TOURO COLLEGE
GRADUATE SCHOOL OF EDUCATION

END OF PROGRAM SURVEY Fall 2020

PURPOSE

The purpose of the End of Program (EOP) survey is to provide the education preparation program (EPP) ongoing information on different aspects of program completers' 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 Fall 2020 survey was disseminated electronically via email to candidates completing their program during that academic term. Of the 209 candidates to whom the survey was emailed, one hundred thirty-seven (n=137) completed the survey for a return rate of 66%. Of the candidates responding to the demographic items, they were white, non-Hispanic (56.93%), Hispanic (14.60 %), Black, Non-Hispanic (12.41%), Asian or Pacific Islander (8.76%), and more than one race (6.57%). 91% of the graduates were female and 9% were male. The programs represented were from Early Childhood Education and Special Education B-2 (40.88%), Childhood Education and Special Education 1-6 (22.63%), Special Education Generalist 7-12 (4.38%), Mathematics Education (2.19%), Instructional Technology (3.65%), School Counseling (1.46 %), School/District Leadership (3.65%), Teaching English to

Speakers of Other Languages (TESOL) (7.30%), Teaching Literacy (5.11%), Bilingual General Education, PreK-12 (3.65%), Bilingual Special Education and Speech and Language Disabilities (2.19%), and Bilingual Pupil Personnel Service (2.92%).

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 descripting level 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 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 (CLOs). Items concomitantly address Touro Equity and Access Indicators, as well as ISTE (technology), CAEP, College and Career Readiness, and other relevant discipline specific professional standards.

RELIABILITY AND VALIDITY

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. Items regarding operations are not included in this report, but are used elsewhere (e.g., annual Goal-oriented Program Strategy [GPS]) to inform operation continuous improvement. The data analysis for TESOL/Bilingual Education and School/District Leadership are combined respectively due to similarity of outcome measures and include discipline specific outcomes.

EPP. 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" had the lowest Mean (4.22) among all items.

Early Childhood Education/Special Education B-2 (I). The criterion for success was met for all items, as the Means are above 4.0. Item "Skillfully use multiple forms of assessment" reflects the lowest Mean (4.39).

Childhood Education/Special Education 1-6 (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" reflects the lowest Mean (4.13).

Special Education Generalist 7-12 (I). The criterion for success was met for all items, as the Means are above 4.0. Items "Understand the differences among diverse individuals to promote learning," "Positively impact learning outcomes for all learners", "Master major concepts within my discipline to positively impact the college and career readiness of all learners", "Skillfully use multiple forms of assessment," and "Effectively analyze assessment data to inform decision-making" reflect the lowest Means (4.17).

Mathematics (I). The criterion for success was not met for all items, as all the Means were (2.67).

School/District Leadership (A). The criterion for success was met for all items, as the Means are above 4.0. Items "Believe all learners can learn" and "Apply my knowledge of educational technology to support learning" reflect the lowest Means (4.40). All program specific outcomes had a Mean score of (4.40).

Teaching English to Speakers of Other Languages (TESOL)/Bilingual Education (A). The criterion for success was met for all EPP and program specific items, as the Means are above 4.0. Items "Intentionally reflect on my practice for continuous improvement" and "Master major concepts within my discipline to positively impact the college and career readiness of all learners" reflect the lowest Means (4.36). Item "Engage in collaborative strategies to advocate for ELLs" reflects the highest program specific outcome Mean (4.58). Item "Apply my knowledge of English academic language to promote ELL's academic achievement across content areas" reflects the lowest program specific outcome Mean (4.42).

Teaching Literacy (A). The criterion for success was met for all items, as the Means are above 4.0. Items "Intentionally reflect on my practice for continuous improvement ", "Positively impact learning outcomes for all learners ", "Master major concepts within my discipline to positively impact the college and career readiness of all learners ", "Advocate for educational equity" and "Apply my knowledge of educational technology to support learning" reflect the lowest Means (4.57).

School Counseling (A). Items "Intentionally reflect on my practice for continuous improvement", "Believe all learners can learn", "Understand the differences among diverse individuals to promote learning", "Positively impact learning outcomes for all learners", and "Advocate for educational equity" had the highest Means (2.67). Items "Master major concepts within my discipline to positively impact the college and career readiness of all learners", "Skillfully use multiple forms of assessment", "Effectively analyze assessment

data to inform decision-making", and "Apply my knowledge of educational technology to support learning" had the lowest Means (2.33).

Instructional Technology (A). Items "Believe all learners can learn", "Positively impact learning outcomes for all learners", and "Effectively analyze assessment data to inform decision-making" had the highest Means (3.2). Items "Master major concepts within my discipline to positively impact the college and career readiness of all learners", "Advocate for educational equity", and "Skillfully use multiple forms of assessment" had the lowest Means (2.8).

