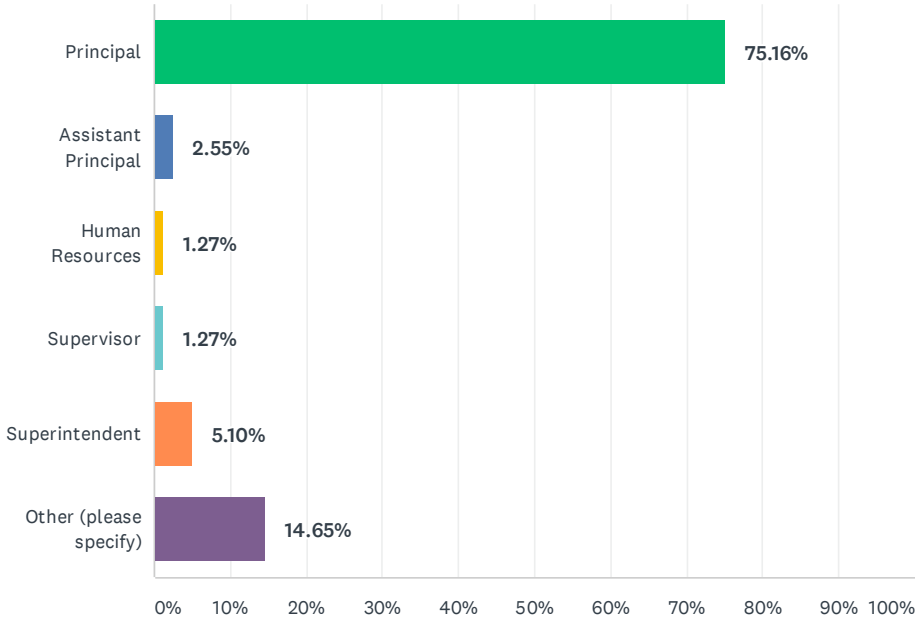


Q1 Your current position at your institution.

Answered: 157 Skipped: 0



ANSWER CHOICES	RESPONSES	
Principal (1)	75.16%	118
Assistant Principal (2)	2.55%	4
Human Resources (3)	1.27%	2
Supervisor (4)	1.27%	2
Superintendent (5)	5.10%	8
Other (please specify) (6)	14.65%	23
TOTAL		157

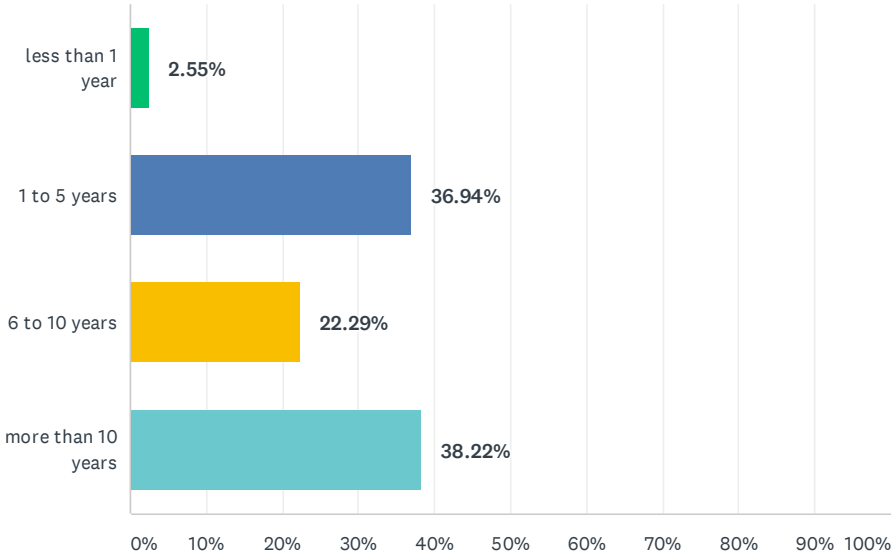
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	1.00	2.03	1.90

Queens College Education Unit Employer Survey

#	OTHER (PLEASE SPECIFY)	DATE
1	Director	8/14/2019 11:45 AM
2	President	8/6/2019 10:07 PM
3	Library Director	8/5/2019 11:15 PM
4	Executive Director	8/5/2019 7:18 PM
5	Certified Birth -2 Teacher	8/5/2019 4:06 PM
6	Executive Director	8/5/2019 3:47 PM
7	System Administrator	8/5/2019 3:38 PM
8	Director	8/5/2019 3:13 PM
9	Library Director	8/5/2019 2:50 PM
10	Program Coordinator	8/5/2019 2:50 PM
11	Training	8/5/2019 2:39 PM
12	Founder and Head of School	8/5/2019 2:37 PM
13	Executive Director	8/5/2019 2:21 PM
14	Library Director	8/5/2019 2:20 PM
15	Library Director	7/24/2019 4:59 PM
16	Administrator	7/23/2019 9:56 AM
17	College President	7/22/2019 3:25 PM
18	public library director	7/22/2019 3:19 PM
19	Library Director	7/22/2019 3:13 PM
20	Senior Director, School Leadership Development	7/22/2019 3:11 PM
21	Director	7/22/2019 3:06 PM
22	Library Director	7/22/2019 2:56 PM
23	Library Director	7/22/2019 2:55 PM

Q2 Years in your position

Answered: 157 Skipped: 0

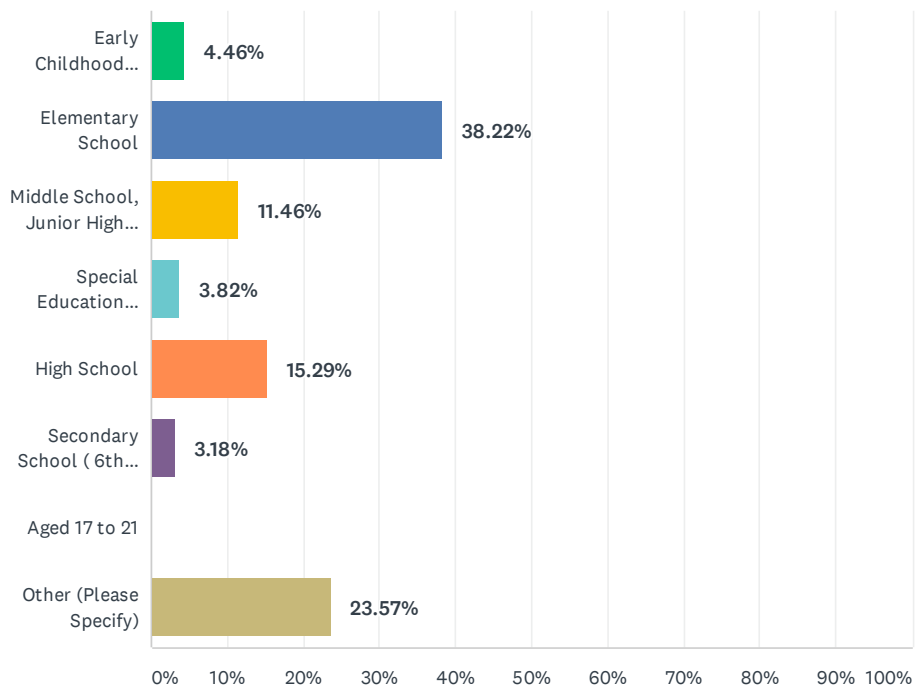


ANSWER CHOICES	RESPONSES
less than 1 year (1)	2.55% 4
1 to 5 years (2)	36.94% 58
6 to 10 years (3)	22.29% 35
more than 10 years (4)	38.22% 60
TOTAL	157

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	3.00	2.96	0.92

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

Answered: 157 Skipped: 0



ANSWER CHOICES	RESPONSES	
Early Childhood Center/Pre- K (1)	4.46%	7
Elementary School (2)	38.22%	60
Middle School, Junior High School or Intermediate School (3)	11.46%	18
Special Education School (4)	3.82%	6
High School (5)	15.29%	24
Secondary School (6th thru 12th, 7th thru 12th) (6)	3.18%	5
Aged 17 to 21 (7)	0.00%	0
Other (Please Specify) (8)	23.57%	37
TOTAL		157

