

This analysis represents the employer satisfaction surveys completed by JCPS Principals regarding Spalding University graduates in four distinct tracks: **Initial Certification (Teachers)**, **Advanced Teacher Leaders**, **Advanced School Counselors**, and **Advanced Principals**.

The data was collected in November 2025 after a joint EPP-JCPS collaboration effort to address the existing moratorium on data collection from principals/district leaders. Note that for the Advanced Principals and School Counselors tracks, the sample sizes are very small (n=1), so those insights should be treated as anecdotal rather than statistical trends.

1. Initial Certification Teachers

Sample Size: 5 responses

Quantitative Overview:

- **Overall Impression:** 80% of respondents rated graduates as "Accomplished," with 20% rating them as "Developing."
- **Likelihood to Hire/Recommend:** 100% of principals indicated they are "Likely" or "Very Likely" to hire another graduate or recommend them.
- **Skill Proficiency:** The majority of ratings for specific standards (Instruction, Assessment, Ethics) were "Very Well" or "Well."

Qualitative Insights:

- **Strengths:**
 - **Professionalism & Collaboration:** Graduates are consistently described as "professional," "collaborative," and "hard-working."
 - **Receptiveness:** A key strength noted was the ability to "accept feedback" and self-awareness as a team member.
 - **Instructional Basics:** They are credited with knowing "high-yield teaching practices."
 - **Areas for Improvement:**
 - **Specialized Populations:** Specific mention was made regarding the need for better preparation for **Multi-Lingual Learners (MLL)** and equity mindsets.
 - **Self-Awareness:** One principal noted a need for better "self-awareness of leadership style" and growth opportunities.
-

2. Advanced Certification: Teacher Leaders

Sample Size: 2 responses

Quantitative Overview:

- **Overall Impression:** The results are split. One graduate was rated "Accomplished" with "Well" ratings across the board. The other was rated "Developing" with several "Somewhat Well" and "Not Well" ratings.
- **Likelihood to Hire/Recommend:** Both respondents remain "Likely" or "Somewhat Likely" to hire again, despite the mixed performance reviews.

Qualitative Insights:

- **Strengths:** Graduates are praised for their ability to manage classrooms and prepare teachers for the **PLC (Professional Learning Community)** process.
 - **Areas for Improvement:**
 - **Curriculum Adaptation:** Feedback highlights a struggle with the "changing world of new curriculum demands."
 - **Continuous Improvement:** One respondent noted "Not Well" on the ability to promote continuous improvement, suggesting a gap in change management skills for some teacher leaders.
-

3. Advanced Certification: School Counselors

Sample Size: 1 response

Quantitative Overview:

- **Overall Impression:** "Accomplished."
- **Ratings:** Consistently "Well" or "Very Well" across legal practices, cultural appropriateness, and data usage.

Qualitative Insights:

- **Strengths:** The graduate was described as "well-prepared" and possessing strong academic/subject matter knowledge.
 - **Areas for Improvement:** The principal noted a specific nuance: "**Balance supporting and advocating for students with holding students accountable.**" This suggests the technical skills are there, but the "soft skill" of enforcing responsibility alongside empathy could be emphasized more in the program.
-

4. Advanced Certification: Principals

Sample Size: 1 response

Quantitative Overview:

- **Overall Impression:** "Developing."
- **Ratings:** The graduate received "Well" ratings on almost all standards (Mission, Ethics, Equity), yet the overall impression remains "Developing," suggesting they are competent but not yet excelling.

Qualitative Insights:

- **Strengths:** Competent across the board in standard leadership metrics.
- **Areas for Improvement: Data Analysis.** The feedback explicitly requested that graduates need to "Dig deeper into the items-data during their coursework." It implies that while the graduate understands data on a surface level, they may lack the ability to perform the granular analysis required for school improvement.