PROPOSED ACTIONS FOR IMPROVEMENT

EPP. To improve the current mean (4.22) for item "Master major concepts within my discipline to positively impact the college and career readiness of all learners" (Discipline Knowledge and Skills) to (M=4.30), the EPP will host a professional development forum spring 2021 for all programs to improve faculty's understanding of the alignment between College and Career Services and the Next Generation Standards for New York State.

Early Childhood/Special Education B-2 (I).

The target goal is to improve the current Mean of 4.39 for the criterion of "Skillfully use multiple forms of assessment" to (M= 4.5).

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 goal is to improve the lowest Mean of 4.13 for the criterion "Intentionally reflect on my practice for continuous improvement" to (T M 4.50). The program faculty will revise EDSN 603 and EDSN 665 courses to include Video Lesson Analysis reflection component. EDSN 694 Fieldwork and SEDN 695 Practicum clinical courses will be revised to include reflection journal on critical events in practice and pre- and post- lesson observation reflection protocols.

Special Education 7-12 (I).

To improve the mean (4.17) for item(s) "Skillfully use multiple forms of assessment" and "Effectively analyze assessment data to inform decision-making" to a (M=4.4), the program will add an assessment assignment to SEDN 675 and 678 that requires candidates to analyze to student data and make instructional decisions based on their analysis.

Mathematics (I). The target goal is to raise the mean to 3.5 for item "Believe all learners can learn (Learner Centeredness) by providing faculty professional development on differentiated instruction and adding differentiated instruction to lesson planning in all math methods courses.

District/School Leadership (A). As the criterion for success was exceeded for all EPP and program specific items, the goal is to get at least 25% of completers to submit the EOP by requiring instructors to advise graduating candidates to complete the EOP survey when they apply for graduation. The Chair of the Program will hold an advisement session in April and include the EOP survey in the session.

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

To improve the program specific outcome mean of (4.42) for item "Apply my knowledge of English academic language to promote ELL's academic achievement across content areas" to (4.50), and "Master major concepts within my discipline to positively impact the college and career readiness of all learners" from (4.36) to (4.50), the faculty will revise EDDN 637 course syllabus to highlight major concepts in discipline to promote college readiness of learners and include assignment(s) which will prompt the candidate to identify key academic language used when planning ENL instruction.

Teaching Literacy (A). As the criterion for success was exceeded for all items, the goal is to increase the response rate to 35%. Instructors will schedule short zoom meetings to encourage candidate participation in the EOP survey.

School Counseling (A).

The target goal is to get at least 25% of completers to submit the EOP by requiring instructors to advise graduating candidates to complete the EOP survey. The program will conduct a program "curriculum refresh" to address curriculum alignment with revised national standards, state standards, and candidate learning outcomes.

Instructional Technology (A).

The target goal is to get at least 25% of completers to submit the EOP by requiring instructors to advise graduating candidates to complete the EOP survey. The program will conduct a program "curriculum refresh" to address curriculum alignment to candidate learning outcomes.

FALL 2020 DATA CHARTS

EPP Candidate Learning Outcomes (CLOs)	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1; INTASC 9).	4.25	1.01	1.02	137
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1; INTASC 1).	4.41	1.02	1.04	137
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1; INTASC 2 & 8).	4.33	1.04	1.08	137
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1; INTASC 2).	4.34	1.00	1.00	137
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAEP 1.3, A1; INTASC 4 & 5; C&C IF).	4.22	1.02	1.05	137
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1; INTASC 9).	4.32	1.00	0.99	137
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1; INTAC 6).	4.26	1.00	1.01	137
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1; INTASC 6).	4.30	0.96	0.93	137
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1; INTASC 8; ISTE 6).	4.28	1.03	1.06	137

Early Childhood/Special Education B-2 (I), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1; INTASC 9).	4.45	0.82	0.68	56
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1; INTASC 1).	4.64	0.67	0.44	56
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1; INTASC 2 & 8).	4.48	0.82	0.68	56
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1; INTASC 2).	4.54	0.71	0.50	56
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAE 1.3, A1; INTASC 4 & 5; C&C IF).	4.41	0.84	0.71	56
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1; INTASC 9).	4.52	0.73	0.54	56
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1; INTAC 6).	4.39	0.72	0.52	56
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1; INTASC 6).	4.50	0.71	0.50	56
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1; INTASC 8; ISTE 6).	4.54	0.71	0.50	56

Childhood Education/Special Education 1-6 (I), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1; INTASC 9).	4.13	1.04	1.08	31
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1; INTASC 1).	4.29	1.20	1.43	31
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1; INTASC 2 & 8).	4.26	1.05	1.09	31
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1; INTASC 2).	4.32	1.03	1.06	31
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAE 1.3, A1; INTASC 4 & 5; C&C IF).	4.16	0.99	0.97	31
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1; INTASC 9).	4.23	1.04	1.08	31
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1; INTASC 6).	4.23	1.01	1.01	31
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1; INTASC 6).	4.19	1.06	1.12	31
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1; INTASC 8; ISTE 6).	4.16	1.25	1.55	31