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	8.00	3.00	4.15	2.46

Queens College Education Unit Employer Survey

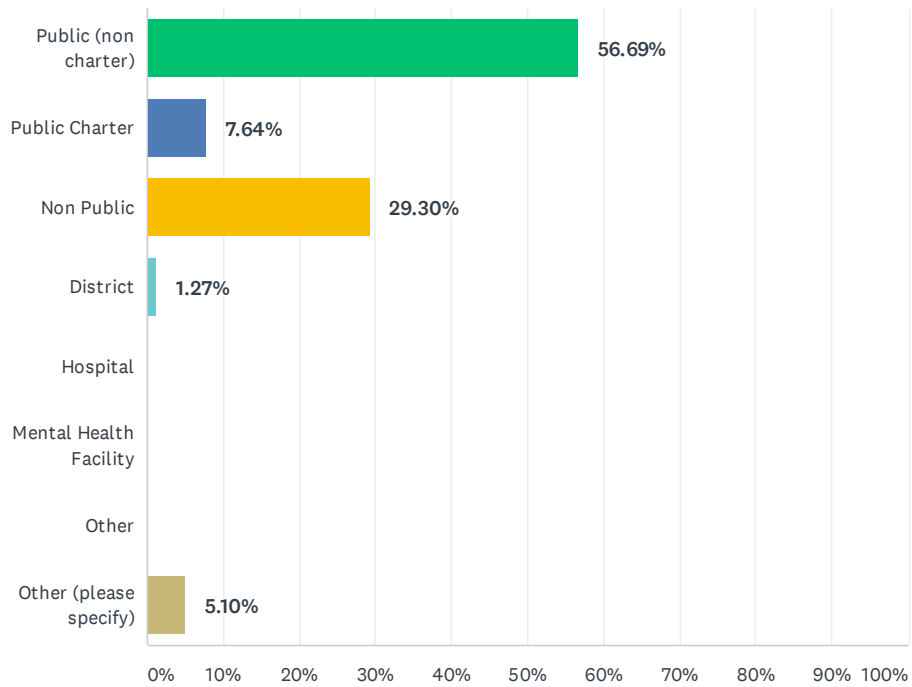
#	OTHER (PLEASE SPECIFY)	DATE
1	All - Public Library	8/14/2019 11:45 AM
2	We have only grades K-3	8/7/2019 11:01 AM
3	Pre. Kindergarten -GRADE 8	8/6/2019 11:04 AM
4	PreK - Grade 12	8/6/2019 10:00 AM
5	Pre K - 8	8/6/2019 9:50 AM
6	PK - 5	8/6/2019 9:30 AM
7	N-8th grade	8/6/2019 8:40 AM
8	Nursery-8th grade	8/6/2019 8:23 AM
9	All ages (public library)	8/5/2019 11:15 PM
10	3years through 21	8/5/2019 7:18 PM
11	Pre-K and school age programs	8/5/2019 5:59 PM
12	Special education Pre K	8/5/2019 3:47 PM
13	N-grade 8	8/5/2019 3:36 PM
14	all ages at the library	8/5/2019 3:13 PM
15	3 Mons - 8th Grade	8/5/2019 3:10 PM
16	k-8	8/5/2019 3:09 PM
17	Pre-k - high school	8/5/2019 2:55 PM
18	ALL - Public Library	8/5/2019 2:50 PM
19	PreK thru Adult	8/5/2019 2:50 PM
20	2-5years old	8/5/2019 2:42 PM
21	all	8/5/2019 2:39 PM
22	Pre-K	8/5/2019 2:32 PM
23	All grades	8/5/2019 2:20 PM
24	Pre-K to Grade 1	7/26/2019 12:58 PM
25	all ages from birth to ?	7/24/2019 4:59 PM
26	PK-8	7/24/2019 10:51 AM
27	K-12 Public Schools	7/23/2019 3:15 PM
28	PreK-12	7/23/2019 11:58 AM
29	KIndergarten through 8th grade	7/23/2019 11:55 AM
30	K-12	7/23/2019 11:35 AM
31	3K - 5th grades	7/23/2019 11:30 AM
32	3k - 8th Grade	7/23/2019 9:05 AM
33	Middle School	7/23/2019 8:21 AM
34	Plus UPK and grades 5-8	7/23/2019 7:11 AM
35	Elementary school	7/23/2019 6:23 AM
36	Pre-K 4 to Grade 8	7/22/2019 7:36 PM
37	Pre-K - 8	7/22/2019 4:21 PM
38	k-12	7/22/2019 3:33 PM
39	2-yr. college	7/22/2019 3:25 PM
40	all ages	7/22/2019 3:19 PM
41	All ages	7/22/2019 3:13 PM
42	P-8	7/22/2019 3:12 PM
43	All grade levels	7/22/2019 3:11 PM

Queens College Education Unit Employer Survey

44	k-12	7/22/2019 3:09 PM
45	0-100+	7/22/2019 3:06 PM
46	preK-12	7/22/2019 2:57 PM
47	Public Library	7/22/2019 2:56 PM
48	All ages	7/22/2019 2:55 PM
49	K-8	7/22/2019 2:54 PM
50	Pre-K to 8	7/22/2019 2:51 PM

Q4 Type of Setting

Answered: 157 Skipped: 0



ANSWER CHOICES	RESPONSES	
Public (non charter) (1)	56.69%	89
Public Charter (2)	7.64%	12
Non Public (3)	29.30%	46
District (4)	1.27%	2
Hospital (5)	0.00%	0
Mental Health Facility (6)	0.00%	0
Other (7)	0.00%	0
Other (please specify) (8)	5.10%	8
TOTAL		157

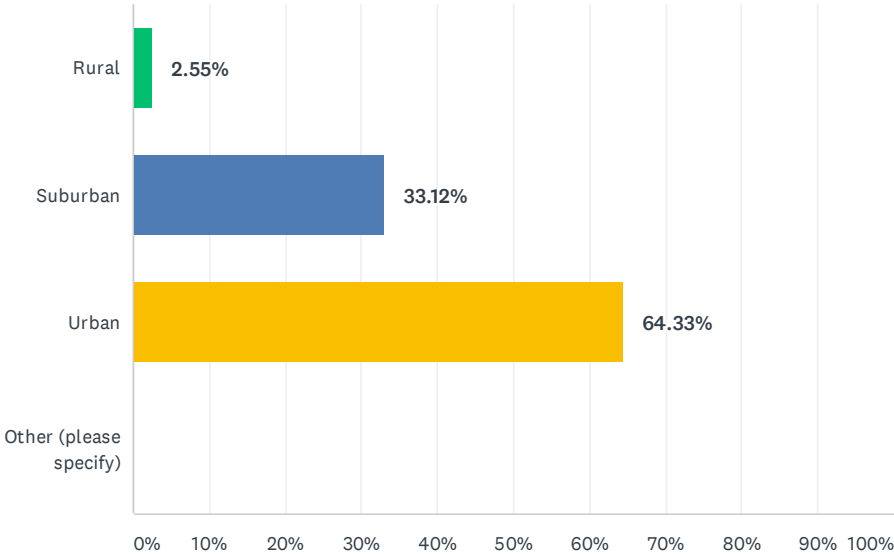
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	8.00	1.00	2.06	1.66

Queens College Education Unit Employer Survey

#	OTHER (PLEASE SPECIFY)	DATE
1	Catholic High School	8/6/2019 7:55 AM
2	Public and Non Public	8/5/2019 7:18 PM
3	Private Independent	8/5/2019 3:52 PM
4	Jewish Day School (Private)	7/31/2019 9:13 AM
5	Public Library	7/24/2019 4:59 PM
6	higher education	7/22/2019 3:25 PM
7	Public Library	7/22/2019 3:13 PM
8	Public Library	7/22/2019 2:56 PM

Q5 Type of Community

Answered: 157 Skipped: 0



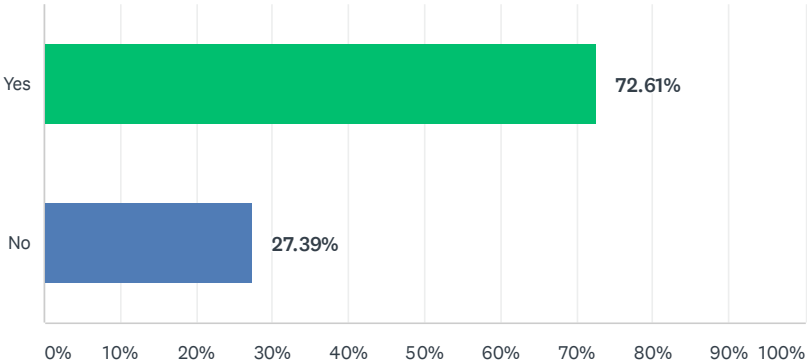
ANSWER CHOICES	RESPONSES
Rural (1)	2.55% 4
Suburban (2)	33.12% 52
Urban (3)	64.33% 101
Other (please specify) (4)	0.00% 0
TOTAL	157

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	3.00	2.62	0.54

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q6 Does your institution currently employ Queens College Graduates?

