END OF PROGRAM SURVEY 2022-2023 (EPP), Initial and Advanced Programs

PURPOSE

The purpose of the End of Program (EOP) survey is to provide the education preparation program (EPP) ongoing information on different aspects of the graduate students' program experience for program planning and program improvement. The core foci are to ascertain general information regarding overall educational value of programs (i.e., learning outcomes, professional preparedness, and professional dispositions), as well as the quality of operations (i.e., registration procedures, advisement, and program structure).

ADMINISTRATION

The EOP 2022-2023 survey was disseminated electronically via email to candidates completing their program during that academic term. Of the 250 candidates to whom the survey was emailed. Of the candidates responding to the demographic items, they were white, non-Hispanic (58.33%), Hispanic (13.73%), Black, Non-Hispanic (14.22%), American Indian/ Alaskan Native (.98%), Asian or Pacific Islander (5.88%), and more than one race (6.86%). 89% of the graduates were female, 10% were male, and 1% Non-binary/Other. The programs represented were Education and Special Education B-2 (MS) 77 responses (39.29%), Education and Special

Education 1-6 (MS)   60 responses (30.61%), Education and Special Education 7-12 (MS) 19 responses (9.69%), Mathematics Education (MS) 2 responses (1.02%), Jewish Childhood Education and Special Education 1-6 (MS) 2 responses (1.02%), School Counseling (MS) 4 responses (2.04%), School Leadership (MS) 12 responses (6.12%), Teaching English to Speakers of Other Languages (TESOL), (MS) 16 responses (8.17%), and Teaching Literacy (MS) 4 responses (2.04%). The instructions provided asked graduating candidates to provide feedback on their experience in the Graduate School of Education Program to inform program improvement.

INSTRUMENT

The survey consists of nine, five-point Likert-scale items (1-Strongly Disagree, 2- Disagree, 3- Somewhat Agree, 4- Agree, 5- Strongly Agree). The description levels within the scale were changed from prior administrations to force candidates into either a positive or negate response, alleviating the neutral option. Open ended questions and demographic items (i.e., program, gender, race/ethnicity) are also included. Using a logic model, specific program level questions for TESOL/Bilingual Education and School/District Leadership are included for candidates completing these respective program areas. The criterion for overall success is a Mean of 4.0 or higher for all items.

Survey items are aligned with the Touro Candidate Learning outcomes. The Touro Candidate Learning Outcomes Crosswalk, items concomitantly address Touro Equity and Access Indicators and CAEP, College and Career Readiness, as well as ISTE standards for technology, and other relevant discipline specific professional standards.

VALIDITY AND RELIABILITY

Content validity of all Candidate Learning Outcomes aligned items was established fall 2019 via the Lawshe Method (See EOP Alumni, and Employer Lawshe EXSUM).

ANALYSIS

The statistical processes applied were Mean, Standard Deviation, Variance and Count. Qualitative data are shared to contextualize quantitative outcomes. The data analysis for TESOL/Bilingual Education is combined, as is the data for School/District Leadership, due to the similarity of outcome measures and discipline-specific outcomes for both departments.

EPP. The criterion for success was met for all items, as the Means are above 4.0. Item "Effectively analyze assessment data to inform decision-making (Data Literacy and Research)" had the lowest Mean (4.25) among all other items.

Early Childhood/Special Education B-2 (I). The criterion for success was met for all items, as the Means are above 4.0. Item "Effectively analyze assessment data to inform decision-making (Data Literacy and Research)" reflects the lowest Means (4.30).

Childhood Education/Special Education 1-6 (I). The criterion for success was met for all items, as the Means are above 4.0. Item "Effectively analyze assessment data to inform decision-making (Data Literacy and Research)" reflects the lowest Mean (4.08).

Jewish Childhood Education and Special Education 1-6 (MS) The criterion for success was met for all items, as the Means are above 4.0. Item "Master major concepts within my discipline to positively impact the college and career readiness of all learners" reflects the lowest Mean (4.50).

