



EMPLOYER SATISFACTION AND STAKEHOLDER INVOLVEMENT (Initial and Advanced Programs)

The American College of Education (ACE) conducts an employer survey every two years, with the most recent survey completed in 2024. After the results were collected and analyzed, they were shared with both the Initial and Advanced Program Advisory Boards. The boards reviewed the findings and determined next steps for programmatic improvements based on the data. These results are included below as part of the 2024 CAEP annual report.

The results from the 2024 Employer Survey are as follows:

- **Initial Level:** Employers were asked to indicate their agreement with the statement, *"ACE completers from the teacher preparation program..."*
- **Advanced Level:** Employers were asked to indicate their agreement with the statement, *"ACE completers from the Educational Leadership program understand and demonstrate the capacity to effectively lead and manage in the following areas..."*

2024 Initial Program Employer Satisfaction Data

2024 Results for American College of Education			
InTASC Competency Domain	N	% Agree or Strongly Agree	Mean Rating (out of 5)
Understand learner development	7	86%*	4
Understand and address learning differences	7	86%*	4.3
Create environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement	7	100%	4.6
Understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach	7	86%*	4.1
Engage learners in critical thinking, creativity, and collaborative problem solving	7	100%	4.4
Use multiple methods of assessment	7	71%*	3.9
Plan instruction that supports every student in meeting rigorous learning goals	7	71%**	4
Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to apply knowledge in meaningful ways	7	100%	4.3
Engage in ongoing professional learning and use evidence to continually evaluate their practice	7	71%*	3.7
Seek opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members	7	86%*	4

*2024 - 1 candidate rated as "neither agree nor disagree"

**2024 - 2 candidate rated as "neither agree nor disagree"

2024 Advanced Program Employer Satisfaction Data

2024 Results for American College of Education			
Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).			
NELP Competency Domain	N	% Agree or Strongly Agree	Mean Rating (out of 5)
Mission, Vision, and Improvement			
School mission and vision	35	94%	4.3
School improvement processes that include data use	35	91%	4.4
Ethics and Professional Norms			
Professional dispositions and norms	35	94%	4.3
Ethical and legal decisions	35	91%	4.4
Model ethical behavior and cultivate ethical behavior in others	35	89%	4.3
Learning Instruction			
High-quality, technology-rich curricula programs and other supports	36	89%	4.2
Resources and services that support equity, digital literacy, and the school's academic and non-academic systems	35	89%	4.3
Formal and informal culturally responsive and accessible assessments	35	83%	4.2
Curriculum, instruction, technology, data systems, and assessment practices	35	94%	4.3
Community and External Leader			
Engagement with diverse families in strengthening student learning	36	92%	4.3
Relationships with diverse community members, partners, and other constituencies	35	94%	4.4
Communication within the larger organization and community	35	89%	4.2
Operations and Management			
Management, communication, technology, school-level governance, and operation systems	35	86%	4.1
Data-informed and equitable resourcing plan	35	89%	4.2
Laws, rights, policies, and regulations	35	89%	4.2
Building Professional Capacity			
Recruiting, selecting, and hiring activities	36	69%	3.9
Collaborative professional culture designed to promote school improvement, teacher retention, and student success	35	86%	4.3
Professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success	35	89%	4.3
Staff supervision, support, and evaluation	35	83%	4.2

Stakeholder Involvement

The American College of Education (ACE) fosters stakeholder engagement through advisory committee activities that span across the nation, representing the diverse states where ACE candidates reside. Advisory Committees have been established for both initial and advanced program levels. Below are the summaries of the advisory committee meetings for the 2023-2024 academic year.

2023-2024 ACE Advisory Committee - Initial Programs

Membership: 8 member representing TX, IN, OH, AZ, SC and FL. ACE Initial Advisory Board members are practicing educators working in P-12 schools, and one member is a Senior HR Manager who oversees student teaching placements for virtual school setting.

Meeting Date	Collaborative Activities and Topics
August 27, 2024	<p>Student Focus Group:</p> <ul style="list-style-type: none"> Members support the idea, seeing value in gathering feedback/data for program improvement. Students appreciate the support provided as new teachers. Proposed questions for the focus group: <ul style="list-style-type: none"> What experiences in student teaching do you wish you had more development before starting? What aspects of your undergraduate learning experience are most beneficial in your current work? How much work do you typically take home? Do you have reliable team members you can count on? How has ACE enhanced or developed your student teaching experience? <p>Mentor Focus Group:</p> <ul style="list-style-type: none"> Members believe a survey is sufficient; a mentor focus group isn't necessary. Suggestions for the mentor survey: Include an option for an interview if mentors prefer. Ask if mentors are interested in participating in a focus group to gauge interest. Review survey responses for common themes. <p>Science of Reading Update:</p> <ul style="list-style-type: none"> Members support the idea of a toolbox for continuous student access. Toolbox simplifies updates compared to modifying individual courses. <p>Questions raised:</p> <ul style="list-style-type: none"> Can students access the toolbox long-term? Answer: Students can save items individually; Canvas is the starting point. Is there a keyword search for specific items? Answer: To be determined. How will the toolbox be organized? Answer: In collaboration with literacy faculty.

2023-24 ACE Advisory Committee - Advanced Programs

Membership: 17 members representing AZ (3), FL (3), IN (4), OH (3), SC(1) and TX (3). The 17 members of the Advanced Advisory Board Committee bring extensive experience in the P-12 educational setting, as well as in university-level principal preparation programs. Their expertise extends to various affiliations focused on enhancing candidate effectiveness and fostering strong leadership within school environments.

Meeting Date	Collaborative Activities and Topics
October 17 th , 2023	<ul style="list-style-type: none"> Completer Impact and Effectiveness Employer Satisfaction and Stakeholder Involvement Candidate Competency at Completion Ability of Completers to Be Hired in Positions for Which They Have Been Prepared
February 6 th , 2024	<p>Internship Experience for Educational Leadership Changes (EL5983)</p> <ul style="list-style-type: none"> EL5983 (Generic)- 120 Documented & Verified Hours to Enter Course ELAZ5983 (Arizona)- 120 Documented & Verified Hours to Enter Course ELIL5983 (Illinois)- 120 Documented & Verified Hours to Enter Course

	<ul style="list-style-type: none"> • ELIN5983 (Indiana)- 120 Documented & Verified Hours to Enter Course • ELFL5983 (Florida)- 120 Documented & Verified Hours to Enter Course • ELX5983 (Texas)- 160 Documented & Verified Hours to Enter Course • ELOH5983 (Ohio)- 200 Documented & Verified Hours to Enter Course <p>** Hours listed above only reflect what is needed to graduate from ACE. All States have their own requirements for how many hours needed to gain licensure.</p> <p>Educational Leadership Internship Hours Completion (EL5981)</p> <ul style="list-style-type: none"> • Students who need to document additional internship hours before enrolling in 5983. • Students who need to document additional internship hours after successful completion of EL5983 to satisfy specific State requirements. <p>Major Changes from Each State</p> <ul style="list-style-type: none"> • Arizona, Florida, Illinois, Indiana, Florida, Texas, Ohio <p>Trends in the Field</p> <ul style="list-style-type: none"> • Discuss Suggestions-Related to States with Separate Licensure Requirements
June 4 th , 2024	<p>CAEP Report: 2022-2023</p> <ul style="list-style-type: none"> • Candidate Competency at Program Completion Ability of Completers to be Hired in Positions for which they have been prepared