Answered: 157 Skipped: 0

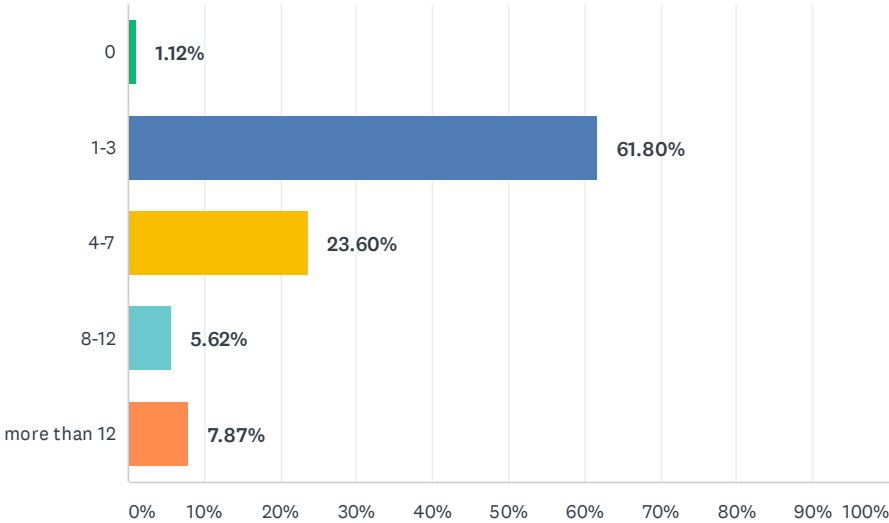


ANSWER CHOICES	RESPONSES	
Yes (1)	72.61%	114
No (2)	27.39%	43
TOTAL		157

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.27	0.45

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: 89 Skipped: 68

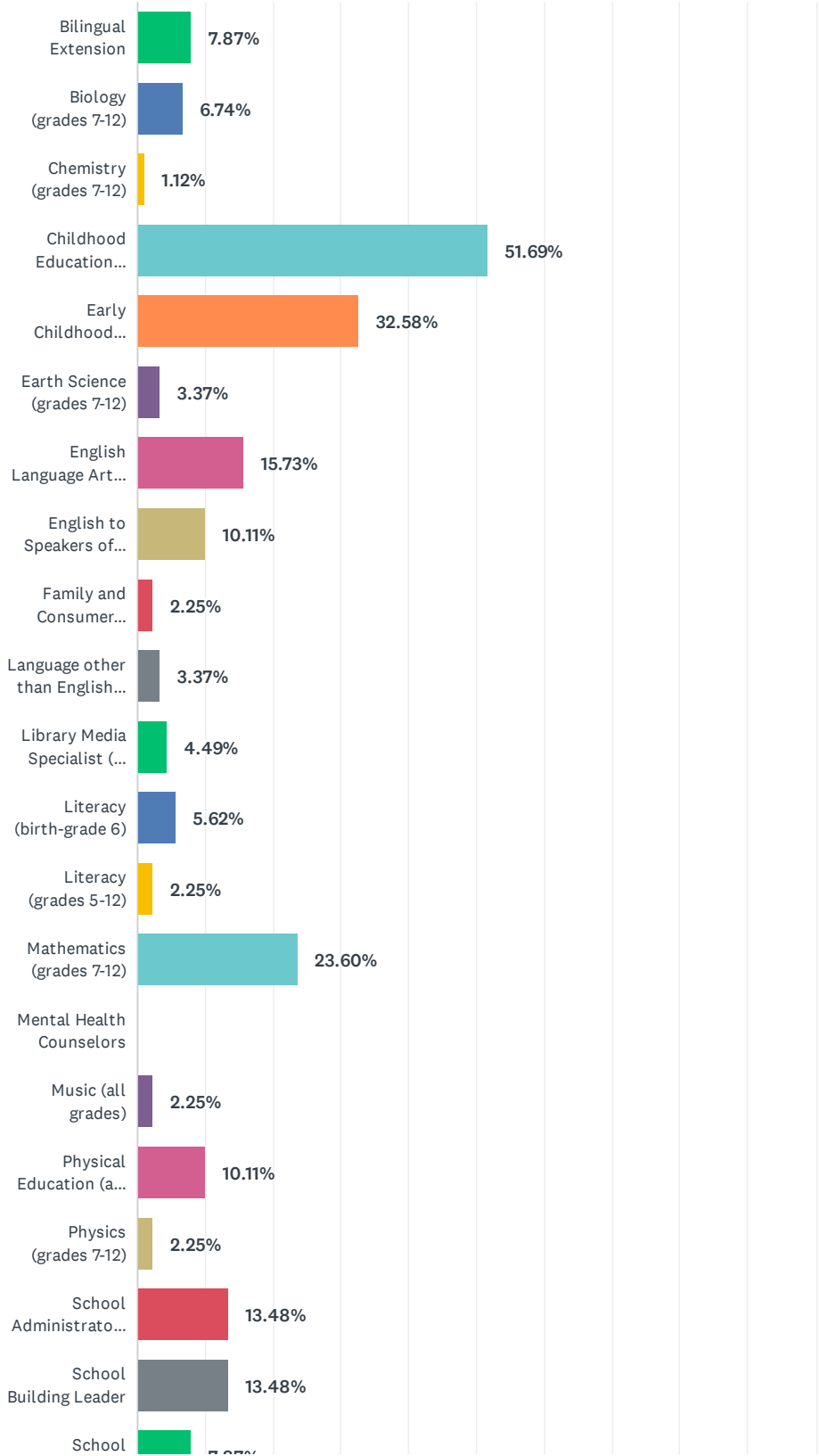


ANSWER CHOICES		RESPONSES	
0 (1)		1.12%	1
1-3 (2)		61.80%	55
4-7 (3)		23.60%	21
8-12 (4)		5.62%	5
more than 12 (5)		7.87%	7
TOTAL			89

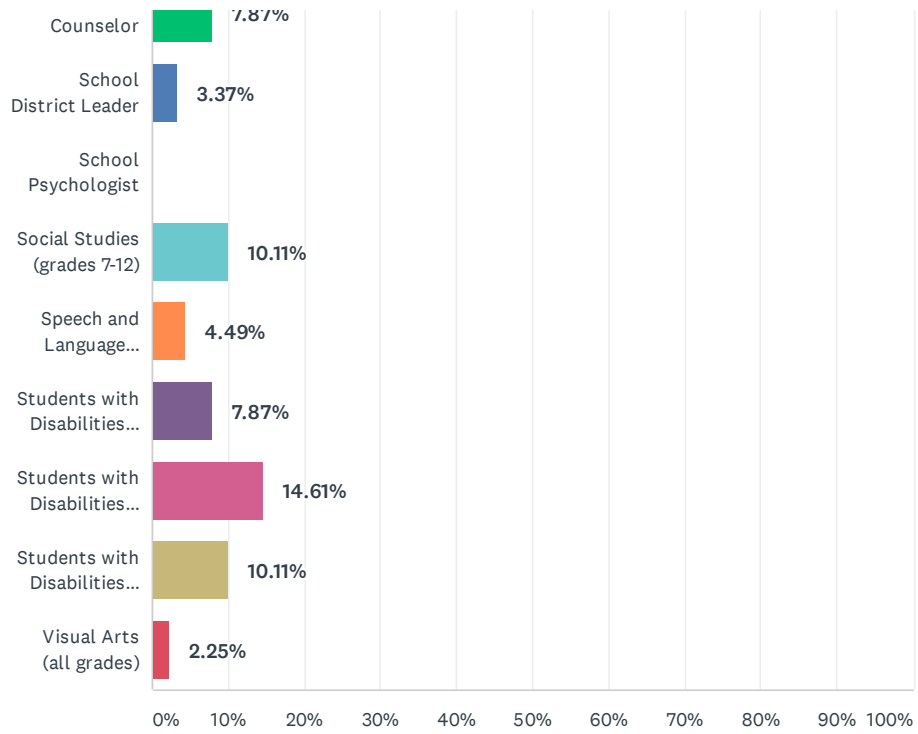
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.57	0.92

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

Answered: 89 Skipped: 68



Queens College Education Unit Employer Survey

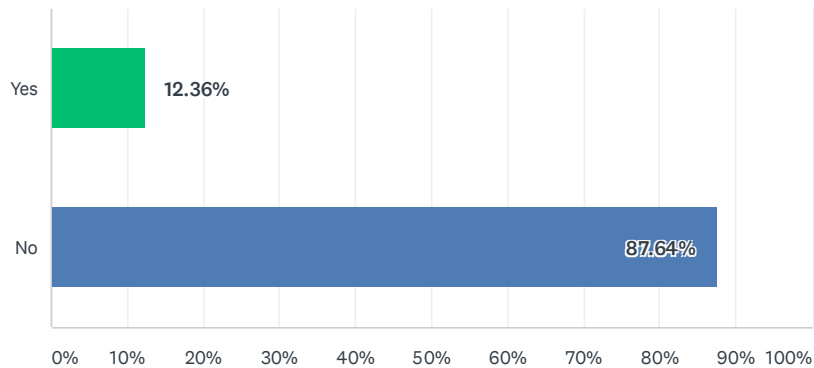


Queens College Education Unit Employer Survey

ANSWER CHOICES		RESPONSES		
Bilingual Extension (1)		7.87%	7	
Biology (grades 7-12) (2)		6.74%	6	
Chemistry (grades 7-12) (3)		1.12%	1	
Childhood Education (grades 1-6) (4)		51.69%	46	
Early Childhood Education (birth-grade 2) (5)		32.58%	29	
Earth Science (grades 7-12) (6)		3.37%	3	
English Language Arts (grades 7-12) (7)		15.73%	14	
English to Speakers of other Languages (all grades) (8)		10.11%	9	
Family and Consumer Sciences (all grades) (9)		2.25%	2	
Language other than English (specified) (grades 7-12) (10)		3.37%	3	
Library Media Specialist (all grades) (11)		4.49%	4	
Literacy (birth-grade 6) (12)		5.62%	5	
Literacy (grades 5-12) (13)		2.25%	2	
Mathematics (grades 7-12) (14)		23.60%	21	
Mental Health Counselors (15)		0.00%	0	
Music (all grades) (16)		2.25%	2	
Physical Education (all grades) (17)		10.11%	9	
Physics (grades 7-12) (18)		2.25%	2	
School Administrator/Supervisor (19)		13.48%	12	
School Building Leader (20)		13.48%	12	
School Counselor (21)		7.87%	7	
School District Leader (22)		3.37%	3	
School Psychologist (23)		0.00%	0	
Social Studies (grades 7-12) (24)		10.11%	9	
Speech and Language Disabilities (all grades) (25)		4.49%	4	
Students with Disabilities (birth-grade 2) (26)		7.87%	7	
Students with Disabilities (grades 1-6) (27)		14.61%	13	
Students with Disabilities (grades 7-12) (28)		10.11%	9	
Visual Arts (all grades) (29)		2.25%	2	
Total Respondents: 89				
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	29.00	11.00	12.64	8.66

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

Answered: 89 Skipped: 68

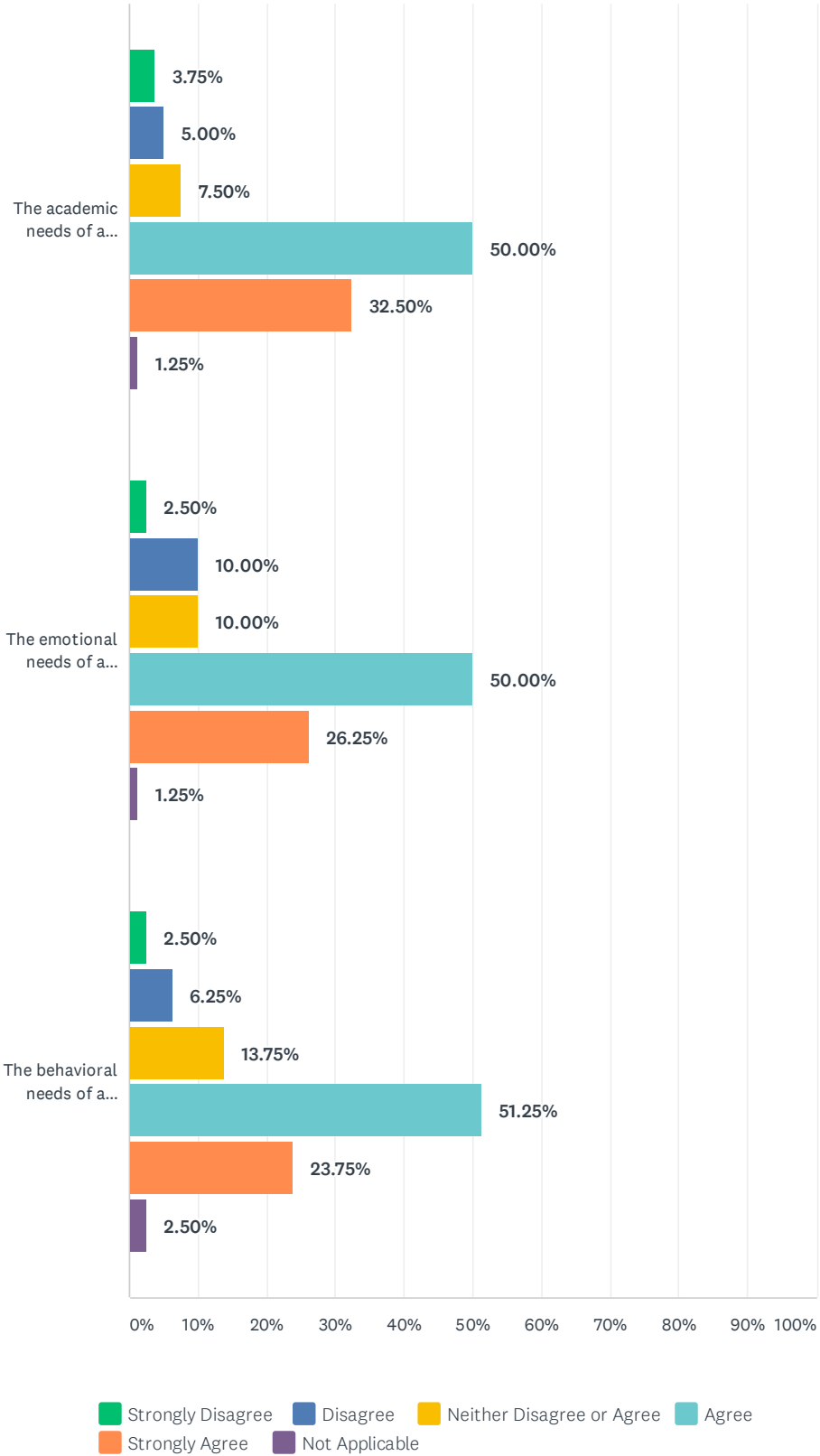


ANSWER CHOICES	RESPONSES	
Yes (1)	12.36%	11
No (2)	87.64%	78
Total Respondents: 89		