Special Education 7-12 (I). The criterion for success was met for all items, as the Means are above 4.0. Item "Intentionally reflect on my practice for continuous improvement" reflect the lowest Means (4.32).

Mathematics (I). The criterion for success was met for all items, as the Means are above 4.0. Item "Understand the differences among diverse individuals to promote learning (Learner Centeredness)" reflect the lowest Means (4.0).

School/District Leadership (A). The criterion for success was met for all items, as the Means are above 4.0. Item "Positively impact learning outcomes for all learners" reflects the lowest Mean (3.92).

Teaching English to Speakers of Other Languages (TESOL)/Bilingual Education (A).
The criterion for success was met for all items, as the Means are above 4.0. Item "Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills)" reflects the lowest Mean (4.06).

Teaching Literacy (A). The criterion for success was met for all items, as the Means are above 4.0. Item "Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)" reflects the lowest Mean (4.50).

School Counseling (A). The criterion for success was not met for most items, as the Means are below 4.0. Item "Intentionally reflect on my practice for continuous improvement" reflects the lowest Means (3.50).

PROPOSED ACTIONS FOR IMPROVEMENT

EPP. To improve the Mean (4.25) for item "Effectively analyze assessment data to inform decision-making (Data Literacy and Research)" to (4.50), the EPP will review each program's relevant key assignments to ensure alignment for identifying the purpose of the assessment, identifying the outcome targets or benchmark, analysis of the data in comparison to the outcome targets or benchmark (i.e., class average, prior performance outcome, school level comparison), interpretation of the data (e.g., what can be learned about the student's learning or learning processes, and identification for continuous improvement (i.e., instructional changes, assessment changes, curriculum changes, program changes). Furthermore, after a thorough analysis and evaluation of the quantitative/open ended questions and written feedback, the EPP determined to restructure and substantially improve our advising assignments and processes.

Early Childhood/Special Education B-2 (I). The target goal is to improve the current Mean of (4.30) "Effectively analyze assessment data to inform decision-making (Data Literacy and

Research)" The program will Integrate the IRIS Modules, Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities in course EDDN 625 and Integrate High-Leverage Practices in Special Education: Assessment Research Syntheses in course EDSN 640.

Childhood Education/Special Education 1-6 (I). The target goals to improve the current Mean of (4.08). "Effectively analyze assessment data to inform decision-making (Data Literacy and Research)" The program will schedule additional educational technology training and integrate instructional technology into the course assessments in methods courses – EDSN 665, EDSN 603, SEDN 667, SEDN 670. The EDSN640 course will be revised to include learning activities focused on using assessment data to inform decision-making.

Jewish Childhood Education and Special Education 1-6 (MS) The target goals to improve the current Mean of (4.50) "Master major concepts within my discipline to positively impact the college and career readiness of all learners".
 The program will add additional Focus in JESN 600 to Concepts relating to College & Career Readiness for all Learners.

Special Education 7-12 (I).
The target goals to improve the Mean (4.32) "Intentionally reflect on my practice for continuous improvement" The SEDN 666, SEDN 673 courses will be revised to include learning activities to practice reflection in-action and on-action for candidates' continuous professional improvement.

Mathematics (I). The target goal is to improve the current Mean of (4.0) "Understand the differences among diverse individuals to promote learning (Learner Centeredness)" the program will effectively analyze assessment data to inform decision-making (Data Literacy and Research) by including a module in MTHN 651 -Teaching Curriculum and Assessment in grades 7-12 on analyzing assessment data to inform decision making. A class during MTHN 681 will be devoted "Effectively analyzing assessment data to inform decision-making.

School/District Leadership (A). Program Outcomes: To improve the lowest mean from (3.92) "Positively impact learning outcomes for all learners" there will be an additional assignment in EDDN 612: Curriculum, requiring the candidates to create a curriculum unit indicating adaptations for at least two specific groups of learners in need of additional support and the expected goals for the groups.

