

Education Unit Core Values Survey

Candidate's Name: _____ **Date Completed:** _____

Subject Area/ Program: _____

Directions:

Please take some time **to rate how important** the following items are for your education discipline or profession on a scale of 1-4 (4 = Very Important to my discipline or profession, 1 = Not Important to my discipline or profession). These items are related to the Queens College Education Unit's Core Values for preparing teachers and educational professionals to have the knowledge, skills and dispositions necessary to work effectively in P-12 schools and promote *Equity*, *Excellence*, and *Ethics* in urban schools and communities.

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I.Equity—knowledge, skills, and dispositions associated with building inclusive communities that nurture and challenge all learners.

How important is/are:	Not Important to My Discipline or Profession	Somewhat Important to My Discipline or Profession	Important to My Discipline or Profession	Very Important to My Discipline or Profession	Not Applicable
1. Enthusiasm for the discipline or profession	1	2	3	4	NA
2. Enthusiasm for students	1	2	3	4	NA
3. Adapting materials or information to meet individual student needs	1	2	3	4	NA
4. Family needs of students	1	2	3	4	NA
5. Knowledge of students and their backgrounds in planning	1	2	3	4	NA
6. Relating information/instruction to students' out-of-school experiences	1	2	3	4	NA
7. Encouraging collaboration & shared support of students	1	2	3	4	NA
8. A learning or school environment that encourages risk-taking, asking questions & learning from mistakes	1	2	3	4	NA
9. Nurturing & challenging each student	1	2	3	4	NA

II. Excellence—knowledge, skills, and dispositions associated with professionalism, scholarship, efficacy, evidence-based practice, and reflection.

How important is/are:	Not Important to My Discipline or Profession	Somewhat Important to My Discipline or Profession	Important to My Discipline or Profession	Very Important to My Discipline or Profession	Not Applicable
10. Positive professional—student interactions	1	2	3	4	NA
11. Correct language and terminology of the discipline or profession	1	2	3	4	NA
12. Discipline or profession specific procedures and skills	1	2	3	4	NA
13. Careful planning & organization to connect content/information with student needs	1	2	3	4	NA
14. Openness to constructive criticism	1	2	3	4	NA
15. Questioning to elicit levels of students' understandings	1	2	3	4	NA
16. Information gained from assessment to inform initial instruction/interventions	1	2	3	4	NA
17. Information gained from ongoing assessment to inform revisions in instruction/interventions	1	2	3	4	NA
18. Instructional/intervention approaches based on current research in the field	1	2	3	4	NA
19. Assessment approaches that are aligned with instruction/intervention	1	2	3	4	NA
20. Evidence-based instructional/intervention approaches	1	2	3	4	NA
21. Technology to enhance student learning, behavior change, inclusion, and other professional practices	1	2	3	4	NA

III. Ethics-- knowledge, skills, and dispositions associated with valuing diversity, democracy, and social justice.

How important is/are:	Not Important to My Discipline or Profession	Somewhat Important to My Discipline or Profession	Important to My Discipline or Profession	Very Important to My Discipline or Profession	Not Applicable
22. Student to student interactions	1	2	3	4	NA
23. Adult to student interactions	1	2	3	4	NA
24. Tasks that support student learning, behavior change, inclusion, and other professional practices	1	2	3	4	NA
25. A school community that fosters respect for all students	1	2	3	4	NA
26. Appreciation of diversity among students	1	2	3	4	NA
27. Tolerance for all learners	1	2	3	4	NA
28. Awareness of the influence of culture in students' development of skills and behaviors	1	2	3	4	NA
29. Community of diverse students	1	2	3	4	NA
30. Community of diverse student families	1	2	3	4	NA
31. Social justice	1	2	3	4	NA
32. Democratic decision-making	1	2	3	4	NA

Comments or Feedback:

Thank You!