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.88	0.33

Q10 In general, Queens College Graduates were prepared to manage

Answered: 80 Skipped: 77



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.	3.75% 3	5.00% 4	7.50% 6	50.00% 40	32.50% 26	1.25% 1	80	4.04
The emotional needs of a diverse student population.	2.50% 2	10.00% 8	10.00% 8	50.00% 40	26.25% 21	1.25% 1	80	3.89
The behavioral needs of a diverse student population.	2.50% 2	6.25% 5	13.75% 11	51.25% 41	23.75% 19	2.50% 2	80	3.90

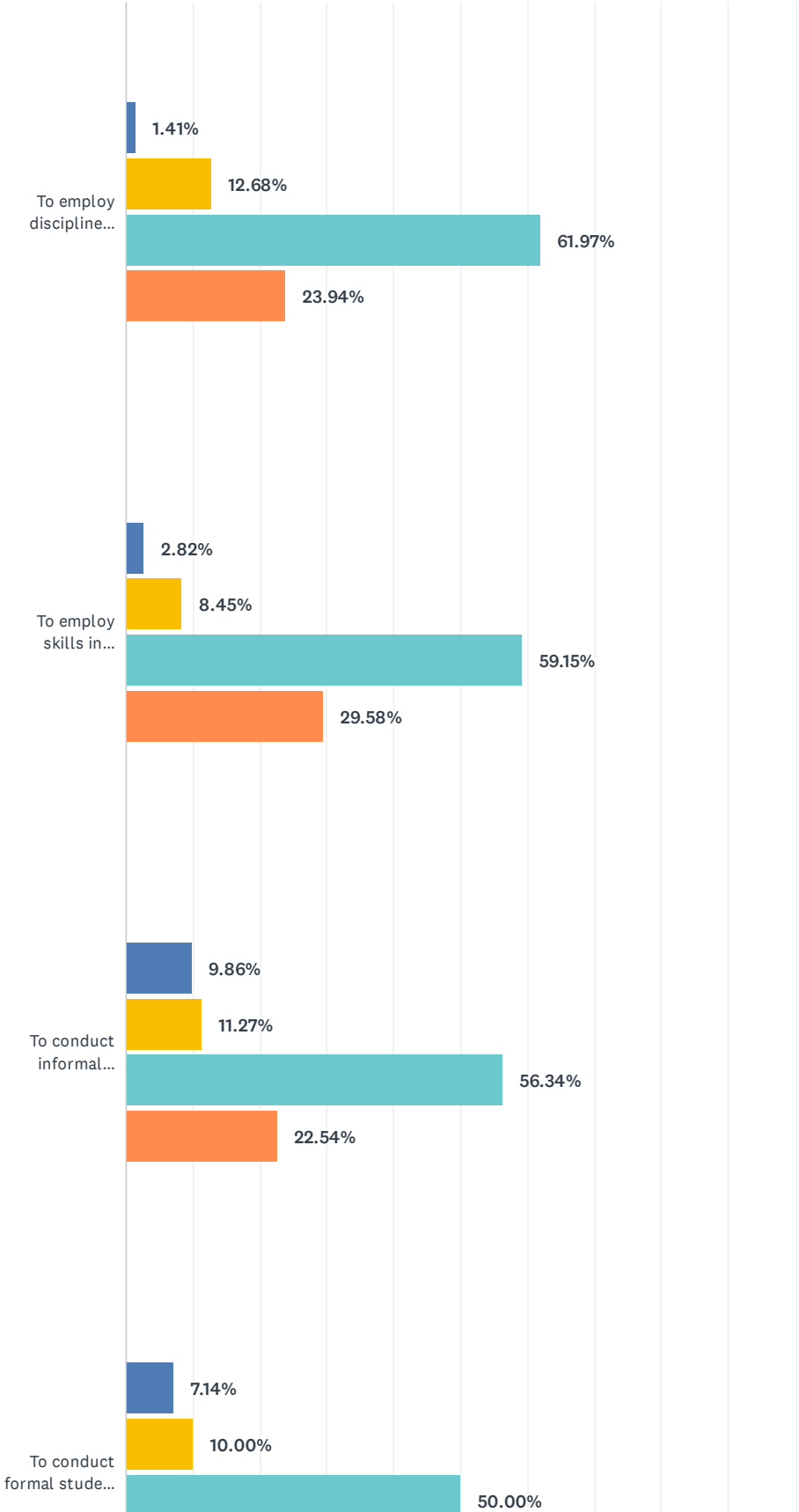
BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
The academic needs of a diverse student population.	1.00	5.00	4.00	4.04	0.97
The emotional needs of a diverse student population.	1.00	5.00	4.00	3.89	0.99
The behavioral needs of a diverse student population.	1.00	5.00	4.00	3.90	0.93

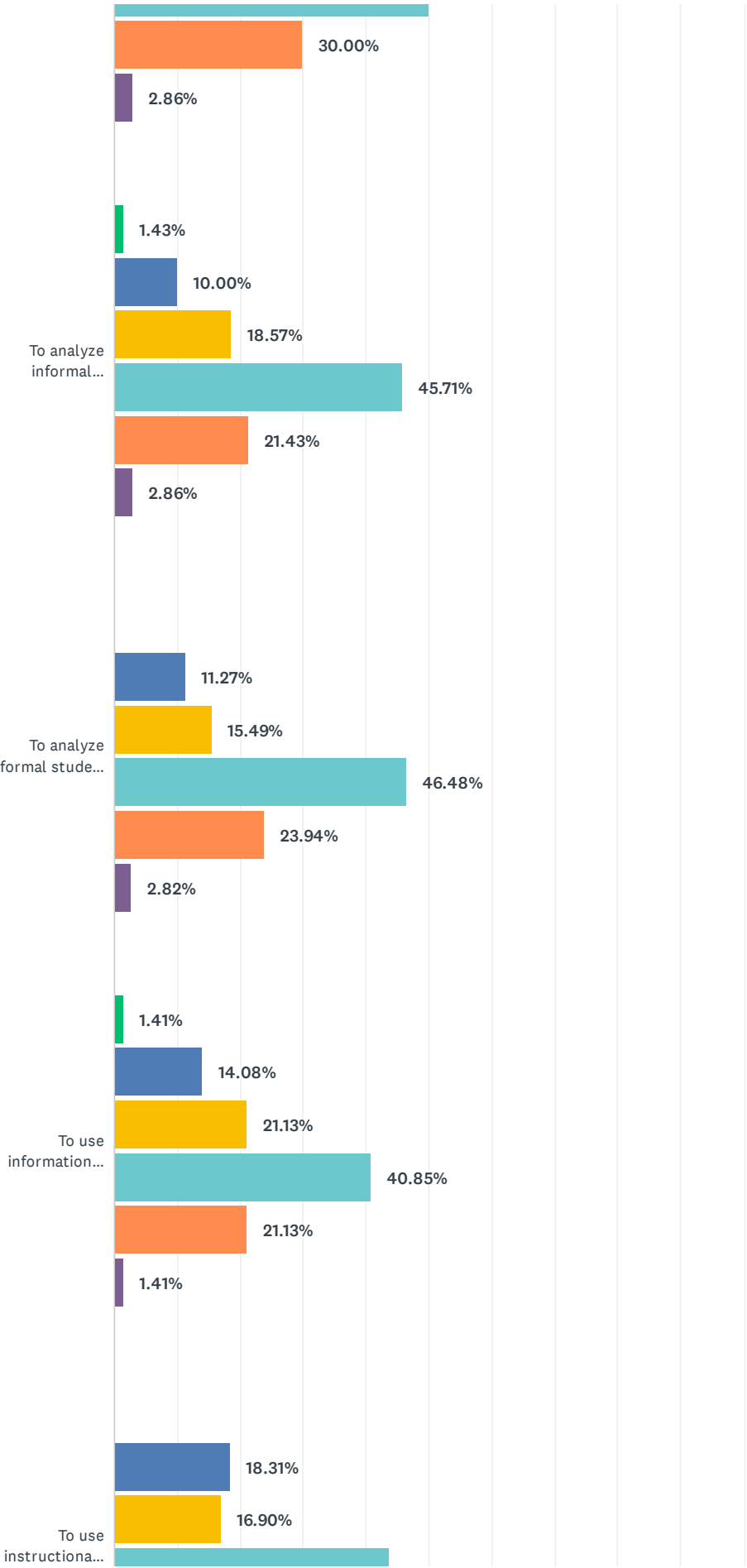
#	ADDITIONAL COMMENTS:	DATE
1	Teachers are not prepared with the necessary content and pedagogy. They do not understand how to teach multilingual/multicultural students.	8/5/2019 10:22 PM
2	The teachers are good - adjusting to the classroom is always difficult.	8/5/2019 5:18 PM
3	I personally am the Queens College Graduate and perhaps we have others in our agency but am not aware specifically. I am not in a school setting but coordinate services for local districts.	8/5/2019 2:54 PM
4	None	8/5/2019 2:20 PM
5	I believe it's just a matter of experience. I do, however, believe that colleges should focus on more real-life courses and not just theory, or at least combine them.	7/28/2019 9:10 AM

