



Salisbury University Seidel School of Education – Unit Employer Survey

As part of ongoing program assessment and improvement efforts in the Seidel School of Education at Salisbury University, we seek your opinion regarding the preparation of Salisbury University teacher education graduates. Specifically, we ask for your evaluation of educator(s) you have hired within the last year that completed an undergraduate or a graduate degree in a Salisbury University education program.

Your responses to the following questions will help us evaluate how effectively we are preparing our graduates to serve in your schools. Your input will also help us improve our teacher preparation programs. All information you provide will remain confidential; no personal or identifying information will be shared. This survey should take no more than 20 minutes to complete. Please complete this survey on a computer or larger device. If you have any questions regarding this survey, please email [SeidelAccreditation@salisbury.edu](mailto:SeidelAccreditation@salisbury.edu).

**Section I.** Background information:

Where are you employed?  
\_\_\_\_\_

Is your site a Salisbury University Professional Development School (PDS) site?

Yes

No

Please estimate the number of Salisbury University education graduates hired by your site within the last year.

▼ 0; 1 to 3; 4 to 6; 7 to 9; Not sure

Please select the grade level(s) in which you have hired Salisbury University trained educator(s) to teach within the last year.

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Other (please specify): \_\_\_\_\_

Please select the area(s) in which you have hired Salisbury University trained educator(s) to teach within the last year.

- Biology
- Chemistry
- Early Childhood Education
- Elementary Education
- Earth Science
- English Language Arts
- ESOL/TESOL
- French
- Health
- History
- Mathematics
- Music
- Outdoor Education
- Physical Education
- Physics
- Reading Specialist
- Spanish
- ELA/Literacy Coach/Literacy Professional Development Coach
- Reading Interventionist/Reading Resource Teacher
- Educational Administrator (please specify): \_\_\_\_\_
- Other (please specify): \_\_\_\_\_

Is your site located in the state of Maryland?

- Yes
- No

In what County in Maryland is your site located?

- Allegany
- Anne Arundel
- Baltimore City
- Baltimore County
- Calvert
- Caroline
- Carroll
- Cecil
- Charles
- Dorchester
- Frederick
- Garrett
- Harford
- Howard
- Kent
- Montgomery
- Prince Georges
- Queen Anne's
- St. Mary's
- Somerset
- Talbot
- Washington
- Wicomico
- Worcester

Please provide the State and County/District in which your site or agency is located:

State: \_\_\_\_\_

County/District: \_\_\_\_\_

What role do you serve in your school or agency?

- Mentor teacher
- Principal or other educational administrator (please specify): \_\_\_\_\_
- Human resources or other central office personnel (please specify): \_\_\_\_\_

**Section II.** For mentor teachers:

Please respond to the following statements by indicating how well the Salisbury University education graduate(s) you employ are prepared to engage in each of the skills and activities. Please respond to each question as honestly as possible.

How well are the Salisbury University education graduate(s) you employ prepared to:

#	Item	Well prepared	Somewhat prepared	Neutral	Somewhat unprepared	Unprepared
1	Understand how learners develop (InTASC 1)					
2	Support developmentally appropriate learning experiences (InTASC 1)					
3	Foster inclusive learning environments for diverse learners (InTASC 2)					
4	Enable diverse learners to meet high standards (InTASC 2)					
5	Support the development of English proficiency among English language learners (InTASC 2, CAEP/State AFI 1)					
6	Implement strategies to make content accessible to English language learners (InTASC 2, CAEP/State AFI 1)					
7	Implement strategies to address the needs of gifted and talented learners (InTASC 2, CAEP/State AFI 1)					
8	Manage learning environments effectively (InTASC 3)					
9	Support collaboration and positive social interaction among learners (InTASC 3)					
10	Acquire in-depth understanding of the major concepts, processes of inquiry, and ways of knowing that are central to the discipline (InTASC 4)					
11	Promote learners' achievement on content standards (InTASC 4)					
12	Support learners' ability to work collaboratively to solve complex problems (InTASC 5)					
13	Implement varied assessment methods that align with learning objectives (InTASC 6)					
14	Implement appropriate assessments to monitor learning needs and progress (InTASC 6)					
15	Plan instruction to ensure students' learning goals are met (InTASC 7)					
16	Use existing formative and summative assessment data to guide instructional planning (InTASC 7)					
17	Support learners' use of higher-order thinking skills (InTASC 8)					
18	Engage in ongoing professional learning opportunities to further develop knowledge and skills (InTASC 9)					
19	Apply and support technology standards to design, implement, and assess learning experiences (CAEP 1.5; ISTE 5, 6)					
20	Model safe, legal, and ethical uses of information and technology (InTASC 9; ISTE 6; MCEE V; CAEP 1.5)					
21	Model ethical behaviors and practices in professional settings (InTASC 9; MCEE I)					
22	Work collaboratively with learners and their families to support student achievement (InTASC 10)					
23	Engage effectively in leadership roles within the school (InTASC 10)					
24	Work collaboratively to advance professional practice (InTASC 10)					
25	Reflect on my own professional dispositions and develop a plan when they need to be adjusted (MCEE II)					

**Section III.** For principals or other educational administrators/supervisors:

Maryland Items: Please respond to the following statements by indicating how well the Salisbury University education graduate(s) you employ are prepared to engage in each of the skills and activities. Please respond to each question as honestly as possible.

These educators:

Item	Consistently	Inconsistently	Minimally	Not at all	Insufficient evidence/ Opportunity
1. Understand the diverse needs of students					
2. Plan for the diverse needs of students					
3. Know the required content					
4. Teach required content					
5. Create a respectful environment that supports learning for all students					
6. Implement effective instruction that engages students in learning					
7. Implement a range of assessments to measure progress of learners to improve instruction					
8. Demonstrate professionalism					
9. Use technology in ways to improve student learning					

10. Please comment on these educators' impact on student growth:

Overall, how satisfied are you with the performance of recent Salisbury University education graduate(s)? (CAEP 4.3/A.4.1)

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the overall quality of recent Salisbury University education graduate(s). (CAEP 4.3/A.4.1)

	Excellent	Very good	Good	Fair	Poor
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have additional comments about this Salisbury University education graduate(s)?  
If so, please include your comments in the space below.