Teaching English to Speakers of Other Languages (TESOL)/Bilingual Education (A). Program Outcomes:

To improve the lowest Mean from 4.06 to 4.5 for item "Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills)" reflects the lowest Mean (4.08). To enhance the TESOL program, the program's administrators and faculty will place increased emphasis on both practicum seminars and the capstone project. This strategic focus aims to provide candidates with extensive opportunities for engaging in dialogues and practical applications. Through these enriched interactions and experiences in practicum seminars and capstone projects, the program intends to equip candidates with a deeper understanding and more effective teaching strategies, benefiting not only English language learners but all students in diverse educational environments.

Teaching Literacy (A). To improve the Mean (4.50) for ""Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)" To enhance the Literacy program, we will ensure that faculty members effectively demonstrate and integrate technological tools for candidates. This initiative involves faculty modeling the use of diverse, contemporary technological tools such as VoiceThread, YuJa, Padlet, and Flipgrid, which are essential in modern teaching environments. The goal of this practice is to continuously improve teaching methodologies and ensure our program remains up-to-date with current educational technologies.

School Counseling (A). To improve the mean of (3.50) in item "Intentionally reflect on my practice for continuous improvement" practice techniques in internships will be incorporated from school counseling certification examination in culturally responsive context.

DATA CHARTS

END OF PROGRAM SURVEY: INITIAL AND ADVANCED PROGRAMS	EPP: n=196	Education and Special Education B-2 n=77	Education and Special Education 1-6 n=60	Jewish Childhood Education and Special Education 1-6 n=2	Education and Special Education 7-12 n=19	Mathematics Education n=2	School Counseling n=4	School Leadership n=12	TESOL n=16	LITERACY n=4
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1, INTASC 9).	4.30	4.42	4.20	4.50	4.32	4.50	3.50	4.08	4.25	4.50
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.45	4.47	4.45	4.50	4.68	5.00	3.75	4.00	4.25	5.00
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.40	4.47	4.35	4.50	4.63	4.00	3.75	4.17	4.25	5.00
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.31	4.38	4.27	4.50	4.53	4.50	3.75	3.92	4.19	5.00
e. Master major concepts within my discipline to positively impact the college and	4.28	4.38	4.13	4.50	4.58	4.50	3.75	4.08	4.06	5.00

career readiness of all learners (Discipline Knowledge and Skills) (CAEP 1.3, A1, INTASC 4 & 5, C&C IF).									
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.30	4.39	4.17	4.50	4.58	4.00	3.50	4.17	4.13	4.75
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTASC 6).	4.28	4.32	4.20	4.50	4.53	4.50	3.50	4.08	4.06	5.00
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.25	4.30	4.08	4.50	4.58	4.50	3.75	4.17	4.13	5.00
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.31	4.38	4.23	4.50	4.53	4.50	3.50	3.92	4.19	5.00

Q14 - What would you consider to be your greatest strengths as a result of participating in your program(s)?

What would you consider to be your greatest strengths as a result of participating in your program(s)?

My greatest strengths would be that I now can use what I learned an apply to my teaching practice going foward.

work effectively with diverse students, flexibility, reflection on my practice, research skills for effective strategies and methods for teaching and engaging all learners, technology usage to support learning, creativity, collaboration.

Understanding how to differentiate for different student needs.

I feel more confident in the classroom

Being provided information to implement within the classroom

I learned how to deal and cope with special need children. I Learned how to strategically plan and assess the students as well.

Increased communication skills and ability to problem solve.

Being fully prepared and educated with a Masters Degree.

Connections made with instructors, educational technology, assessment strategies

I loved the program excellent teachers

Ability to apply theories into practice

My knowledge of special education instruction

Understanding and implementing assessment in the classroom.

I feel confident as an educator in meeting the needs of all of my students, regardless of the type of learner they are.

My greatest strengths from participating in the program are having a better understanding of the educational field and obtaining my teaching certification.

Self confidence and knowledge about education

Learning about different learning disabilities and how to support students with learning disabilities.