Q11 In general, Queens College Graduates were prepared

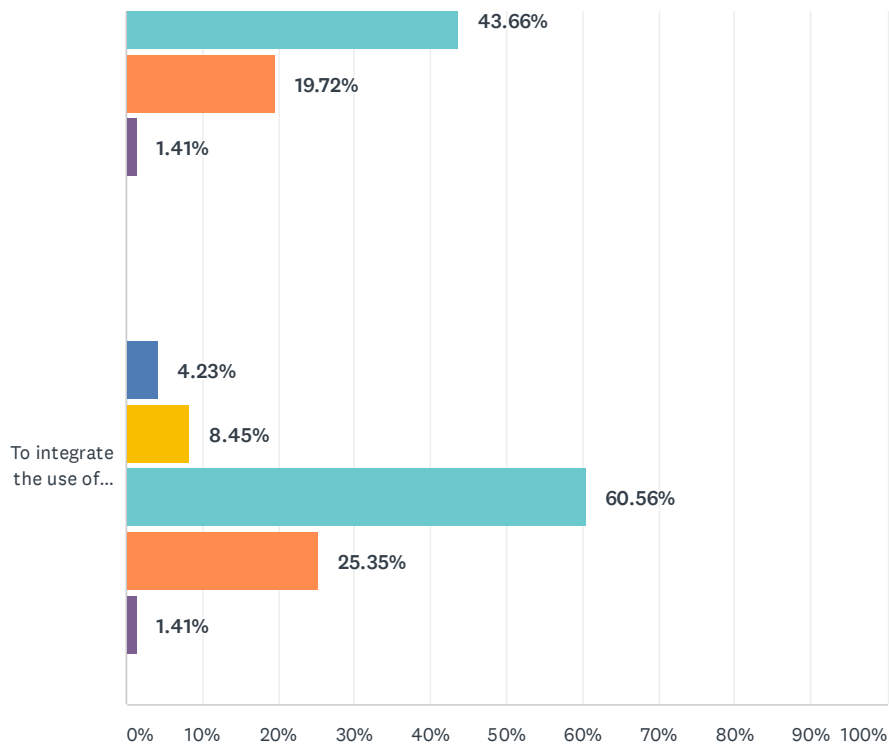
Answered: 71 Skipped: 86



Queens College Education Unit Employer Survey



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	WEI AVE
To employ discipline specific procedures and skills.	0.00% 0	1.41% 1	12.68% 9	61.97% 44	23.94% 17	0.00% 0	71	
To employ skills in pedagogy.	0.00% 0	2.82% 2	8.45% 6	59.15% 42	29.58% 21	0.00% 0	71	
To conduct informal student assessment.	0.00% 0	9.86% 7	11.27% 8	56.34% 40	22.54% 16	0.00% 0	71	
To conduct formal student assessment.	0.00% 0	7.14% 5	10.00% 7	50.00% 35	30.00% 21	2.86% 2	70	
To analyze informal student assessment.	1.43% 1	10.00% 7	18.57% 13	45.71% 32	21.43% 15	2.86% 2	70	
To analyze formal student assessment.	0.00% 0	11.27% 8	15.49% 11	46.48% 33	23.94% 17	2.82% 2	71	
To use information gained from assessment to inform instruction/interventions/modifications.	1.41% 1	14.08% 10	21.13% 15	40.85% 29	21.13% 15	1.41% 1	71	
To use instructional/intervention approaches based on current research in the field.	0.00% 0	18.31% 13	16.90% 12	43.66% 31	19.72% 14	1.41% 1	71	
To integrate the use of technology in curriculum planning, instruction, and assessment to enhance student learning, behavior, change and inclusion.	0.00% 0	4.23% 3	8.45% 6	60.56% 43	25.35% 18	1.41% 1	71	

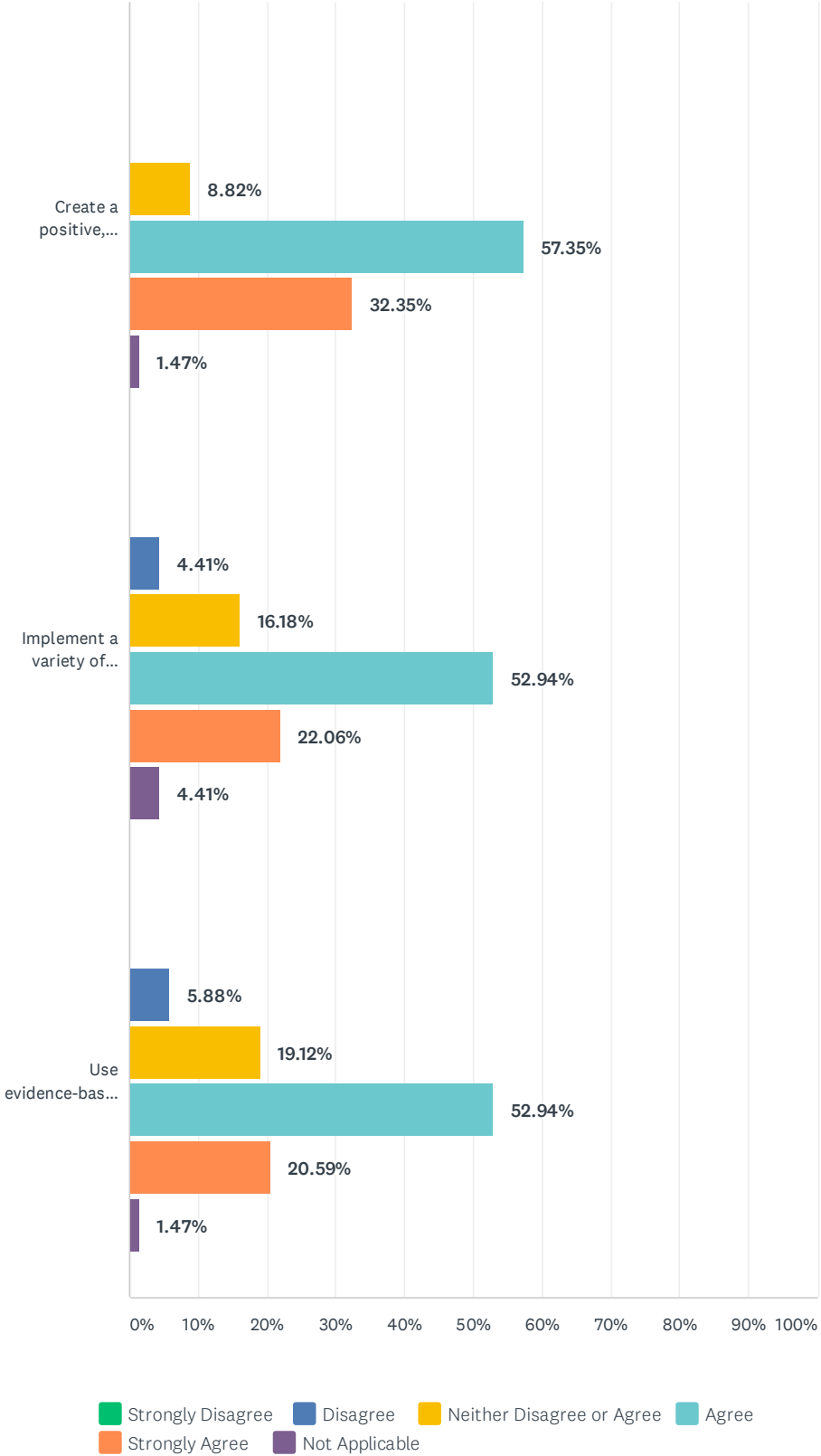
Queens College Education Unit Employer Survey

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
To employ discipline specific procedures and skills.	2.00	5.00	4.00	4.08	0.64
To employ skills in pedagogy.	2.00	5.00	4.00	4.15	0.68
To conduct informal student assessment.	2.00	5.00	4.00	3.92	0.85
To conduct formal student assessment.	2.00	5.00	4.00	4.06	0.84
To analyze informal student assessment.	1.00	5.00	4.00	3.78	0.95
To analyze formal student assessment.	2.00	5.00	4.00	3.86	0.92
To use information gained from assessment to inform instruction/interventions/modifications.	1.00	5.00	4.00	3.67	1.01
To use instructional/intervention approaches based on current research in the field.	2.00	5.00	4.00	3.66	1.00
To integrate the use of technology in curriculum planning, instruction, and assessment to enhance student learning, behavior, change and inclusion.	2.00	5.00	4.00	4.09	0.71

#	ADDITIONAL COMMENTS:	DATE
1	Teachers are coming out of college unprepared in the content areas necessary to be successful. Their lack of planning hinders good teaching.	8/6/2019 7:06 AM
2	None	8/5/2019 2:21 PM
3	Again, a matter of experience and of coursework - less theory and a more real-life, practical and concrete focus.	7/28/2019 9:13 AM
4	How to use data to inform And revise Instruction.	7/23/2019 12:06 PM
5	Many of the items listed above, our mentor teachers provided support and/or training to the new teachers.	7/23/2019 11:39 AM
6	teach9ng candidates will benefit from immersion in a student teaching position for one year. Professors must be familiar with the latest teaching methodology and align their coursework	7/22/2019 2:55 PM

Q12 In general, Queens College Graduates were prepared to

Answered: 68 Skipped: 89



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.	0.00% 0	0.00% 0	8.82% 6	57.35% 39	32.35% 22	1.47% 1	68	4.24
Implement a variety of evidence-based classroom management strategies.	0.00% 0	4.41% 3	16.18% 11	52.94% 36	22.06% 15	4.41% 3	68	3.97
Use evidence-based strategies to address the behavioral needs of individual students.	0.00% 0	5.88% 4	19.12% 13	52.94% 36	20.59% 14	1.47% 1	68	3.90

