Teacher Education Unit
Employer Survey
Report

Administration Date: Spring/Summer 2019

Data Review & Analysis: December 2019 & January 2020

Population Surveyed: 2017-18 Program Completers (Initial & Adv)

Contents:

1. Summary Report to Teacher Education Council
2. Itemized Survey Data (mean) for Initial & Advanced Programs
3. Survey Instrument

Buffalo State College Teacher Education Unit

Employer Survey
2019 Assessment Data

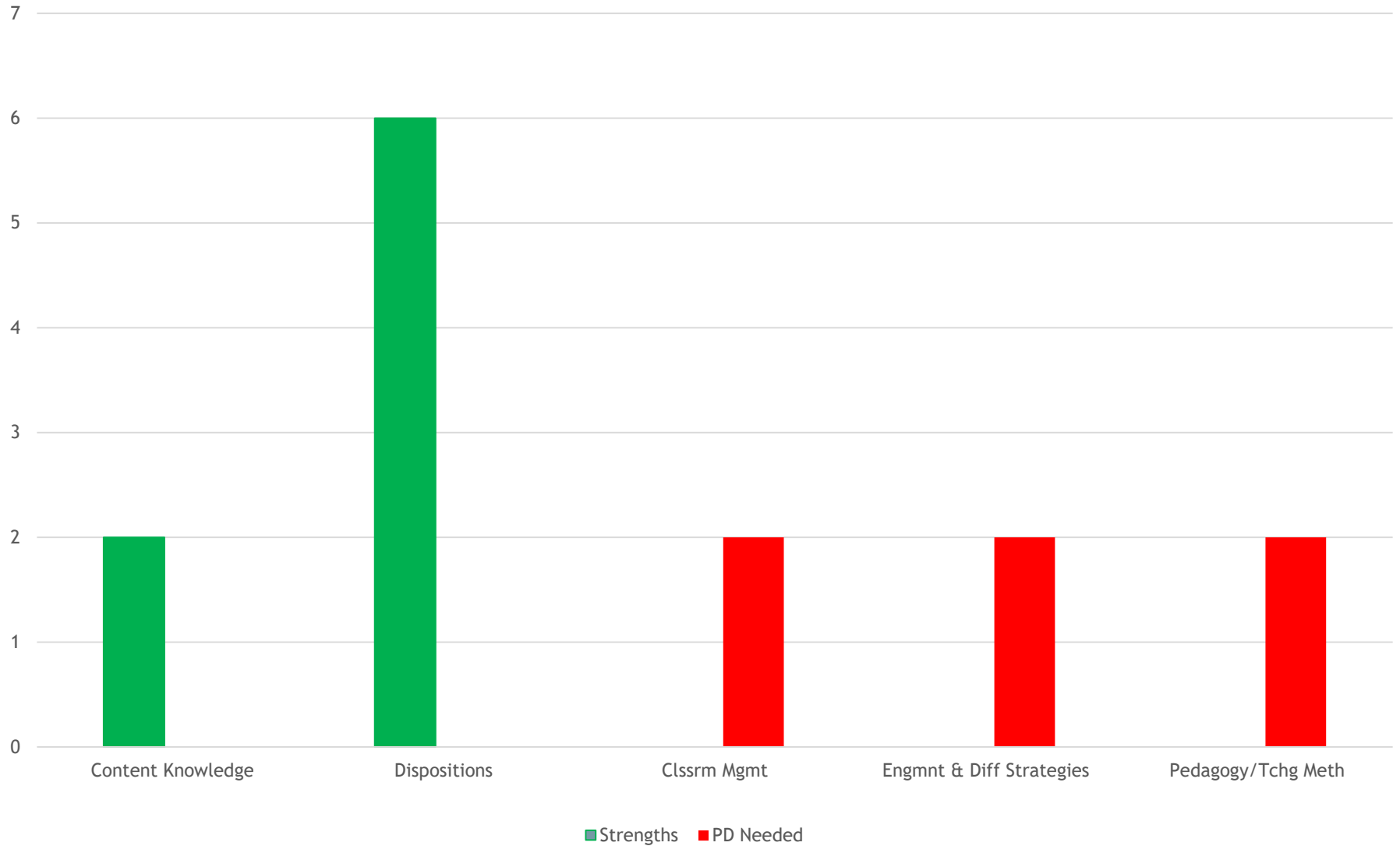Report shared 12-13-19 at
Teacher Education Council Meeting

