

College of Education Three Year Alumni Survey Results for Employer Satisfaction

Advanced Teacher Education

TQ5. How many years have you served in your current position?

<b>Graduate Advanced</b>				
	Class of 2018-2019	Class of 2020-2021	Class of 2021-22	Class of 2022-23
<b>Rating</b>	N=4	N= 4	N=2	N=16
<b>Mean</b>	3.13	3.2	3.25	2.78
<b>Median</b>	3.5	3.5	3.25	3.00
<b>Mode</b>	3.5	3.5	N/A	3.5
<b>Range</b>	2-3.5	3.2-3.5	3.0-3.5	1.0-3.5

<b>Graduate Special Education</b>				
	Class of 2018-2019	Class of 2020-2021	Class of 2021-22	Class of 2022-23
<b>Rating</b>	N=4	N= 8	N=1	N=7
<b>Mean</b>	3.13	3.25	3.5	2.57
<b>Median</b>	3.5	3.5	3.5	3.0
<b>Mode</b>	3.5	3.5	N/A	3.5
<b>Range</b>	2-3.5	2.0-3.5	3.5-3.5	1.0-3.5

Q6. If you work in a school system with tenure, what is your tenure status?

<b>Graduate Advanced</b>				
<b>Tenure Status</b>	Class of 2018-2019	Class of 2020-2021	Class of 2021-22	Class of 2022-23
	N=3	N= 7	N=2	N=17
<b>Not in a Position Leading to Tenure</b>	0.00%	14.29%	50.00%	11.76%
<b>School Does Not Have Tenure</b>	33.33%	42.86%	50.00%	23.53%
<b>Progressing Toward Tenure</b>	66.67%	42.86%	0.00	64.71%
<b>Have Tenure</b>	0.00%	0.00%	0.00	0.00%
<b>Denied Tenure</b>	0.00%	0.00%	0.00	0.00%

<b>Graduate Special Education</b>				
<b>Tenure Status</b>	Class of 2018-2019	Class of 2020-2021	Class of 2021-22	Class of 2022-23
	N=3	N=4	N=1	N=7
<b>Not in a Position Leading to Tenure</b>	0.00%	0.00%	100.00%	14.29%
<b>School Does Not Have Tenure</b>	33.33%	50.00%	0.00%	14.29%
<b>Progressing Toward Tenure</b>	66.67%	50.00%	0.00%	71.43%
<b>Have Tenure</b>	0.00%	0.00%	0.00%	0.00%
<b>Denied Tenure</b>	0.00%	0.00%	0.00%	0.00%

Class of 2015-16 Responses

We need more Science of Reading instruction.

I am not currently working as a Literacy specialist, but rather completed my Master's in Literacy to satisfy my professional certification as a K-12 Visual Arts teacher. I felt that if I had gone down the Literacy path, I would've been well prepared. I am currently a high school Visual Arts teacher, this is my 2nd year in this building. Prior to that, I was teaching 5-6th grade art for 3 years and another 5 years at a charter high school in Buffalo for art (10 years teaching total)

As a Special Education teacher, I would have liked more specific instruction and training on IEP writing. In my current employment position I have had to some professional development to ensure that my IEPs are compliant with State standards.

Technology integration and practice using the technology found in the classroom.

Stop having students make lesson plans from scratch but rather have them use a curriculum text book and hear it to students needs as possible.

Niagara could have: offered classes that focused on trauma informed and restorative practices. Today's teachers need to be able to deal with student trauma in addition to their own trauma in and outside of the classroom. My program did not prepare me enough for the mental and emotional toll of being a teacher.

Class of 2018-19 Responses

None

Class of 2020-21 Responses

- Many class conversations were focused solely on the role of Superintendents, so acknowledging other roles in which the SDL is required and allowing us to hear from professionals in a variety of

other roles would have added to our experience, particularly for those of us who were not intending to take on Superintendent jobs.

- N/A for this program. I thought it was very well rounded and I had a solid foundation in literacy for 5-12. I frequently use what I learned in the program in my classroom today.
- Nothing comes to mind. I appreciated the variety and depth of information on special education information I learned, it has allowed me to succeed in my role as a Living Environment teacher in a special education setting.

The information below demonstrates how our completers apply professional knowledge, skills, and dispositions. Alumni who are three years into their career are asked to submit their most recent classroom observation evaluation completed by their employer. The forms are reviewed and categorized using a 4 point scale (Ineffective=1, Developing=2, Effective=3, Highly Effective=4). If the observation form includes a rating in a specific category (RA1.2 Learner and Learning, RA1.2 Content, RA1.2 Instructional Practice, or RA1.1.d and RA1.1.f Professional Responsibility) the rating is equated to the 4 point scale. NOTE: Classroom Observation information was not collected on 2016-17 Completers during the 2020-21 academic year because of the pandemic, and none of the 2017-18 or 2018-19 program completers submitted a classroom observation.

3 Year Classroom Observations 2014-2016  
Aggregate Advanced Program Completers

<b>Three Year Observation Ratings</b>	<b>Learner and Learning N=3</b>	<b>Content N=2</b>	<b>Instructional Practice N=3</b>	<b>Professional Responsibility N=3</b>	<b>Overall N=3</b>
<b>Literacy B-6</b>	3.50	4.00	3.00	3.00	3.38
<b>TESOL P-12</b>	4.00	-	4.00	4.00	4.00
<b>SPED 1-6</b>	3.00	3.00	3.67	3.00	3.17
<b>Mean</b>	3.50	3.50	3.56	3.33	3.52
<b>Median</b>	3.50	3.50	3.67	3.00	3.38
<b>Range</b>	3-4	3-4	3-4	3-4	3.17-4.00