

## TOSD Alumni Survey

Survey was emailed to 147 completers in August 2025. Response rate was 7% (9 responses).

### Q21 - Which program did you complete?

Field	Choice Count
Master of Arts in Teaching, Autism Specialization, with Teacher of Studies with Disabilities Endorsement	3
Teacher of Studies with Disabilities Endorsement Only	2
Master of Arts in Teaching, Varying Exceptionalities, with Teacher of Studies with Disabilities Endorsement	4

### Q3 - What year did you complete this program? - Selected Choice

Field	Choice Count
2022	1
Other:	1
2023	0
2024	7

### Q4 - Are you employed within a P - 12 school environment?

Field	Choice Count
Employed full - time in P - 12 setting	9
Employed part - time in P - 12 setting	0
Not employed in P - 12 setting, employed in related field	0
Not employed in P - 12 setting, employed in non - related field	0
Not currently employed	0

## Q10 - Please indicate your role within the P - 12 school environment: - Selected Choice

Field	Choice Count
Resource Program Teacher	0
General Education Classroom Teacher	2
Supplementary Instruction Teacher	0
Other:	7

## Q20 - What grade level have you most recently taught? - Selected Choice

Field	Choice Count
Preschool	0
Elementary School (K-5)	2
Middle School (5-8)	3
High School (9-12)	3
Other:	1

## Q18 - How well did the Teacher of Students with Disabilities Program prepare you...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
1. To practice within ethical guidelines and legal policies and procedures. [Standard 1]	2.00	4.00	3.50	0.71	0.50	8	28.00
2. To advocate for individuals with exceptionalities and their families and to address the needs of those with diverse social, cultural, and linguistic backgrounds. [Standard 1]	2.00	4.00	3.50	0.71	0.50	8	28.00
3. To apply understanding of human growth and development to create appropriate and meaningful learning experiences. [Standard 2]	2.00	4.00	3.13	0.78	0.61	8	25.00
4. To use knowledge of the general and specialized curricula to inform programmatic and instructional decisions. [Standard 3]	1.00	4.00	3.25	0.97	0.94	8	26.00
5. To evaluate students to determine their strengths and needs, contribute to eligibility determination, communicate progress, and inform instruction. [Standard 4]	1.00	4.00	3.13	0.93	0.86	8	25.00
6. To use explicit instructional strategies and to promote active engagement and motivation. [Standard 5]	2.00	4.00	3.25	0.83	0.69	8	26.00
7. To use whole group instruction, flexible grouping, small group instruction, and individual instruction. [Standard 5]	1.00	4.00	3.13	1.05	1.11	8	25.00
8. To create safe, respectful, and productive learning environments for individuals with exceptionalities. [Standard 6]	2.00	4.00	3.63	0.70	0.48	8	29.00
9. To use a range of preventive and responsive practices to support social, emotional, and educational well-being. [Standard 6]	2.00	4.00	3.38	0.70	0.48	8	27.00

10. To collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals. [Standard 7] 1.00 4.00 3.25 0.97 0.94 8 26.00

## Q18 - How well did the Teacher of Students with Disabilities Program prepare you...

Field	Poorly Prepared	Partially Prepared	Adequately Prepared	Thoroughly Prepared
1. To practice within ethical guidelines and legal policies and procedures. [Standard 1]	0	1	2	5
2. To advocate for individuals with exceptionalities and their families and to address the needs of those with diverse social, cultural, and linguistic backgrounds. [Standard 1]	0	1	2	5
3. To apply understanding of human growth and development to create appropriate and meaningful learning experiences. [Standard 2]	0	2	3	3
4. To use knowledge of the general and specialized curricula to inform programmatic and instructional decisions. [Standard 3]	1	0	3	4
5. To evaluate students to determine their strengths and needs, contribute to eligibility determination, communicate progress, and inform instruction. [Standard 4]	1	0	4	3
6. To use explicit instructional strategies and to promote active engagement and motivation. [Standard 5]	0	2	2	4
7. To use whole group instruction, flexible grouping, small group instruction, and individual instruction. [Standard 5]	1	1	2	4
8. To create safe, respectful, and productive learning environments for individuals with exceptionalities. [Standard 6]	0	1	1	6
9. To use a range of preventive and responsive practices to support social, emotional, and educational well-being. [Standard 6]	0	1	3	4

10. To collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals. [Standard 7]

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