

# ADELPHI UNIVERSITY

Ruth S. Ammon College of  
Education and Health Sciences

## EMPLOYER SURVEY FOR INITIAL PROGRAMS

**SPRING 2023**

In Spring 2023, a survey was administered to 10 employers, with a 20% response rate (2 responses): one from early childhood special education and one from childhood education. When asked whether Adelphi alumni teachers compare favorably to other first hires and/or recently tenured faculty, 100% strongly agreed or agreed with planning and preparation, classroom management, instruction, and professional responsibility. Three comments from school administrators detail our alumni’s strengths, drawn from the survey results: *“AU students demonstrate strong, differentiated planning skills and proficiency with technology in both classroom and virtual settings. They excel at building student connections, maintaining engaging learning communities, and collaborating with colleagues. They align instruction with standards and are recognized as teacher-leaders.”*

### SECTION I

In this section, the four domains of Danielson’s Framework for Teaching are shown. For each domain, please indicate your level of agreement with the following statement: **Please indicate your level of agreement with the following statements using the rating scale: Strongly Disagree (1) – Strongly Agree (5).**

***Adelphi alumni compare more favorably to other first hires and/or recently tenured faculty:***

Criteira	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Domain 1. Planning and Preparation (e.g., demonstration of content knowledge, planning for diverse classrooms, assessing students).					
Working with individuals with special needs.	0%	0%	0%	50%	50%
Working with English Language Learners.	0%	0%	0%	50%	50%
Differentiating instruction.	0%	0%	0%	50%	50%
Teaching in my content area.	0%	0%	0%	50%	50%
Planning and preparing lessons.	0%	0%	0%	0%	100%
Domain 2. Classroom Environment (e.g., creates a positive climate, sensitive to diverse populations, creates high expectations, manages classroom behaviors).					
Working remotely in a virtual learning environment.	0%	0%	0%	50%	50%
Managing classroom dynamics.	0%	0%	0%	50%	50%
Using synchronous or asynchronous tools for distance learning.	0%	0%	0%	50%	50%
Domain 3. Instruction(e.g., high level of engagement, appropriate feedback, responsive to student needs).					
Working with a diverse population.	0%	0%	0%	50%	50%
Using advanced technology (specific skill set) to facilitate learning.	0%	0%	0%	50%	50%
Using varied instructional approaches.	0%	0%	0%	50%	50%
Adjusting to unplanned circumstances in the classroom.	0%	0%	0%	50%	50%
Domain 4. Professional Responsibility (e.g., reflects on ones' teaching, implements collegial feedback, works collaboratively).					
Collaborating with colleagues.	0%	0%	0%	0%	100%
Being a reflective practitioner.	0%	0%	0%	0%	100%
Collaborating with students’ families.	0%	0%	0%	0%	100%

## EMPLOYER SURVEY FOR INITIAL PROGRAMS

### SPRING 2024

In Spring 2024, a survey was administered to 29 employers, with a 24% return rate (7 responses): 3 from early childhood special education, 1 from childhood education, 1 from STEP childhood, 1 from physical education, and 1 from combined science and math. When asked whether Adelphi alumni teachers compare favorably to other first hires and/or recently tenured faculty, 100% strongly agreed or agreed with planning and preparation, and professional responsibility. 86% strongly agreed or agreed with classroom management, and instruction. Three comments from school administrators detail our alumni's strengths, drawn from the survey results: *"AU students have strong foundational knowledge of best practices," "AU students understand the importance of creating safe and supportive classroom environments,"* and *"Students have strong knowledge of differentiated instruction."*

In this section, the four domains of Danielson's Framework for Teaching are shown. For each domain, please indicate your level of agreement with the following statement: **Please indicate your level of agreement with the following statements using the rating scale: Strongly Disagree (1) – Strongly Agree (5).**

***Adelphi alumni compare more favorably to other first hires and/or recently tenured faculty:***

Criteria	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Domain 1. Planning and Preparation	0%	0%	0%	29%	71%
Domain 2. Classroom Environment	0%	0%	14%	29%	57%
Domain 3. Instruction	0%	0%	14%	43%	43%
Domain 4. Professional Responsibility	0%	0%	0%	57%	43%

## EMPLOYER SURVEY FOR INITIAL PROGRAMS

### SPRING 2025

In Spring 2025, a survey was administered to 10 employers, with a 40% return rate (4 responses): 1 from art education, 1 from STEP childhood education, 1 from physical education undergraduate, and 1 from physical education graduate. When asked whether Adelphi alumni teachers compare favorably to other first hires and/or recently tenured faculty, 75% agreed with CAEP Standard R1.1 The Learner and Learning, CAEP Standard R1.2 Content, CAEP Standard R1.3 Instructional Practice, and CAEP Standard R1.4 Professional Responsibility. Overall, results indicate that employers view Adelphi teacher education alumni positively across all CAEP standards, suggesting graduates are well-prepared for the profession.

