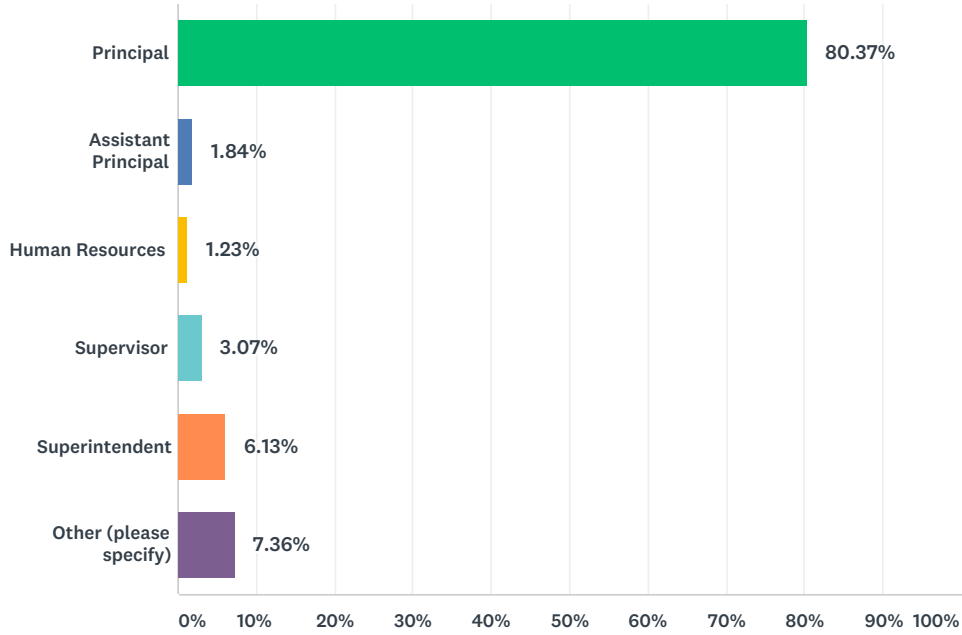


Q1 Your current position at your institution.

Answered: 163 Skipped: 0



ANSWER CHOICES	RESPONSES	
Principal (1)	80.37%	131
Assistant Principal (2)	1.84%	3
Human Resources (3)	1.23%	2
Supervisor (4)	3.07%	5
Superintendent (5)	6.13%	10
Other (please specify) (6)	7.36%	12
TOTAL		163

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	1.00	1.75	1.61

#	OTHER (PLEASE SPECIFY)	DATE
1	Administrator	9/20/2018 4:56 PM
2	Executive Director	9/16/2018 4:10 PM
3	Executive Director	9/13/2018 1:31 PM
4	Director	9/11/2018 4:17 PM
5	Director	9/11/2018 2:57 PM
6	Business Manager	9/11/2018 2:54 PM
7	Executive Director	7/22/2018 12:39 PM
8	co-head of school	7/19/2018 7:57 AM
9	Head of School	7/19/2018 6:24 AM
10	Consultant	7/18/2018 2:57 PM
11	Executive director	7/18/2018 1:23 PM

Queens College Education Unit Employer Survey

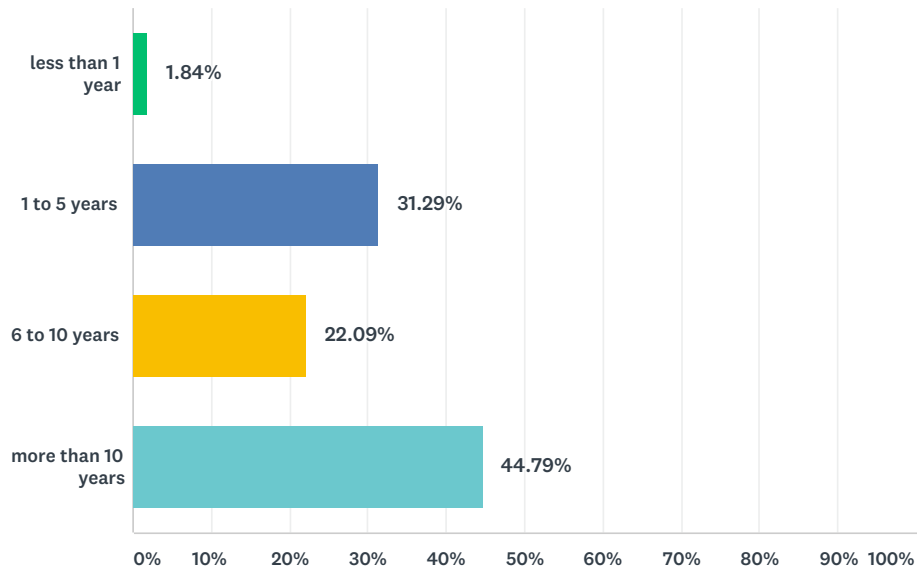
12

Chief Operating Officer

7/18/2018 1:08 PM

Q2 Years in your position

Answered: 163 Skipped: 0

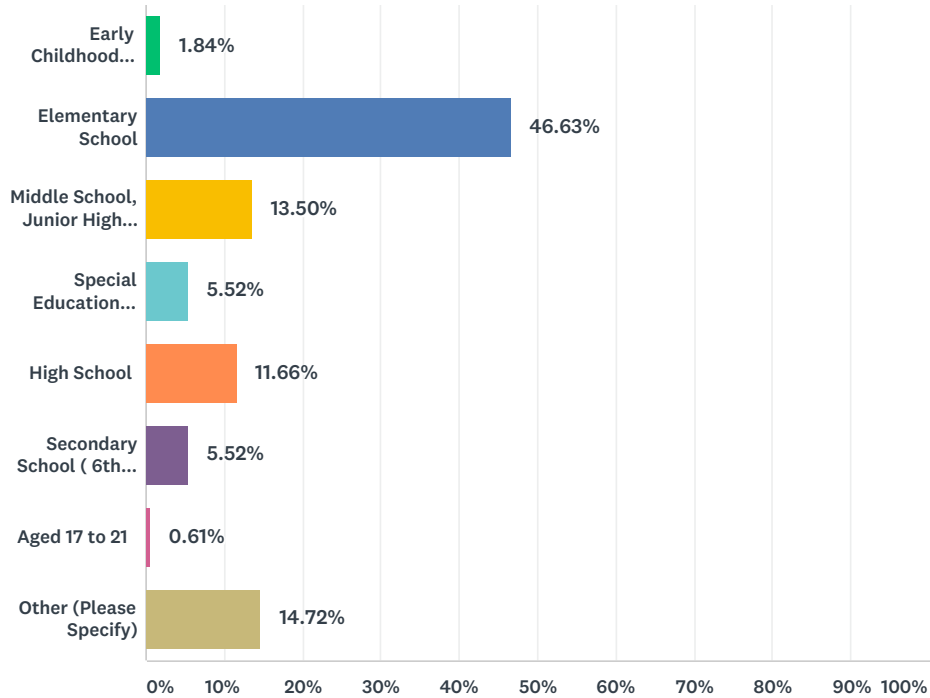


ANSWER CHOICES	RESPONSES
less than 1 year (1)	1.84% 3
1 to 5 years (2)	31.29% 51
6 to 10 years (3)	22.09% 36
more than 10 years (4)	44.79% 73
TOTAL	163

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	3.00	3.10	0.91

Q3 Grade level/age group your institution serves (please choose one that best fits your institution)

Answered: 163 Skipped: 0



ANSWER CHOICES	RESPONSES	
Early Childhood Center/Pre- K (1)	1.84%	3
Elementary School (2)	46.63%	76
Middle School, Junior High School or Intermediate School (3)	13.50%	22
Special Education School (4)	5.52%	9
High School (5)	11.66%	19
Secondary School (6th thru 12th, 7th thru 12th) (6)	5.52%	9
Aged 17 to 21 (7)	0.61%	1
Other (Please Specify) (8)	14.72%	24
TOTAL		163

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	8.00	3.00	3.71	2.20

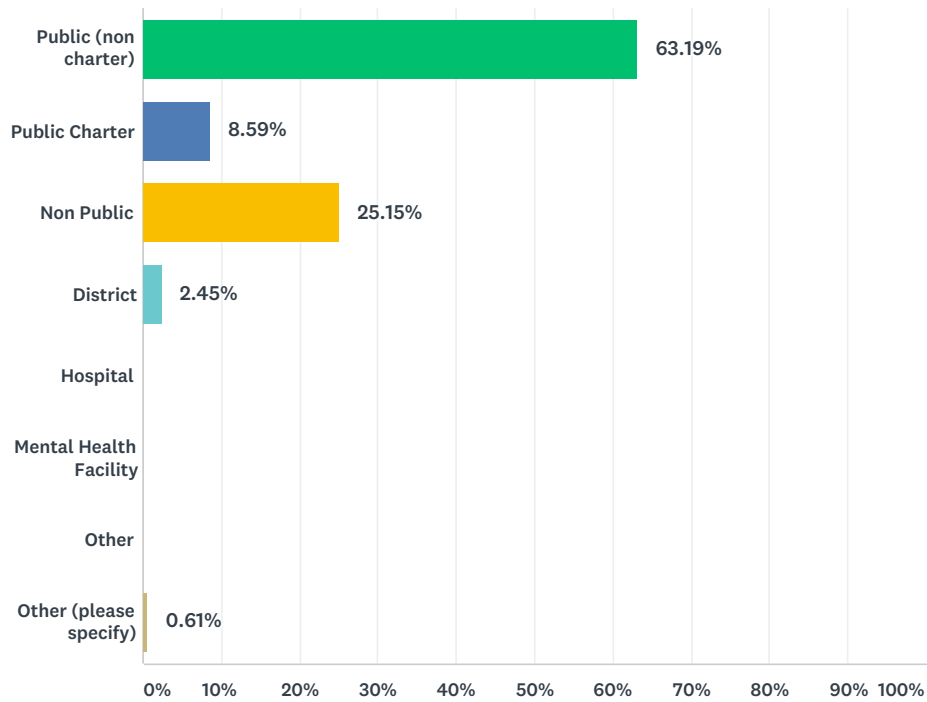
#	OTHER (PLEASE SPECIFY)	DATE
1	K-12	9/20/2018 4:56 PM
2	Preschool	9/13/2018 1:31 PM
3	middle school	9/13/2018 11:02 AM
4	PS 138 is a PK to 8th grade school	9/12/2018 12:52 PM
5	Pre-K - 6	9/12/2018 11:23 AM
6	P-8	9/12/2018 3:50 AM