Response Rate

	Initial Program n=	Advanced Program n=
Employer Survey (Assessed candidates who completed 2017-18)	11	27

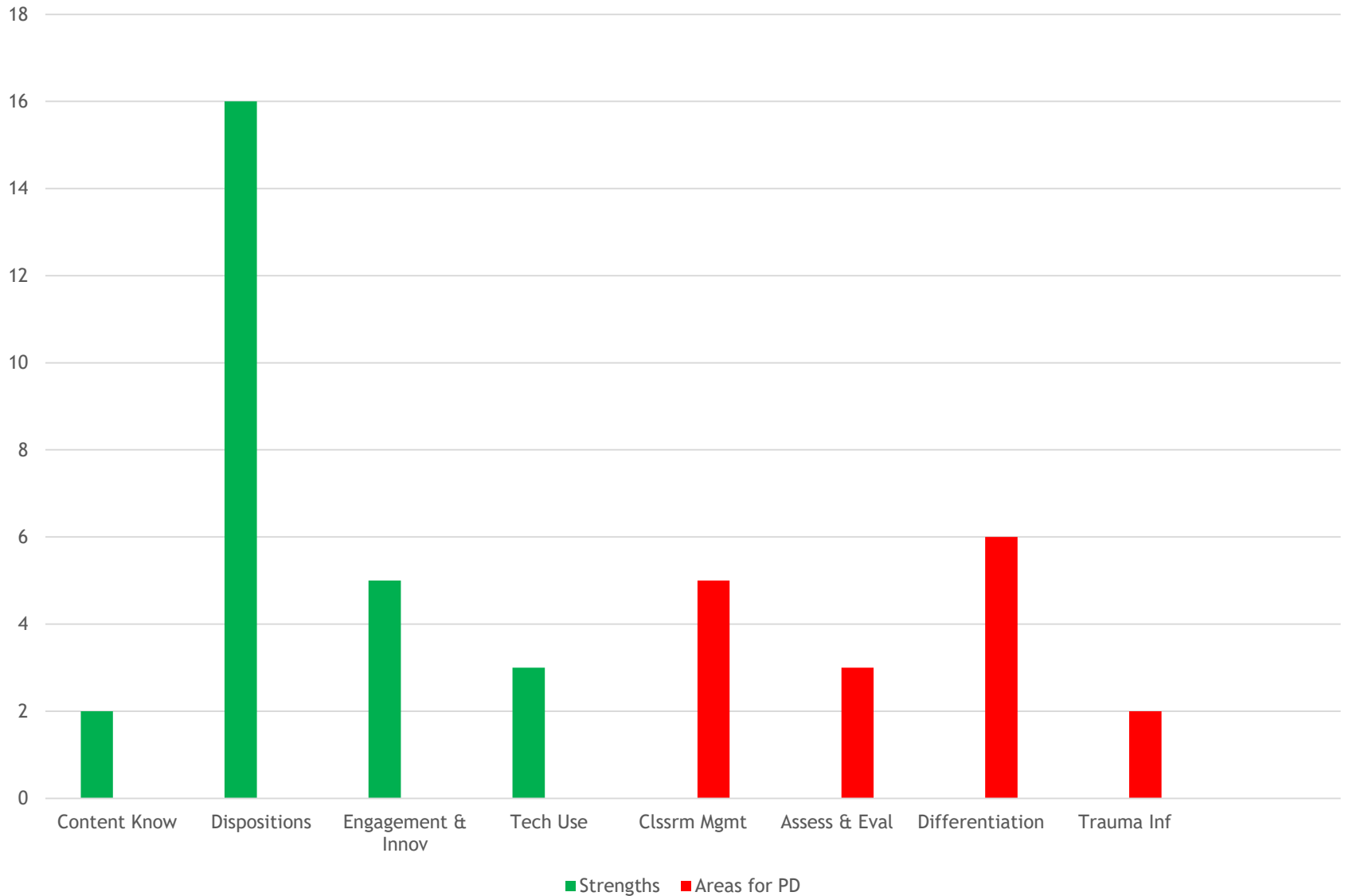# Qualitative Response Summary of Strengths and Areas of PD Needed

- Number (frequency) of comments per "topic" reported.

- Based on written comments at end of each survey.