Cross-Program Summary & Recommendations

Program Track	Key Strength	Key Opportunity Area	Employer Satisfaction Sentiment
Initial Teachers	Professionalism, Work Ethic, Collaboration	Multi-Lingual Learner strategies; Equity	High
Teacher Leaders	PLC Process, Classroom Management	Adapting to new curriculum demands	Mixed
School Counselors	Preparation, Subject Knowledge	Balancing advocacy with accountability	High
Principals	General Competence	Deep Data Literacy	Moderate/Developing

Strategic Recommendations for the EPP

1. **Data Literacy Upgrade:** Both the Initial Teacher and Advanced Principal feedback hint at data usage. For Principals specifically, coursework should move beyond *reading* data to *interrogating* data to find root causes.
2. **Specialized Instruction Module:** For Initial Teachers, consider a more robust module or practical experience specifically targeting **Multi-Lingual Learners**.
3. **Curriculum Agility:** For Teacher Leaders, ensure the curriculum addresses how to lead through *instructional change* and new curriculum adoption, as this is a current pain point for schools.

Artificial Intelligence Use Statement

In accordance with CAEP's guidance on the ethical and responsible use of emerging technologies, including artificial intelligence (AI), Spalding University incorporated AI tools to aid in data visualization, draft generation, and synthesis of survey findings.

The purpose of integrating AI was to:

- Enhance the efficiency and accuracy of data reporting and interpretation,
- Support transparent, evidence-based program improvement; and
- Model future-ready leadership practices that responsibly engage with advanced technologies.

All content generated or supported by AI tools was reviewed, edited, and validated by faculty and leadership team members to ensure academic integrity, contextual accuracy, and alignment with CAEP standards. The program recognizes that AI serves as a complementary tool, not a replacement for human judgment, professional expertise, or ethical decision-making. This use of AI reflects Spalding's commitment to continuous improvement and innovation in educator preparation, preparing leaders who are equipped to engage critically and responsibly with emerging technologies in P-12 environments.

EPP Employer Satisfaction Survey for JCPS Principals-Initial Certification Teachers

Thank you for your willingness to take this survey rating the effectiveness of educator preparation programs. You are receiving this because you employ one or more educators who recently completed initial or advanced certifications at Spalding.

Please take 5-10 minutes to complete this survey. Findings will be used to support the continuous improvement of our educator preparation program and our ongoing state and national accreditation. The data collected as part of this survey is confidential. The results will only be reported in aggregate. We are asking you to evaluate how well Spalding prepared educators to for your school.

We want to emphasize that these ratings are about the preparation program and not about rating or evaluating individual educators. We ask you to use the individual or groups of educators as reference points, but the purpose is to rate the institution and its programs.

Your feedback is immensely valuable. If you have any questions, please feel free to contact us at kharris01@spalding.edu.

* Indicates required question

1. **You are evaluating individuals who completed the Initial Teacher Certification (Bachelors or MAT) Program at Spalding.** *

What is your school level (mark all that apply)?

Check all that apply.

- Preschool
- Elementary
- Middle
- High

2. Please respond to the following questions, thinking specifically about how well Spalding prepared early career teachers to:

*

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Recognize all learners' strengths and interests when planning instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster an inclusive learning environment that integrates culturally relevant content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create an environment that supports individual and collaborative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the central concepts and structures of the discipline taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make connections between concepts and differing perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**to engage
learners**

**Use multiple
methods of
assessment
to design
instruction**

**Plan
instruction
that
supports
every
student in
meeting
learning
goals**

**Use a variety
of
instructional
strategies to
help learners
understand
the content**

**Model
national and/
or state
technology
standards to
improve the
learning of
all students**

**Use multiple
instructional
modalities to
positively
impact
student
learning**

**Evaluate the
effect of
one's actions
on others**

Seek

opportunities
Seek
to
opportunities
collaborate
to
with others
collaborate
to support
with others
student
to support
learning
student

learning

3. Please respond to the following questions, thinking specifically about how well Spalding graduates consistently demonstrate: *

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Academic knowledge in their field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter in their licensure area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What is your overall impression of graduates of Spalding? *

Mark only one oval.

- Ineffective
- Developing
- Accomplished
- Exemplary

5. How likely are you to: *

Mark only one oval per row.