Queens College Education Unit Employer Survey

7	Elementary (K-5)	9/11/2018 10:28 PM
8	K-21	9/11/2018 4:17 PM
9	Pre-K-12	9/11/2018 3:48 PM
10	K-12 system	9/11/2018 3:44 PM
11	3K-GRADE 8	9/11/2018 3:41 PM
12	K-8	9/11/2018 3:33 PM
13	Pre-K	9/11/2018 3:32 PM
14	grades 4-12	9/11/2018 3:11 PM
15	PK-8	9/11/2018 3:04 PM
16	K-8	7/24/2018 5:27 AM
17	PK	7/23/2018 7:04 AM
18	3years to 8th grade	7/19/2018 7:42 PM
19	Preschool special education	7/19/2018 12:10 PM
20	ages 5-11	7/19/2018 7:57 AM
21	PK-12	7/19/2018 7:46 AM
22	Grades 1-12	7/19/2018 6:24 AM
23	PK-12	7/18/2018 9:32 PM
24	Early Childhood-grade 8	7/18/2018 9:00 PM
25	k-age 21	7/18/2018 8:36 PM
26	EarlyChildhood	7/18/2018 8:32 PM
27	PK-12	7/18/2018 3:51 PM
28	Pre-k-2	7/18/2018 2:02 PM
29	3K- 8th grade	7/18/2018 1:43 PM
30	k-12	7/18/2018 1:40 PM
31	Nursery through grade 8	7/18/2018 1:24 PM
32	K-12	7/18/2018 1:23 PM
33	PK3-8th grade	7/18/2018 1:17 PM
34	Nursery - 12th	7/18/2018 1:08 PM
35	ECC - 8th Grade	7/18/2018 1:05 PM
36	K - 8	7/18/2018 1:05 PM
37	K-8	7/18/2018 1:04 PM
38	PreK -12	7/18/2018 1:00 PM
39	K-12	7/18/2018 12:59 PM
40	UPK	7/18/2018 12:56 PM
41	Pre-K - 3rd	7/18/2018 12:56 PM

Q4 Type of Setting

Answered: 163 Skipped: 0



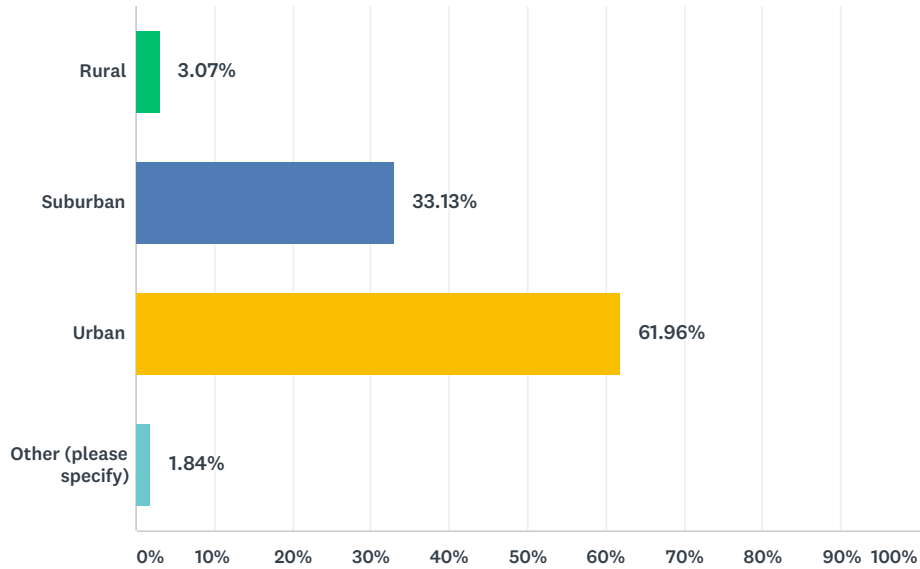
ANSWER CHOICES	RESPONSES	
Public (non charter) (1)	63.19%	103
Public Charter (2)	8.59%	14
Non Public (3)	25.15%	41
District (4)	2.45%	4
Hospital (5)	0.00%	0
Mental Health Facility (6)	0.00%	0
Other (7)	0.00%	0
Other (please specify) (8)	0.61%	1
TOTAL		163

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	8.00	1.00	1.71	1.06

#	OTHER (PLEASE SPECIFY)	DATE
1	for-profit	7/18/2018 1:08 PM

Q5 Type of Community

Answered: 163 Skipped: 0



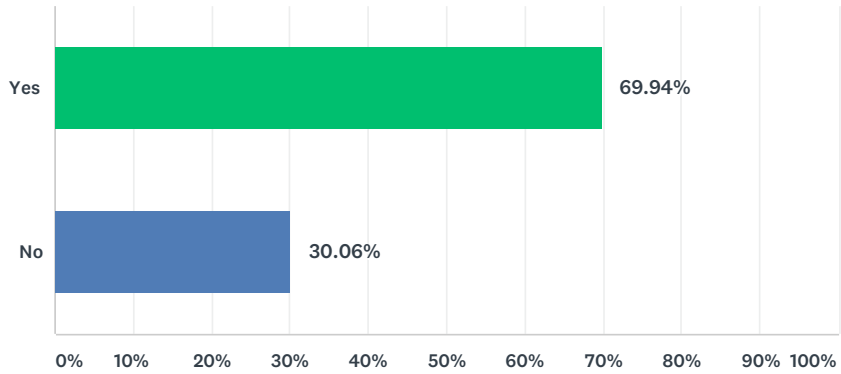
ANSWER CHOICES	RESPONSES
Rural (1)	3.07% 5
Suburban (2)	33.13% 54
Urban (3)	61.96% 101
Other (please specify) (4)	1.84% 3
TOTAL	163

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	3.00	2.63	0.58

#	OTHER (PLEASE SPECIFY)	DATE
1	hood	9/11/2018 3:12 PM
2	E	7/19/2018 6:24 AM
3	City	7/18/2018 1:23 PM

Q6 Does your institution currently employ Queens College Graduates?

Answered: 163 Skipped: 0

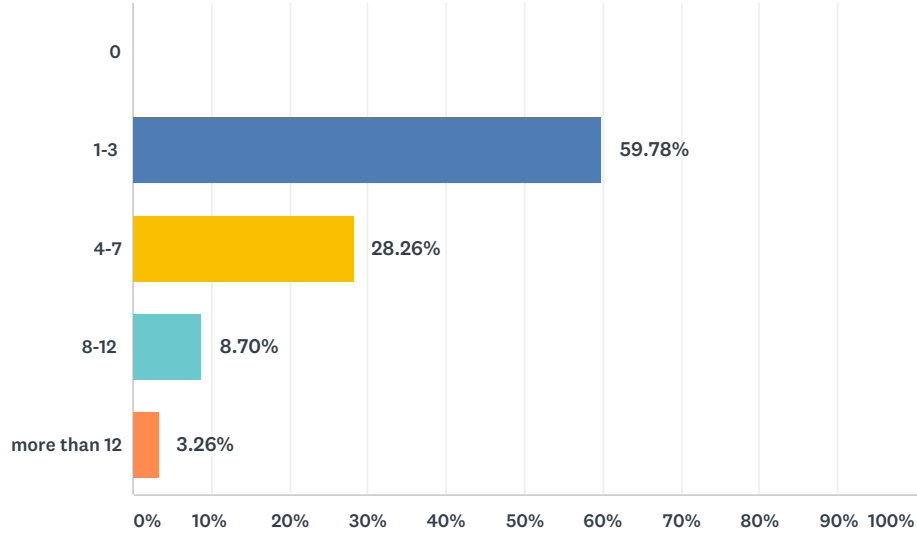


ANSWER CHOICES	RESPONSES	
Yes (1)	69.94%	114
No (2)	30.06%	49
TOTAL		163

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.30	0.46

Q7 Please share the number of Queens College Education Unit graduates currently employed by your institution. (Please estimate if you do not know the exact answer)

