3. Satisfaction of Employers

The College of Education conducted the same survey as last years for Master of Education in Educational Leadership (MEDEL) and Master in Special Education (MSPED) to have a real reflection on our graduates and our courses.

A. Advanced programs

1. Master of Education in Educational Leadership (MEDEL) employer satisfaction survey results:

The employer satisfaction survey was sent to 10 employers of MEDEL completers of 2020-21, who are currently working in the education field. Only 5 employers responded to the survey. The return rate was 50.6%. Table 1 presents the mean responses for the survey items.

Table 1. MEDEL employer satisfaction with completer

Number	Survey Item	Mean
1.	Integrating technology into instruction	4
2.	Utilizing theories to guide leadership	4
3.	Conducting action research	4
4.	Integrating technology into administration	4
5.	Addressing professional development needs of faculty and staff	3.5
6.	Planning effective instruction	4
7.	Using current research to guide leadership decisions	4
8.	Recognizing and appreciating diversity in the community	3.8
9.	Practicing professional ethics	4
10	Conducting teacher observation and evaluations	4
11	Working effectively with parents	3
12	Using teams within the school to achieve school goals, vision and mission.	3.5
13	Working with diverse teachers and students	3.5
14	Using data to make decisions	4
15	Recognizing the importance of using diverse educational resources, including technology.	4
16	Engaging in critical reflection of theory and professional practice.	4
17	Demonstrating professional conduct that models ethical behavior and integrity.	4

18	Initiating and leading others in achieving goals, vision and mission.	4
19	Demonstrating respect for diversity.	4
20	Collecting and using data to asses school and program effectiveness	4
21	Assessing curricular and instructional school programs	4
22	Collaborating with faculty and community members	3
23	Modeling principles of self-awareness and ethical behavior as related to their roles within the school.	4

As shown in Table 1, the mean responses for all survey items range between 3.75 and 4. The responses point to a high level of satisfaction with the MEDEL completers' performance in their professional experience.

Table 2. Employer responses to open-ended questions

Question	Completer 1	Completer 2	Completer 3	Completer 4	Completer 5
Areas in which completers were best prepared, according to their employers	The graduate showed an excellent achievement with the school vision and mission, and collecting and using data to asses school and program effectiveness which helped in conducting teacher observation and evaluations.	The graduate can use date to take decisions, to work passionately for learning and to lead others systematically and to learn	The graduate showed an excellent achievement with the school vision and mission .using technology to fit learners needs	Using teams within the school to achieve school goals, vision and mission.	The graduate showed a superb work in demonstrating respect for diversity in achieving respect among all in the school.
Areas in which completers should have received more instruction	Driven decisions through making use of data	At leading others into collective leadership practice.	Collaborating with faculty and community members more in decision making	Using data to make decisions	Making more use of the data in assessing the programs
Other comments	It was exciting to work with the graduate and seeing all the new ways of analysing data and making a difference	Keep the MEDEL in English as the graduate understand the theories better	I truly believe that the value of the MEDEL program should be taught in English	The graduate uses all he has learnt for the better at the educational field.	Love to have more English in our learning

(Table 2) shows the responses to the open-ended questions according to the employer's answers of the MEDEDL completers. The questions and answers were a reflection on our graduates understanding, implementing, achieving the school vision and mission conducting action research, using diverse educational resources, including technology, conducting teacher observation and evaluations, using data to take decisions, working in teams collaboratively, and strategically planning for the educational goals to lead others systematically and to learn and lead others to learn. The responses to the questions that asks about areas in which completers should have received more instruction the graduates mentioned use more data to make critical decisions in the school, and graduates would like to develop their skill of leading others into collective leadership practice. Finally, English as the medium of instruction in the program was mentioned a lot as it makes them understand the concepts of leadership better.

Master in Special Education (MSPED) employer satisfaction survey results

We had 13 graduates in the MSPED program. Only 4 are still working in the education field. Below are the results of their employers' survey. Table 3. MSPED employer satisfaction with completer

	Teaching dispositions	Mean
1.	Ensures that all learners learn at a high levels and achieve success	4
2.	Supports students with learning problems or disability to learn in different ways	3.7
3.	Creates supportive learning environments in which students' ideas, beliefs and opinions are shared and valued	3
4.	Demonstrates motivation about teaching/subject area	4
5.	Shows respect for individual and cultural differences	4
6.	Provides care and support for students	4
7.	Reflects critically on professional practice	4
8.	Develops research-proven teaching strategies	3.75
9.	Uses student data to plan and review learning experiences	4
10.	Engages in reflective practices	3.5
11.	Pursues opportunities to grow professionally and participate in life-long learning	3.5
12.	Engages in personal and professional development	3.5
13.	Uses effective language in communicative situations and various social functions	4
14.	Collaborates with colleagues to give and receive help	4
15.	Provides a positive climate in the classroom and participates in maintaining such a climate in the school as a whole	3.5
16.	Meets personal work related goals and priorities	4
17.	Contributes towards professional teams	4
18.	Builds relationships with families and the broader community to enhance student learning	3.5
19.	Meets ethical accountability and professional requirements	3.5