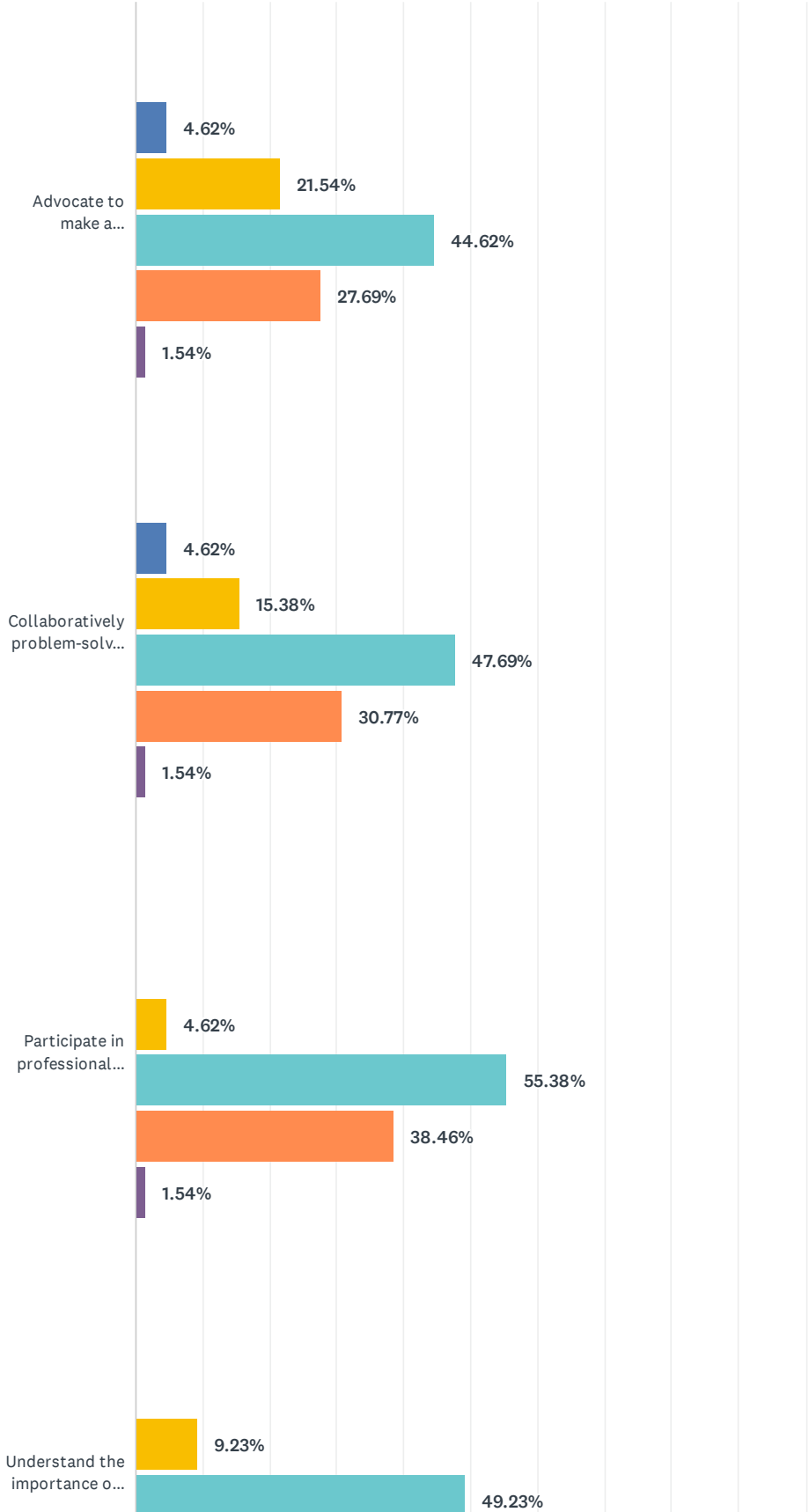
BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Create a positive, supportive, and safe classroom/school environment.	3.00	5.00	4.00	4.24	0.60
Implement a variety of evidence-based classroom management strategies.	2.00	5.00	4.00	3.97	0.76
Use evidence-based strategies to address the behavioral needs of individual students.	2.00	5.00	4.00	3.90	0.79

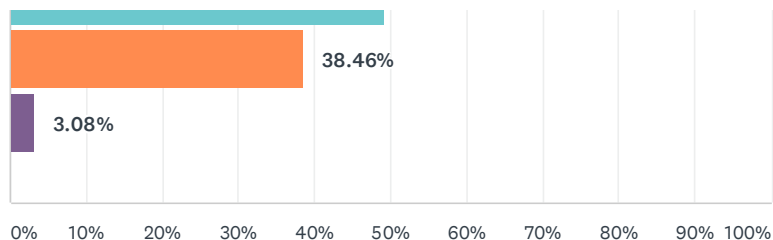
#	ADDITIONAL COMMENTS:	DATE
1	Too many are not prepared to meet the challenges of students with emotional and behavioral problems.	8/6/2019 7:07 AM
2	None	8/5/2019 2:22 PM

Q13 In general, Queens College Graduates were prepared to

Answered: 65 Skipped: 92



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.	0.00% 0	4.62% 3	21.54% 14	44.62% 29	27.69% 18	1.54% 1	65	3.97
Collaboratively problem-solve difficult situations and devise ways to overcome obstacles in their classrooms/schools.	0.00% 0	4.62% 3	15.38% 10	47.69% 31	30.77% 20	1.54% 1	65	4.06
Participate in professional and respectful relationships with their colleagues.	0.00% 0	0.00% 0	4.62% 3	55.38% 36	38.46% 25	1.54% 1	65	4.34
Understand the importance of (and to engage in) collaboration and shared support of their students.	0.00% 0	0.00% 0	9.23% 6	49.23% 32	38.46% 25	3.08% 2	65	4.30

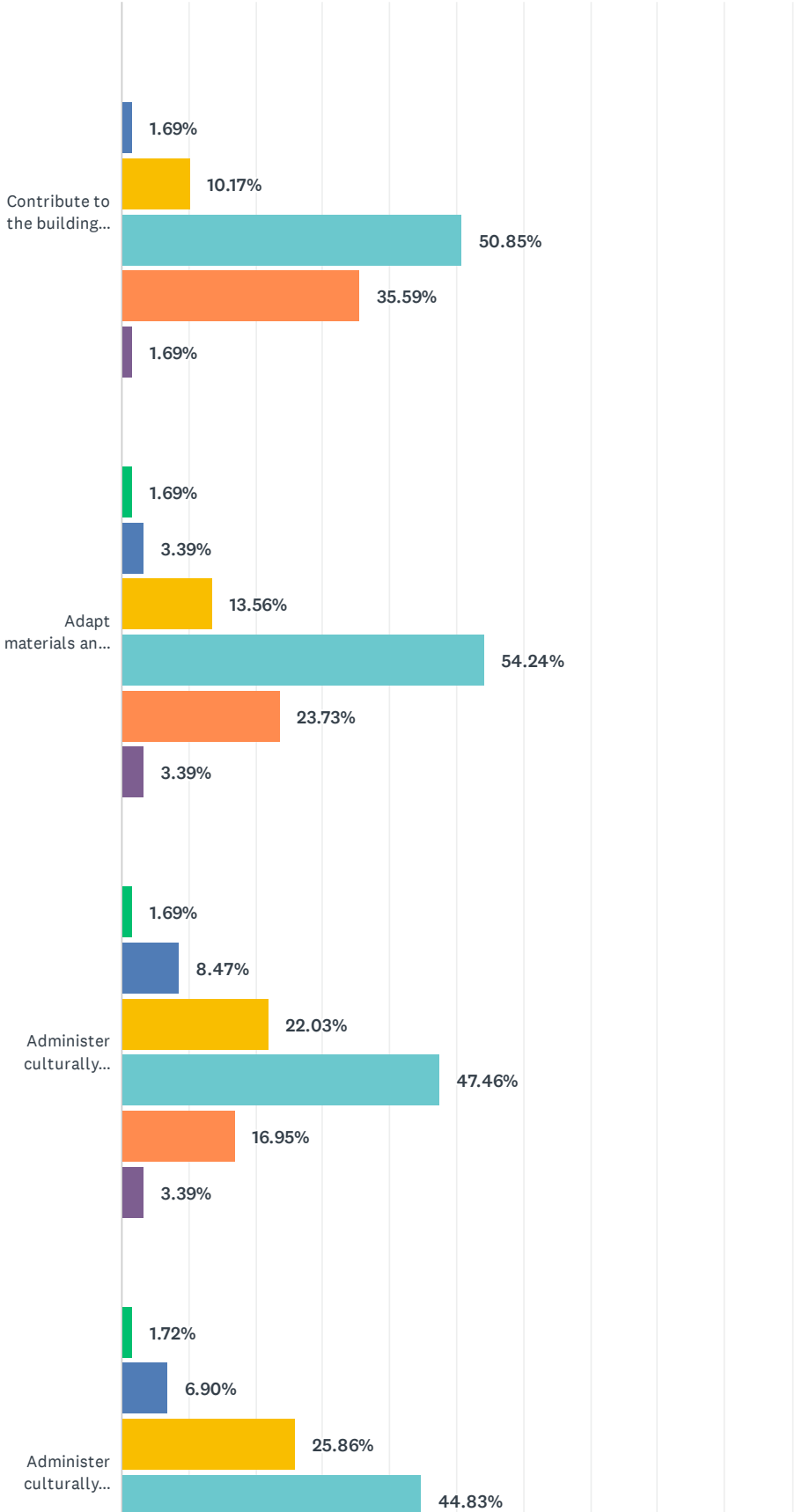
BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Advocate to make a difference in the school.	2.00	5.00	4.00	3.97	0.83
Collaboratively problem-solve difficult situations and devise ways to overcome obstacles in their classrooms/schools.	2.00	5.00	4.00	4.06	0.81
Participate in professional and respectful relationships with their colleagues.	3.00	5.00	4.00	4.34	0.57
Understand the importance of (and to engage in) collaboration and shared support of their students.	3.00	5.00	4.00	4.30	0.63

