

# Satisfaction of employers

## A. Advanced programs

### 1. Master of Education in Educational Leadership (MEDEL) employer satisfaction survey results:

The employer satisfaction survey was sent to eight employers of MEDEL completers of 2017-2018, who are currently working in the education field. Only four employers responded to the survey. The return rate was 50%. Table 1 presents the mean responses for the survey items.

Table 1. MEDEL employer satisfaction with completer

Number	Survey Item	Mean
1.	Integrating technology into instruction	4
2.	Utilizing theories to guide leadership	4
3.	Conducting action research	4
4.	Integrating technology into administration	3.5
5.	Addressing professional development needs of faculty and staff	4
6.	Planning effective instruction	4
7.	Using current research to guide leadership decisions	4
8.	Recognizing and appreciating diversity in the community	4
9.	Practicing professional ethics	4
10	Conducting teacher observation and evaluations	4
11	Working effectively with parents	3.75
12	Using teams within the school to achieve school goals, vision and mission.	3.5
13	Working with diverse teachers and students	3.5
14	Using data to make decisions	4
15	Recognizing the importance of using diverse educational resources, including technology.	4

16	Engaging in critical reflection of theory and professional practice.	4
17	Demonstrating professional conduct that models ethical behavior and integrity.	4
18	Initiating and leading others in achieving goals, vision and mission.	4
19	Demonstrating respect for diversity.	4
20	Collecting and using data to assess school and program effectiveness	4
21	Assessing curricular and instructional school programs	4
22	Collaborating with faculty and community members	3.75
23	Modeling principles of self-awareness and ethical behavior as related to their roles within the school.	4

As shown in Table 1, the mean responses for all survey items range between 3.5 and 4. The responses point to a high level of satisfaction with the MEDEL completers' performance in their professional experience.

Table 2. Employer responses to open-ended questions

Question	Completer 1	Completer 2	Completer 3	Completer 4
Areas in which completers were best prepared, according to their employers	The graduate showed an excellent achievement with the school vision and mission, conducting action research, using diverse educational resources, including technology, and conducting teacher observation and evaluations	The graduate can use data to take decisions, to work passionately for learning, to work in teams collaboratively, to strategically plan for the educational goals, to lead others systematically and to learn and lead others to learn	No answer	Using teams within the school to achieve school goals, vision and mission.
Areas in which completers should have received more instruction	Driven decisions through making use of data	At leading others into collective leadership practice.	No answer	Using data to make decisions
Other comments	I truly believe that the value of the MEL program is when it is taught in English.	I really enjoyed working with this graduate and he is fond of realizing change for the better at the educational field.	No answer	Keep the MEL program in English

The responses to the first open-ended question (Table 2) show that, according to employers, MEDEL completers were well prepared in various areas of the program, such as achieving the school vision and mission conducting action research, using diverse educational resources, including technology, conducting teacher observation and evaluations, using data to take decisions, working in teams collaboratively, and strategically planning for the educational goals to lead others systematically and to learn and lead others to learn. In response to the question that

asks about areas in which completers should have received more instruction, two respondents mentioned using data to make decisions, and one respondent mentioned developing the skill of leading others into collective leadership practice. Finally, when asked to suggest any other comments two respondents proposed using English as the medium of instruction in the program.

## 2. Master in Special Education (MSPED) employer satisfaction survey results

In 2018, we had three graduates in the MSPED program. One student left the country, and the other two completers are working in the education field, and completed the survey. Below are the results of their employers' survey.

Table 3. MSPED employer satisfaction with completer

<b>Teaching dispositions</b>		<b>Mean</b>
1.	Ensures that all learners learn at a high levels and achieve success	3.5
2.	Supports students with learning problems or disability to learn in different ways	3.5
3.	Creates supportive learning environments in which students' ideas, beliefs and opinions are shared and valued	3.5
4.	Demonstrates motivation about teaching/subject area	3.5
5.	Shows respect for individual and cultural differences	4
6.	Provides care and support for students	3.5
7.	Reflects critically on professional practice	4
8.	Develops research-proven teaching strategies	3.5
9.	Uses student data to plan and review learning experiences	4
10.	Engages in reflective practices	3.5
11.	Pursues opportunities to grow professionally and participate in life-long learning	3.5
12.	Engages in personal and professional development	4
13.	Uses effective language in communicative situations and various social functions	3.5
14.	Collaborates with colleagues to give and receive help	4
15.	Provides a positive climate in the classroom and participates in maintaining such a climate in the school as a whole	3.5
16.	Meets personal work related goals and priorities	4
17.	Contributes towards professional teams	3.5
18.	Builds relationships with families and the broader community to enhance student learning	4
19.	Meets ethical accountability and professional requirements	3.5

