

Touro College Employer Survey

Employer: _____

Touro College Graduate: _____

Position: _____

Years employed: _____

Directions: How would you rate the Touro College Preparation Program in preparing your employee to do the following? Please choose the response that best reflects your opinion.

Knowledge of Content and Pedagogy:

1. Has extensive knowledge of the important concepts in her/his discipline and how these relate both to one another and to other disciplines.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

2. Plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Setting Instructional Outcomes:

3. Sets clear instructional outcomes, written in the form of student learning.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

4. Differentiates instructional outcomes and teaching strategies based upon individual student needs.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

5. Uses a variety of assessment strategies to understand whether students are meeting expected outcomes.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Designing Coherent Instruction:

6. Plans learning activities that follow a coherent sequence, are aligned to instructional goals, and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Engaging Students in Learning:

7. Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

8. Provides suitable scaffolding and challenge students to explain their thinking. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. Students initiate inquiry and serve as resources for one another.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

9. Lessons have a clearly defined structure, and lesson pacing provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Using Assessment in Instruction:

10. Assessment is fully integrated into instruction through extensive use of formative assessment. Students are aware of and contribute to the assessment criteria. Teacher uses questions and other assessments regularly to diagnose evidence of learning by individual students.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

11. Adjusts instruction quickly, based upon assessment data and differentiates instruction to address individual students' misunderstandings.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

12. Offers a variety of forms of accurate, specific feedback that advances learning. Students learn to self-assess, monitor their own progress, and give constructive feedback to each other.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Communicating with Students:

13. Directions and procedures are clear and anticipate possible student misunderstanding.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

14. Explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

15. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

16. Finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Creating an Environment of Respect and Rapport:

17. Classroom interactions with students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and feel valued and comfortable in the classroom environment.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Establishing a Culture for Learning:

18. Conveys high expectations for learning for all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Managing Classroom Procedures:

19. Maximizes Instructional time through efficient and seamless classroom routines and procedures.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

20. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Managing Student Behavior:

21. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

22. Monitoring of student behavior is subtle and preventive. Response to student misbehavior is sensitive to individual student needs and respects students' dignity.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Reflecting on Teaching:

23. When the teacher assesses a lesson's effectiveness and the extent to which it achieved its instructional outcomes, specific examples from the lesson are cited. Teacher has a repertoire of skills from which specific alternative actions are selected when something has not worked.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

Professional Responsibilities:

24. Regularly engages in ongoing professional learning and uses evidence to continually evaluate teaching practice, particularly the effects of choices and actions on learners, families, and other professionals in the community.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

25. Seeks appropriate leadership roles and opportunities and collaborates with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.

☐ Very Well Prepared ☐ Well Prepared ☐ Adequately Prepared ☐ Poorly Prepared ☐ Not Applicable

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