



QUEEN RANIA TEACHER ACADEMY  
أكاديمية الملكة رانيا لتدريب المعلمين

## Measure 2

### 4.3 Employer Satisfaction with Completers' Preparation

(2023-2024)

CAEP 2025 Submission

15

Years of Excellence  
عافاً من التميز



## Description:

To gain better understanding of professional practices of Teacher Education professional Diploma (TEPD) completers and to engage with the wider educational perspective as viewed by employers (school leaders), the Monitoring and Evaluation (M&E) team collected data from employers where TEPD completers are employed. We continue this conversation to understand:

- how TEPD completers utilize the knowledge and skills they obtained at TEPD & how QRTA demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective (completer satisfaction, standard 4.4),
- how does this impact on their pupils learning and development (student attainment, standard 4.1)
- how satisfied employers are when TEPD completers are hired in their schools (employer satisfaction, standard 4.3)

This part of the report examines information related to employer satisfaction – we collected these data through a self-reported questionnaire. The questionnaire included 16 questions covering three main areas of completer preparation, namely knowledge preparation, pedagogical preparation, and professional responsibility and collaboration as well as two overall satisfaction questions. This is the same tool we have been using for earlier cycles to enable comparisons with previous cohorts of learners. Table (1) below presents aggregated data from the cycles 1-3 and 4-6 as well as external data to enable benchmarking. The current data relates to cycle 7 who started their learning journey with TEPD in 2022/2023. Frequencies of “Agree” and “Strongly Agree” answers are provided along the numbers of respondents. The employer satisfaction questionnaire was created by the M&E team in alignment with InTASC categories and it follows the model of a principal satisfaction survey used in the U.S. (with permission from the Indiana Department of Education). On the basis on previous data, we tested the validity of the survey questions and the values of Cronbach alpha between 0.877 and 0.931 assured high level of validity of the questionnaire. Data were collected between mid-January until end of February 2025, and the overall response rate was 12%.

## Segregation by cycles

	TEPD aggregated cycles 1-3 (Cohorts: 2016/2017, 2017/2018, &2018/2019) N= 244	TEPD aggregated cycles 4-6 (Cohorts: 2019/2020, 2020/2021, &2021/2022) N= 187	Indiana aggregated	TEPD Cycle 7  (Cohort 2022/2023)  N= 48
	% of SA and A	% of SA and A		% of SA and A
In my opinion, TEPD did a good job in preparing the graduate working in my school.	95%	98%		96%



Knowledge preparation of completer				
...understand learner development and apply this in their teaching.	94%	98%	95%	
...employ their understanding of learner development to enhance pupils learning.	93%	97%		98%
...demonstrate proficient content knowledge.	96%	97%	96%	96%
...apply their content knowledge in the classroom to enhance pupils learning.	95%	98%		96%
Pedagogical preparation of completer				
...plan appropriate and challenging lessons.	93%	97%	96%	94%
...use suitable and varied teaching strategies.	95%	97%	89%	94%
...use a range of assessments to advance pupils learning.	89%	94%	93%	90%
...provide an inclusive learning environment.	88%	90%	96%	96%
...differentiate instruction to make learning effective for all pupils.	89%	93%	90%	94%
...integrate technology to support pupils learning.	83%	89%	96%	92%
Professional responsibility and collaboration				
...encourage and exemplify collaboration and teamwork within the school community.	94%	96%		98%
...work effectively with other colleagues and share their knowledge to improve teaching practice in the school.	91%	94%	97%	96%
...work effectively with parents/guardians to improve pupils learning and its outcomes.	88%	94%	95%	96%
...seek appropriate leadership roles and opportunities to advance pupils learning.	85%	94%	97%	96%
...engage in ongoing professional learning to make their teaching practice more effective.	91%	92%	97%	98%
Overall satisfaction				
I am very satisfied with TEPD graduates' work in my school.	95%	98%	93%	98%

(Table 1)

### Analysis:

- 96% of employers who provided responses in this cycle of evaluation, agreed that, in their opinion, TEPD did a good job in preparing the completer working in their schools. This is 2% lower than in the aggregate from cycles 4-6, but 1% higher than cycles 1-3.
- 98% of responders were very satisfied with TEPD completers' work in their schools and these results exceeded external benchmarking data by 5%