	Unlikely	Somewhat Likely	Likely	Very Likely
Recommend our graduates to another school administrator?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire another grad based on your previous/current experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Based on the performance of the early career educators you hired, what did the Educator Preparation Program (EPP) at Spalding do well? *

7. Based on the performance of the early career educators you hired, how could the Educator Preparation Program (EPP) at Spalding do better? *

8. Is there anything else you would like to share about the completers from the EPP at Spalding that can help us understand the data? *

EPP Employer Satisfaction Survey for JCPs Principals-Advanced Certification School Administrator

Thank you for your willingness to take this survey rating the effectiveness of educator preparation programs. You are receiving this because you employ one or more educators who recently completed initial or advanced certifications at Spalding.

Please take 5-10 minutes to complete this survey. Findings will be used to support the continuous improvement of our educator preparation program and our ongoing state and national accreditation. The data collected as part of this survey is confidential. The results will only be reported in aggregate. We are asking you to evaluate how well Spalding prepared educators to for your school.

We want to emphasize that these ratings are about the preparation program and not about rating or evaluating individual educators. We ask you to use the individual or groups of educators as reference points, but the purpose is to rate the institution and its programs. Your feedback is immensely valuable. If you have any questions, please feel free to contact us at kharris01@spalding.edu.

* Indicates required question

1. **You are evaluating individuals who completed the Advanced School Administrator Certification Program at Spalding.**

*

What is your school level (mark all that apply)?

Check all that apply.

Preschool

Elementary

Middle

High

District-wide

Other: _____

2. Please respond to the following questions, thinking specifically about how well Spalding graduates demonstrate the ability to meet the Professional Standards of Educational Leaders:

*

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act ethically and according to professional norms to promote each student's academic success and well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strive for equity of educational opportunity and culturally responsive practices to promote each student's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**academic
success and
well-being**

**Develop and
support
intellectually
rigorous and
coherent
systems of
curriculum,
instruction,
and
assessment
to promote
each
student's
academic
success and
well-being**

**Cultivate an
inclusive,
caring, and
supportive
school
community
that
promotes
the
academic
success and
well-being of
each student**

**Develop the
professional
capacity and
practice of
school
personnel to
promote
each
student's
academic
success and
well-being**

**Foster a
professional**

community of teachers and other professional staff to promote each student's academic success and well-being

Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being

Manage school operations and resources to promote each student's academic success and well-being

Act as agents of continuous improvement to promote each student's academic success and

3. Please respond to the following questions, thinking specifically about how well Spalding graduates demonstrate CAEP's six essential skills for educators:

*

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Applications of data literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

application of
Supporting
technology for
appropriate
their field of
application of
specialization
technology for

their field of
Applications
Specialization
of

professional
Applications
dispositions,
of
laws and
professional
policies, codes
dispositions,
of ethics and
laws and
professional
policies, codes
standards to
of ethics and
their field of
professional
standards to

their field of

4. What is your overall impression of graduates of Spalding? *

Mark only one oval.

- Ineffective
- Developing
- Accomplished
- Exemplary

5. How likely are you to: *

Mark only one oval per row.

	Unlikely	Somewhat Likely	Likely	Very Likely
Recommend our graduates to another school administrator?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire another grad based on your previous/current experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Based on the performance of the early career school administrators you hired, what did the Educator Preparation Program (EPP) at Spalding do well? *

7. Based on the performance of the early career school administrators you hired, how could the Educator Preparation Program (EPP) at Spalding do better? *

8. Is there anything else you would like to share about the completers from the EPP at Spalding that can help us understand the data? *

EPP Employer Satisfaction Survey for JCPS Principals-Advanced Certification School Counselors

Thank you for your willingness to take this survey rating the effectiveness of educator preparation programs. You are receiving this because you employ one or more educators who recently completed initial or advanced certifications at Spalding.

Please take 5-10 minutes to complete this survey. Findings will be used to support the continuous improvement of our educator preparation program and our ongoing state and national accreditation. The data collected as part of this survey is confidential. The results will only be reported in aggregate. We are asking you to evaluate how well Spalding prepared educators to for your school.