- Includes only comments mentioned more than 1 time per survey (e.g., 2 or more times). Single comments not included (available upon request).

- "N" refers to # of individuals who provided comments (not # of survey completers).

Employer Survey- Initial Prog
2017-18 cohort   n=11

Legend: ■ Strengths ■ PD Needed

Categories (x-axis): Content Knowledge, Dispositions, Clssrm Mgmt, Engmnt & Diff Strategies, Pedagogy/Tchg Meth

Employer Survey- Advanced Prog
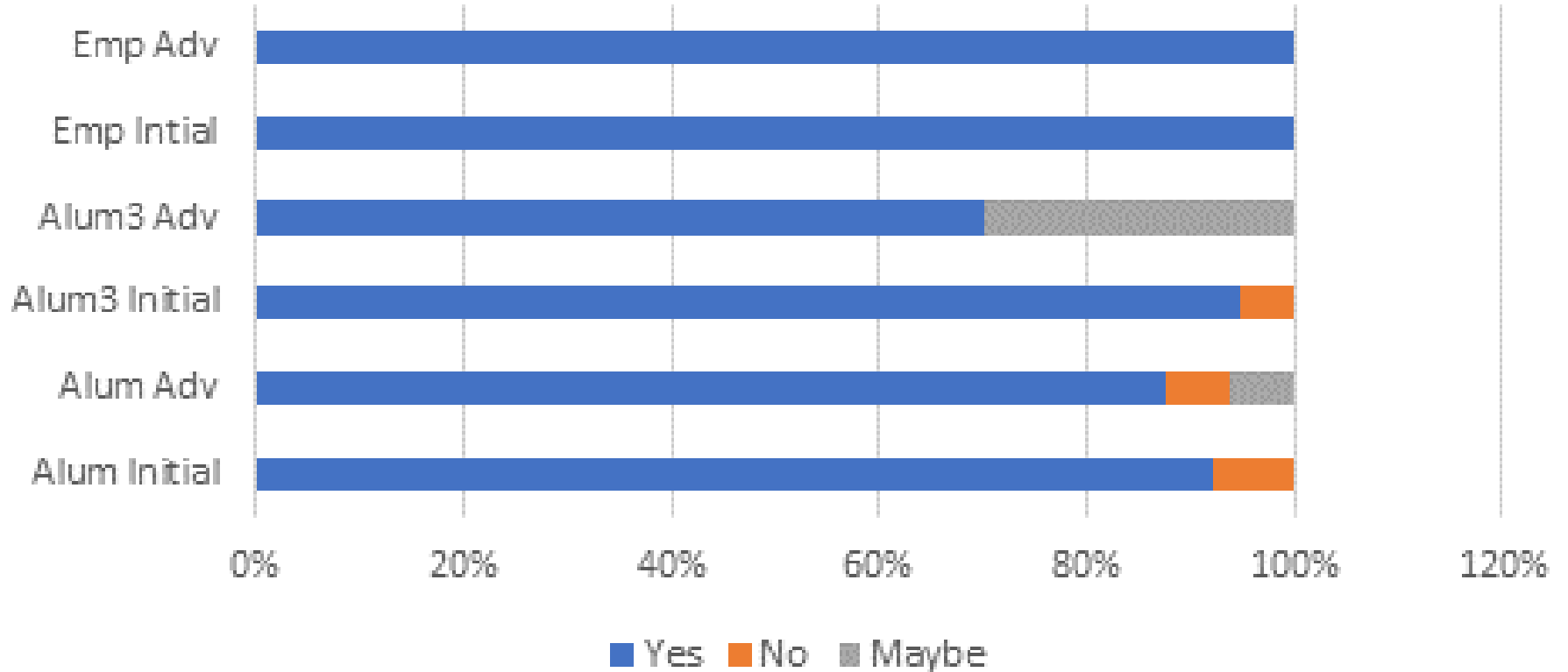2017-18 cohort   n=27

Strengths   Areas for PD

Quantitative Data Summary

By Survey

(highest and lowest ratings only)

Would you recommend Buffalo State Teacher Education Programs?