#### SECTION I

Your responses to the following questions will help us ascertain whether Adelphi alumni compare favorably to other first hires and/or recently tenured faculty. Each question is aligned to the Council for the Accreditation of Educator Preparation (CAEP) standards. Please indicate your level of agreement with the following statements using the rating scale: Strongly Disagree (1) – Strongly Agree (5).

***Adelphi helped me to apply my knowledge of:***

Criteria	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>CAEP Standard R1.1 The Learner and Learning: Teachers were able to apply their knowledge of the learner and learning at the appropriate progression levels. Adelphi helped me to apply my knowledge of:</b>					
Learner development (e.g., cognitive, linguistic, social, emotional, physical)	0%	0%	25%	50%	25%
Learning Differences (e.g., individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspective, cultural norms, language development)	0%	0%	25%	50%	25%
Learning environment (e.g., individual and collaborative learning, positive social interaction, active engagement in learning, self motivation)	0%	0%	25%	50%	25%
Diversity, equity, and inclusion in the learner and learning (e.g., candidates believe all learners can achieve high levels, examine and understand their personal biases, make learners feel valued, promote respect among learners)	0%	0%	25%	50%	25%
<b>CAEP Standard R1.2 Content: Teachers were able to apply their knowledge of content at the appropriate progression levels. Adelphi helped me to apply my knowledge of:</b>					
Central concepts, tools of inquiry, and structures of discipline specific to content	0%	0%	25%	50%	25%
Accessible and meaningful learning experiences to ensure mastery of content	0%	0%	25%	50%	25%
Content specific pedagogy	0%	0%	25%	50%	25%
Diversity and equity in content knowledge	0%	0%	25%	50%	25%
<b>CAEP Standard R1.3 Instructional Practice: Teachers were able to apply their knowledge of instructional practice at the appropriate progression levels. Adelphi helped me to apply my knowledge of:</b>					
Multiple methods of assessment to monitor learner progress and guide decision making.	0%	0%	25%	50%	25%
Planning instruction that draws on content knowledge, curriculum, cross-disciplinary skills, and pedagogy to support every student in meeting rigorous learning goals.	0%	0%	25%	50%	25%
Variety of instructional strategies to encourage learners to develop content knowledge and content connections to build skills and knowledge in meaningful ways.	0%	0%	50%	25%	25%
Technology for enhancement of P-12 learning. (e.g., design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning)	0%	0%	25%	50%	25%
Diversity and equity in instructional practice (e.g., adapt instructional resources and assessments to create culturally responsive, equitable learning opportunities; making accommodations in assessment conditions; identifying and using learner learner strengths and needs; respecting learners' diverse strengths and needs; using of formative assessment; openness to adjustment and revision based on learner needs)	0%	0%	25%	50%	25%
<b>CAEP Standard R1.4 Professional Responsibility: Teachers were able to apply their knowledge of professional responsibility at the appropriate progression levels. Adelphi helped me to apply my knowledge of:</b>					
Professional standards of practice, relevant laws, and policies and codes of ethics.	0%	0%	25%	50%	25%
Collaboration with learners, families, and colleagues and other school professionals to ensure learner growth.	0%	0%	25%	50%	25%
Engagement in ongoing professional learning and using 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).	0%	0%	25%	50%	25%
Diversity and equity in professional responsibility (e.g., adaption of practice to meet needs of each learner; taking responsibility for learning of all students; deepening understanding of own frames of reference and potential bias; seeing role as one of advocacy for learners and accountable for learner success; embracing challenge of continuous improvement and change)	0%	0%	25%	50%	25%

# EMPLOYER SURVEY INSTRUMENTS

SPRING 2023

## INTRODUCTION

Thank you for having hired an alum of Adelphi University. We are very interested in your observations and insight into the preparedness of our Adelphi University College of Education and Health Sciences graduates. In order to continue our commitment to improving educational practices, the College of Education and Health Sciences at Adelphi University is conducting a survey of employers. Your responses to this survey will help us track program outcomes so that we can better prepare our students for their careers. We greatly appreciate your time in completing this survey.

## CONFIDENTIALITY

Your responses are confidential. Responses are also reported as aggregate data by GROUP level and not by individual employers. This data is collected by the Office of Assessment and Accreditation, Harvey Hall Room 109. If you have any questions about the survey, please contact Patty Esposito, Director, Assessment and Accreditation of the College of Education and Health Sciences at 516-877-4088.

