

2016 – 17 Indicator of Completer Satisfaction (Components 4.4 | A.4.2.)

University at Buffalo's student teachers complete a survey regarding the satisfaction of their experiences in the Teacher Education program. This is an opportunity for the students to reflect on their experiences related to both coursework and fieldwork. The information received from these surveys indicated how satisfied pre-service teachers were with the program in preparing them for the profession. Information obtained from this survey will contribute to program improvement and will be used in the accreditation process.

The survey questions in components 1-4 address the students' self-reflection on their abilities within the classroom and are rated on a scale ranging from 1 (emerging) to 4 (proficient). The fifth component includes items that are rated on a scale ranging from 1 (I have utilized) to 3 (I did not know I could utilize) in order to understand the students' knowledge and accessibility to the University facilities and services provided. The survey is divided into the following five components.

Program Experience Survey			
Components	N	Mean	Observations
1) Content Knowledge – Teacher candidates indicate that they received a thorough background in subject matter content that supports effective teaching in the field.	39	3.61	On average, candidates feel the program well prepared them to demonstrate their breadth and depth of knowledge and to connect this knowledge to curriculum standards/performance indicators.
2) Pedagogical Knowledge – Teacher candidates indicate that they developed adequate knowledge of planning, guiding, and assessing learning in a variety of settings.	39	3.61	On average, candidates feel that the program well prepared them to construct lesson plans that have clear and appropriate objectives that are focused on student learning, to implement and adjust lesson plans in response to students' needs, and to construct/implement classroom management plans.
3) Pedagogical Content Knowledge – Teacher candidates indicate that they developed adequate methods to transform subject matter in ways that honor the content and the students at hand.	39	3.49	On average, candidates feel that the program well prepared them to use a variety of teaching methods and instructional strategies that demonstrate key content ideas that are tailored for specific students' needs, and to construct, use, and reflect on various forms of assessment that measure students' learning.
4) Professional Qualities – Teacher candidates indicate that they developed both caring and professional dispositions towards the profession of teaching.	39	3.67	On average, candidates feel that the program well prepared them to work in a collegial manner, accept feedback, and make adjustments in response to this feedback, initiate connections with the school community, reflect on their teaching, anticipate and adjust to interruptions/students' questions/concerns, and seek out professional development opportunities.
5) Facilities & Services – Utilization of facilities and services at the University at Buffalo during time spent in the teacher education program.	39	1.61	On average, candidates were aware of and utilized campus facilities and services such as: arts and entertainment, athletics and recreation, campus dining, career services, professional development opportunities, and university libraries. Campus services and facilities that were least used by our candidates were: student government, student housing, and the health and wellness center.