A. Classroom Practices

	Teaching Practices	Mean
20.	Lessons based on monitoring, assessment, and student feedback from previous lessons are developed	3.5
21.	Teaching strategies appropriate for Curriculum Standards are used	3.5
22.	A range of materials and resources are utilized to engage students	3.5
23.	A variety of skills and resources are used to evaluate and modify lessons	4
24.	Varied individual and group learning strategies are used	4

25.	Print, multimedia, online, and electronic teaching resources are used	3.5
26.	Language, literacy, and numeracy development are identified and monitored	4
27.	Students' learning is assessed and reported using methods in line with school policies	4
28.	Clear, accurate and concise feedback on the outcomes of assessment is provided to students	4
29.	Assessments are reviewed for continued appropriateness	4
30.	Technology-rich lessons are designed to take students beyond the school environment to investigate problems and propose possible solutions	3.7
31.	Students are involved in examining the nature of work and leisure, work/career options in Qatar, and in global markets	4
32.	Students are supported in taking intellectual risks, testing ideas, and using initiative	3.5
33.	ICT is used to access and manage information on student learning	4
34.	Learning goals in Curriculum Standards and school based curricula are identified	4
35.	Critical and creative thinking, decision making and problem skills are promoted	4
36.	Encourages students to interact respectfully with others including those with diverse backgrounds	4
37.	Interaction and communication are conducted in an open, inclusive, equitable and ethical way	3.5
38.	Focuses across subject areas on topics, problems, and issues relevant to local, national and global communities	3.5
39.	Learning environment that fosters students' positive attitudes and learning experiences is created	3.5

Table 4. Employer responses to open-ended questions

Questions	Employer 1	Employer 2	Employer 3	Employer 4
In what areas was this teacher best prepared?	The graduate was always well prepared for all her learners and cooperating with their families in order to enhance their psychological and academic achievement.	The graduates integrated different platforms to help her students to maintain the differentiation and support for her students	The graduate was also well prepared in the design and implement scientific research, as well as use results to benefit her professional experience.	No Answer
In what areas do you think this teacher could have received more instruction?	No answer	More practice on assessing and evaluating special needs students before internship	Needs more practice on subject areas on topics, problems, and issues relevant to local, national and global communities	Needs to creates more supportive learning environments in which students' ideas, beliefs and opinions are shared and valued
If you have any other comments that you would like to share, please do so here.	No answer	No answer	No answer	No Answer

Findings

As shown in Table 3, the means for all survey items range between 3.5 and 4, thus pointing to a high satisfaction level with our completer performance in not only their teaching, scholarship and leadership dispositions, but also their teaching, scholarship and leadership practices.

(Table 4) shows the responses to the open-ended questions according to the employer's answers of the MSPED completers. The questions and answers were a reflection on our graduates understanding, implementing of Teaching dispositions and the Teaching Practices. The responses to the questions that asks about areas in which completers are best prepared we could see that the teachers are always prepared and have their students' best interest at heart. The last question was do you other comments would you like to add we receive no answers.

B. Initial programs:

Employer satisfaction with initial program completers' performance was measured through a survey and an interview of 4 completers who participated in the case study conducted by the college to measure teacher effectiveness.

The survey includes 10 items inviting participants to evaluate the program completers' teaching skills and qualification using the following four-point Likert-type scale:

1 = "Not prepared at all, and the teacher appeared to be competent in this aspect"

2 = "Reasonably prepared, and the teacher demonstrated most of the requested competencies in this aspect"

3 = "Well prepared, and the teacher demonstrated high level of competencies in this aspect"

4 = "Excellent, and the teachers demonstrated excellence in this aspect"

Data for this survey was collected through the Social & Economic Survey Research Institute at Qatar University. Fifty-seven employers responded to the survey.

The interview was conducted with 4 employers of the completers who served as a sample for the case study conducted to measure program impact. Below are the interview questions:

1. How would you evaluate your work performance in the aspects of professional knowledge, overall teaching skills and professional dispositions?
2. How would you evaluate your current performance at work regarding making academic and learning gains with the students you teach? Any evidence demonstrating your students' achievements? Any additional insights?
3. How would you relate your current performance at work to the teacher preparation program you used to study at?
4. Additional reflections on how your experiences in the teacher preparation program affects your current work?

