

## 2023-2024 Graduates

We surveyed employers of teachers and leaders who completed programs at St. Bonaventure School of Education on their satisfaction with the performance of the completer on the job. Results are not disaggregated due to the low number of responses.

All employers found completers of initial programs to be above average on all indicators and exceptionally strong in dispositional indicators of being receptive to feedback and respecting the dignity and worth of all individuals.

### Employer Satisfaction Survey – Initial (n=10)

Using content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            |            | 4<br>40% | 5<br>50%  |

Using research and evaluation findings to guide critical thinking when working with learners.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            |            | 5<br>50% | 4<br>40%  |

Communicating effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 1<br>10%   | 4<br>40% | 5<br>50%  |

Using technology appropriately and effectively for professional work (communication, collaboration, and production).

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 1<br>10%   | 2<br>20% | 7<br>70%  |

Using appropriate assessment tools and techniques to inform practice.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 1<br>10%   | 5<br>50% | 4<br>40%  |

Using reflection to improve professional practice.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 1<br>10%   | 4<br>40% | 5<br>50%  |

Demonstrating professionalism in interactions, appearance, and behaviors.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 1<br>10%   | 3<br>30% | 6<br>60%  |

Being receptive to feedback.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            |            | 3<br>30% | 7<br>70%  |

Working as an active part of a learning community.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 1<br>10%   | 3<br>30% | 6<br>60%  |

Demonstrating respect for the dignity and worth of individuals.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            |            | 1<br>10% | 9<br>90%  |

Creating effective learning environments that recognize commonalities while affirming diversity in all its forms.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            |            | 2<br>20% | 7<br>70%  |

Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 1<br>10%   | 4<br>40% | 4<br>40%  |

Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 1<br>10%   | 4<br>40% | 4<br>40%  |

Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 1<br>10%   | 4<br>40% | 4<br>40%  |

Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners, to assure mastery of the content.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 2<br>20%   | 3<br>30% | 4<br>40%  |

Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 3<br>30%   | 2<br>20% | 4<br>40%  |

Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 4<br>40%   | 1<br>10% | 4<br>40%  |

Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 3<br>30%   | 4<br>40% | 3<br>30%  |

Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
|          |          |      |            | 2<br>20%   | 4<br>40% | 4<br>40%  |

Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 3<br>30%   | 2<br>20% | 4<br>40%  |

Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

| No Score | Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|----------|------|------------|------------|----------|-----------|
| 1<br>10% |          |      |            | 3<br>30%   | 3<br>30% | 3<br>30%  |

**Employer survey data – Advanced programs (n= 5)**

The majority of employers of completers of advanced programs rated completers above average or higher on all indicators.

Using content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      |            | 1<br>20%   | 2<br>40% | 2<br>40%  |

Using research and evaluation findings to guide critical thinking when working with learners.

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      | 1<br>20%   |            | 2<br>40% | 2<br>40%  |

Communicating effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      |            | 1<br>20%   | 2<br>40% | 2<br>40%  |

Using technology appropriately and effectively for professional work (communication, collaboration, and production).

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      |            | 1<br>20%   | 1<br>20% | 3<br>60%  |

Using appropriate assessment tools and techniques to inform practice.

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      |            | 2<br>40%   | 1<br>20% | 2<br>40%  |

Using reflection to improve professional practice.

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      |            | 1<br>20%   | 1<br>20% | 3<br>60%  |

Demonstrating professionalism in interactions, appearance, and behaviors.

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      |            | 1<br>20%   | 1<br>20% | 3<br>60%  |

Being receptive to feedback.

| Terrible | Poor | Below Avg. | Above Avg. | Good | Excellent |
|----------|------|------------|------------|------|-----------|
|          |      |            | 1<br>20%   |      | 4<br>80%  |

Working as an active part of a learning community.

| Terrible | Poor | Below Avg. | Above Avg. | Good     | Excellent |
|----------|------|------------|------------|----------|-----------|
|          |      |            | 1<br>20%   | 1<br>20% | 3<br>60%  |

Demonstrating respect for the dignity and worth of individuals.

| Terrible | Poor | Below Avg. | Above Avg. | Good | Excellent |
|----------|------|------------|------------|------|-----------|
|          |      |            | 1<br>20%   |      | 4<br>80%  |

Creating effective learning environments that recognize commonalities while affirming diversity in all its forms.

| Terrible | Poor | Below Avg. | Above Avg. | Good | Excellent |
|----------|------|------------|------------|------|-----------|
|          |      |            | 1<br>20%   |      | 4<br>80%  |