	Yes	No	Maybe

Categories (top to bottom): Emp Adv, Emp Intial, Alum3 Adv, Alum3 Initial, Alum Adv, Alum Initial

X-axis: 0%, 20%, 40%, 60%, 80%, 100%, 120%

Employment

150%

100%

50%

0%

Initial

Alum Initail   Alum Adv   Alum3 Initial   Alum3 Adv
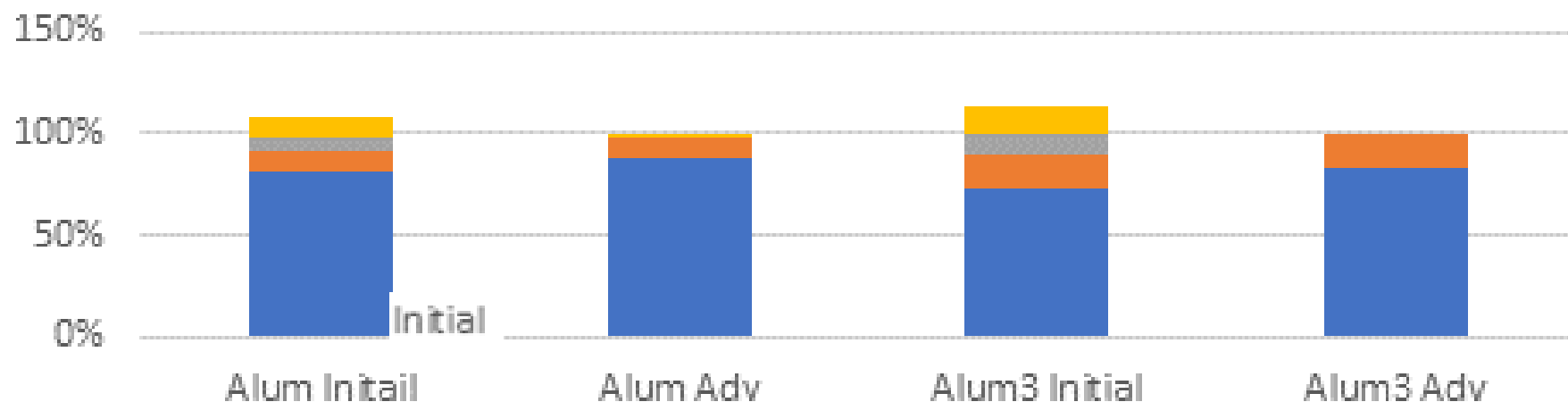
■ Enrolled in graduate program.

■ Not currently employed in the field of education.

■ I am employed in the field of education, but not for which I was trained at BSC.

■ I am employed in the field of education in a position for which I was trained at BSC.

2017-18 Completers
Employer Mean Ratings for Highest and Lowest Survey Items

Initial (n=11):

   2 Lowest means = 2.9

   2 Highest means = 3.55-3.8

Advanced (n=27):

   2 Lowest means =

   2 Highest means =

Employer Survey

Q13: BSC Graduate is prepared to use assessment to engage learners in their own growth.

Total evaluations: 10
Average score: 2.90
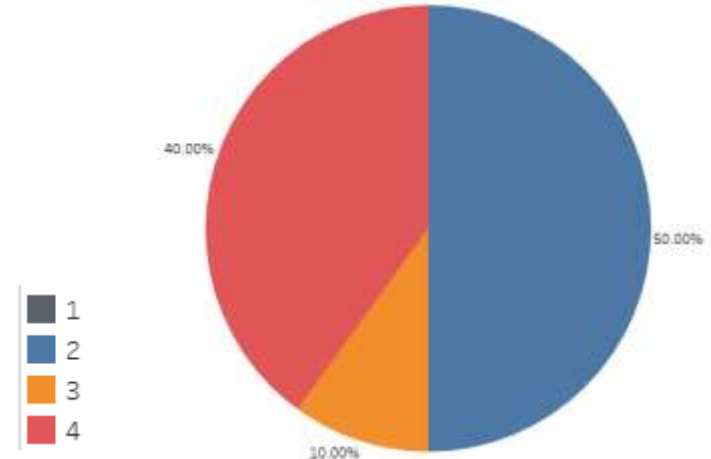1-Disagree
2-Tend to Disagree (n=5) 50.00%
3-Tend to Agree (n=1) 10.00%
4-Agree (n=4) 40.00%

Q20: BSC Graduate is prepared to seek out leadership roles in order to be accountable for learner growth.

