

A survey for initial and advanced program graduates.  
 Designed to be administered annually at the end of Spring term.  
 Population encompassed includes initial and advanced program graduates from the preceding Summer, Fall  
 and Spring semesters (one calendar year prior to administration)  
 Proposed to the Associate Vice President for Curriculum and Assessment April 15, 2009.

## Unit Alumnae Survey Teacher Education Unit Buffalo State College

Initial and advanced program graduates report perceptions of preparedness for work in an education field. Items reflecting knowledge, skills and dispositions align to the Teacher Education Unit Conceptual Framework. Items also correspond to appropriate Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

**Item stem:** *To what degree did your primary program at Buffalo State prepare you for the following:*

Element Addressed	Item Type	Item Number	
Content	Knowledge and Skill	1	To understand and use major concepts of the discipline(s).
	Disposition	2	To keep abreast of new ideas and understandings in the field.
	Disposition	3	To learn continuously.
(Assessment)	Knowledge and Skill	4	To select, construct, and use formal and informal assessments.
	Disposition	5	To value assessment and recognize its importance in promoting student learning.
	Disposition	6	To show commitment to using assessment to identify student strengths, and promote student growth.
Learner	Knowledge and Skill	7	To recognize and integrate individual differences when designing appropriate responses.
	Disposition	8	To appreciate the importance of all aspects of a child's experience.
	Disposition	9	To be alert to and show concern about all aspects of a child's well-being.
Pedagogy	Knowledge and Skill	10	To understand and develop appropriate and effective instruction.
	Disposition	11	To value development of students' critical thinking, independent problem solving, and performance capabilities.
	Disposition	12	To show flexibility and reciprocity by adapting approaches to student responses, ideas, and needs.
Technology	Knowledge and Skill	13	To know and use appropriate technology tools.
	Disposition	14	To understand the value of applying educational technology in the educational process.
	Disposition	15	To recognize the ways people seek to communicate and encourage many modes of communication.
Reflection	Knowledge and Skill	16	To reflect on available information and use it to make appropriate changes.
	Disposition	17	To listen with thoughtfulness and responsiveness.
	Disposition	18	To believe that plans must always be open to adjustment and revision based on student needs and changing circumstances.
Diversity	Knowledge and Skill	19	To understand and use information on diverse experiences and backgrounds.
	Disposition	20	To appreciate human diversity and show respect for students' varied talents and perspectives.
	Disposition	21	To respect students as individuals with differing personal and family backgrounds, and various skills, talents, and interests.
Dispositions	Disposition	22	To be committed to reflection, assessment, and learning as an ongoing process.
	Disposition	23	To recognize professional responsibility for engaging in appropriate professional practices.

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	Fairness	24	To show commitment to the use of (fair) democratic values in the classroom.
	Fairness	25	To seek out, develop, and continually refine practices that address the individual needs of students.
	Belief All Children Can Learn	26	To show respect for the diverse talents of all learners and commit to helping them develop self-confidence and competence.
	Belief All Children Can Learn	27	To use students' strengths as a basis for growth, and their errors as an opportunity for learning.
	Ethical Practices	28	To act in ways that are consistent with the profession's mission, values, ethical principles, and ethical standards.
	Ethical Practices	29	To act honestly and responsibly and promoting ethical practices in the schools, educational settings, and communities.
Overall		30	To serve as an effective professional in the field.