Answered: 92 Skipped: 71

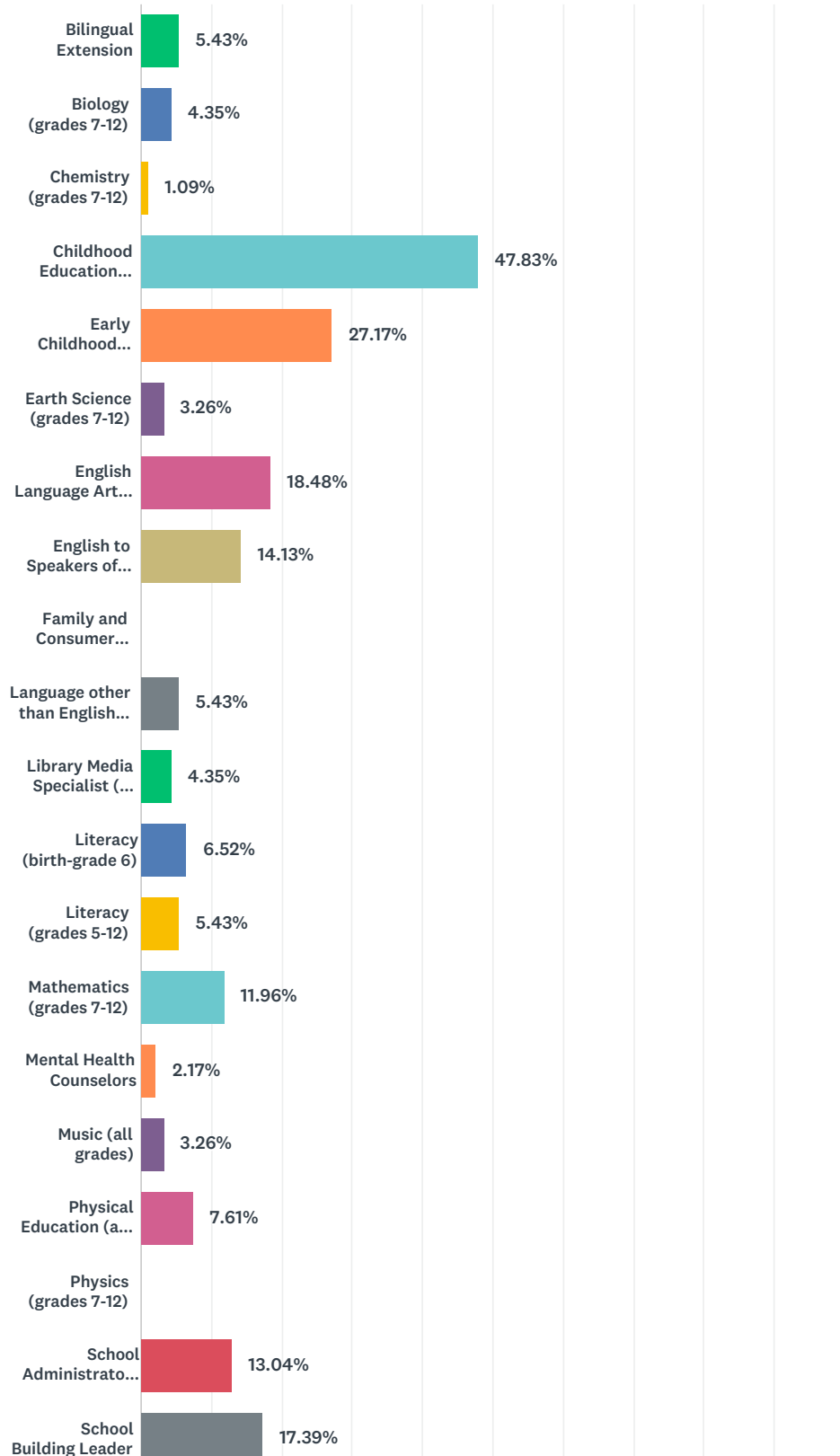


ANSWER CHOICES	RESPONSES
0 (1)	0.00% 0
1-3 (2)	59.78% 55
4-7 (3)	28.26% 26
8-12 (4)	8.70% 8
more than 12 (5)	3.26% 3
TOTAL	92

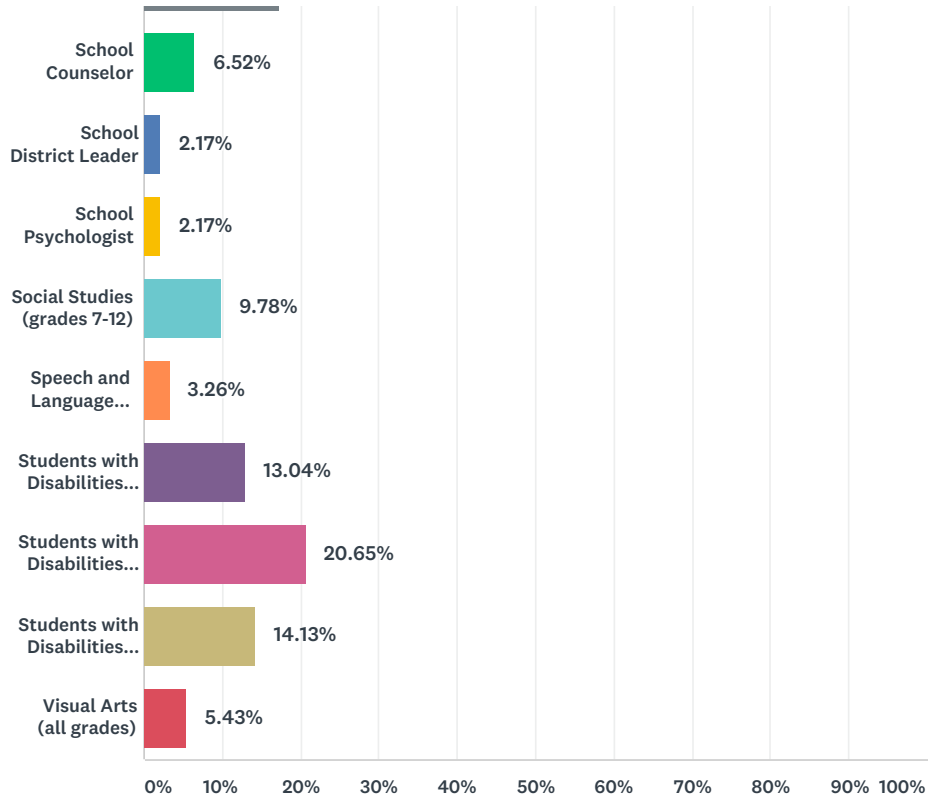
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	5.00	2.00	2.55	0.79

Q8 Please check the certification areas of the employees at your institution who are Queens College graduates (Please check all that apply)

Answered: 92 Skipped: 71



Queens College Education Unit Employer Survey



ANSWER CHOICES	RESPONSES	
Bilingual Extension (1)	5.43%	5
Biology (grades 7-12) (2)	4.35%	4
Chemistry (grades 7-12) (3)	1.09%	1
Childhood Education (grades 1-6) (4)	47.83%	44
Early Childhood Education (birth-grade 2) (5)	27.17%	25
Earth Science (grades 7-12) (6)	3.26%	3
English Language Arts (grades 7-12) (7)	18.48%	17
English to Speakers of other Languages (all grades) (8)	14.13%	13
Family and Consumer Sciences (all grades) (9)	0.00%	0
Language other than English (specified) (grades 7-12) (10)	5.43%	5
Library Media Specialist (all grades) (11)	4.35%	4
Literacy (birth-grade 6) (12)	6.52%	6
Literacy (grades 5-12) (13)	5.43%	5
Mathematics (grades 7-12) (14)	11.96%	11
Mental Health Counselors (15)	2.17%	2
Music (all grades) (16)	3.26%	3
Physical Education (all grades) (17)	7.61%	7
Physics (grades 7-12) (18)	0.00%	0
School Administrator/Supervisor (19)	13.04%	12
School Building Leader (20)	17.39%	16

Queens College Education Unit Employer Survey

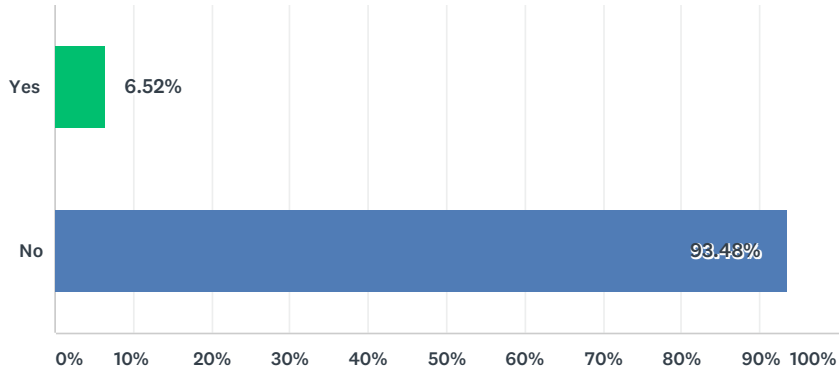
School Counselor (21)	6.52%	6
School District Leader (22)	2.17%	2
School Psychologist (23)	2.17%	2
Social Studies (grades 7-12) (24)	9.78%	9
Speech and Language Disabilities (all grades) (25)	3.26%	3
Students with Disabilities (birth-grade 2) (26)	13.04%	12
Students with Disabilities (grades 1-6) (27)	20.65%	19
Students with Disabilities (grades 7-12) (28)	14.13%	13
Visual Arts (all grades) (29)	5.43%	5
Total Respondents: 92		

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	29.00	12.50	13.89	9.10

Q9 Did the employees at your institution complete a bilingual extension at Queens College?