- Agreement with all four statements related to knowledge preparation of completers oscillated between 96 and 98% - these results were slightly higher than benchmarking data.
- As previously, greatest variance of results was recorded in relation to pedagogical preparation of the completers – between 90 and 96%. Interestingly, differently than in previous cycles, the lowest score was given to the use of range of assessment to advance pupils' learning – 90% which is a drop from previously recorded 94% and below the external score of 93%. Also planning lessons and using suitable and varied teaching strategies dropped slightly by 3%.
- On the other hand, an indicator which continued to be below the external benchmark for all previous cycles – providing an inclusive learning environment, increased by 6% versus previous scores and with 96% matched data from Indiana. Differentiating instruction to make learning effective for all pupils was scored at 94% which is a slight increase and exceeds external data, while using technology to support pupils learning, even though increased by 3% to 92%, is still below the benchmark of 96%.
- All questions related to professional responsibility and collaboration received very high scores and this matched or exceeded results from previous cycles of TEPD, as well as the external data.
- In particular a question about completers engaging with ongoing professional learning increased by 6%.

### Interpretation:

Data obtained from employers were analyzed on internal level to compare it with the aggregate data from cycles 1-3 and 4-6 and triangulated with an external benchmark from Indiana. Overall positive views of the program and its capacity to prepare effective teachers were reported by 96 and 98% of employers, which matches the average of the last three cycles and exceeds external data.

Unlike all previous cycles, the lowest results were recorded in relation to the use of a range of assessments to advance pupils learning (90%). This is slightly below the benchmark and the first time that assessment would have been the lowest scoring indicator. The second lowest score, even though still 3% higher than in the previous three cycles, was given to integrating technology to support pupils learning (92%). As access to technology and internet continues to be challenging in many areas of Jordan, and this is further compounded by the lack of appropriate resourcing, the fact that there was a 3% increase in this indicator suggests that TEPD prepares its alumnae well to adapt to their local contexts and implement technology where possible.

The significant improvement (+6%) in the indicator related to providing an inclusive learning environment—previously among the lowest—highlights a strong and growing commitment to inclusivity across the TEPD program and its role in equipping teachers to foster inclusive classrooms. This positive trend is further reinforced by a high and slightly increased score (94%) in differentiating instruction to support effective learning for all students.

A small drop was recorded in two areas of pedagogical practice: planning appropriate and challenging lessons and using suitable and varied teaching strategies (with the latter being still above the external data).

All indicators related to professional responsibility and collaboration were scored higher than previously which is a great finding as it evidences that TEPD alumnae share their knowledge with others to improve teaching practices in their schools, work effectively with parents and guardians to support pupils' attainment, All rights reserved to Queen Rania Teacher Academy

seek leadership opportunities to advance pupils' learning, and continue to develop their practices to make it more effective.

### Actions:

- High levels of satisfaction with completers' preparation and the quality of their work in schools, (96 and 98%) recognize the high standards of the TEPD. This has been the case since the beginning of the program, but we are aware of the importance of assuring these standards in all cycles. To achieve this, we will continue to monitor and evaluate the program, especially when embedding the significant change in its delivery. We will continue using the same data collection methods to enable comparisons with internal scores from earlier cycles, but also, will gain insight to the new elements of the delivery.
- As we recognized the need to involve the middle leadership of TEPD in monitoring and evaluation of the program, we trained relevant members of staff in analyzing and interpreting data and continue active communication in relation to any new developments in the content or delivery of the program. We also broadened the pool of colleagues who review our data collection tool to ensure that they fully and accurately capture the different areas of TEPD.
- The use of technology in teaching and learning continues to be an area which requires further support. We have already put in place several initiatives to develop completers' digital literacy, such as a requirement to show evidence of using technology in lessons as a part of the program, or the establishment of the ICT experts' group, and more involvement from QRTA e-learning and edtech team to support candidates. These actions lead to an increase in scores for this indicator by 3%. We will continue these efforts to enhance the use of technology amongst TEPD completers and better empower completers to use technology in supporting teaching and learning.
- An area with scores lower than the external benchmark provided an inclusive learning environment (95%). While 100% of completers stated that TEPD prepared them well in relation to the diversity of pupils' learning, and how to implement this in your teaching practice, it is possible that resourcing or the physical environment in the schools might not allow them to fully address this in their classrooms. We will continue monitoring this area and providing students with further guidance around implementing good practice in this area.
- As assessment and its use to advance students' learning has for the first time been scored the lowest of all indicators, we need to gain further feedback on why this happened and how to best support TEPD students in developing related skills and knowledge. This will involve reviewing the content of the program in relation to assessment and discussing it with the teaching team.