### **A. Classroom Practices**

<b>Teaching Practices</b>		<b>Mean</b>
20.	Lessons based on monitoring, assessment, and student feedback from previous lessons are developed	3.5
21.	Teaching strategies appropriate for Curriculum Standards are used	4
22.	A range of materials and resources are utilized to engage students	3.5

23.	A variety of skills and resources are used to evaluate and modify lessons	3.5
24.	Varied individual and group learning strategies are used	3.5
25.	Print, multimedia, online, and electronic teaching resources are used	4
26.	Language, literacy, and numeracy development are identified and monitored	3.5
27.	Students' learning is assessed and reported using methods in line with school policies	4
28.	Clear, accurate and concise feedback on the outcomes of assessment is provided to students	3.5
29.	Assessments are reviewed for continued appropriateness	3.5
30.	Technology-rich lessons are designed to take students beyond the school environment to investigate problems and propose possible solutions	3.5
31.	Students are involved in examining the nature of work and leisure, work/career options in Qatar, and in global markets	3.5
32.	Students are supported in taking intellectual risks, testing ideas, and using initiative	3.5
33.	ICT is used to access and manage information on student learning	3.5
34.	Learning goals in Curriculum Standards and school based curricula are identified	4
35.	Critical and creative thinking, decision making and problem skills are promoted	3.5
36.	Encourages students to interact respectfully with others including those with diverse backgrounds	3.5
37.	Interaction and communication are conducted in an open, inclusive, equitable and ethical way	3.5
38.	Focuses across subject areas on topics, problems, and issues relevant to local, national and global communities	3.5
39.	Learning environment that fosters students' positive attitudes and learning experiences is created	3.5

Table 4. Employer responses to open-ended questions

Questions	Employer 1	Employer 2
In what areas was this teacher best prepared?	The teacher has been well prepared in the areas of assessment of special needs students, cooperating with their families in order to enhance their the psychological and academic achievement, the teacher was also well prepared in the design and implement scientific research, as well as use results to benefit her professional experience.	Supports students with learning problems or disability to learn in different ways ICT is used to access and manage information on student learning. Builds relationships with families and the broader community to enhance student learning Assessments are reviewed for continued appropriateness. Develops research-proven teaching strategies.
In what areas do you think this teacher could have received more instruction?	No answer	The practice of evaluating students and going to specialized centers in evaluating students with disabilities and participating with them in the assessment process of students before the internship.

If you have any other comments that you would like to share, please do so here.	No answer	No answer
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## **Findings**

As shown in Table 3, the means for all survey items range between 3.5 and 4, thus pointing to a high satisfaction level with our completer performance not only in their teaching, scholarship and leadership dispositions, but also their teaching, scholarship and leadership practices. These findings are supported by responses to open ended questions (Table 4) that indicate that employers believe completers were well prepared in various areas, even though one respondent indicated that the completer should have received more field experience in her preparation. Neither respondent suggested any areas where our program needs improvement in terms of graduate preparation.

## B. Initial programs:

Employer satisfaction with initial program completers' performance was measured through a survey and an interview of employers in the case study conducted to measure program impact. The survey contains 10 items inviting participants to evaluate the program completers' teaching skills and qualification on a four-point Likert-type scale.

Beginning of December 2018, an electronic (word file) version of final version of the survey was sent to 70 public schools who employed the College of Education program completers of 2017-18 through the Dean's office email, together with ethical approval document from Ministry of Education and Higher Education, and a signed request letter by the Dean.

After three times reminder, by mid-January 2019, 10 school administrators responded in anonymous forms.

The interview was conducted with 6 employers of the completers who served as a sample for the case study conducted to measure program impact. Below are the interview questions:

1. How would you evaluate your work performance in the aspects of professional knowledge, overall teaching skills and professional dispositions?
2. How would you evaluate your current performance at work regarding making academic and learning gains with the students you teach? Any evidence demonstrating your students' achievements? Any additional insights?
3. How would you relate your current performance at work to the teacher preparation program you used to study at?
4. Additional reflections on how your experiences in the teacher preparation program affects your current work?

## Findings and Discussion

### Quantitative data

Table 5. The results of the employer survey are presented in the table below.