Total evaluations: 15
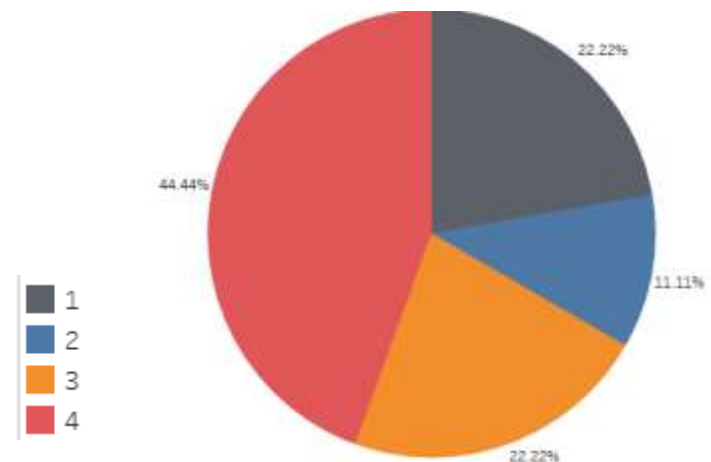Average score: 2.90
1-Disagree (n=2) 22.22%
2-Tend to Disagree (n=1) 11.11%
3-Tend to Agree (n=2) 22.22%
4-Agree (n=4) 44.44%

Employer Survey

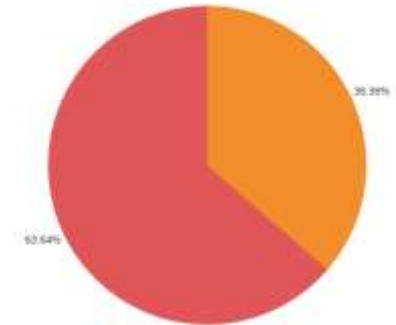*Q7*: BSC Graduate understands the central concepts of my disc

Total evaluations: 11
Average score: 3.64
1-Disagree
2-Tend to Disagree
3-Tend to Agree (n=4) 36.36%
4-Agree (n=7) 63.64%

Q1: BSC Graduate is prepared to design and implement developmentally appropriate and challenging learning experiences.
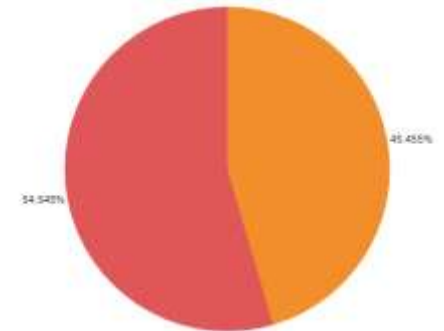
Total evaluations: 11
Average score: 3.55
1-Disagree
2-Tend to Disagree
3-Tend to Agree (n=5) 45.55%
4-Agree (n=6) 54.54%

Q3: BSC Graduate is prepared to enable all students, regardless of culture or community, to meet high standards.

Q4: BSC Graduate is *prepared to work with others to create environme individual and collaborative learning.*

Total evaluations: 11
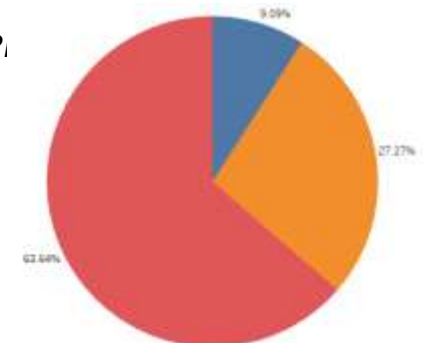Average score: 3.80
1-Disagree
2-Tend to Disagree (n=1) 9.09%
3-Tend to Agree (n=3) 27.27%
4-Agree (n=7) 63.64%

Employer Survey

Q16: BSC Graduate is prepared to use a variety of instructional strategies that develop an ability to apply knowledge in meaningful ways.
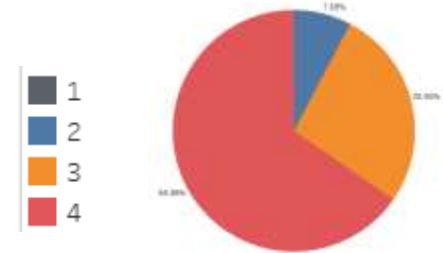
Total evaluations: 26
Average score: 3.58
1-Disagree
2-Tend to Disagree (n=2) 7.69%
3-Tend to Agree (n=7) 26.92%
4-Agree (n=17) 65.38%