Findings and Discussion Quantitative data

The results of the survey on employers' satisfaction are presented in Table 5.

Table 5. Employer satisfaction with completers' performance

	Items العبارات	Mean	SD.

Q1	Providing a variety of opportunities that support student learning and development. إتاحة العديد من الفرص التي تعمل على دعم تعلم وتطورالطالب.	3	0.658
Q2	Accommodating students' individual differences and cultural backgrounds to provide them learning opportunities for improving their achievements. مراعاة الفروق الفردية بين الطلاب بمختلف ثقافاتهم وتوفير فرص تعليمية تعمل على تحسين أدائهم.	3.84	0.9
Q3	Establishing a classroom environment of respect and support that provides a culture for learning. خلق بيئة صفية تتبنى ثقافة احترام ودعمهم بما يُنمي ثقافة التعلم الاخرين.	3	0.678
Q4	Having sufficient content of professional field. امتلاك المعرفة الكافية بالمحتوى في المجال المهني.	2.89	0.71
Q5	Motivating learners and engage them in critical thinking by teaching a variety of perspectives and concepts. تحفيز الطلاب واشراكهم في عملية التفكير الناقد عبر تعليمهم وجهات نظر ومفاهيم مختلفة.	3.41	0.805
Q6	Engaging in assessment activities and use the data for instructional decision making and student improvement. المشاركة في أنشطة تقييم مختلفة واستخدام البيانات لاتخاذ قرارات تطور كلاً من القرارات المتعلقة بالتعليم وتحسين مستوى أداء الطالب.	3.25	0.808
Q7	Planning integrated and coherent instruction to meet the learning needs of all students. التخطيط لتعليم متكامل ومتناسق بما يلبي الاحتياجات التعليمية لجميع الطلبة.	3.14	0.766
Q8	Providing student-centered instruction that is characterized by clarity, variety, and flexibility. توفير تعليم متمركز حول الطالب يتصف بالوضوح والتنوع والمرونة.	3.14	0.833
Q9	Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid growth as an educator. استخدام مراجع كالأبحاث المختصة والتعامل مع زملاء العمل- للمساعدة في النمو والتطوير تربوي – متنوعة.	2.95	0.895
Q10	Collaborating to ensure learner's growth and advance the profession. التعاون لضمان نمو المتعلم ولتحقيق التقدم المهني.	2.27	0.788
Total		**3.20**	**0.688**

A quantitative data indicate that employers are generally satisfied with the program completers. The employers are largely satisfied with the completers' abilities to apply the professional knowledge, skills and dispositions targeted by their preparation program. The means of 3 out of the 4 survey items were equal or above 3 out of 4, pointing to the employers' belief that completers were well prepared, and that they demonstrated high level of competencies in various aspects related to their profession.

The mean for item 6 – "Accommodating students' individual differences and cultural backgrounds to provide them learning opportunities for improving their achievements" – was 3.9 which is promising that our graduates are providing the best support for their learners, but on the other hand the result mean of item 10 was - 2.27, which means that our graduates need more knowledge and support on how to ensure their growth and advance profession development.

Qualitative data

A Qualitative data was conducted with employers about their opinions on initial program completers' performance in their job point to employers' satisfaction with completers' professional knowledge, teaching skills and professional dispositions. Below are extracts from the 4 employers' interviews which was translated into English:

Supervisor of Case 1: *"The teacher works hard, loves her learners and says, 'I have always wanted to be a teacher since I was a young girl'. I am pleased with her performance, and I would like her to reflect more on her teaching after class. She accepts criticism and looks at it as a self-development, which puts a smile on my face. I would like the College of Education to embed our Ministry of Education and Higher Education (MOEHE) IT system "LMS" in their programs because this will reduce the teachers' anxiety when they are new in the school.*

Supervisor of Case 2: *The teacher is excellent in terms of her field and always has extra scientific material to help her students get the best learning outcome. Her work relationship with her students, colleagues and the administration staff is brilliant, As a newly qualified teacher she is trying her best although she faced a few obstacles at the beginning of the year trying to understand the changes in the school.*

Supervisor of Case 3: *"Mash Allah [God Bless], Miss Nora is brilliant in her performance, as a teacher, she is always well prepared for her classes. She always collaborates with her colleagues and her students' parents.*

Supervisor of Case 4: *"The newly qualified teacher is quick to learn and develop herself as a teacher, and this is clear in the way she accepts criticism communicated to her and she is willing to improve her teaching.*

To conclude, employers' surveys and interviews, conducted on the participants as part of the case study, seem to point to high level of satisfaction with completers' performance in their job.