## EMPLOYER INFORMATION

School District \_\_\_\_\_ School Building \_\_\_\_\_

Your Title \_\_\_\_\_

Please indicate type of institution: \_\_\_\_\_ Public \_\_\_\_\_ Private \_\_\_\_\_ Charter \_\_\_\_\_ Other \_\_\_\_\_

Do you supervise any Adelphi alumni? \_\_\_\_\_ yes \_\_\_\_\_ no

If **yes**, how many Adelphi alums do you supervise? \_\_\_\_\_

*Please continue to Section I.*

If **no**, are you aware of Adelphi Alumni who work in your school? \_\_\_\_\_ yes \_\_\_\_\_ no

If **yes**, please continue to Section I and respond to the best of your knowledge.

If **no**, please continue to Section II.

## SECTION I

In this section, the four domains of Danielson's Framework for Teaching are shown. For each domain, please indicate your level of agreement with the following statement:

**Adelphi alumni compare more favorably to other first hires and/or recently tenured faculty**

<b>Domain 1: Planning and Preparation</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Working with individuals with special needs					
Working with English Language Learners					
Differentiating instruction					
Teaching in my content area					
Planning and preparing lessons					

1a. Please identify one or more strengths of our alumni in Domain 1: Planning and Preparation.

1b. What could Adelphi University do to improve its preparation of teachers in Domain 1: Planning and Preparation?

<b>Domain 2: Classroom Environment</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Working remotely in a virtual learning environment					
Managing classroom dynamics					
Using synchronous or asynchronous tools for distance learning					

2a. Please identify one or more strengths of our alumni in Domain 2: Classroom Environment.

2b. What could Adelphi University do to improve its preparation of teachers in of our alumni in Domain 2: Classroom Environment?

<b>Domain 3: Instruction</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Working with a diverse population					
Using advanced technology					
Using varied instructional approaches					
Adjusting to unplanned circumstances in the classroom					

3a. Please identify one or more strengths of our alumni in Domain 3: Instruction.

3b. What could Adelphi University do to improve its preparation of teachers in Domain 3: Instruction?

<b>Domain 4: Professionalism</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Collaborating with colleagues					
Being a reflective practitioner					
Collaborating with students' families					

4a. Please identify one or more strengths of our alumni in Domain 4: Professionalism.

4b. What could Adelphi University do to improve its preparation of teachers in Domain 4: Professionalism?

**SECTION II**

1. Would you like to participate in a focus group at Adelphi?

Yes

No

If yes, please provide your name

\_\_\_\_\_

e-mail address \_\_\_\_\_

and phone number \_\_\_\_\_

## SPRING 2024

### INTRODUCTION

Thank you for having hired an alum of Adelphi University. We are very interested in your observations and insight into the preparedness of our Adelphi University College of Education and Health Sciences graduates. In order to continue our commitment to improving educational practices, the College of Education and Health Sciences at Adelphi University is conducting a survey of employers. Your responses to this survey will help us track program outcomes so that we can better prepare our students for their careers. We greatly appreciate your time in completing this survey.

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### EMPLOYER INFORMATION

School District \_\_\_\_\_ School Building \_\_\_\_\_

Your Title \_\_\_\_\_

Please indicate type of institution: \_\_\_\_\_ Public \_\_\_\_\_ Private \_\_\_\_\_ Charter \_\_\_\_\_ Other

Do you supervise any Adelphi alumni? \_\_\_\_\_ yes \_\_\_\_\_ no

If **yes**, how many Adelphi alums do you supervise? \_\_\_\_\_

*Please continue to Section I.*

If **no**, are you aware of Adelphi Alumni who work in your school? \_\_\_\_\_ yes \_\_\_\_\_ no

If **yes**, please continue to Section I and respond to the best of your knowledge.

If **no**, please continue to Section II.

### SECTION I

In this section, the four domains of Danielson's Framework for Teaching are shown. For each domain, please indicate your level of agreement with the following statement:

**Adelphi alumni compare more favorably to other first hires and/or recently tenured faculty**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Domain 1: Planning and Preparation</b>  (e.g., demonstration of content knowledge, planning for diverse classrooms, assessing students).					

1a. Please identify one or more strengths of our alumni in Domain 1: Planning and Preparation.

1b. What could Adelphi University do to improve its preparation of teachers in Domain 1: Planning and Preparation?

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Domain 2: Classroom Environment</b>  (e.g., creates a positive climate, sensitive to diverse populations, creates high expectations, manages classroom behaviors).					

2a. Please identify one or more strengths of our alumni in Domain 2: Classroom Environment.

2b. What could Adelphi University do to improve its preparation of teachers in of our alumni in Domain 2: Classroom Environment?