We want to emphasize that these ratings are about the preparation program and not about rating or evaluating individual educators. We ask you to use the individual or groups of educators as reference points, but the purpose is to rate the institution and its programs. Your feedback is immensely valuable. If you have any questions, please feel free to contact us at kharris01@spalding.edu.

* Indicates required question

1. **You are evaluating individuals who completed the Advanced School Counselor Certification Program at Spalding.** *

What is your school level (mark all that apply)?

Check all that apply.

- Preschool
- Elementary
- Middle
- High

2. Please respond to the following questions, thinking specifically about how well Spalding graduates demonstrate the ability to meet the KY School Counselor Professional Standards:

*

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Demonstrate a professional identity of ethical and legal practices and engage in ongoing professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and implement a culturally appropriate comprehensive school counseling program to advance the academic, career, and social/emotional development of all students, delivering both direct and indirect services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in a cycle of continuous improvement using data to identify needs, plan and implement programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

aligning with
the Kentucky
Model for
Comprehensive
School
Counseling and
ASCA School
Counselor
Professional
Standards &
Competencies,
evaluate
impact and
refine their
work through
reflective
analysis

Serve as
leaders and
advocates for
all students by
demonstrating
effective
leadership,
vision,
collaboration
with all
stakeholders
and equitable
practices that
embrace the
diversity of the
school
community.
serve as
change agents
through the
development
and ongoing
refinement of a
comprehensive
school
counseling
program. The
social/
emotional,
career and
academic
student



development
serves as the
ultimate goal

Serve as
change agents
through the
development
and ongoing
refinement of a
comprehensive
school
counseling
program. The
social/
emotional,
career and
academic
student
development
serves as the
ultimate goal



3. Please respond to the following questions, thinking specifically about how well Spalding graduates demonstrate CAEP's six essential skills for educators:

*

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Applications of data literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

application of
Supporting
technology for
appropriate
their field of
application of
specialization
technology for

their field of
Applications
Specialization
of

professional
Applications
dispositions,
of
laws and
professional
policies, codes
dispositions,
of ethics and
laws and
professional
policies, codes
standards to
of ethics and
their field of
professional
standards to

their field of

4. Please respond to the following questions, thinking specifically about how well Spalding graduates consistently demonstrate:

*

Mark only one oval per row.

Not Well Somewhat Well Well Very Well

**Academic
knowledge
in their
field**

**Subject
matter in
their
licensure
area**

5. What is your overall impression of graduates of Spalding? *

Mark only one oval.

- Ineffective
- Developing
- Accomplished
- Exemplary

6. How likely are you to: *

Mark only one oval per row.

	Unlikely	Somewhat Likely	Likely	Very Likely
Recommend our graduates to another school administrator?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire another grad based on your previous/current experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Based on the performance of the early career school counselors you hired, what did the Educator Preparation Program (EPP) at Spalding do well? *

8. Based on the performance of the early career school counselors you hired, how could the Educator Preparation Program (EPP) at Spalding do better? *

9.

Is there anything else you would like to share about the completers from the EPP at Spalding that can help us understand the data?

*

This content is neither created nor endorsed by Google.

Google Forms

EPP Employer Satisfaction Survey for JCPS Principals-Advanced Certification Teacher Leaders

Thank you for your willingness to take this survey rating the effectiveness of educator preparation programs. You are receiving this because you employ one or more educators who recently completed initial or advanced certifications at Spalding.

Please take 5-10 minutes to complete this survey. Findings will be used to support the continuous improvement of our educator preparation program and our ongoing state and national accreditation. The data collected as part of this survey is confidential. The results will only be reported in aggregate. We are asking you to evaluate how well Spalding prepared educators to for your school.

We want to emphasize that these ratings are about the preparation program and not about rating or evaluating individual educators. We ask you to use the individual or groups of educators as reference points, but the purpose is to rate the institution and its programs. Your feedback is immensely valuable. If you have any questions, please feel free to contact us at kharris01@spalding.edu.

