

Q1.

As the employer of a teacher candidate who graduated from SUNY Potsdam, your feedback is of tremendous importance to us as we work to continuously improve our programs of study for preparing educators. We appreciate you taking the time to complete this questionnaire, which is strictly voluntary; we have worked hard to make it short yet comprehensive. All information submitted through this process will be kept in strict confidence, with only aggregated results made known to preserve anonymity. Thank you for your willingness to give us feedback!

This survey should take approximately 10 - 15 minutes to complete.

Q2. Please enter demographic information as requested below (optional):

Name	<input type="text"/>
Title / Position	<input type="text"/>
Email address	<input type="text"/>
School district name	<input type="text"/>
Building name	<input type="text"/>

Q4. Which school level are you primarily associated with?

- Elementary School
- Middle School
- High School
- K-12
- Other

Q5.

How many graduates from SUNY Potsdam initial teacher education programs have you supervised as new teachers* or worked with in the last year?

New teachers* - defined as within the first two years of teaching.

- 0
- 1-2
- 3-4
- 5-6
- 7+

Q6. In which initial certification areas have you supervised new teachers that graduated from SUNY Potsdam? (Check all that apply)

- Adolescence Education – Science (Biology, Chemistry, Earth Science, or Physics)
- Adolescence Education – English
- Adolescence Education – Math
- Adolescence Education – Social Studies
- Childhood MST
- Childhood/Early Childhood Education BA
- Other, please specify:

Q7.

With those newly hired SUNY Potsdam completer(s) in mind, please rate them on the following criteria regarding **CONTENT KNOWLEDGE, THE LEARNER, INSTRUCTIONAL PRACTICE, and PROFESSIONAL RESPONSIBILITIES.**

	N/A	Well Prepared	Prepared	Somewhat Prepared	Not At All Prepared
Teach the content associated with professional discipline(s).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan learning experiences that make the content accessible and engaging for students.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use content standards and learning progressions in professional discipline(s).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan lessons using content standards and appropriate grade level learning objectives.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use knowledge of common misconceptions in the discipline and create accurate understanding in the content area.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate respect for student, family, and community diversity (e.g. race, ethnicity, economic levels, gender, family background, religion, sexual orientation).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	N/A	Well Prepared	Prepared	Somewhat Prepared	Not At All Prepared
Use their knowledge and skills to address the learning needs of students with exceptional learning needs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use their knowledge and skills to address the learning needs of English Language Learners.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use their knowledge of various techniques to address the learning needs of students with behavioral challenges.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Design effective and meaningful learning experiences for all students, using experience and background in content and pedagogy.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of instructional strategies for developing critical thinking and problem-solving.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiate instruction to meet diverse students' needs in achieving learning goals.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and manage learning environments that include positive behavioral supports for all learners.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	N/A	Well Prepared	Prepared	Somewhat Prepared	Not At All Prepared
Set expectations for a safe, positive learning environment appropriate to school /district policies.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate and use digital and interactive technologies into professional practice to enhance instruction.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate and use digital and interactive technologies to promote student engagement.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use multiple ways to assess student learning, and use these assessments to monitor students' progress and plan subsequent instruction.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use descriptive feedback to effectively guide students in understanding and identifying quality work and guide their progress toward that work.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and apply educational research to analyze relevant concepts in their field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Make sound ethical decisions in their teaching practice and reflect on their work as a professional.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	N/A	Well Prepared	Prepared	Somewhat Prepared	Not At All Prepared
Communicate effectively with students and model behavior that supports fairness and the belief that all students can learn.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate and work effectively with peer professionals.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate effectively with families to promote parental involvement in support of student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Understand and apply educational and school district policies that relate to their work.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. From your supervision of those newly hired SUNY Potsdam completer(s) in mind, please rate their performances on **PROFESSIONAL DISPOSITIONS & REFLECTION**:

	N/A	Highly Effective	Effective	Developing	Ineffective
Demonstrates positive outlook	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates respect	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains personal and professional integrity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows dedication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates self-awareness	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-evaluates effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Identifies their own strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Shows continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q11. From your supervision of those newly hired SUNY Potsdam completer(s) in mind, please rate their competencies and ability to **IMPACT STUDENT LEARNING**.

	N/A	Highly Effective	Effective	Developing	Ineffective
Demonstrates the appropriate knowledge and pedagogical skills that impact student learning.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates confidence in evaluating the progress of students using a variety of assessment data and measuring goals appropriate for the grade level and subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	N/A	Highly Effective	Effective	Developing	Ineffective
Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Provides evidence that students are attaining college and career readiness knowledge, skills and dispositions (ex. critical thinking, collaboration, communication, leadership).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reflects on and uses data to provide ideas about what can be done to improve their teaching and student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q12.

OVERALL, of those newly hired SUNY Potsdam completer(s) in mind, please rate your satisfaction on their demonstration of quality performance.

	N/A	Very Satisfied	Satisfied	Unsatisfied
General satisfaction with employees' preparation for their assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q13.

Please share any additional comments or feedback you have for SUNY Potsdam's Educator Preparation Programs.

As a graduate of SUNY Potsdam, I am thrilled to work with Dr. Deb Conrad to ensure we are preparing our future teachers with the coursework necessary to ensure they are highly-effective in their first few years of teaching.

Location Data

Location: [REDACTED]

Source: GeolIP Estimation