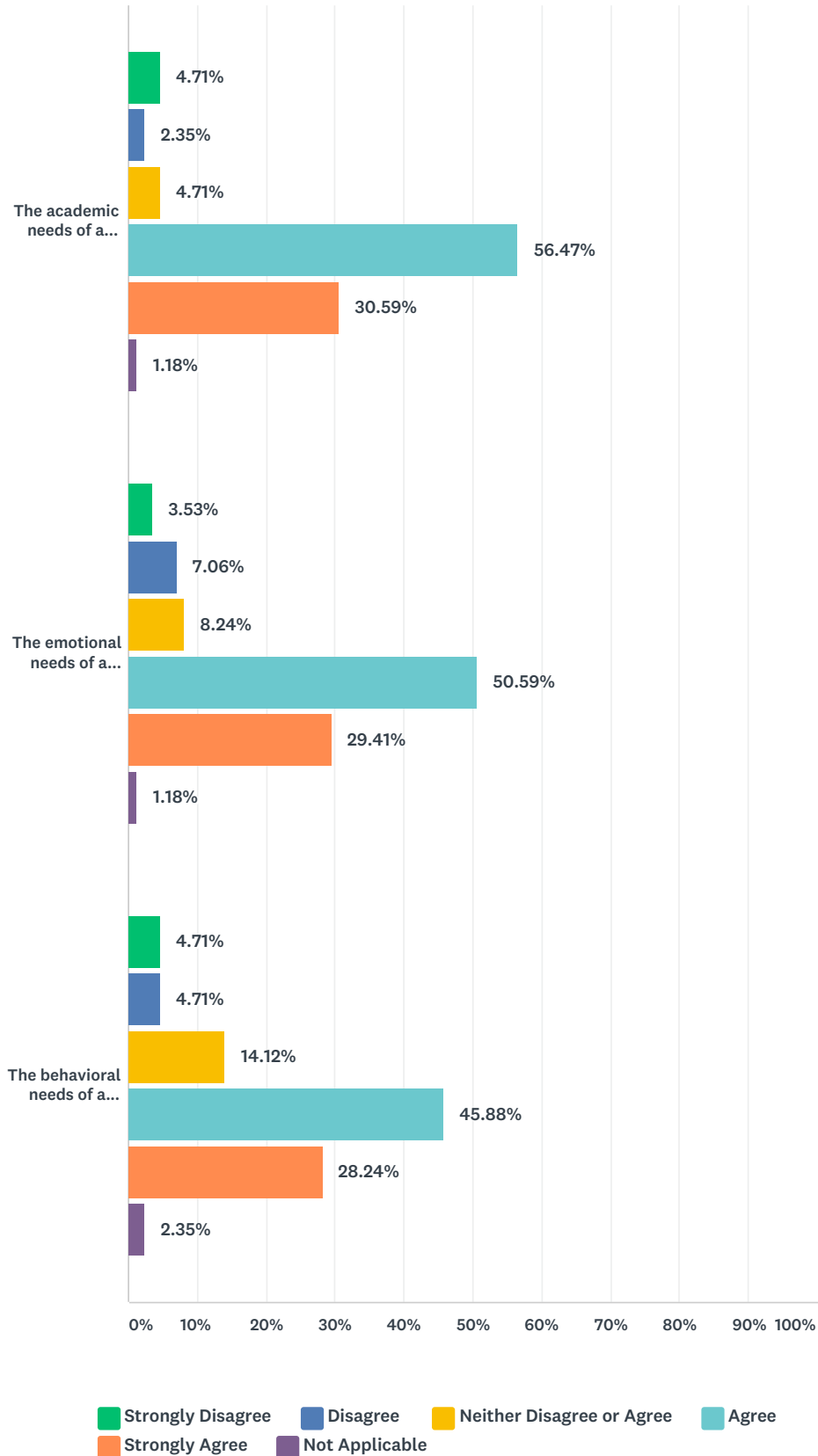
Answered: 92 Skipped: 71



ANSWER CHOICES		RESPONSES		
Yes (1)		6.52%	6	
No (2)		93.48%	86	
Total Respondents: 92				
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.93	0.25

Q10 In general, Queens College Graduates were prepared to manage

Answered: 85 Skipped: 78



Queens College Education Unit Employer Survey

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE OR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
The academic needs of a diverse student population.	4.71% 4	2.35% 2	4.71% 4	56.47% 48	30.59% 26	1.18% 1	85	4.07
The emotional needs of a diverse student population.	3.53% 3	7.06% 6	8.24% 7	50.59% 43	29.41% 25	1.18% 1	85	3.96
The behavioral needs of a diverse student population.	4.71% 4	4.71% 4	14.12% 12	45.88% 39	28.24% 24	2.35% 2	85	3.90

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
The academic needs of a diverse student population.	1.00	5.00	4.00	4.07	0.94
The emotional needs of a diverse student population.	1.00	5.00	4.00	3.96	0.99
The behavioral needs of a diverse student population.	1.00	5.00	4.00	3.90	1.03

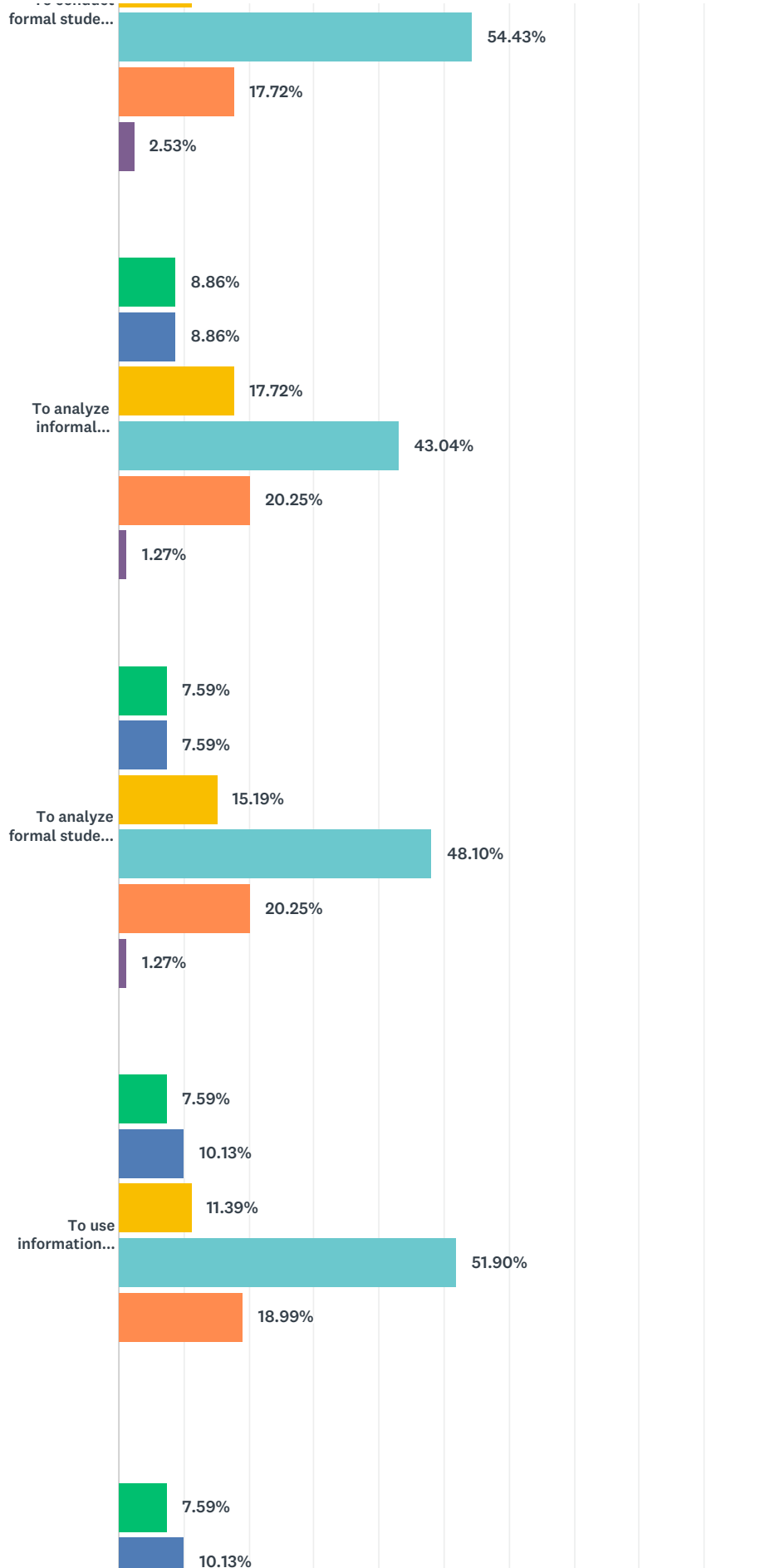
#	ADDITIONAL COMMENTS:	DATE
1	More training in drafting high quality lesson plans for diverse learners.	9/28/2018 2:22 AM
2	Students not given enough hands on experience. They need a full year, all day program. Five years to become a teacher should be considered -undergraduate.	9/11/2018 3:50 PM
3	Nothing prepares teachers for challenges, especially behavioral, like being in the class.	9/11/2018 3:22 PM
4	Teacher need continued development in providing access for all learners. Developing a tool kit to deal with students experiencing trauma and displaying behavioral challenges. Being aware of their bias to have high expectations for all learners.	9/11/2018 3:04 PM
5	In your teaching program please include social emotional learning practices, classroom management and guided reading practices.	7/18/2018 5:44 PM
6	As a school that host numerous QC student teachers, it is clear that the overwhelming majority are not prepared to enter the workforce.	7/18/2018 12:58 PM