* Indicates required question

1. **You are evaluating individuals who completed the Advanced Teacher Leader (M.Ed.) Program at Spalding.** *

What is your school level (mark all that apply)?

Check all that apply.

- Preschool
- Elementary
- Middle
- High

2. Please respond to the following questions, thinking specifically about how well Spalding graduates demonstrate the following observable skills and/or dispositions as outlined by the Teacher Leader Model Standards: *

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Creates a collaborative environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates the use of systemic inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models behavior that promotes continual instructional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimizes school improvement strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates collaboration among stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for educational policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please respond to the following questions, thinking specifically about how well Spalding graduates demonstrate CAEP's six essential skills for educators:

*

Mark only one oval per row.

	Not Well	Somewhat Well	Well	Very Well
Applications of data literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

application of
Supporting
technology for
appropriate
their field of
application of
specialization
technology for

their field of
Applications
Specialization
of

professional
Applications
dispositions,
of
laws and
professional
policies, codes
dispositions,
of ethics and
laws and
professional
policies, codes
standards to
of ethics and
their field of
professional
specialization
standards to

their field of

4. Please respond to the following questions, thinking specifically about how well Spalding graduates consistently demonstrate:

*

Mark only one oval per row.

Not Well Somewhat Well Well Very Well

**Academic
knowledge
in their
field**

**Subject
matter in
their
licensure
area**

5. What is your overall impression of graduates of Spalding? *

Mark only one oval.

- Ineffective
- Developing
- Accomplished
- Exemplary

6. How likely are you to: *

Mark only one oval per row.

	Unlikely	Somewhat Likely	Likely	Very Likely
Recommend our graduates to another school administrator?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire another grad based on your previous/current experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Based on the performance of the early career teacher leader educators you hired, what did the Educator Preparation Program (EPP) at Spalding do well? *

8. Based on the performance of the early career teacher leader educators you hired, how could the Educator Preparation Program (EPP) at Spalding do better? *

9.

Is there anything else you would like to share about the completers from the EPP at Spalding that can help us understand the data?

*

This content is neither created nor endorsed by Google.

Google Forms

Justification of how Employer Satisfaction Survey Meets CAEP Validation Criteria (Appendix A, pages 80-81)

1. Administration and Purpose

CAEP requires EPP-created assessments to clearly identify the purpose of the tool, the intended respondents, and how results will be used.

The Employer Satisfaction Survey meets this criterion because:

- The point in time of survey administration was negotiated with and approved by the JCPS district, as they are responsible for approving research activities conducted by employees on behalf of the district. Time during a JCPS Principal Meeting was provided to principals to complete the survey for program graduates in their respective schools.
- The purpose of the survey was stated in the instructions at the beginning of each respective survey. This explanation includes the fact that educators from Spalding are working in a principal's school location, and findings will be used for continuous improvement purposes and results will be reported in the aggregate.
- Regarding the basis of judgment, survey instructions indicated that ratings are "about the preparation program and not about rating individual educators."
- Assessment items contained exact language from standards associated with each respective program (InTASC, TLMS, KSPSC, PSEL)

2. Content of the Assessment

CAEP requires that items reflect the relevant constructs and align to state/national standards.

The Employer Satisfaction Survey satisfies the content requirements because:

- The constructs embedded in the items align to InTASC, PSEL, Teacher Leader Model Standards, and KSPSC standards that are explicitly cited across Spalding's initial and advanced preparation programs (e.g., TL alignment to TLMS and InTASC; PPP alignment to PSEL; SC alignment to KSPSC). In addition, the survey taker has the opportunity to provide overall perceptions of Spalding graduates, recommend candidates to the university, and provide open feedback to program leadership.
- The level of effort identified in survey items directly reflect the complexity of the standards themselves, as the descriptors are "word for word" standard descriptions.
- Through each professional standards' approval process and subsequent approval for use in Kentucky Educator Preparation Programs, each respective standard for each standard group describes a unique skill or disposition required for professionals in each particular discipline. Furthermore, the survey allows the university to receive improvement feedback from individual who directly work with and supervise Spalding graduates.
- As survey items were taken directly from the original standard documents, they inherently reflect the required higher-level cognitive demands (e.g., create, evaluate, analyze, apply), ensuring that each item measures the same level of intellectual performance intended by the standards.

