

**CAEP Accountability Measures**  
**Alternative Route to Initial Teacher Certification Programs**  
**Measure 2: Satisfaction of Employers and Stakeholder Involvement**

Each year, MDE identifies teachers who recently received their standard teaching certificate and are teaching at a Michigan public school for the first time during that ongoing school year. The lead administrator of the school building in which the teacher works is identified and invited to participate in the survey, which asks how well the teacher is performing given their recent preparation. The results below indicate employer satisfaction with completers of our initial teacher preparation programs in 2024-2025.

## 2024-25 Administrator Survey, Alternative Routes

*Survey Population: Lead administrators for teachers who, for the first time, appeared in the fall 2024 REP data collection as an MDE teacher.*

### Category Summaries

	State Alt. Route Average			Your EPP		
	Efficacy <sup>1</sup>	Total N <sup>2</sup>	%	Efficacy <sup>1</sup>	Total N <sup>2</sup>	%
Instructional Strategies and Assessment	1045	1126	92.8%	143	161	88.8%
Meeting Student Needs	1106	1220	90.7%	139	169	82.2%
Technology	158	163	96.9%	22	23	95.7%
External Relationships	449	479	93.7%	60	68	88.2%
Professionalism	449	489	91.8%	65	72	90.3%
<b>Overall Effectiveness</b>	<b>3207</b>	<b>3477</b>	<b>92.2%</b>	<b>429</b>	<b>493</b>	<b>87.0%</b>

*The color associated with each question below indicates its assigned category above.  
Performance score calculation is tentative and subject to further validation and checks.*

### Individual Questions

	State Alt. Route Average			Your EPP		
	Efficacy <sup>1</sup>	Total N	%	Efficacy <sup>1</sup>	Total N	%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
support all students in making connections to prior knowledge and experiences?	159	163	97.5%	23	24	95.8%
implement multiple strategies to present key content area(s) concepts?	155	164	94.5%	22	24	91.7%
utilize available technology to enhance the learning experience of students?	158	163	96.9%	22	23	95.7%
implement strategies which maximize student engagement to support positive student behavior?	153	164	93.3%	21	24	87.5%
organize the learning environment to guide student engagement during instructional time?	152	164	92.7%	22	24	91.7%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	139	151	92.1%	16	19	84.2%
differentiate instruction based on student assessment data to support each student's academic achievement?	144	160	90.0%	20	23	87.0%
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources to support...?	146	163	89.6%	19	24	79.2%
understand and make accommodations based on a student's IEP or Section 504 plan?	143	160	89.4%	19	23	82.6%
<b>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</b>						
English learners?	96	112	85.7%	12	14	85.7%
high performing students?	152	158	96.2%	19	21	90.5%
low performing students?	146	163	89.6%	19	23	82.6%
students experiencing trauma?	137	152	90.1%	16	21	76.2%
students from culturally diverse backgrounds?	137	149	91.9%	17	20	85.0%
students with special needs or disabilities?	144	159	90.6%	18	22	81.8%
each individual student's learning abilities and needs?	148	164	90.2%	19	24	79.2%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with...</b>						
students?	155	163	95.1%	22	24	91.7%
families/caregivers?	139	153	90.8%	15	20	75.0%
colleagues?	155	163	95.1%	23	24	95.8%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
demonstrate responsiveness and flexibility to unexpected situations which arise?	146	164	89.0%	20	24	83.3%
act in a manner consistent with ethical and professional educator expectations?	153	163	93.9%	23	24	95.8%
utilize constructive criticism to reflect upon and improve practice?	150	162	92.6%	22	24	91.7%
	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>
<b>Response Rate<sup>3</sup></b>	166	302	55.0%	24	42	57.1%

<sup>1</sup> Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.

<sup>2</sup> "Not able to Observe" responses removed from the total N.

<sup>3</sup> Prospective survey respondents never reached (e.g., email invitation bounce backs) are removed from the N count.



## 2024-25 Administrator Survey, Alternative Routes Analysis

Areas of strength (90%+) include the following:

- Supporting students in making connections to prior knowledge and experiences
- Implementing multiple strategies to present key content area(s) concepts
- Utilizing available technology to enhance the learning experience of students
- Organizing the learning environment to guide student engagement during instructional time
- Applying instructional strategies and resources to support high performing students
- Building positive relationships with students and colleagues
- Acting in a manner consistent with ethical and professional educator expectations
- Utilizing constructive criticism to reflect upon and improve practice

Areas for continuous improvement for (79% - 75%) include the following:

- Supporting each student's socioemotional development with instructional strategies and resources
- Applying instructional strategies and resources to support students experiencing trauma and each individual student's learning abilities and needs
- Building positive relationships with families/caregivers

### **Stakeholder Involvement**

Schoolcraft College maintains an advisory committee made up of mentor teachers and administrators from our K-12 partner school districts. The advisory committee meets two times per academic year to discuss curriculum, assessment development, program outcomes, clinical experiences, and partner needs.

Schoolcraft College partners with the following school districts to provide clinical experiences and teacher candidate placements:

Alternative Educational Academy of Ogemaw County  
Anchor Bay School District  
Brimley Area Schools  
Canton Preparatory High School  
Cesar Chavez Academy  
Chandler Park Academy  
Clarkston Community School District  
Clintondale Community Schools  
Crestwood School District  
Dearborn City School District  
Detroit Community Schools  
Detroit Merit Charter Academy  
Detroit Public Schools Community District  
Fowlerville Community Schools  
Garden City Public Schools  
Gibraltar School District  
Grand River Academy  
Grass Lake Community Schools



Hamtramck, School District of the City of  
Highpoint Virtual Academy of Michigan  
Holton Public Schools  
Ivywood Classical Academy  
Jefferson Schools (Monroe)  
L'Anse Creuse Public Schools  
Livonia Public Schools School District  
Melvindale-Northern Allen Park Schools  
North Branch Area Schools  
Northville Public Schools  
Novi Community School District  
Oakside Prep Academy  
Pennfield Schools  
Pinckney Community Schools  
Plymouth Scholars Charter Academy  
Plymouth-Canton Community Schools  
Pontiac City School District  
PrepNet Virtual Academy  
Redford Union Schools  
River Rouge, School District of the City of  
Riverview Community School District  
Saline Area Schools  
Shepherd Public Schools  
South Canton Scholars Charter Academy  
South Lyon Community Schools  
South Redford School District  
Springport Public Schools  
Summit Academy North  
Taylor School District  
The Dearborn Academy  
Trenton Public Schools  
Troy School District  
Van Buren Public Schools  
Van Dyke Public Schools  
Walled Lake Consolidated Schools  
Walton Charter Academy  
Warren Consolidated Schools  
Waterford School District  
Wayne-Westland Community School District  
West Bloomfield School District  
Westfield Charter Academy  
Ypsilanti Community Schools