		Mean	SD
Item 1	Providing a variety of opportunities that support student learning and development.	3.13	0.96
Item 2	Accommodating students' individual differences and cultural backgrounds to provide them learning opportunities for improving their achievements.	2.88	0.96
Item 3	Establishing a classroom environment of respect and support that provides a culture for learning.	3.19	0.83
Item 4	Having sufficient content of professional field.	3.25	0.77

Item 5	Motivating learners and engage them in critical thinking by teaching a variety of perspectives and concepts.	2.69	0.79
Item 6	Engaging in assessment activities and use the data for instructional decision making and student improvement.	2.88	0.96
Item 7	Planning integrated and coherent instruction to meet the learning needs of all students.	2.81	0.83
Item 8	Providing student-centered instruction that is characterized by clarity, variety, and flexibility.	3.06	0.93
Item 9	Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid my growth as an educator.	2.63	0.72
Item 10	Collaborating to ensure learner's growth and advance the profession.	3.56	0.51

Quantitative data indicate that employers surveyed in the case study are generally satisfied with the program completers. In particular, compared with teachers enrolled from other sources, the employer participants in this study expressed their preference to the completers of the given program.

Employers are generally satisfied with the completers' abilities to apply the professional knowledge, skills and dispositions targeted by their preparation program. Among the ten items of the survey, eight were rated above 3. This suggests an overall satisfaction although further improvement can be made. Items 6 and 9 from the surveys – namely “Engaging in assessment activities and use the data for instructional decision making and student improvement” and “Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid my growth as an educator” – were rated slightly lower than 3 on average for the survey. The results in general suggest that the student teachers should be provided more skills concerning assessment. Regarding the results of item 9, the results suggest that teacher preparation programs should provide more opportunities for student teachers to be involved in research activities or practices that involve real life problems so that they can learn better how to connect theories to practice in the context of workplaces.

### **Qualitative data**

Qualitative data about employers' satisfaction with initial program completers' point to employers' satisfaction with completers' work and a rather positive impact on their students' learning. Interviews with the supervisors further confirmed the effect of completers' performance on student learning outcome, either progression or grades. As they said:

Supervisor of case 3: “The top proof is that her class was the lowest-performing, which is 3rd grade. Their grades were low in the midterm exam, but that's not because of her. The reason is

that they have trouble in reading. And they have an additional value of 14% in the final exam. That's a very high value that she was able to increase. That's an achievement that the academic vice principal and we have thanked her for this. And she earned it."

Supervisor of case 4: "the way she interacts with students...she made her students solve problems without feeling that the subject is difficult. Some of them are sitting there, so involved in solving a problem. There is also a simplicity in her teaching. She doesn't make the subject complicated, her students feel comfortable and they love her. She has taken an almost full score, even though she's just started. You wouldn't say that that report is by a new teacher. That's even her first semester in training."

Supervisor of case 5: "She starts treatment plans for low-performing students continuously. So the percentage of success in her classes is high."

Supervisor of case 6: "The proof is in their grades. Their grades went up. And she creates support plans for students that are behind. She tries to simplify information to students. So moves gradually in her questions. She uses a variety of teaching methods with students while taking into consideration their individual differences."

In addition, interviews with employers point to the completers' readiness for working as a teacher in the aspects of professional knowledge, teaching skills and professional dispositions. They commented on the completers respectively:

Supervisor of Case 3: "I don't see her as a graduate. I feel like she has more experience than a new graduate. Because I work with her. She exceeds the levels. I attended some of her classes and I liked many things she did."

Supervisor of Case 4: "She is excellent in terms of knowledge. She loves the subject that she's teaching, math. And it shows that she is well informed in the field. So you get a sense that in terms of knowledge and skills, she's excellent. And her understanding of the subject. In terms of her professionalism, what I like about her is that she came here with the mentality of being a teacher and she accepts her job with all the pressure that comes with it. I want to learn responsibility. And yes, she's proven herself. The school has been through a few situations. She was charge of two curriculums. Now she's currently in charge of three curriculums. If it were another person, they would have probably rejected that. she was so accepting. We're lucky to have her."

Supervisor of Case 5: "She has developed after taking a diploma in primary education. She used to train with us in standards and strategies on a small scale. On the scale of the department. She used to take workshops about strategies and their implementation. We used to follow the use of strategies, but when she took the diploma, I felt that there was an improvement. Because now she developed a commitment. She has to implement to attain a diploma. So that has become her method that she follows."

Supervisor of Case 6: "She is excellent. She has new strategies, especially in technology. She knows a lot about technological programs. She is well developed in her strategies. Her language skills are excellent in class and while asking students questions."

To conclude, employer surveys and interviews, conducted on the six participants of the case study, seem to point to high level of satisfaction with completers' performance in their jobs.