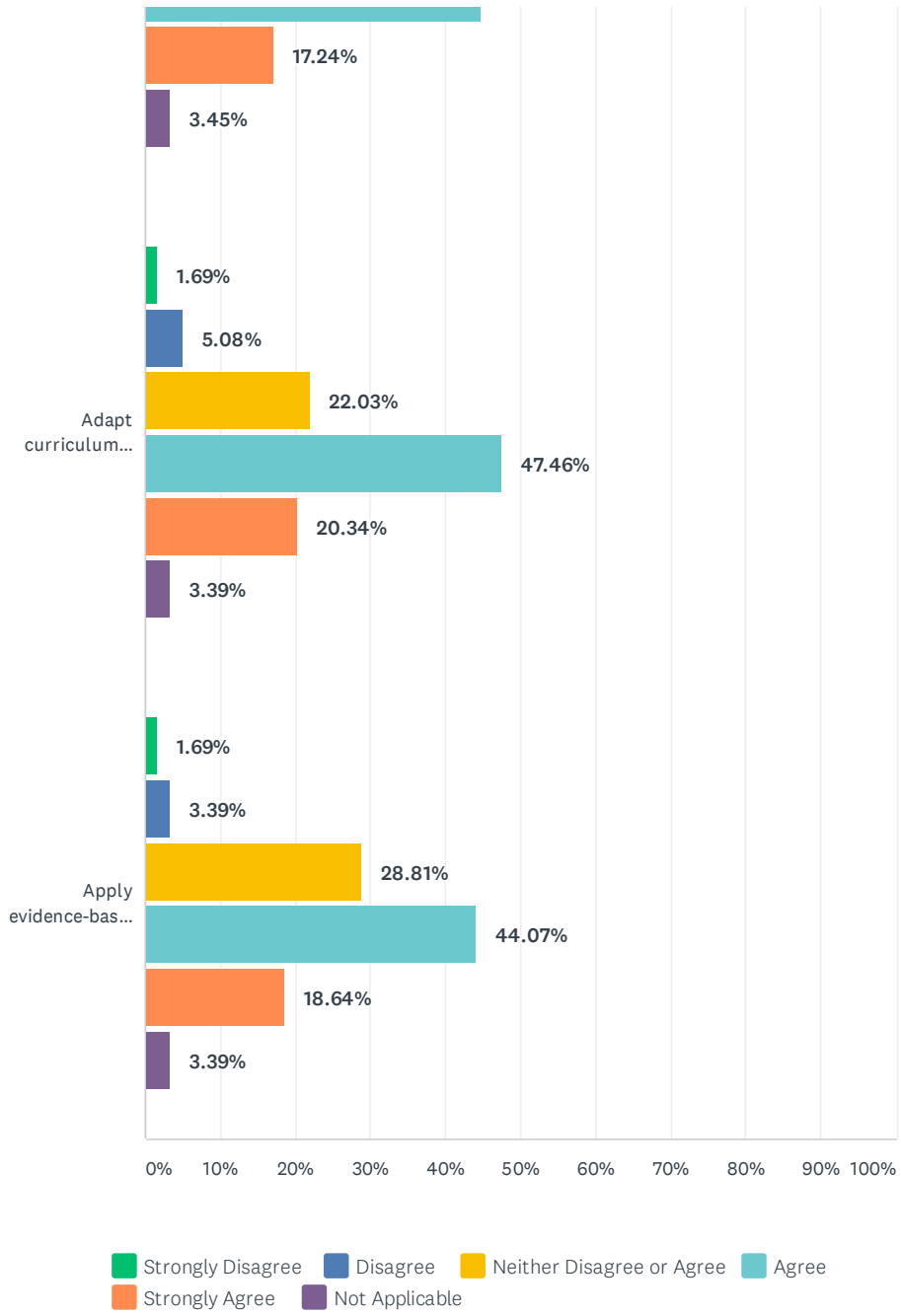
#	ADDITIONAL COMMENTS:	DATE
1	In theory, they understand the importance of collaboration, but they do not like having difficult conversations nor want to hold their colleagues accountable.	8/5/2019 2:31 PM

Q14 In general, Queens College Graduates were prepared to

Answered: 59 Skipped: 98



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
Contribute to the building of a democratic classroom and school community that fosters respect for all students.	0.00% 0	1.69% 1	10.17% 6	50.85% 30	35.59% 21	1.69% 1	59	4.22
Adapt materials and information in ways that are respectful of individual student's cultural differences.	1.69% 1	3.39% 2	13.56% 8	54.24% 32	23.73% 14	3.39% 2	59	3.98
Administer culturally responsive informal assessment to students from diverse backgrounds.	1.69% 1	8.47% 5	22.03% 13	47.46% 28	16.95% 10	3.39% 2	59	3.72
Administer culturally responsive formal assessment to students from diverse backgrounds.	1.72% 1	6.90% 4	25.86% 15	44.83% 26	17.24% 10	3.45% 2	58	3.71
Adapt curriculum materials and instruction to meet the unique needs of students from diverse backgrounds.	1.69% 1	5.08% 3	22.03% 13	47.46% 28	20.34% 12	3.39% 2	59	3.82
Apply evidence-based practices to students and families from diverse backgrounds.	1.69% 1	3.39% 2	28.81% 17	44.07% 26	18.64% 11	3.39% 2	59	3.77

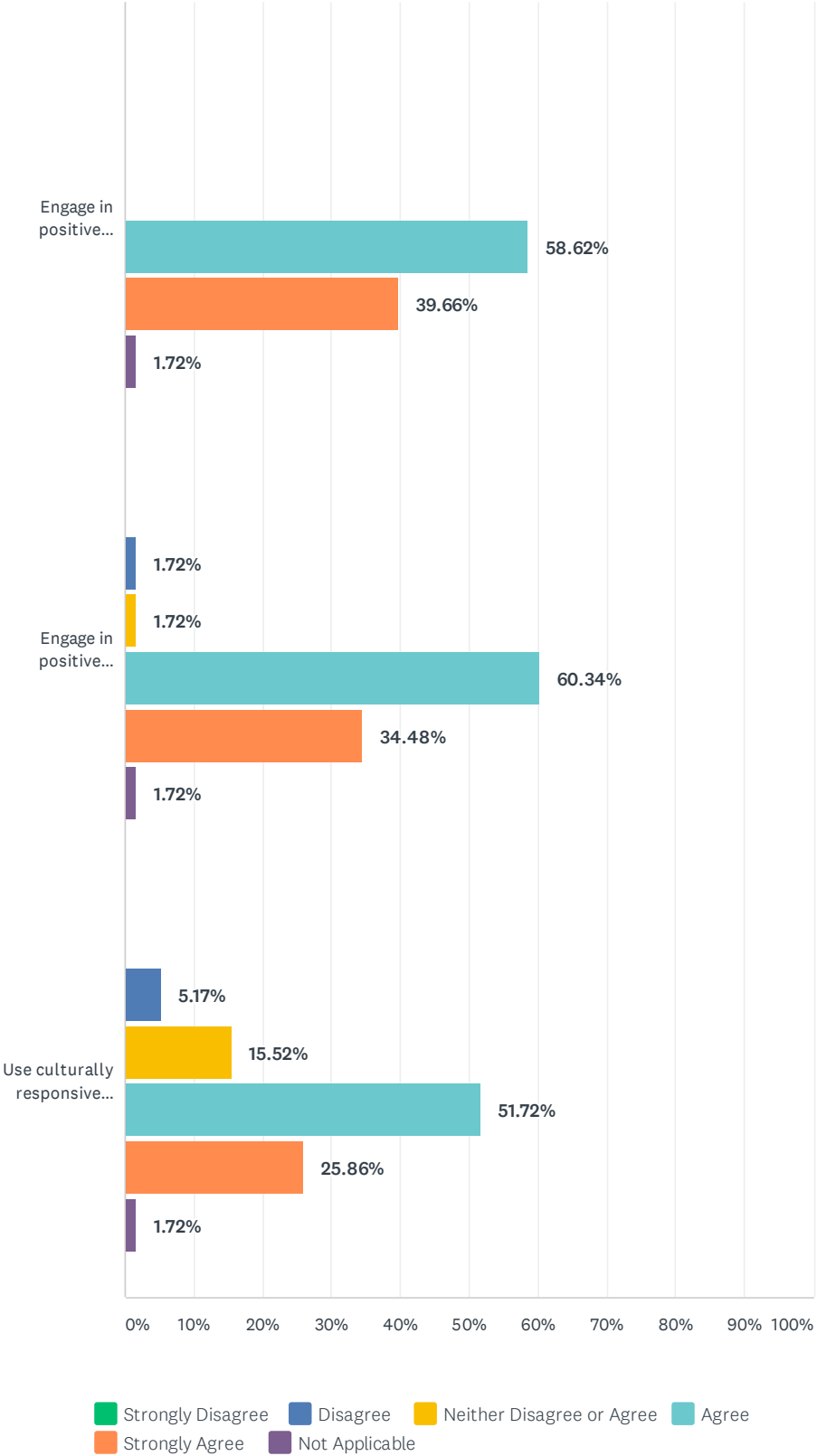
BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Contribute to the building of a democratic classroom and school community that fosters respect for all students.	2.00	5.00	4.00	4.22	0.70
Adapt materials and information in ways that are respectful of individual student's cultural differences.	1.00	5.00	4.00	3.98	0.83
Administer culturally responsive informal assessment to students from diverse backgrounds.	1.00	5.00	4.00	3.72	0.91
Administer culturally responsive formal assessment to students from diverse backgrounds.	1.00	5.00	4.00	3.71	0.90
Adapt curriculum materials and instruction to meet the unique needs of students from diverse backgrounds.	1.00	5.00	4.00	3.82	0.88
Apply evidence-based practices to students and families from diverse backgrounds.	1.00	5.00	4.00	3.77	0.86

Queens College Education Unit Employer Survey

#	ADDITIONAL COMMENTS:	DATE
1	Many teachers have a hard time understanding the stress found in many homes to make ends meet. Parents need support to help their children and look to the teacher. Teachers are easily stressed due to lack of maturity and understanding of the realities of day to day living.	8/6/2019 7:10 AM
2	L	8/5/2019 10:24 PM
3	They will do all the above, if it is given to them.	8/5/2019 2:32 PM
4	Culturally responsive classrooms is a relatively new focus of the DOE, or at least the DOE is putting more effort into this piece.	7/28/2019 9:21 AM

Q15 In general, Queens College Graduates were prepared to

Answered: 58 Skipped: 99



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.	0.00% 0	0.00% 0	0.00% 0	58.62% 34	39.66% 23	1.72% 1	58	4.40
Engage in positive parent-professional relationships.	0.00% 0	1.72% 1	1.72% 1	60.34% 35	34.48% 20	1.72% 1	58	4.30
Use culturally responsive strategies and models to communicate and collaborate with parents from diverse backgrounds.	0.00% 0	5.17% 3	15.52% 9	51.72% 30	25.86% 15	1.72% 1	58	4.00

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Engage in positive professional-student relationships.	4.00	5.00	4.00	4.40	0.49
Engage in positive parent-professional relationships.	2.00	5.00	4.00	4.30	0.59
Use culturally responsive strategies and models to communicate and collaborate with parents from diverse backgrounds.	2.00	5.00	4.00	4.00	0.79