Q13: BSC Graduate is prepared to use assessment to engage learners in their own growth.
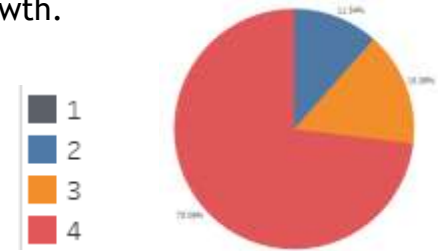
Total evaluations: 26
Average score: 3.62
1-Disagree
2-Tend to Disagree (n=3)
3-Tend to Agree (n=4) 45.55%
4-Agree (n=19) 54.54%

Q15: BSC Graduate is prepared to differentiate instruction for individuals and groups of learners
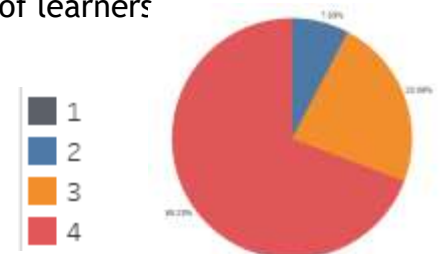
Total evaluations: 26
Average score: 3.62
1-Disagree
2-Tend to Disagree (n=2) 7.69%
3-Tend to Agree (n=6) 23.08%
4-Agree (n=18) 69.23%

Q17: BSC Graduate is *prepared to infuse the values of diversity into instructional strategies.*
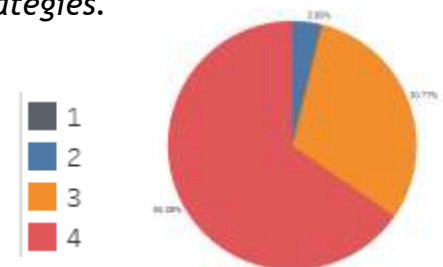
Total evaluations: 26
Average score: 3.62
1-Disagree
2-Tend to Disagree (n=1) 3.85%
3-Tend to Agree (n=8) 30.77%
4-Agree (n=17) 65.38%

Employer Survey

Q4: : BSC Graduate is prepared to work with others to create environments that support individual and collaborative learning.
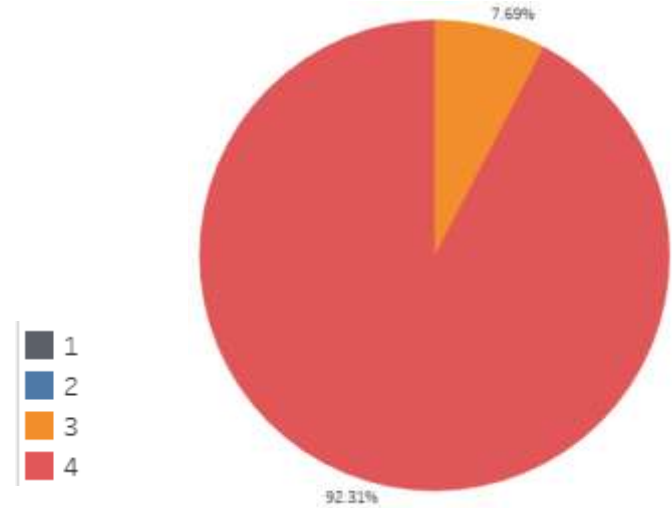
Total evaluations: 26
Average score: 3.92
1-Disagree
2-Tend to Disagree
3-Tend to Agree (n=2) 7.69%
4-Agree (n=24) 92.31%

Q8: BSC Graduate is prepared to create learning experiences that make the subject matter meaningful for students
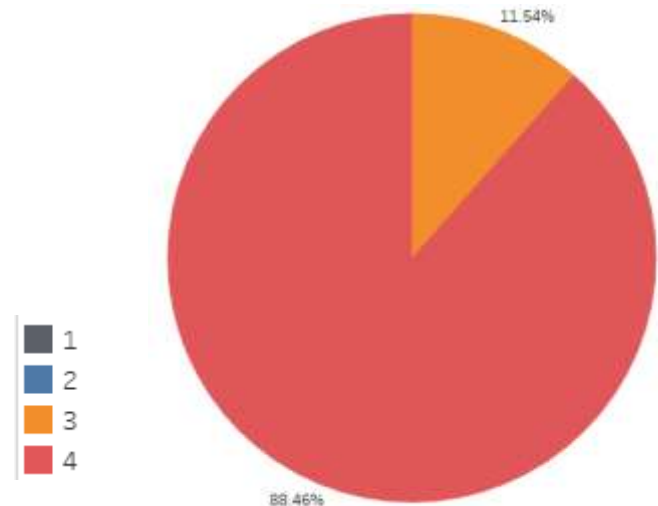
Total evaluations: 26
Average score: 3.88
1-Disagree
2-Tend to Disagree
3-Tend to Agree (n=3) 11.54%
4-Agree (n=23) 88.46%