Q11 In general, Queens College Graduates were prepared

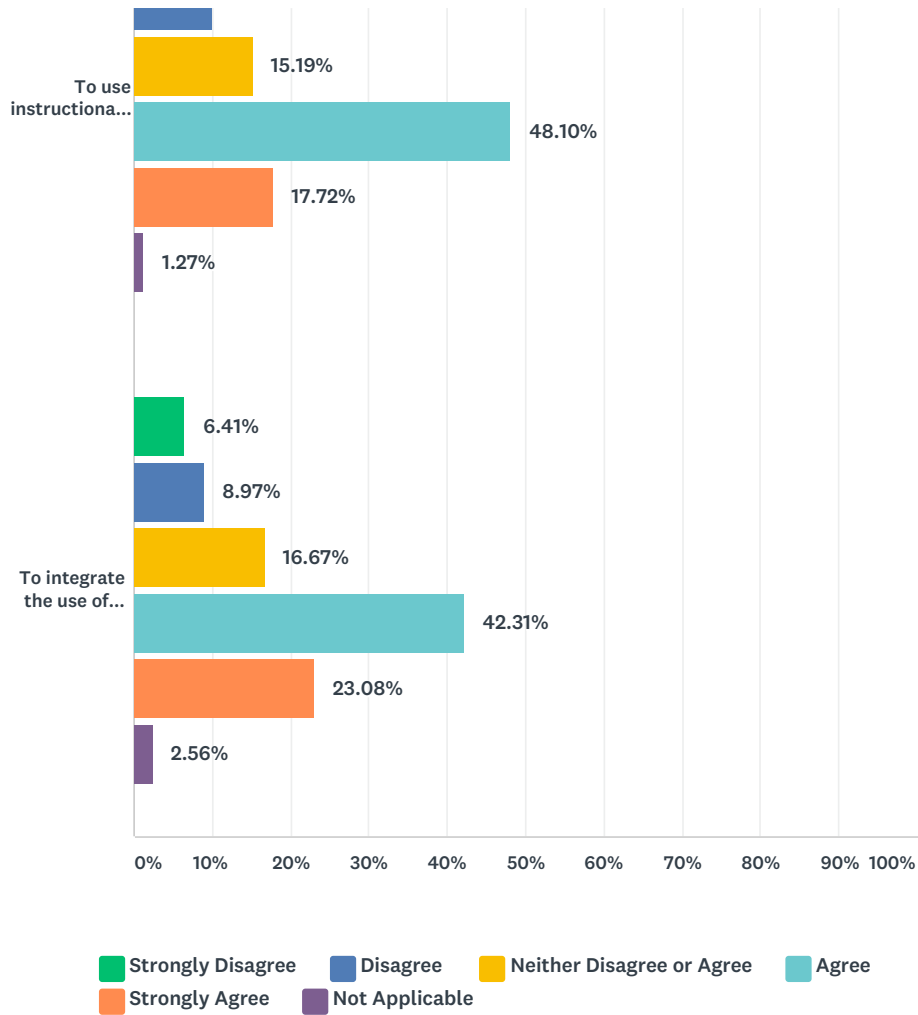
Answered: 79 Skipped: 84



Queens College Education Unit Employer Survey



Queens College Education Unit Employer Survey



	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE OR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
To employ discipline specific procedures and skills.	6.33% 5	6.33% 5	7.59% 6	50.63% 40	27.85% 22	1.27% 1	79	
To employ skills in pedagogy.	7.59% 6	2.53% 2	6.33% 5	55.70% 44	27.85% 22	0.00% 0	79	
To conduct informal student assessment.	6.41% 5	7.69% 6	16.67% 13	46.15% 36	23.08% 18	0.00% 0	78	
To conduct formal student assessment.	6.33% 5	7.59% 6	11.39% 9	54.43% 43	17.72% 14	2.53% 2	79	
To analyze informal student assessment.	8.86% 7	8.86% 7	17.72% 14	43.04% 34	20.25% 16	1.27% 1	79	
To analyze formal student assessment.	7.59% 6	7.59% 6	15.19% 12	48.10% 38	20.25% 16	1.27% 1	79	
To use information gained from assessment to inform instruction/interventions/modifications.	7.59% 6	10.13% 8	11.39% 9	51.90% 41	18.99% 15	0.00% 0	79	
To use instructional/intervention approaches based on current research in the field.	7.59% 6	10.13% 8	15.19% 12	48.10% 38	17.72% 14	1.27% 1	79	
To integrate the use of technology in curriculum planning, instruction, and assessment to enhance student learning, behavior, change and inclusion.	6.41% 5	8.97% 7	16.67% 13	42.31% 33	23.08% 18	2.56% 2	78	

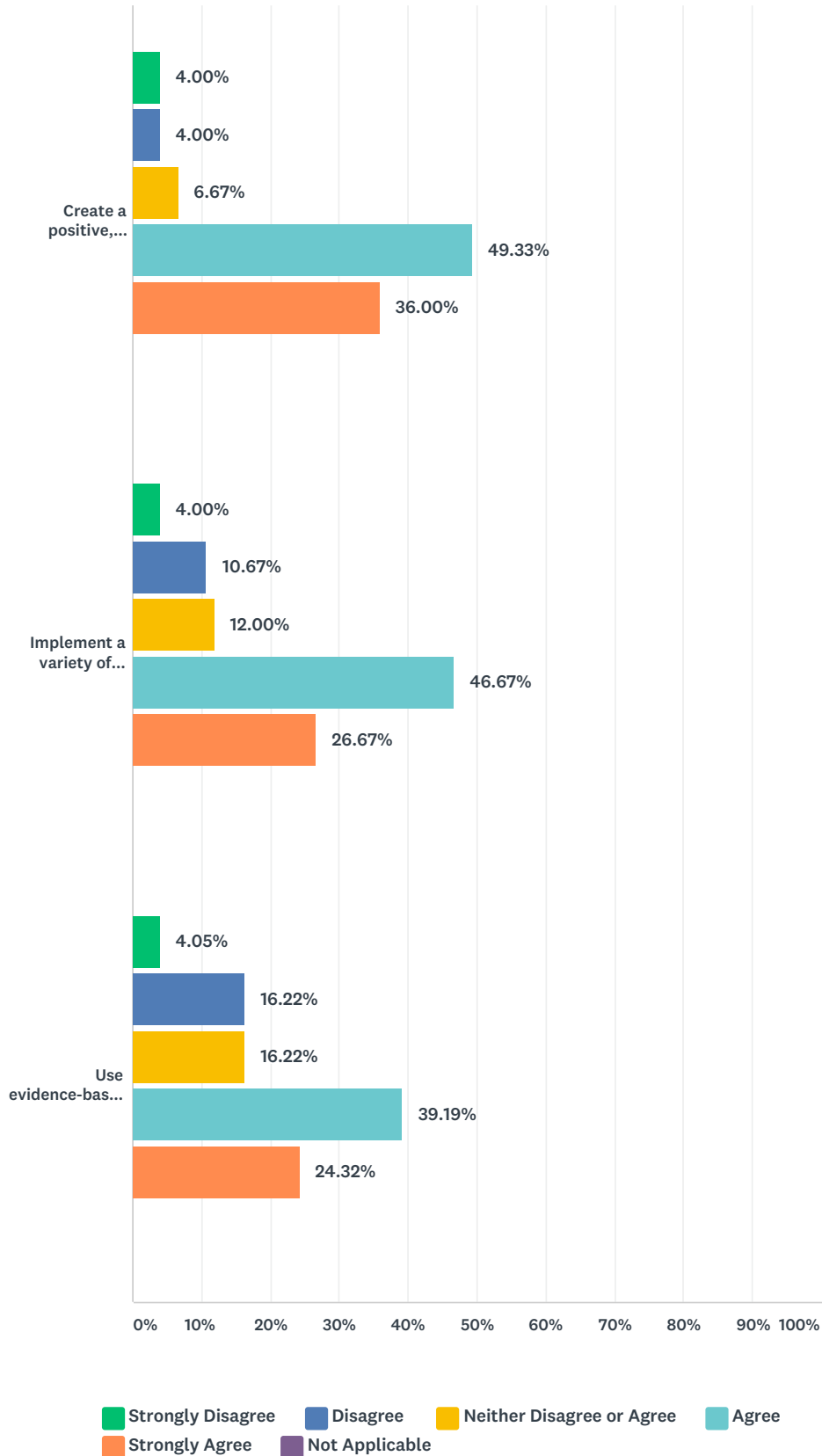
Queens College Education Unit Employer Survey

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
To employ discipline specific procedures and skills.	1.00	5.00	4.00	3.88	1.09
To employ skills in pedagogy.	1.00	5.00	4.00	3.94	1.06
To conduct informal student assessment.	1.00	5.00	4.00	3.72	1.10
To conduct formal student assessment.	1.00	5.00	4.00	3.71	1.06
To analyze informal student assessment.	1.00	5.00	4.00	3.58	1.17
To analyze formal student assessment.	1.00	5.00	4.00	3.67	1.12
To use information gained from assessment to inform instruction/interventions/modifications.	1.00	5.00	4.00	3.65	1.13
To use instructional/intervention approaches based on current research in the field.	1.00	5.00	4.00	3.59	1.13
To integrate the use of technology in curriculum planning, instruction, and assessment to enhance student learning, behavior, change and inclusion.	1.00	5.00	4.00	3.68	1.13

#	ADDITIONAL COMMENTS:	DATE
1	All new teachers are sorely lacking in these areas. What do the courses look like? What is required? Who is teaching these courses? What knowledge and experience do they have- not just reading from a textbook.	9/11/2018 3:53 PM
2	Better use of assessment data would help	9/11/2018 3:23 PM
3	If teachers have been trained in these areas they don't display the skill set when hired.	9/11/2018 3:07 PM
4	We have a hard group of struggling students. No new teacher or staff is prepared to work with this group. They learn through experience.	7/22/2018 12:42 PM
5	This is just in general. 1 or 2 out of the 6 staff I would agree that they were prepared in the areas above.	7/20/2018 10:59 AM
6	I graduated from the SWS program in 1992. This may account for the lack of training in these areas.	7/19/2018 8:15 AM
7	Provide teachers support with analyzing running records for next steps and the use of rubrics and checklists for continuous assessing student learning throughout the lesson.	7/18/2018 5:51 PM

Q12 In general, Queens College Graduates were prepared to

Answered: 75 Skipped: 88



Queens College Education Unit Employer Survey

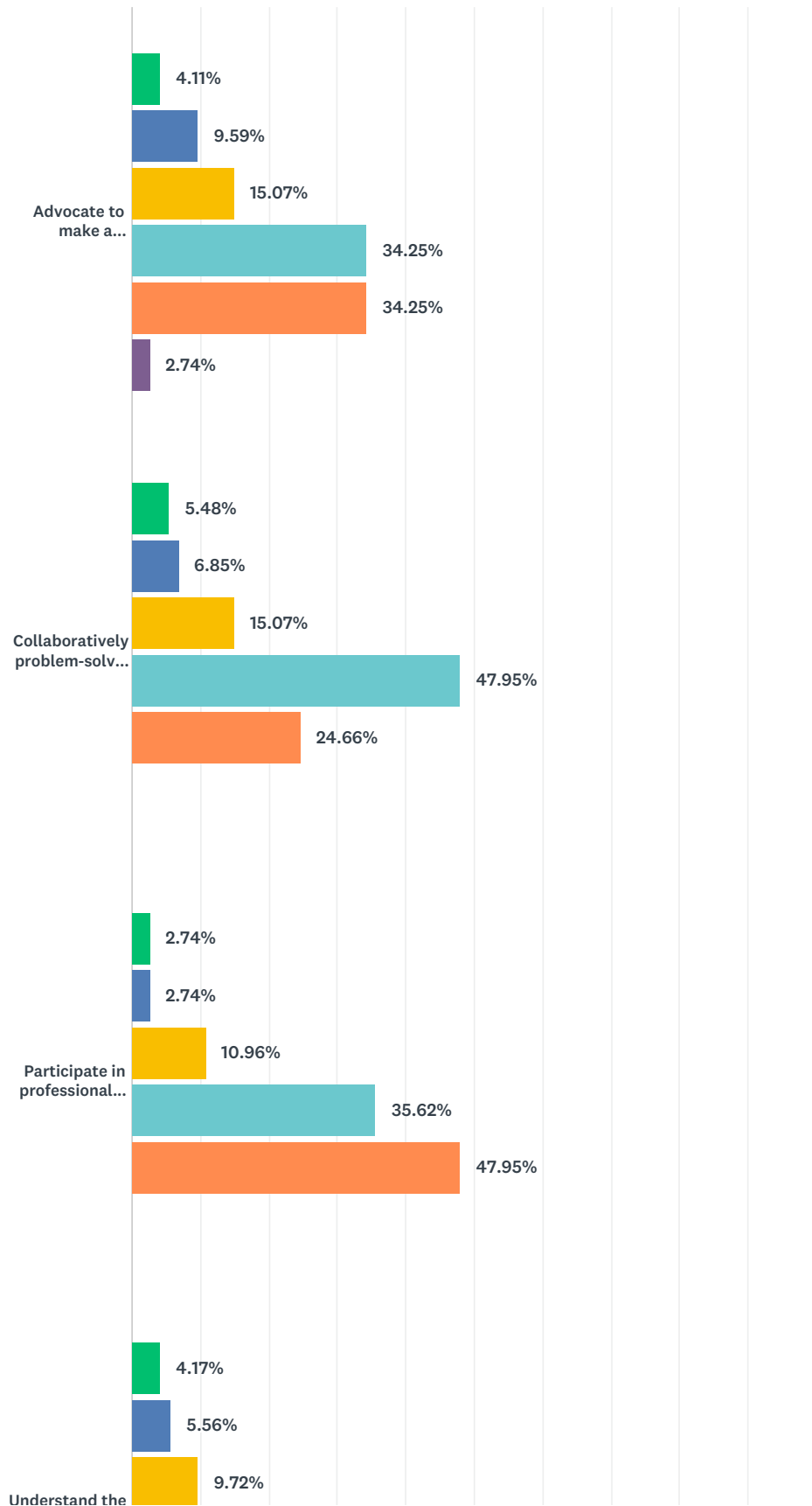
	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE OR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Create a positive, supportive, and safe classroom/school environment.	4.00% 3	4.00% 3	6.67% 5	49.33% 37	36.00% 27	0.00% 0	75	4.09
Implement a variety of evidence-based classroom management strategies.	4.00% 3	10.67% 8	12.00% 9	46.67% 35	26.67% 20	0.00% 0	75	3.81
Use evidence-based strategies to address the behavioral needs of individual students.	4.05% 3	16.22% 12	16.22% 12	39.19% 29	24.32% 18	0.00% 0	74	3.64