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

<b>Domain 3: Instruction</b>  (e.g., high level of engagement, appropriate feedback, responsive to student needs).					
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3a. Please identify one or more strengths of our alumni in Domain 3: Instruction.

3b. What could Adelphi University do to improve its preparation of teachers in Domain 3: Instruction?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>Domain 4: Professionalism</b>  (e.g., reflects on ones' teaching, implements collegial feedback, works collaboratively).					

4a. Please identify one or more strengths of our alumni in Domain 4: Professionalism.

4b. What could Adelphi University do to improve its preparation of teachers in Domain 4: Professionalism?

## SECTION II

2. Would you like to participate in a focus group at Adelphi?

\_\_\_ Yes

\_\_\_ No

If yes, please provide your name

\_\_\_\_\_

e-mail

address \_\_\_\_\_

and phone number

\_\_\_\_\_

## SPRING 2025

### INTRODUCTION

Thank you for employing one or more graduates from the Ruth S. Ammon College of Education and Health Sciences at Adelphi University. Your insights on our graduate(s)' preparedness are invaluable to our ongoing commitment to educational excellence. This survey will help us assess program outcomes and enhance how we prepare students for their professional careers. We sincerely appreciate your time in completing this survey.

**Confidentiality Statement:** Your responses are confidential. Results will be reported only as aggregate data by program and not by individual alumni. This survey is administered by the Office of Assessment. If you have any questions, please contact Patty Esposito, Director of Assessment for the College of Education and Health Sciences, at [esposito2@adelphi.edu](mailto:esposito2@adelphi.edu).

### EMPLOYER INFORMATION

Please fill out the information below.

Your Position/Title \_\_\_\_\_

School District \_\_\_\_\_

School Building \_\_\_\_\_

Please indicate type of institution: public, private, charter, other \_\_\_\_\_

Do you supervise any Adelphi alumni ? yes or no

If no,

Are you aware of Adelphi Alumni who work in your school? Yes or no

If yes,

How many Adelphi alums do you supervise? \_\_\_\_\_

Please provide the first and last name of the Alums you supervise. \_\_\_\_\_

### SECTION I

Your responses to the following questions will help us ascertain whether Adelphi alumni compare favorably to other first hires and/or recently tenured faculty. Each question is aligned to the Council for the Accreditation of Educator Preparation (CAEP) standards. Please

indicate your level of agreement with the following statements using the rating scale:  
Strongly Disagree (1) – Strongly Agree (5).

**\* CAEP Standard R1.1 The Learner and Learning: Teachers were able to apply their knowledge of the learner and learning at the appropriate progression levels.**

*Adelphi helped me to apply my knowledge of:*

Criteria	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Learner development (e.g., cognitive, linguistic, social, emotional, physical)					
Learning Differences (e.g., individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspective, cultural norms, language development)					
Learning environment (e.g., individual and collaborative learning, positive social interaction, active engagement in learning, self motivation)					
Diversity, equity, and inclusion in the learner and learning (e.g.,					

<p>candidates believe all learners can achieve high levels, examine and understand their personal biases, make learners feel valued, promote respect among learners)</p>					
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**CAEP Standard R1.2 Content: Teachers were able to apply their knowledge of content at the appropriate progression levels.**

*Adelphi helped me to apply my knowledge of:*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Central concepts, tools of inquiry, and structures of discipline specific to content					
Accessible and meaningful learning experiences to ensure mastery of content					
Content specific pedagogy					
Diversity and equity in content knowledge					

**CAEP Standard R1.3 Instructional Practice: Teachers were able to apply their knowledge of instructional practice at the appropriate progression levels.**

*Adelphi helped me to apply my knowledge of:*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Multiple methods of assessment to monitor learner progress and guide decision making.					
Planning instruction that draws on content knowledge, curriculum, cross-disciplinary skills, and pedagogy to support every student in meeting rigorous learning goals.					
Variety of instructional strategies to encourage learners to develop content knowledge and content connections to build skills and knowledge in meaningful ways.					
Technology for enhancement of P-12 learning. (e.g., design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning)					

Diversity and equity in instructional practice					
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**CAEP Standard R1.4 Professional Responsibility: Teachers were able to apply their knowledge of professional responsibility at the appropriate progression levels.**

*Adelphi helped me to apply my knowledge of:*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Professional standards of practice, relevant laws, and policies and codes of ethics.					
Collaboration with learners, families, and colleagues and other school professionals to ensure learner growth.					
Engagement in ongoing professional learning and using 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).					
Diversity and equity in professional responsibility					

**SECTION II**

1. Would you like to participate in a focus group at Adelphi?

Yes

No

If yes, please provide your name \_\_\_\_\_

e-mail address \_\_\_\_\_

and phone number \_\_\_\_\_