TEU EMPLOYER SURVEY_2017-18 COHORT COMPLETERS
(Initial Respondents n=11; Advanced Respondents n=27)

Rating Scale: (1) Disagree   (2) Tend to Disagree   (3) Tend to Agree   (4) Agree   n/a   Not Enough Info to Respond

Buffalo State Candidate is prepared to /understands:	MEAN	
	INITIAL	ADVANCED
THE LEARNER AND LEARNING		
design and implement developmentally appropriate and challenging learning experiences.	3.55	3.85
use my understanding of learner differences to ensure inclusive learning environments.	3.45	3.77
enable all students, regardless of culture or community, to meet high standards.	3.55	3.81
work with others to create environments that support individual and collaborative learning.	3.55	3.92
create learning environments that foster active engagement in learning	3.18	3.85
appreciate diversity and its value to the education of all students.	3.45	3.81
CONTENT KNOWLEDGE		
understands the central concepts of the discipline	3.64	3.81
create learning experiences that make the subject matter meaningful for student	3.45	3.88
engage learners in critical thinking through examination of differing perspectives within discipline.	3.00	3.65
promote learning discipline through collaborative problem solving related to local/global issues.	3.09	3.68
INSTRUCTIONAL PRACTICES		
select, construct, and use multiple methods of assessment.	3.20	3.65
use assessment to inform and guide practice and decision making.	3.20	3.69
use assessment to engage learners in their own growth.	2.90	3.62
use content knowledge, cross-disciplinary skills, and pedagogy in planning for instruction.	3.20	3.81
differentiate instruction for individuals and groups of learners.	3.11	3.62
use a variety of instructional strategies that develop an ability to apply knowledge in meaningful ways	3.20	3.58
infuse the values of diversity into instructional strategies.	3.22	3.62
PROFESSIONAL RESPONSIBILITY		
prepared & eager to engage in ongoing professional learning; keep abreast of new ideas & best practices.	3.40	3.77
use evidence to continually evaluate and improve my teaching.	3.20	3.65
seek out leadership roles in order to be accountable for learner growth.	2.89	3.68

seek out opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to positively impact learner growth.	3.40	3.80
seek out and use information regarding the diverse experiences and backgrounds of students and community to positively impact learner growth.	3.33	3.73
TECHNOLOGY		
engage in pedagogical approaches enhanced by the use of technology.	3.38	3.84
leverage technology as a tool to enhance student learning for diverse students.	3.25	3.75
use technology as tool for communication/collaboration w/ students, parents, coleagues, stakeholders.	3.50	3.76
		≥ 3.5
		≤ 3.0

Default Question Block

*This survey is sent to employers of Buffalo State Educator Preparation Program (EPP) recent graduates (1-2 years after program completion). Your identity and responses will remain confidential and are used **ONLY** to aggregate data for program improvement. Employers are identified via self-reports of completers, social media, and alumni networks.*

You are able to go back and change previous responses, and you can leave and come back to this survey without losing information as long as you are using the same device and browser. Your responses are saved each time you click the forward arrow. Please complete this survey before September 1, 2019.

School Name & District:

[   ]

Your Title:

[   ]

Are you able to complete this survey on the identified Buffalo State alumae/alumnus?

○ Yes, I am the most appropriate person to complete this survey.

○ Someone else is a more appropriate respondent. *(Please forward the link and/or provide contact information below.)*

[   ]

○ No, this person was/is not employed at this school.

○ No, but I would like to provide feedback on another Buffalo State graduate.

○ No, for another reason (please explain).

[   ]

Position/Title of the Buffalo State graduate (please be as specific as possible, include grade level and content area):

Please indicate the degree to which you agree with the following statements with regard to the preparation of the Buffalo State alumnae/alumnus identified in your email.