Working with students with various learning needs

Being more aware of the challenges I may face as a school or district leader and using knowledge learned in these courses to overcome these challenges

Becoming more familiar with teaching methods and philosophies

Being able to utilize education law to ensure rights and responsibilities are adhered to

I have gain important information and teacher techniques to support every needs.

patience and awareness of students with disabilities

After participating in the Graduate program I've benefited from a variety of courses. For example, I benefited from my student teaching & field work experiences. I learned a lot from applying evidence based practices, HLPs, and Danielson Domain while designing lessons. The evidenced based practices helped me with applying and reflecting on pedagogy.

Being supportive by instructor, and getting tools and strategies to be a great school counselor

I feel that I am ready to teach culturally diverse students by teaching multi-cultural lessons and by administering fair, unbiased assessments

Use of instructional resources and strategies

Instruction delivery and teaching with depth.

Best program

get my dream come true

analyzing student data and using the new found information to create extensions or reteach of lessons

Providing support to students with disabilities.

Understanding different methods of differentiation in teaching and the incorporation of technology.

being sable to perfect my teaching skills

Being able to differentiate lessons.

Knowledge learned and can implement in the classroom especially literacy.

learning the academic language

Assessments, observation, and student teaching

Obtaining knowledge from experience instructors.

Being able to incorporate multiple online platforms or software into my daily lessons.

Having a plethora of new strategies to try while accommodating for students with IEPs.

Professors are so helpful

Most of the professors all had experience with teaching ENL students in a school setting and that really helped learn from their experiences.

prepared for ESL students

The quality of the preparation that I get from the program from the very knowledgeable and devoted instructors.

Understanding the principles of UDL and CRT

Q15 - Please list at least two suggestions that you believe could improve the program(s).

Please list at least two suggestions that you believe could improve the program(s).

Nothing I can think of at the moment

Tutoring as well as zoom call assistance

I thought the program was wonderful. I did well on my state exams and learned a tremendous amount.

Choose more diverse literature

I believe the school counseling program is well instructed

Someone to help the students apply and prepare for the certified teaching exams.

Better alternatives for certified teachers to complete program,

Student teachers should be allowed to teach at least once every week, not only for observation.

More opportunities for field experience during the summer program or spring

I was pleased with everything.

Opportunities for in person teaching

Grant awareness

INSTRUMENT

End-of-Program Survey 2022-2023

Congratulations Touro GSE Graduate! You have achieved a momentous milestone by completing your master's program with Touro College. We are exceedingly proud and are certain that your professional career will be greatly enriched.

Your feedback is valued and will be used to inform program improvement. Any response you provide will remain confidential. Please take a few minutes of your time to complete the Touro GSE End of Program survey.

Thank you again for choosing Touro GSE to advance your personal and professional lives and for providing us feedback!

Q1. This section assesses the core learning outcomes for our educator preparation program(s): Reflexive Practice, Learner Centeredness, Discipline Knowledge and Skill, Professional Commitment to Action, and Data Literacy and Research.

My program prepared me to . . .

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis).	a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis). Strongly Disagree 1	a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis). Disagree 2	a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis). Somewhat Agree 3	a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis). Agree 4	a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis). Strongly Agree 5

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5
b. Believe all learners can learn (Learner Centeredness).	b. Believe all learners can learn (Learner Centeredness). Strongly Disagree 1	b. Believe all learners can learn (Learner Centeredness). Disagree 2	b. Believe all learners can learn (Learner Centeredness). Somewhat Agree 3	b. Believe all learners can learn (Learner Centeredness). Agree 4	b. Believe all learners can learn (Learner Centeredness). Strongly Agree 5
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness).	c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). Strongly Disagree 1	c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). Disagree 2	c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). Somewhat Agree 3	c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). Agree 4	c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). Strongly Agree 5
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills).	d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills). Strongly Disagree 1	d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills). Disagree 2	d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills). Somewhat Agree 3	d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills). Agree 4	d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills). Strongly Agree 5

