Employers' Survey Content for Advanced Programs in M.Ed. in Curriculum and Learning, M.Ed. in Educational Leadership, and M.Ed. in Reading (Literacy); M.Ed. in Special Education; M.Ed. in Counseling

1) Do you supervise professionals who are graduates of any of these programs at William Paterson University?
   - M.Ed. in Curriculum and Learning/M.Ed. in Education with a specialization in bilingual/ESL, early childhood, language arts, learning technologies, school library media, social studies, or teaching children mathematics
   - M.Ed. in Educational Leadership
   - M.Ed. in Reading/Literacy
   - M.Ed. in Special Education (Learning Disabilities, Developmental Disabilities)

2) Which programs are represented by WPU graduates in your school or district?

3) Graduates of which programs are you rating at this time?

4) Rate each of the competencies listed below as:

   3 = Very well prepared
   2 = Sufficiently prepared
   1 = Not observed – This rating includes both not being observed by the employer although the behavior may occur at other times OR the employer did not observe the behavior because the employee does not display that behavior

Employers should rate the quality of the preparation of graduates in their schools on the following competencies.

<u>Knowledge</u>
   a. Demonstrates knowledge of contemporary trends and professional, state, national, and institutional standards in candidate's area of study
   b. Demonstrates knowledge of theories in field related to pedagogy, learning, and practice
   c. Utilizes data, current research and policies related to schooling and best practices as applicable to field of study
   d. Identifies and apply a range of instructional strategies and technologies to promote student learning and faculty development

<u>Diversity</u>
   a. Displays professional behaviors that are consistent with the ideas of fairness and the belief that all students can learn
   b. Demonstrates a commitment to high level success for all students
   c. Incorporates and communicate multiple perspectives of subject matter being taught or services provided

    d. Reflects on their own ability to work with diverse students, colleagues, and families

Research & Assessment
    a. Critiques and synthesize educational theories and prior research findings related to candidate's professional practices
    b. Conducts research and assessment in applied contexts
    c. Incorporate technology in the research and assessment processes
    d. Uses research and engage in data-driven program evaluation to improve student learning and professional practices

Dispositions
    a. Demonstrates the ability to work with students, families, colleagues, and communities in ways that reflect the ethical and professional dispositions expected of professional educators as delineated in professional, state, and institutional standards
    b. Contributes to positive climate in the professional setting
    c. Demonstrates competence in written and spoken language for multiple audiences
    d. Exhibits responsive listening
    e. Displays a commitment to reflection and assessment
    f. Demonstrates willingness to give and receive help
    g. Exhibits sensitivity to community and cultural norms
    h. Demonstrates respect for human diversity and varied perspectives
    i. Engages in practices that indicate valuing of the development of critical thinking
    j. Keeps abreast of new ideas in field of study
    k. Demonstrates professional responsibility

Leadership
    a. Takes role as leader, mentor, and advocate who functions as collaborative agent of change
    b. Uses educational research and policies in professional practices
    c. Reflects on their own practices
    d. Sets instructional directions, engage in curriculum and staff development, and make organizational decisions
    e. Creates positive environments for student learning
    f. Builds on developmental levels of students and colleagues with whom they work (e.g., differentiate instruction and assessment)