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Create a positive, supportive, and safe classroom/school environment.	1.00	5.00	4.00	4.09	0.97
Implement a variety of evidence-based classroom management strategies.	1.00	5.00	4.00	3.81	1.07
Use evidence-based strategies to address the behavioral needs of individual students.	1.00	5.00	4.00	3.64	1.13

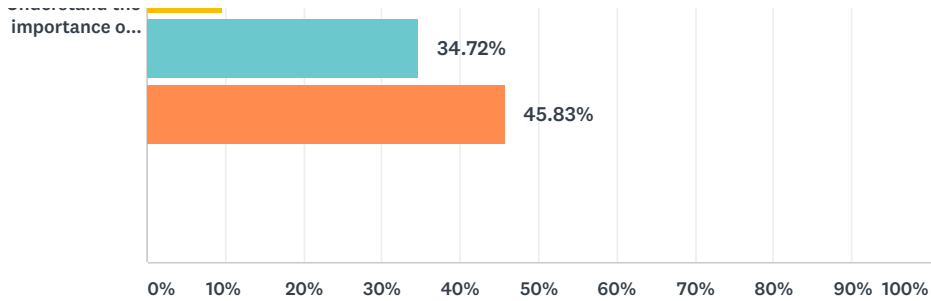
#	ADDITIONAL COMMENTS:	DATE
1	Most new teachers are at a loss in handling discipline problems and too many have difficulty in classroom management.	9/11/2018 3:55 PM
2	Again, no one is trained to work with our group under a PBIS model.	7/22/2018 12:43 PM

Q13 In general, Queens College Graduates were prepared to

Answered: 73 Skipped: 90



Queens College Education Unit Employer Survey



■ Strongly Disagree
 ■ Disagree
 ■ Neither Disagree or Agree
 ■ Agree
■ Strongly Agree
 ■ Not Applicable

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE OR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Advocate to make a difference in the school.	4.11% 3	9.59% 7	15.07% 11	34.25% 25	34.25% 25	2.74% 2	73	3.87
Collaboratively problem-solve difficult situations and devise ways to overcome obstacles in their classrooms/schools.	5.48% 4	6.85% 5	15.07% 11	47.95% 35	24.66% 18	0.00% 0	73	3.79
Participate in professional and respectful relationships with their colleagues.	2.74% 2	2.74% 2	10.96% 8	35.62% 26	47.95% 35	0.00% 0	73	4.23
Understand the importance of (and to engage in) collaboration and shared support of their students.	4.17% 3	5.56% 4	9.72% 7	34.72% 25	45.83% 33	0.00% 0	72	4.13

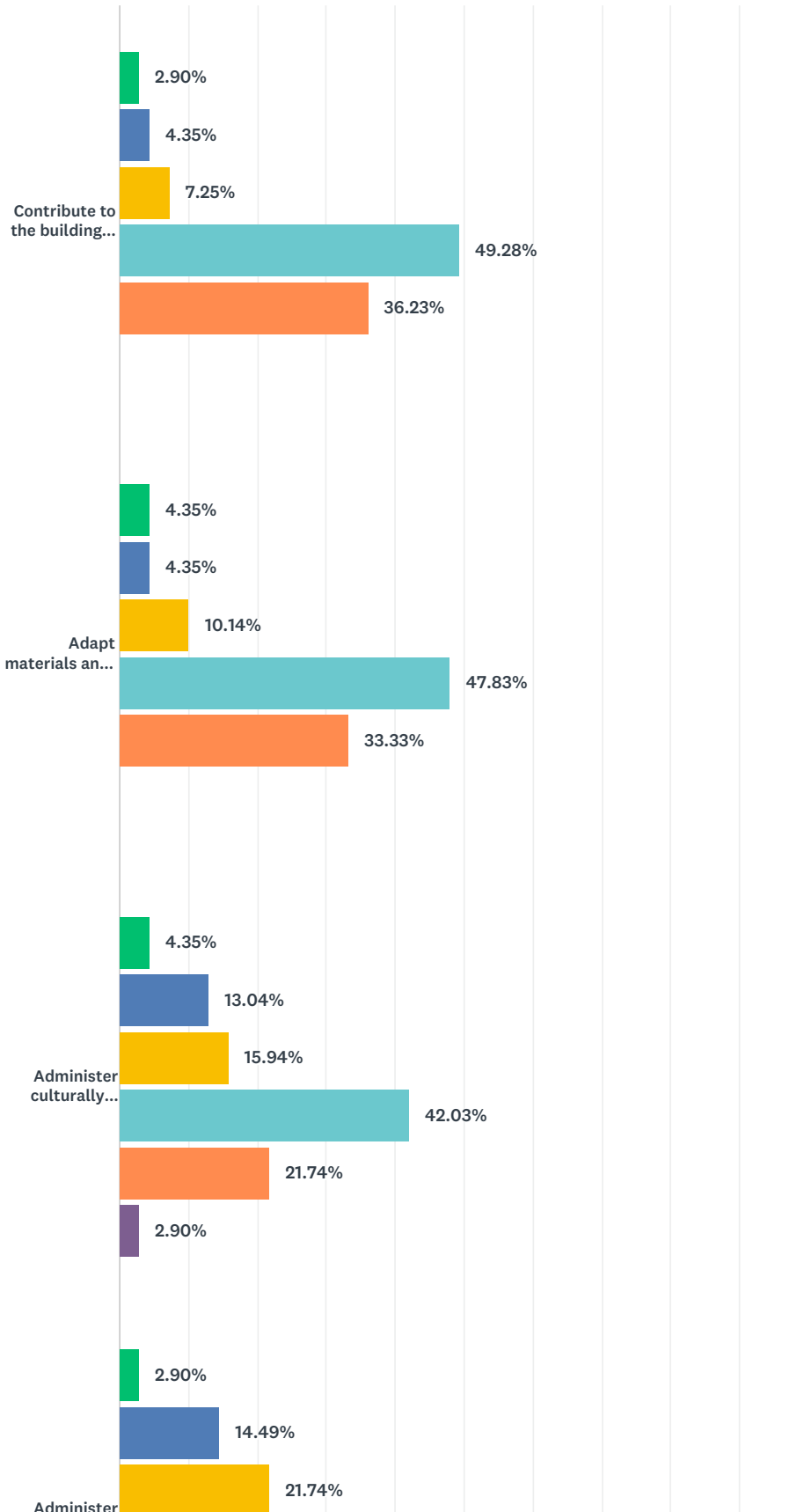
BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Advocate to make a difference in the school.	1.00	5.00	4.00	3.87	1.12
Collaboratively problem-solve difficult situations and devise ways to overcome obstacles in their classrooms/schools.	1.00	5.00	4.00	3.79	1.06
Participate in professional and respectful relationships with their colleagues.	1.00	5.00	4.00	4.23	0.94
Understand the importance of (and to engage in) collaboration and shared support of their students.	1.00	5.00	4.00	4.13	1.07