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills).	e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Strongly Disagree 1	e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Disagree 2	e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Somewhat Agree 3	e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Agree 4	e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Strongly Agree 5
f. Advocate for educational equity (Professional Commitment to Action).	f. Advocate for educational equity (Professional Commitment to Action). Strongly Disagree 1	f. Advocate for educational equity (Professional Commitment to Action). Disagree 2	f. Advocate for educational equity (Professional Commitment to Action). Somewhat Agree 3	f. Advocate for educational equity (Professional Commitment to Action). Agree 4	f. Advocate for educational equity (Professional Commitment to Action). Strongly Agree 5
g. Skillfully use multiple forms of assessment (Data Literacy and Research).	g. Skillfully use multiple forms of assessment (Data Literacy and Research).	g. Skillfully use multiple forms of assessment (Data Literacy	g. Skillfully use multiple forms of assessment (Data Literacy and Research).	g. Skillfully use multiple forms of assessment (Data Literacy	g. Skillfully use multiple forms of assessment (Data Literacy

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5
	Strongly Disagree 1	and Research). Disagree 2	Somewhat Agree 3	and Research). Agree 4	and Research). Strongly Agree 5
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research).	h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research). Strongly Disagree 1	h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research). Disagree 2	h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research). Somewhat Agree 3	h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research). Agree 4	h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research). Strongly Agree 5
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills).	i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills). Strongly Disagree 1	i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills). Disagree 2	i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills). Somewhat Agree 3	i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills). Agree 4	i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills). Strongly Agree 5

Q2.

This section assesses the general quality of our educator preparation program(s).

Overall, the program prepared me to work within my field.

- a. Strongly disagree
- b. Disagree
- c. Somewhat agree
- d. Agree
- e. Strongly agree

Q3.

I am satisfied with the overall quality of the program.

- a. Strongly disagree
- b. Disagree
- c. Somewhat agree
- d. Agree
- e. Strongly agree

Q4.

The fieldwork/practicum/internship/clinical components were meaningful.

- a. Strongly disagree
- b. Disagree
- c. Somewhat agree
- d. Agree
- e. Strongly agree
- Not Applicable

Q5.

The advisement was appropriate.

- a. Strongly disagree
- b. Disagree
- c. Somewhat agree
- d. Agree
- e. Strongly agree

Q6.

The staff (non-instructional faculty) were supportive.

- a. Strongly disagree
- b. Disagree
- c. Somewhat agree
- d. Agree
- e. Strongly agree

Q7.

I would recommend the program to a friend or a colleague.

- a. Strongly disagree
- b. Disagree
- c. Somewhat agree
- d. Agree
- e. Strongly agree

Q8. What is your gender?

- a. Male
- b. Female
- c. Other

Q9. What is your race/ethnicity?

- a. American Indian/ Alaskan Native
- b. Asian or Pacific Islander
- c. Black, Non-Hispanic
- d. Hispanic
- e. White, Non-Hispanic
- f. More than one race

Q10. What is your Graduate Program?

- a. Biology (MS)
- b. Education and Special Education B-2 (MS)
- c. Education and Special Education 1-6 (MS)

- d. Education and Special Education 7-12 (MS)
- e. Mathematics Education (MS)
- f. Instructional Technology (MS)
- g. School Counseling (MS)
- h. School Leadership (MS)
- i. District Leadership (MS)
- j. Teaching English to Speakers of Other Languages (TESOL), (MS)
- k. Teaching Literacy (MS)
- l. Gifted and Talented Education (Advanced Certification)
- ml. Teaching English to Speakers of Other Languages (Advanced Certification)
- n. Teaching Children with Autism and Other Disabilities (Advanced Certification)
- o. Bilingual General Education, Pre-K12 (Advanced Certification)
- p. Bilingual Special Education and Speech and Language Disabilities (Advanced Certification)
- q. Bilingual Pupil Personnel Service (Advanced Certification)
  Q11.
  LEADERSHIP PROGRAM
  This section assesses the specific discipline learning outcomes for your educator preparation program.