#	ADDITIONAL COMMENTS:	DATE
1	As a post-secondary institution, faculty do not collaborate with parents.	7/22/2019 3:30 PM

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: 57 Skipped: 100

Queens College Education Unit Employer Survey

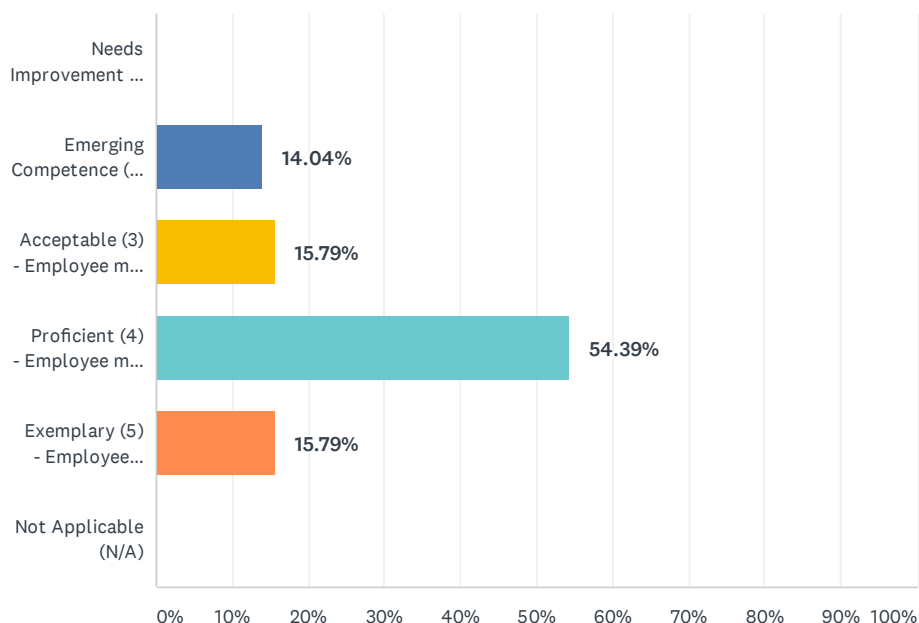
#	RESPONSES	DATE
1	Keep up the good work training teachers.	8/14/2019 12:54 PM
2	Graduates need to have a better understanding of lesson planning and the Danielson Rubric.	8/14/2019 10:39 AM
3	Educator Summits and/or Reunions to promote ongoing professional learning.	8/9/2019 2:30 PM
4	You are doing a good job.	8/8/2019 8:18 AM
5	no ideas. I think our teachers are kind, sensitive souls.	8/7/2019 10:51 PM
6	Prepare students in the next generation standards and how to manage their instructional classrooms. You can send teachers to my school to do student teacher.	8/7/2019 9:25 PM
7	More focus on aligning Next generation standards to instructional materials.	8/7/2019 10:26 AM
8	I feel more training on addressing social/emotional needs	8/7/2019 9:49 AM
9	na	8/7/2019 7:20 AM
10	According to my experience, Queens College is preparing teachers who can handle the class the very first day they graduate. I am pleased with the level of efficiency, ethical standards, and dedication that my teachers have.	8/6/2019 11:22 AM
11	Students learn best by involvement in the daily activities of a school. encourage the students to seek out learning opportunities as they arise.	8/6/2019 9:54 AM
12	Include in the curriculum creating a healthy balance between work and a personal life	8/6/2019 8:27 AM
13	The Graduates are pretty prepared	8/6/2019 8:15 AM
14	Too much to list.	8/6/2019 8:13 AM
15	They need hands on experiences. Student teaching should be all year, 5 days a week, all day. Their supervisors should be visiting more often and give on site support and suggestions. They should come not just to do formal observations, but informal as well, giving immediate feedback. Too often, the supervisors are too removed from the classroom and the goings on in the DOE to understand what is needed for these prospective teachers to succeed. There is not enough rigor in the education courses and the content areas must be addressed, especially, math, science, social studies and reading. Where are the method courses? They are so valuable.	8/6/2019 7:14 AM
16	Continue working with students the same way. The education from queens college is an excellent one !	8/6/2019 6:50 AM
17	Longer periods of student-teaching, all degrees should be both Gen. Ed./SPED or Gen. Ed./ENL. Teachers should not be allowed to earn only a Gen. Ed. Degree. Teachers in NYC need to know historically how schools are racialized institutions, participate in ongoing PD around implicit bias, trauma, race, culture, white privilege...	8/5/2019 10:29 PM
18	- Create experiences to allow personal skills like time management and unit planning with differentiation in mind. Integrate culturally responsive pedagogy and racial literacy as lens to adjust relationships and curricular plans.	8/5/2019 9:28 PM
19	Those candidates with strong content knowledge were more adept at implementing evidence based instructional strategies; ensure mastery of content	8/5/2019 6:02 PM
20	I'm very happy with our teachers from Queens college	8/5/2019 5:21 PM
21	Moving beyond learned strategies to integrate school's pedagogic approach to teaching and learning.	8/5/2019 4:05 PM
22	Student engagement is always a concern across the city. Designing standards-based/content strong lessons with depth of knowledge questioning imbedded would advance teacher practice.	8/5/2019 4:02 PM
23	Candidates should be prepared to differentiate between book knowledge real world experiences.	8/5/2019 3:33 PM
24	n/a	8/5/2019 3:16 PM
25	More hands on student teaching experience.	8/5/2019 2:36 PM
26	they need to understand the realities of teaching in a NYC public school, that it is very rewarding if you put in the hard work.	8/5/2019 2:33 PM
27	Yes and no. This year's hire (bilingual extension) has some strengths but lack in pedagogical skills, as well as in assessments. I still think he was a good choice.	8/5/2019 2:31 PM
28	More time should be spent in the schools as student teachers	8/5/2019 2:31 PM
29	Offer advanced degrees.	8/5/2019 2:28 PM

Queens College Education Unit Employer Survey

30	more assessment	8/5/2019 2:27 PM
31	More internships	8/5/2019 2:24 PM
32	Deep trading on assessment design and RTI	8/5/2019 2:24 PM
33	Teachers can better deal with students sensitivity	8/5/2019 7:29 AM
34	Student teaching experiences should include private schools not just public schools. Experiences should include schools on Long Island not just NYC. Thank you.	7/31/2019 9:17 AM
35	Combine practical, concrete courses with theory. Implement small group visits to classrooms where a protocol has been developed for future students to interact with the class and use strategies learned in their college courses.	7/28/2019 9:32 AM
36	Introduce students to evidence and research based practices to address the needs of individual students.	7/26/2019 1:02 PM
37	Culturally responsive pedagogy is a focus for all schools this upcoming year and is something that our student teachers should be familiar with as well.	7/24/2019 11:15 AM
38	More classes on literacy and teaching students how to read (5 pillars of literacy, administering and analyzing running records, etc)	7/24/2019 9:06 AM
39	More evidence on how to teacher ENL students as they are more than 70% of students in the DOE.	7/23/2019 12:08 PM
40	Perhaps there should be more field experience. Some graduates knew theory, but had difficulty in implementing concepts to students.	7/23/2019 12:01 PM
41	I would love the school to send their candidates to the school for a half-semester internship; to work along with the teacher in the building. Obtaining hands-on on-the-job training to apply the theoretical to the practical.	7/23/2019 11:41 AM
42	Ensure that student teachers are familiar with the Danielson framework for effective and highly effective teaching practices in order to ensure high levels of teacher performance and student learning.	7/23/2019 9:44 AM
43	The students will benefit from classroom management strategies and in depth study of planning and curriculum development.	7/23/2019 9:11 AM
44	Not sure	7/23/2019 8:32 AM
45	N/A	7/23/2019 8:16 AM
46	Focus on assessment in real time; implementation of formal and informal data to drive in the moment decisions confidently	7/22/2019 8:25 PM
47	N/A	7/22/2019 7:42 PM
48	Queens college must stay focused on practices used by the NYCDOE	7/22/2019 6:11 PM
49	Have workshops on the Danielson framework for teaching	7/22/2019 4:45 PM
50	Promote culturally relevant education. The experience will elevate the teacher and students.	7/22/2019 4:36 PM
51	Greater emphasis on cultural differences in adult-learning and non-traditional student populations. Teach how to be empathetic while being in control of the classroom.	7/22/2019 3:33 PM
52	Keep developing teachers on how to differentiate instruction	7/22/2019 3:15 PM
53	More work around intervention practices and data driven instruction. Work around adapting the curriculum for our diverse learners.	7/22/2019 3:11 PM
54	Fine as is	7/22/2019 3:01 PM
55	Communicate with principals on an ongoing basis to ensure that current trends in city schools are being examined.	7/22/2019 2:58 PM
56	Needs no improvement	7/22/2019 2:57 PM
57	Focus on how to support students with disabilities, and students whose home language is not English.	7/22/2019 2:55 PM

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

Answered: 57 Skipped: 100



ANSWER CHOICES	RESPONSES	
Needs Improvement (1) - Employee does not meet your institution's criteria (1)	0.00%	0
Emerging Competence (2) - Employee is progressing toward meeting institution's criteria (2)	14.04%	8
Acceptable (3) - Employee meet institution's criteria with competency and minimal support (3)	15.79%	9
Proficient (4) - Employee meet institution's criteria with competency and independently (4)	54.39%	31
Exemplary (5) - Employee exceeds institution's expectations (5)	15.79%	9
Not Applicable (N/A) (6)	0.00%	0
TOTAL		57

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	5.00	4.00	3.72	0.89

#	ADDITIONAL COMMENTS:	DATE
1	I would give a grade of 4.5. Your graduates are usually either proficient or exemplary.	8/6/2019 8:28 AM
2	They are just not prepared. Many are lost on setting up a classroom, planning and subject knowledge.	8/6/2019 7:16 AM
3	We don't really use exemplary - but they're very good	8/5/2019 5:21 PM
4	I find that the new teachers need more assistance with ensuring they do not try to do too much during the lesson and to ensure they meet the learning target in the time allotted.	8/5/2019 4:05 PM
5	I believe it's not only QC, but all institutions need to make a shift. I am a QC supporter because I believe that QC is truly invested in developing their education program. My mother was a QC alumni, as is my youngest daughter, my assistant principal, many of my teachers and I.	7/28/2019 9:37 AM