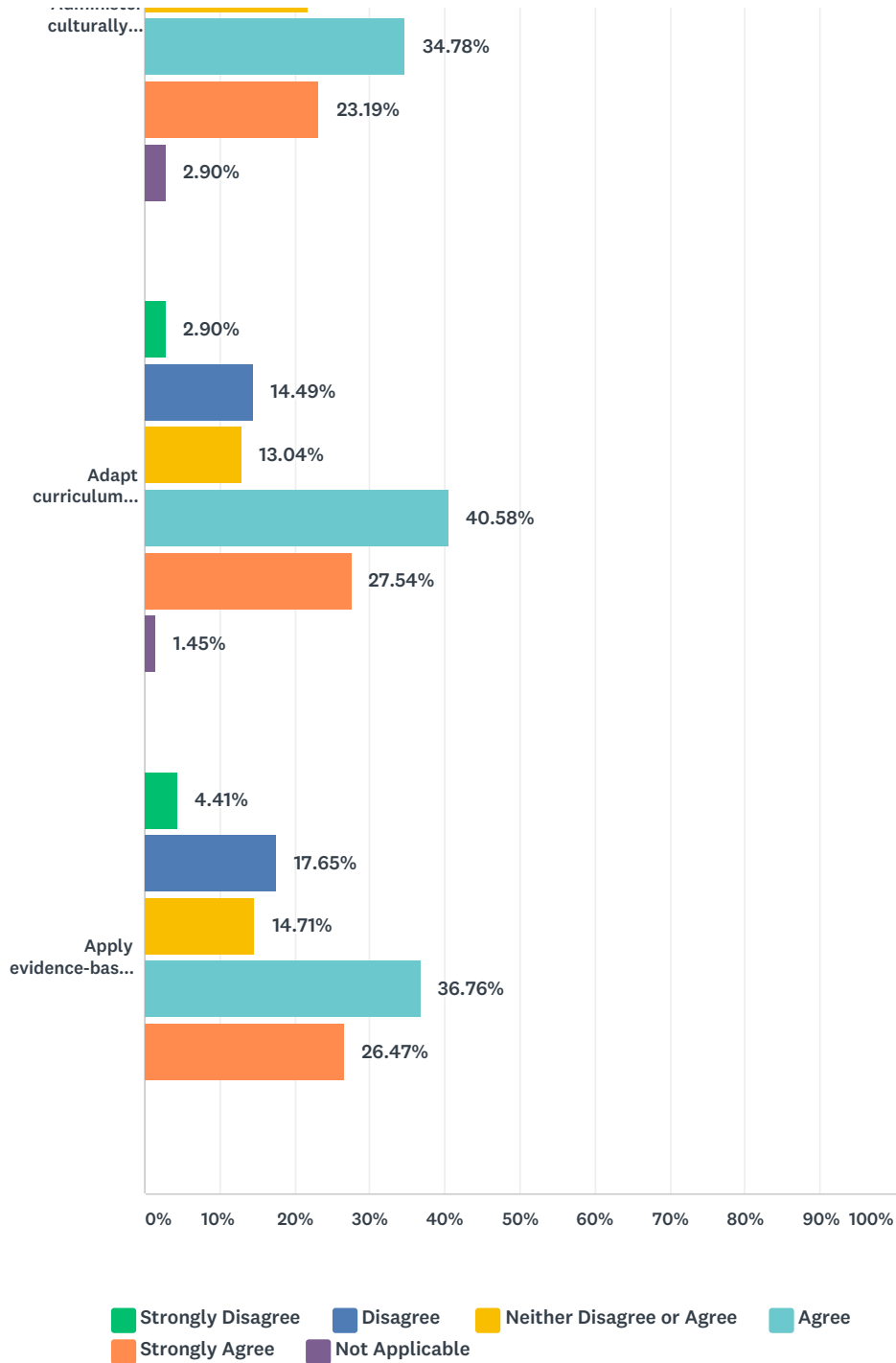
#	ADDITIONAL COMMENTS:	DATE
1	The new teacher is overwhelmed and says they get confused with too many experienced teachers offering advice.	9/11/2018 3:57 PM
2	Teacher need continued work in developing a "growth mind" and understand the importance of collaboration.	9/11/2018 3:09 PM
3	The teachers were respectful and willing to learn.	7/18/2018 5:55 PM

Q14 In general, Queens College Graduates were prepared to

Answered: 69 Skipped: 94



Queens College Education Unit Employer Survey



	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE OR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Contribute to the building of a democratic classroom and school community that fosters respect for all students.	2.90% 2	4.35% 3	7.25% 5	49.28% 34	36.23% 25	0.00% 0	69	4.12
Adapt materials and information in ways that are respectful of individual student's cultural differences.	4.35% 3	4.35% 3	10.14% 7	47.83% 33	33.33% 23	0.00% 0	69	4.01

Queens College Education Unit Employer Survey

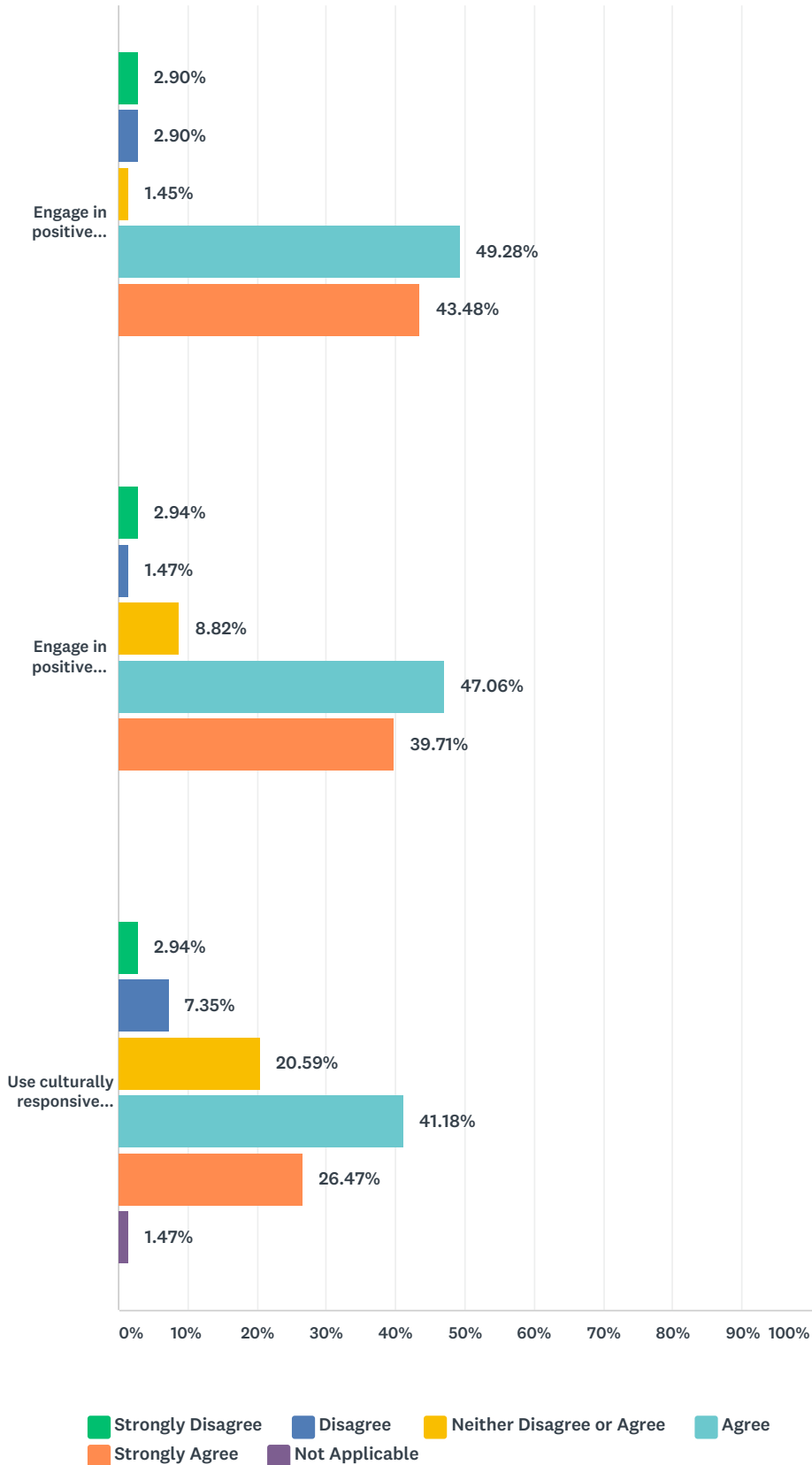
Administer culturally responsive informal assessment to students from diverse backgrounds.	4.35% 3	13.04% 9	15.94% 11	42.03% 29	21.74% 15	2.90% 2	69	3.66
Administer culturally responsive formal assessment to students from diverse backgrounds.	2.90% 2	14.49% 10	21.74% 15	34.78% 24	23.19% 16	2.90% 2	69	3.63
Adapt curriculum materials and instruction to meet the unique needs of students from diverse backgrounds.	2.90% 2	14.49% 10	13.04% 9	40.58% 28	27.54% 19	1.45% 1	69	3.76
Apply evidence-based practices to students and families from diverse backgrounds.	4.41% 3	17.65% 12	14.71% 10	36.76% 25	26.47% 18	0.00% 0	68	3.63

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Contribute to the building of a democratic classroom and school community that fosters respect for all students.	1.00	5.00	4.00	4.12	0.93
Adapt materials and information in ways that are respectful of individual student's cultural differences.	1.00	5.00	4.00	4.01	1.00
Administer culturally responsive informal assessment to students from diverse backgrounds.	1.00	5.00	4.00	3.66	1.10
Administer culturally responsive formal assessment to students from diverse backgrounds.	1.00	5.00	4.00	3.63	1.09
Adapt curriculum materials and instruction to meet the unique needs of students from diverse backgrounds.	1.00	5.00	4.00	3.76	1.10
Apply evidence-based practices to students and families from diverse backgrounds.	1.00	5.00	4.00	3.63	1.17

#	ADDITIONAL COMMENTS:	DATE
1	I am not sure what you are trying to determine. Large companies cannot seem to get it right and you are asking teachers to?	9/11/2018 4:01 PM

Q15 In general, Queens College Graduates were prepared to

Answered: 69 Skipped: 94



Queens College Education Unit Employer Survey

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE OR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Engage in positive professional-student relationships.	2.90% 2	2.90% 2	1.45% 1	49.28% 34	43.48% 30	0.00% 0	69	4.28
Engage in positive parent-professional relationships.	2.94% 2	1.47% 1	8.82% 6	47.06% 32	39.71% 27	0.00% 0	68	4.19
Use culturally responsive strategies and models to communicate and collaborate with parents from diverse backgrounds.	2.94% 2	7.35% 5	20.59% 14	41.18% 28	26.47% 18	1.47% 1	68	3.82

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Engage in positive professional-student relationships.	1.00	5.00	4.00	4.28	0.87
Engage in positive parent-professional relationships.	1.00	5.00	4.00	4.19	0.88
Use culturally responsive strategies and models to communicate and collaborate with parents from diverse backgrounds.	1.00	5.00	4.00	3.82	1.01

#	ADDITIONAL COMMENTS:	DATE
1	Culturally responsive strategies- would love to see what that curriculum consists of and how it is taught.	9/11/2018 4:03 PM
2	Teachers need more support in how to engage parents	7/19/2018 1:57 PM

Queens College Education Unit Employer Survey

Q16 Based on your experience with our graduates, how can Queens College improve our instruction and curriculum to have our graduates meet your institutional needs?

