

**Employer Survey – Initial Programs**

As one mechanism of feedback from our P-12 partners, we revised the employer survey in spring 2019, with the question set being similar to the Alumni and Exit Survey to study the perspective of multiple stakeholders. These survey questions have been aligned to InTASC and Danielson Framework for Teaching to triangle numerous data points.

Data presented below include the combined responses for three iterations, Fall 2019 (n=6), Spring 2020 (n=1), and Spring 2021 (n=9). The survey was deployed to 94 School Administrators; we acknowledge a low overall response rate (16%) and attribute this to the multiple priorities for administrators during the COVID-19 pandemic. The iterations before the pandemic (Fall 2019, from our local P-12 partners) have a 75% response rate. We will continue to deploy the employer survey annually and will publish data as it becomes available.

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|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| **SUNY Oswego graduates have demonstrated…** | **%** | **%** | **%** | **%** |
| Q1 The ability to build on students’ developmental level in designing and implementing learning experiences (*InTASC 1; Danielson Domain 1)* | 79% | 21% | 0% | 0% |
| Q2 The knowledge and skills necessary to work with English language learners (*InTASC 2; Danielson Domain 1)* | 43% | 57% | 0% | 0% |
| Q3 The knowledge and skills necessary to work with students with disabilities (*InTASC 2; Danielson Domain 1)* | 50% | 43% | 7% | 0% |
| Q4 An understanding and respect for student, family, and community diversity (*InTASC 2; Danielson Domain 1)* | 71% | 29% | 0% | 0% |
| Q5 The ability to facilitate and promote a safe learning environment (*InTASC 3; Danielson Domain 2 and Domain 3)* | 71% | 29% | 0% | 0% |
| Q6 The ability to use various techniques to facilitate positive student behavior *(InTASC 2; Danielson Domain 2and Domain 3)* | 57% | 36% | 7% | 0% |
| Q7 The ability to engage families and community in meaningful ways to ensure all students are successful *(InTASC 2 Danielson Domain 2 and Domain 3)* | 36% | 50% | 14% | 0% |
| Q8 The ability to foster positive social interactions and active engagement among students (*InTASC 2; Danielson Domain 2 and Domain 3)* | 57% | 43% | 0% | 0% |
| Q9 The ability to actively engage students in meeting learning objectives (*InTASC 2; Danielson Domain 2 and Domain 3)* | 50% | 50% | 0% | 0% |
| Q10 The ability to create a positive environment that supports learning and development for all students  *(InTASC 2; Danielson Domain 2 and Domain 3)* | 64% | 36% | 0% | 0% |
| Q11 An understanding of how to effectively use technology to enhance teaching and promote active engagement in learning (*InTASC 2; Danielson Domain 2 and Domain 3)* | 64% | 36% | 0% | 0% |
| Q12 In-depth knowledge and understanding of content (*InTASC 4; Danielson Domain 1 and Domain 3)* | 57% | 43% | 0% | 0% |
| Q13 The ability to facilitate learning experiences that make content accessible and meaningful to all students (*InTASC 4; Danielson Domain 1 and Domain 3)* | 50% | 50% | 0% | 0% |
| Q14 Facilitate students’ literacy development (e.g. reading, writing, speaking, and listening) *(InTASC 1; Danielson Domain 1 and Domain 3)* | 38% | 46% | 15% | 0% |
| Q15 The ability to integrate technology and digital media into practice (*InTASC 4; Danielson Domain 1 and Domain 3)* | 64% | 36% | 0% | 0% |
| Q16 The knowledge to connect concepts and use multiple perspectives to engage students in problem-solving (*InTASC 5; Danielson Domain 3)* | 50% | 50% | 0% | 0% |
| Q17 The ability to design, select and use a range of assessment tools to evaluate and document student learning growth (*InTASC 6; Danielson Domain 1 and Domain 3)* | 43% | 43% | 14% | 0% |
| Q18 The ability to demonstrate behavior that supports fairness and the belief that all students can learn  *(InTASC 7; Danielson Domain 1)* | 50% | 50% | 0% | 0% |
| Q19 Knowledge of a variety of methods that enhance students’ critical thinking and problem-solving skills  *(InTASC 8; Danielson Domain 3)* | 50% | 50% | 0% | 0% |
| Q20 The ability to understand how to analyze, interpret and use data to monitor student progress and adapt instructional practices (*InTASC 7; Danielson Domain 1 )* | 57% | 36% | 7% | 0% |
| Q21 In-depth knowledge of theory and strategies that supports all students in meeting learning goals  *(InTASC 7; Danielson Domain 1)* | 43% | 57% | 0% | 0% |
| Q22 The ability to understand and apply educational and instructional policies *(InTASC 9; Danielson Domain 4)* | 50% | 50% | 0% | 0% |
| Q23 The ability to reflect on work as a professional *(InTASC 9; Danielson Domain 4)* | 71% | 21% | 7% | 0% |
| Q24 The ability to work with other school professionals to plan and jointly facilitate learning for all students  (*InTASC 10; Danielson Domain 4)* | 69% | 31% | 0% | 0% |
| Q25 An understanding of schools and organizations to work across systems to support learning needs of diverse students (*InTASC 10; Danielson Domain 4 )* | 50% | 50% | 0% | 0% |
| **InTASC:** 1) Learner Development, 2) Learning Differences, 3) Learning Environment, 4) Content Knowledge, 5) Application of Content, 6) Assessment, 7) Planning for Instruction, 8) Instructional Strategies, 9) Professional Learning and Ethical Practice, and 10) Leadership and Collaboration. **Charlotte Danielson’s Framework for Teaching**: Domain 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities | | | | |