

## SUNY Old Westbury Employer Survey

Like the Alumni Survey, the Employer Survey was adapted from an employer survey that was developed and published by the University of New Haven. Both surveys measure the domain of components that constitute a successful P-12 teacher, as agreed upon not only by UNH but by the faculty and P-12 partners of the School of Education. Furthermore, the items are consistent with INTASC and CAEP standards. Thus, construct validity for this survey was established in the same manner as it was for the Alumni Survey. Faculty members of the SOE and its P-12 partners, including teachers, principals, and superintendents, agreed that the components measured in the survey accurately reflect the spectrum of teaching components. The positive feedback of principals was especially pertinent, as they would be the ones answering the survey about our alumni.

The first Employer Survey is due to be conducted in 2018. Data for the below items will be posted after the survey has been conducted.

**PROMPT 1 - How SATISFIED are you with teachers who graduated from the Old Westbury School of Education in their application of the following teacher proficiencies:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
FOUNDATIONS. Knowledge of philosophies and history of education, as they relate to current practices of education.				
RESEARCH. Knowledge and use of educational research base to inform teachers' pedagogy.				
SUBJECT MATTER. Knowledge of discipline and its interaction with other subject areas; ability to promote critical thinking in students and self; ability to develop and deepen content knowledge and pedagogy.				
LEARNING AND DEVELOPMENT. Deep knowledge of human development and its significant relationship to theories of learning, assessment, motivation and pedagogy.				
REFLECTIVE SKILLS. Analytic knowledge and process skills, allowing teachers to critique, refine, and adjust their teaching in order to incorporate effective instructional strategies for all learners.				
TECHNOLOGIES. Knowledge and skills in the use of instructional technologies appropriate to teachers' fields of study and pedagogy.				
PEDAGOGICAL AND PROFESSIONAL SKILLS. Knowledge of methods and techniques that support work with all students; knowledge of effective instructional planning, based upon				

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
knowledge of human development, community, and context; knowledge of effective classroom management practices.				
ASSESSMENT. Knowledge of formative and summative assessment instruments; the ability to develop, administer, and carefully interpret assessments; highly developed analytic skills necessary to critique assessments.				
DISPOSITIONS Highly developed intellectual, moral, ethical, and social commitments that underscore teachers' understanding of their roles and influences on learners and their communities, as well as their own professional roles, responsibilities, and professional advocacy.				
DIVERSITY. Knowledge and understanding of the cultural, racial, religious, economic, and sexual-orientation backgrounds, as well as dis/abilities that learners bring to the classroom and the ability to use this knowledge to develop instructional strategies that promote student learning and success.				
COLLABORATION AND INITIATIVE. Commitment to developing meaningful relationships with colleagues; families; commitment to continuous professional improvement, and advocacy for educational reform.				

**PROMPT 2 - How USEFUL is each of the following teacher proficiencies for an entry-level teacher (i.e., someone who has been teaching for 1 to 3 years):**

	Very Useful	Useful	Slightly Useful	Not Useful
FOUNDATIONS. Knowledge of philosophies and history of education, as they relate to current practices of education.				
RESEARCH. Knowledge and use of educational research base to inform teachers' pedagogy.				
SUBJECT MATTER. Knowledge of discipline and its interaction with other subject areas; ability to promote critical thinking in students and self; ability to develop and deepen content knowledge and pedagogy.				

	Very Useful	Useful	Slightly Useful	Not Useful
LEARNING AND DEVELOPMENT. Deep knowledge of human development and its significant relationship to theories of learning, assessment, motivation and pedagogy.				
REFLECTIVE SKILLS. Analytic knowledge and process skills, allowing teachers to critique, refine, and adjust their teaching in order to incorporate effective instructional strategies for all learners.				
TECHNOLOGIES. Knowledge and skills in the use of instructional technologies appropriate to teachers' fields of study and pedagogy.				
PEDAGOGICAL AND PROFESSIONAL SKILLS. Knowledge of methods and techniques that support work with all students; knowledge of effective instructional planning, based upon knowledge of human development, community, and context; knowledge of effective classroom management practices.				
ASSESSMENT. Knowledge of formative and summative assessment instruments; the ability to develop, administer, and carefully interpret assessments; highly developed analytic skills necessary to critique assessments.				
DISPOSITIONS Highly developed intellectual, moral, ethical, and social commitments that underscore teachers' understanding of their roles and influences on learners and their communities, as well as their own professional roles, responsibilities, and professional advocacy.				
DIVERSITY. Knowledge and understanding of the cultural, racial, religious, economic, and sexual-orientation backgrounds, as well as dis/abilities that learners bring to the classroom and the ability to use this knowledge to develop instructional strategies that promote student learning and success.				
COLLABORATION AND INITIATIVE. Commitment to developing meaningful relationships with colleagues; families; commitment to continuous professional improvement, and advocacy for educational reform.				