My program prepared me to....

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
Consistently act ethically according to professional norms to promote each student's overall success in school (Reflexive Praxis, PSEL 2).	Consistently act ethically according to professional norms to promote each	Consistently act ethically according to professional norms to promote each	Consistently act ethically according to professional norms to promote each	Consistently act ethically according to professional norms to promote each	Consistently act ethically according to professional norms to promote each

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
	student's overall success in school (Reflexive Praxis, PSEL 2). 1 Strongly Disagree	student's overall success in school (Reflexive Praxis, PSEL 2). 2 Disagree	student's overall success in school (Reflexive Praxis, PSEL 2). 3 Somewhat Agree	student's overall success in school (Reflexive Praxis, PSEL 2). 4 Agree	student's overall success in school (Reflexive Praxis, PSEL 2). 5 Strongly Agree
Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1).	Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1). 1 Strongly Disagree	Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1). 2 Disagree	Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1). 3 Somewhat Agree	Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1). 4 Agree	Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1). 5 Strongly Agree
Effectively engage caregivers in mutually beneficial collaborations to promote the overall success of each student (Professional Commitment to Action, PSEL 8).	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
	of each student (Professional Commitment to Action, PSEL 8). 1 Strongly Disagree	of each student (Professional Commitment to Action, PSEL 8). 2 Disagree	of each student (Professional Commitment to Action, PSEL 8). 3 Somewhat Agree	of each student (Professional Commitment to Action, PSEL 8). 4 Agree	of each student (Professional Commitment to Action, PSEL 8). 5 Strongly Agree
Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9).	Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9). 1 Strongly Disagree	Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9). 2 Disagree	Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9). 3 Somewhat Agree	Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9). 4 Agree	Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9). 5 Strongly Agree

12.

TESOL PROGRAM

This section assesses the specific discipline learning outcomes for your educator preparation program.

My program prepared me to . . . .

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
a. Apply my knowledge of English academic language to promote ELL's academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1).	a. Apply my knowledge of English academic language to promote ELL's academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1). 1 Strongly Disagree	a. Apply my knowledge of English academic language to promote ELL's academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1). 2 Disagree	a. Apply my knowledge of English academic language to promote ELL's academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1). 3 Somewhat Agree	a. Apply my knowledge of English academic language to promote ELL's academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1). 4 Agree	a. Apply my knowledge of English academic language to promote ELL's academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1). 5 Strongly Agree
b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5).	b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5). 1 Strongly Disagree	b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5). 2 Disagree	b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5). 3 Somewhat Agree	b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5). 4 Agree	b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5). 5 Strongly Agree
c.Use evidence-based, interactive instructional	c.Use evidence-based,	c.Use evidence-based,	c.Use evidence-based,	c.Use evidence-based,	c.Use evidence-based,

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
approaches that are learner-centered (Learner Centeredness, TESOL 2).	interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 1 Strongly Disagree	interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 2 Disagree	interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 3 Somewhat Agree	interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 4 Agree	interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 5 Strongly Agree
d.Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4).	d.Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4). 1 Strongly Disagree	d.Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4). 2 Disagree	d.Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4). 3 Somewhat Agree	d.Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4). 4 Agree	d.Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4). 5 Strongly Agree

e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5).	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
	e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5). 1 Strongly Disagree	e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5). 2 Disagree	e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5). 3 Somewhat Agree	e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5). 4 Agree	e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5). 5 Strongly Agree

Q13.
What would you consider to be your greatest strengths as a result of participating in your program(s)?
Q14.
Please list at least two suggestions that you believe could improve the program(s).
Q15. Please provide post-graduation contact information.

Non-Touro email

Address

Phone Number

Q16.
Have you earned any outstanding achievements while you have been in the Program (e.g., professional awards, scholarships within your majors, publishing, presentations at conferences, initiation into professional societies, promotion)? If so, list up to three.