. Mean =4.31

#12 Understands how their personal strengths and weaknesses affect their behavior and performance. Mean = 4.11

#18 Understands the bigger context of political forces that impact their school. Mean = 3.97

In alignment with the model set forth by the Concordia University Chicago Graduate Employer Evaluation Survey targeted at Initial Licensure satisfaction, Advanced Licensure Programs plan to modify and implement a similar survey to determine the level of employer satisfaction with Advanced Licensure graduates. With our fourth Leadership Consortium now completed, we continue to work with school leaders (principals, district leaders, school board members, and superintendents) from the Chicagoland area in our Leadership Consortium Meetings in the Fall and Spring of each year. In addition to the progress we have made to involve our stakeholders, we will also ask for their perception of how well prepared they feel our graduates are to serve their local school districts. In our most current Leadership Consortium (April 2025), we asked our stakeholders to evaluate and offer feedback for improvement on the first course of the Principal Preparation Program and the first course in the Superintendent program. We received valuable feedback that will be incorporated into a refresh of the courses in each program, and we will continue to go through the remainder of our courses at our future meetings. By sharing our syllabi and resources for teaching these courses and allowing their voice to be heard regarding the relevance of our teaching to the real world of school leadership, we are

receiving feedback that extends beyond the perception of the quality of CUC graduates alone but also reaches out holistically to receive the perception of the employers from the districts that serve the Chicagoland area. This effort will facilitate better alignment of our coursework to match the needs of their districts, thereby improving the satisfaction of both our students and employers. In another effort to include stakeholders and their satisfaction of our programs, Advanced programs are in the beginning phases of creating an Alumni Group for CUC graduates. This is the first attempt to include CUC Alumni for the Advanced Licensure programs. It is our goal that this venue will allow for leadership opportunities, networking, and feedback about our programs from the CUC graduate. This is scheduled to begin in Fall 2025.