Answered: 66 Skipped: 97

#	RESPONSES	DATE
1	Align everything they learn to the Danielson Rubric.	9/28/2018 2:24 AM
2	More dialogue with school personel	9/16/2018 4:17 PM
3	There should be more hands-on work with commonly used assessments, and with culturally responsive approaches to teaching.	9/13/2018 4:53 PM
4	The teachers need more exposure in cultural diversity, Multilanguage learners, and so on. Please teach your students about the next generation standards in ELA and Math. Theses standards are going to roll out during the next three years.	9/12/2018 1:11 PM
5	Provide additional practical experience	9/12/2018 11:57 AM
6	More practice with analyzing data to inform instruction	9/12/2018 11:36 AM
7	Additional visits to the school's classroom to observe teacher's teaching is needed.	9/12/2018 11:24 AM
8	More ESL, Special Ed student teachers	9/12/2018 8:20 AM
9	More differentiation practice More special education knowledge from general education majors	9/12/2018 7:20 AM
10	Allow us to host student teachers.	9/12/2018 6:29 AM
11	Yes	9/11/2018 9:14 PM
12	Reach out to schools more	9/11/2018 7:21 PM
13	They need more than 2 courses in the teaching of reading. They need ENL strategies. They need a full year of student teaching writing lesson and unit plans and developing and analyzing assessments. They need classroom management skills. They need to learn math and science. They need method courses in these subjects. They are so unprepared through no fault of their own. Are they reading professional journals, attending seminars?	9/11/2018 5:06 PM
14	Have students spend time with writing curriculum that supports students with disabilities and ESL.	9/11/2018 4:52 PM
15	I think we should expose the graduates into our schools to have more hands on experience.	9/11/2018 4:26 PM
16	The student teacher supervisor need to be more involved and current in DOE practices.	9/11/2018 4:23 PM
17	NA	9/11/2018 3:50 PM
18	Continue to provide strong curriculum content	9/11/2018 3:31 PM
19	Formative assessment creation and evaluation, CRE, and more time in a real classroom	9/11/2018 3:27 PM
20	Deeper knowledge of pedagogy with specific implementation Deeper knowledge of interventions for specific students	9/11/2018 3:27 PM
21	These graduates from Queens College have added value to my school's community. I am most thankful and appreciative.	9/11/2018 3:24 PM
22	Spend more time in classrooms	9/11/2018 3:23 PM
23	Planning	9/11/2018 3:21 PM
24	Students do not seem prepared. From crafting assesments to writing lessons, graduates needed to be re taught.	9/11/2018 3:16 PM
25	See previous responses.	9/11/2018 3:10 PM
26	More work in actual diverse classrooms as part of the program.	9/11/2018 3:06 PM
27	Focus on differentiation not only based on academic levels but also based on cultural diversity and learning styles.	9/11/2018 3:00 PM
28	The student teachers that I hired were well prepared for the challenges of being a NYC DOE teacher.	8/1/2018 12:32 PM
29	Graduates need to have prior training in the workshop model of teaching.	7/23/2018 9:34 AM

Queens College Education Unit Employer Survey

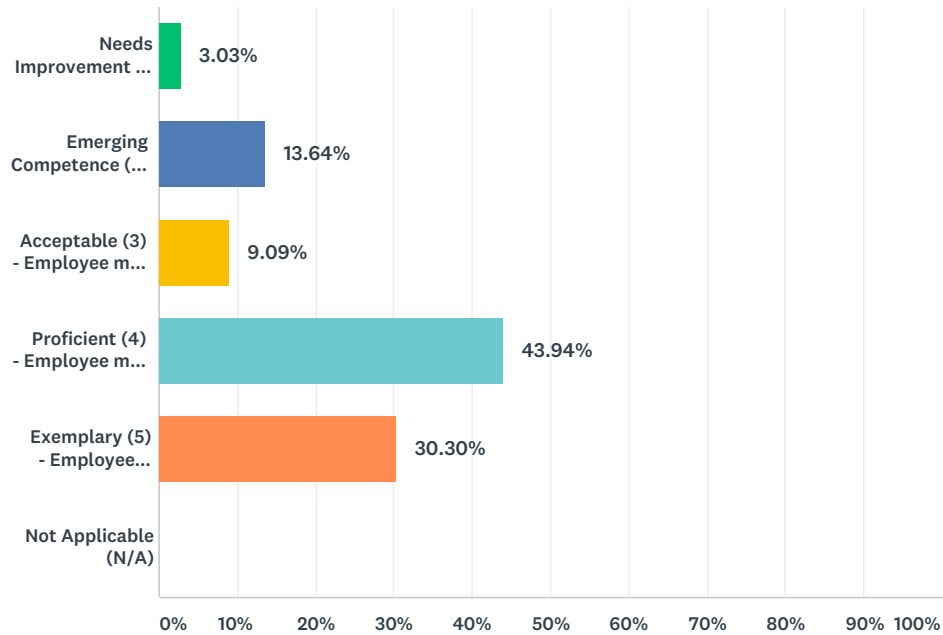
30	Pair them with cooperating teachers that have a more modern approach to pedagogy in the classroom.	7/23/2018 8:34 AM
31	More training on social emotional learning	7/23/2018 7:08 AM
32	I'm not really sure. I think the greatest improvement would be in training students to access each other's instructional abilities and classroom management. This prepares them to look at a classroom the way in which a principal would.	7/22/2018 12:48 PM
33	They need to be placed in student learning placements that will afford them the opportunity to work with a diverse population with collaborating teachers that will provide appropriate & realistic mentoring.	7/20/2018 11:09 AM
34	Allow undergraduates to have more experience in the schools working in classrooms (hands on Experience)	7/20/2018 6:59 AM
35	More coaching that requires teachers to look within and to colleagues.	7/19/2018 3:59 PM
36	Teachers coming out of Queens College are of a better quality than other programs I have seen, however, teachers do not know how to integrate technology into their instructional practices. They use it as a resource, like a typewriter, rather than as a tool to support instruction and student engagement. They are not current on apps and programs to support their genre.	7/19/2018 1:59 PM
37	Not really sure.	7/19/2018 1:41 PM
38	Give as much hands on experience as possible	7/19/2018 12:15 PM
39	Programs should be more geared to culturally responsive teaching and building relationships as the first key in teaching success.	7/19/2018 11:45 AM
40	I truly believe the education teachers/administrators receive is great just the way it is.	7/19/2018 11:22 AM
41	I believe that because my school hosts Queens College interns, those interns are even better equipped to deal with the challenges of working with students' with significant disabilities. I hope interns are assigned to a variety of D75 schools.	7/19/2018 11:08 AM
42	very well prepared	7/19/2018 10:15 AM
43	Take lessons from Howard Margolis. He was the best professor for addressing every aspect of the questions addressed in this survey	7/19/2018 8:18 AM
44	n/a	7/19/2018 8:17 AM
45	Instruction around mindset and social emotional teaching.	7/19/2018 6:58 AM
46	Offer more diverse courses.	7/19/2018 5:04 AM
47	I'm satisfied	7/18/2018 8:39 PM
48	You have prepared the students to be eager to learn and put into practice their learning.	7/18/2018 5:57 PM
49	More experience in formative assessment tools	7/18/2018 3:59 PM
50	Graduates have come well prepared for the classroom.	7/18/2018 3:21 PM
51	Have more hands on learning experience. Require student teachers to teach lesson, plan, and write them. Have them create a short video of themselves teaching to see what they really look like and see the class	7/18/2018 2:09 PM
52	Cannot answer since I am unsure of Queens College curriculum	7/18/2018 2:06 PM
53	Have workshops on formative assessments and presenting workshops to the parents based on student needs.	7/18/2018 1:44 PM
54	no ideas	7/18/2018 1:19 PM
55	not sure	7/18/2018 1:18 PM
56	introduce the reading/math programs being used across the city.	7/18/2018 1:15 PM
57	I am very fortunate to have Mr. Timur Bravo at our school. He has done amazing work! Although he has worked to get better in this area, I feel that differentiated instruction is a skill in which all new graduates can use more support.	7/18/2018 1:10 PM
58	You could have additional sociology classes with a focus on urban education.	7/18/2018 1:09 PM
59	The college needs to be present in the schools and have conversations with administration and teachers on an ongoing basis.	7/18/2018 1:07 PM
60	They need to be held to a higher standard. It seems that they are allowed to simply get by. They don't put the work in that is required to learn elementary curriculum and content. Yet, all of the student teachers pass. It appears that your standards have slipped.	7/18/2018 1:03 PM

Queens College Education Unit Employer Survey

61	It is important to have your students gain both b-2 general and Special Ed certifications. Along with 1-6 general and Special Ed certification. Teachers also need to be trained how to differentiate instruction.	7/18/2018 1:02 PM
62	Please continue to work with our faculty in both undergraduate and graduate programs to help them to understand latest educational trends.	7/18/2018 1:02 PM
63	Continue to require internship/ student teaching.	7/18/2018 1:00 PM
64	More focus on behavior management strategies and structures. This may include extending the student teaching experience.	7/18/2018 12:59 PM
65	Practical experience---early start with observations	7/18/2018 12:58 PM
66	You train them better than any other college or university!	7/18/2018 12:58 PM

Q17 Generally, the overall performance of the Queens College graduates currently employed at your institution can be described as

Answered: 66 Skipped: 97



ANSWER CHOICES	RESPONSES	
Needs Improvement (1) - Employee does not meet your institution's criteria (1)	3.03%	2
Emerging Competence (2) - Employee is progressing toward meeting institution's criteria (2)	13.64%	9
Acceptable (3) - Employee meet institution's criteria with competency and minimal support (3)	9.09%	6
Proficient (4) - Employee meet institution's criteria with competency and independently (4)	43.94%	29
Exemplary (5) - Employee exceeds institution's expectations (5)	30.30%	20
Not Applicable (N/A) (6)	0.00%	0
TOTAL		66

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	3.85	1.09

#	ADDITIONAL COMMENTS:	DATE
1	We provide continuous professional training and support.	9/11/2018 5:07 PM
2	It's hard for all new teachers and staff. Queens graduates do seem to be willing to approach this with an open mind however.	7/22/2018 12:49 PM
3	The proficiency occurred due to in district trainings. They did not come prepared proficiently necessarily.	7/19/2018 11:45 AM
4	It varies depending on the individual teacher. Some fall into the "Exemplary" category, while others can be described as "Highly Proficient."	7/19/2018 11:11 AM