- Because the survey items were taken word for word from the original standards, each item directly reflects the precise language, cognitive level, and performance expectations embedded in those standards—ensuring perfect alignment with the constructs measured on state certification exams such as the SLLA (PSEL) and Praxis (InTASC).

Even though this is the survey’s first year, the content is aligned, expert-reviewed, and representative, meeting CAEP’s second validation criterion.

3. Scoring

CAEP requires clarity in scoring, appropriateness of scale, and consistent interpretation.

The Employer Satisfaction Survey meets this criterion because:

- The basis for judging candidate performance is well defined because each survey item and indicator is taken directly from the original standards, ensuring evaluators assess clearly specified competencies. In addition, survey takers are directed to make overall impressions regarding program graduates and not individual candidates.
- Each proficiency level descriptor (PLD) is qualitatively defined by specific criteria aligned with the indicators (not well—very well), giving raters explicit guidance tied to the exact language and expectations of the standards.
- Feedback provided to EPP is actionable because it is anchored in standard-aligned indicators and performance criteria, enabling the EPP to apply it directly in their preparation program while simultaneously informing program improvement.
- Proficiency level attributes are defined in actionable, observable behavioral terms, and when broader terms (e.g., “engaged”) appear, accompanying criteria clarify how the term is operationalized within the indicator category.

Thus, the instrument’s scoring structure satisfies CAEP scoring requirements even before its first year of implementation

4. Data Reliability and Sufficiency

CAEP requires the EPP to show evidence that the instrument can produce reliable, sufficient data for programmatic decisions.

The Employer Satisfaction Survey meets this requirement as follows:

- Spalding established reliability through a multi-institution consensus-building process, in which faculty and district leaders from JCPS, the University of Louisville, Bellarmine, and Spalding collaboratively reviewed, selected, and validated items drawn directly from the standards, ensuring shared interpretation and consistent meaning across all partners.
- Because items were created word-for-word from the standards and jointly approved by multiple institutions, the instrument benefits from construct-level reliability (Messick,

1995), with indicators interpreted consistently across diverse stakeholders who use the same definitions and criteria.

- Consensus-based development serves as the primary reliability mechanism, aligning with accepted research practices for establishing rater agreement and instrument stability when multiple experts align on item intent, cognitive level, and performance expectations.
- These processes meet accepted reliability expectations for early-cycle instruments (DeVellis & Thorpe, 2021), where reliability is established through expert agreement, alignment to authoritative standards, and collaborative item vetting before empirical reliability statistics are available.

CAEP allows new instruments to demonstrate reliability through design processes and planned systematic use, both of which Spalding has completed.

5. Data Validity

- A clear plan describes the steps the EPP has taken to ensure validity, including using the exact language of the standards and engaging a multi-institution team (JCPS, UofL, Bellarmine, Spalding) to review and approve items for alignment and accuracy.
- Content and construct validity were established through expert consensus, with items taken word-for-word from PSEL, InTASC, TLMS, and KSPSC standards and jointly vetted by district and university partners—an accepted early-cycle validation method (AERA, APA, & NCME, 2014; Messick, 1995).
- Because the assessment is new, its first administration functions as an initial pilot, with data from this cycle informing refinement, calibration, and future validation activities.
- The EPP has defined its process for analyzing and interpreting results, including disaggregating by program, comparing results to other performance assessments, and using findings to guide program improvement and future reliability/validity studies.

These steps meet accepted research expectations for establishing validity in early-cycle instruments, ensuring the assessment measures the intended constructs accurately and supports appropriate inferences about candidate and program performance.

References:

- AERA, APA, & NCME. (2014). Standards for educational and psychological testing. American Educational Research Association.
- DeVellis, R. F., & Thorpe, C. T. (2021). *Scale development: Theory and applications* (5th ed.). SAGE Publications.
- Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50(9), 741–749.