The Learner and Learning

	Disagree	Tend to Disagree	Tend to Agree	Agree	Not Enough Info to Respond
The Buffalo State graduate was prepared to design and implement developmentally appropriate and challenging learning experiences.	○	○	○	○	○
The Buffalo State graduate was prepared to use my understanding of learner differences to ensure inclusive learning environments.	○	○	○	○	○
The Buffalo State graduate was prepared to enable all students, regardless of culture or community, to meet high standards.	○	○	○	○	○
The Buffalo State graduate was prepared to work with others to create environments that support individual and collaborative learning.	○	○	○	○	○
The Buffalo State graduate was prepared to create learning environments that foster active engagement in learning.	○	○	○	○	○
The Buffalo State graduate was prepared to appreciate diversity and its value to the education of all students.	○	○	○	○	○

Content Knowledge

	Disagree	Tend to Disagree	Tend to Agree	Agree	Not Enough Info to Respond

	Disagree	Tend to Disagree	Tend to Agree	Agree	Not Enough Info to Respond
The Buffalo State graduate understands the central concepts of the discipline	○	○	○	○	○
The Buffalo State graduate was prepared to create learning experiences that make the subject matter meaningful for students.	○	○	○	○	○
The Buffalo State graduate was prepared to engage learners in critical thinking through an examination of differing perspectives within the discipline.	○	○	○	○	○
The Buffalo State graduate was prepared to promote learning of the discipline through collaborative problem solving related to local and global issues.	○	○	○	○	○

Instructional Practice

	Disagree	Tend to Disagree	Tend to Agree	Agree	Not Enough Info to Respond
The Buffalo State graduate was prepared to select, construct, and use multiple methods of assessment.	○	○	○	○	○
The Buffalo State graduate was prepared to use assessment to inform and guide practice and decision making.	○	○	○	○	○
The Buffalo State graduate was prepared to use assessment to engage learners in their own growth.	○	○	○	○	○
The Buffalo State graduate was prepared to use content knowledge, cross-disciplinary skills, and pedagogy in planning for instruction.	○	○	○	○	○
The Buffalo State graduate was prepared to differentiate instruction for individuals and groups of learners.	○	○	○	○	○

	Disagree	Tend to Disagree	Tend to Agree	Agree	Not Enough Info to Respond
The Buffalo State graduate was prepared to use a variety of instructional strategies that develop an ability to apply knowledge in meaningful ways.	○	○	○	○	○
The Buffalo State graduate was prepared to infuse the values of diversity into instructional strategies.	○	○	○	○	○

Professional Responsibility

	Disagree	Tend to Disagree	Tend to Agree	Agree	Not Enough Info to Respond
The Buffalo State graduate was prepared and eager to engage in ongoing professional learning in order to keep abreast of new ideas and best practices.	○	○	○	○	○
The Buffalo State graduate was prepared to use evidence to continually evaluate and improve my teaching.	○	○	○	○	○
The Buffalo State graduate was prepared to seek out leadership roles in order to be accountable for learner growth.	○	○	○	○	○
The Buffalo State graduate was prepared to seek out opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to positively impact learner growth.	○	○	○	○	○
The Buffalo State graduate was prepared to seek out and use information regarding the diverse experiences and backgrounds of my students and community to positively impact learner growth.	○	○	○	○	○

Technology

	Disagree	Tend to Disagree	Tend to Agree	Agree	Not Enough Info to Respond
The Buffalo State graduate was prepared to engage in pedagogical approaches enhanced by the use of technology.	○	○	○	○	○
The Buffalo State graduate was prepared to leverage technology as a tool to enhance student learning for diverse students.	○	○	○	○	○
The Buffalo State graduate was prepared to use technology as a tool for communication/collaboration with students, parents, colleagues, and other stakeholders.	○	○	○	○	○

Following are 5 optional, open-ended questions. Please feel free to write as much or as little as you like.

What are some strengths of this Buffalo State Graduate?

What areas of professional development would you suggest for this Buffalo State graduate?

Would you recommend the Buffalo State Teacher Education Preparation Programs to aspiring teachers?

What did you think of this survey? (For example: Were the criteria clear? Are we missing important areas for feedback? Is mid-summer the best time to send this survey to employers?)

Would you be willing to participate in a case study and/or focus group?