



CAEP Impact Measure 2: Satisfaction of Employers and Stakeholder Involvement

iteach Advanced-Level Licensure Program, Academic Year 2024-2025

Section 1: Overview

This report addresses CAEP Standard 4, Impact Measure 2, which requires educator preparation providers to demonstrate that employers are satisfied with the preparation and effectiveness of program completers and that the provider engages stakeholders in program evaluation, improvement, and decision-making. This report focuses on iteach Texas' advanced-level program, Principal as Instructional Leader, and presents evidence in two areas: (1) employer satisfaction with completer preparation and leadership effectiveness and (2) stakeholder involvement in program quality assurance and continuous improvement.

Data Sources and Methodology

Employer satisfaction data were collected through a comprehensive survey administered to supervisors of iteach principal preparation program completers. The survey was distributed in Spring 2025 to district administrators, superintendents, and other educational leaders who supervise iteach program completers in leadership roles. Respondents provided feedback on completer preparation across key leadership competencies, leadership effectiveness, impact on student learning and development, and overall program quality.

A total of 11 employers completed the survey, providing comprehensive feedback on principal completers' preparation and performance. This sample represents supervisors with direct oversight of completers' leadership practice. The survey instrument included Likert-scale items assessing satisfaction with preparation across 14 leadership responsibility areas aligned to national principal preparation standards, comparative ratings of iteach completers relative to leaders from other preparation programs, ratings of leadership effectiveness and use of evidence-based practices, assessment of impact on student learning and development across eight dimensions, and a Net Promoter Score question measuring likelihood to recommend the

program. Data on stakeholder involvement were compiled from program records documenting advisory board activities, program review processes, and survey administration procedures.

Organization of Report

Section 2 presents employer satisfaction data, including the Net Promoter Score, comparative ratings of completer preparation relative to other programs, overall leadership effectiveness ratings, and satisfaction with preparation across specific leadership competencies. Section 3 presents employer assessment of preparation quality across specific leadership competencies. Section 4 describes iteach's stakeholder involvement structures and processes for the principal preparation program.

Section 2: Overall Employer Satisfaction

Net Promoter Score

Employers demonstrated strong support for iteach's principal preparation program, with a Net Promoter Score (NPS) of 56. Among respondents, 56% were promoters (rating 9-10), 44% were passives (rating 7-8), and there were zero detractors (rating 0-6). An NPS of 56 indicates that employers are significantly more likely to recommend iteach to prospective school leaders than to discourage participation. The absence of any detractors reflects uniformly positive employer perceptions of program quality and completer effectiveness.

Comparison to Other Preparation Programs

When asked to compare iteach completers to leaders prepared by other programs with the same years of experience, employers rated iteach graduates favorably:

- Much better prepared: 22%
- Somewhat better prepared: 33%
- About the same: 44%
- Somewhat less prepared: 0%
- Much less prepared: 0%
- Unable to compare: 0%

Notably, 55% of employers rated iteach completers as better prepared than their peers from other preparation programs, with no employers rating them as less prepared. These findings indicate that employers view iteach principal graduates as entering leadership positions with preparation quality that meets or exceeds that of leaders from other programs.

Overall Leadership Effectiveness

Employers rated iteach principal completers' overall effectiveness highly when compared to other beginning leaders with similar experience:

- Far above average: 33%
- Above average: 56%
- Average: 11%
- Below average: 0%
- Far below average: 0%

All employers (100%) rated iteach completers as average or above in overall leadership effectiveness, with 89% rating them as above average or far above average. This demonstrates that iteach completers perform at or above expected levels for beginning principals and assistant principals.

Employers also reported that iteach leaders consistently use evidence-based leadership practices, with 33% indicating completers "always" use such practices and 67% indicating "often" (100% combined). This finding demonstrates that iteach completers ground their leadership decisions in research and data, a critical competency for effective school leadership.

Section 3: Assessment of Preparation Quality

Employers provided detailed assessments of how well iteach completers were prepared for key leadership responsibilities, offering insight into program effectiveness in developing competencies essential for school leadership. Preparation quality was measured on a 5-point scale (1 = Not at all prepared, 2 = Somewhat prepared, 3 = Adequately prepared, 4 = Well prepared, 5 = Very well prepared). Weighted average ratings ranged from 4.11 to 4.78, indicating that employers consistently rated completers as well prepared to very well prepared across the full spectrum of leadership responsibilities.

Table 1. Preparation Quality by Leadership Competency *Note: Scale ranges from 1 (Not at all prepared) to 5 (Very well prepared)*

Leadership Responsibility	Weighted Average (1-5 scale)
Community engagement	4.78
Instructional leadership	4.56
Organizational improvement planning and implementation	4.56
Working with district/system leadership	4.56

Managing time and priorities	4.56
Strategic planning	4.44
Addressing student discipline issues	4.44
Leading change initiatives	4.44
Staff supervision and evaluation	4.33
Operations and facilities management	4.33
Crisis management and safety	4.33
Budget management	4.13
Special education leadership	4.13
Supporting English language learners	4.11

Employers rated completers' preparation for community engagement highest (4.78), reflecting program effectiveness in preparing leaders to build partnerships with families, community organizations, and stakeholders to support student success. Employers also provided high ratings for preparation in instructional leadership, organizational improvement, working with district leadership, and managing time and priorities (all 4.56), demonstrating program strengths in developing leaders who can effectively guide teaching and learning, implement improvement initiatives, collaborate across organizational levels, and prioritize competing demands. All competency areas received weighted average ratings above 4.0 (between "well prepared" and "very well prepared"), indicating comprehensive preparation across diverse leadership responsibilities. These assessments provide evidence that employers view iteach completers as entering leadership positions with the competencies necessary for effective school leadership.

Section 4: Stakeholder Involvement

iteach maintains ongoing engagement with key stakeholders to ensure program quality, relevance, and responsiveness to the needs of P-12 schools and educational leaders. Stakeholder input informs program design, curriculum development, assessment practices, and continuous improvement initiatives for the principal preparation program.

Advisory Board: iteach convenes an annual advisory board meeting that brings together representatives from P-12 schools, higher education institutions, and educational organizations. Advisory board members provide strategic guidance on program policies, emerging trends in

educational leadership, state-specific certification requirements, and workforce needs for school leaders. This annual engagement ensures that program leadership maintains current knowledge of the educational landscape and can proactively address evolving demands in principal preparation.

Program Review Process: iteach's annual program review process incorporates systematic input from practicing educational leaders who serve as instructors within the program. These instructors bring current leadership experience from P-12 schools directly into program design and delivery. Their active involvement in school and district settings enables them to align coursework, leadership experiences, and assessments with the realities of contemporary school leadership practice. This practitioner perspective ensures that program content remains grounded in authentic leadership contexts and responsive to the challenges and opportunities candidates will encounter in their careers as principals and assistant principals.

Completer and Employer Surveys: iteach systematically collects feedback from program completers and their supervisors to assess program effectiveness and identify areas for improvement. The employer satisfaction survey, reported here, provides critical data on how well completers are prepared to meet the demands of school leadership and the extent to which they positively impact student learning and development. Completer surveys provide complementary perspectives on program strengths and opportunities for enhancement. Data from both surveys are analyzed annually and inform targeted program improvements, ensuring that stakeholder feedback directly influences program evolution and quality assurance processes.