Special Education 7-12 (I), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1; INTASC 9).	4.50	0.76	0.58	6
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1; INTASC 1).	4.33	0.75	0.56	6
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1; INTASC 2 & 8).	4.17	1.46	2.14	6
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1; INTASC 2).	4.17	1.46	2.14	6
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAE 1.3, A1; INTASC 4 & 5; C&C IF).	4.17	1.07	1.14	6
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1; INTASC 9).	4.33	1.11	1.22	6
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1; INTASC 6).	4.17	1.46	2.14	6
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1; INTASC 6).	4.17	1.07	1.14	6
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1; INTASC 8; ISTE 6).	4.33	0.75	0.56	6

Mathematics (I), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1; INTASC 9).	2.67	1.25	1.56	3
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1; INTASC 1).	2.67	1.25	1.56	3
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1;INTASC 2 & 8).	2.67	1.25	1.56	3
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1; INTASC 2).	2.67	1.25	1.56	3
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAE 1.3, A1; INTASC 4 & 5; C&C IF).	2.67	1.25	1.56	3
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1; INTASC 9).	2.67	1.25	1.56	3
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1; INTASC 6).	2.67	1.25	1.56	3
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1; INTASC 6).	2.67	1.25	1.56	3
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1; INTASC 8; ISTE 6).	2.67	1.25	1.56	3

School/District Leadership (A), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP A1).	4.60	0.49	0.24	5
b. Believe all learners can learn (Learner Centeredness) (CAEP A1).	4.40	0.49	0.24	5
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP A1).	4.60	0.49	0.24	5
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP A1).	4.60	0.49	0.24	5
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAEPA1; C&C IF).	4.60	0.49	0.24	5
f. Advocate for educational equity (Professional Commitment to Action) (CAEP A1).	4.60	0.49	0.24	5
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP A1).	4.60	0.49	0.24	5
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP A1).	4.60	0.49	0.24	5
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP A1; ISTE 6).	4.40	0.49	0.24	5

School/District Leadership (A), Program Specific Outcomes	Mean	Std Deviation	Variance	Count
Consistently act ethically according to professional norms to promote each student's overall success in school (Reflexive Praxis, PSEL 2).	4.40	0.49	0.24	5
Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1).	4.40	0.49	0.24	5
Effectively engage caregivers in mutually beneficial collaborations to promote the overall success of each student (Professional Commitment to Action, PSEL 8).	4.0	0.49	0.24	5
Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9).	4.60	0.49	0.24	5

Teaching English to Speakers of Other Languages (TESOL)(A)/ Bilingual Education, CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1; INTASC 9).	4.36	0.71	0.50	22
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1; INTASC 1).	4.59	0.72	0.51	22
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1; INTASC 2 & 8).	4.59	0.58	0.33	22
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1; INTASC 2).	4.45	0.58	0.34	22
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAE 1.3, A1, INTASC 4 & 5; C&C IF).	4.36	0.77	0.60	22
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1; INTASC 9).	4.59	0.58	0.33	22
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1; INTASC 6).	4.50	0.66	0.43	22
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1; INTASC 6).	4.45	0.58	0.34	22
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1; INTASC 8; ISTE 6).	4.41	0.72	0.51	22

Teaching English to Speakers of Other Languages (TESOL)(A)/ Bilingual Education, Program Specific Outcomes	Mean	Std Deviation	Variance	Count
a. Apply my knowledge of English academic language to promote ELL's academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1).	4.42	0.59	0.35	19
b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5).	4.47	0.60	0.35	19
c. Use evidence-based, interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2).	4.47	0.60	0.35	19
d. Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4).	4.47	0.50	0.25	19
e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5).	4.58	0.49	0.24	19

Teaching Literacy (A), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP A1; INTASC 9).	4.57	0.49	0.24	7
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1; INTASC 1).	4.86	0.35	0.12	7
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP A1; INTASC 2 & 8).	4.86	0.35	0.12	7
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP A1; INTASC 2).	4.57	0.49	0.24	7
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAEP A1; INTASC 4 & 5: C&C IF).	4.57	0.49	0.24	7
f. Advocate for educational equity (Professional Commitment to Action) (CAEP A1; INTASC 9).	4.57	0.49	0.24	7
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP A1; INTASC 6).	4.71	0.45	0.20	7
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP A1; INTASC 6).	4.71	0.45	0.20	7
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP A1; INTASC 8; ISTE 6).	4.57	0.49	0.24	7

School Counseling (A), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP A1).	2.67	1.25	1.56	3
b. Believe all learners can learn (Learner Centeredness) (CAEP A1).	2.67	1.25	1.56	3
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP A1).	2.67	1.25	1.56	3
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP A1).	2.67	1.25	1.56	3
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAEP A1; C&C IF).	2.33	0.94	0.89	3
f. Advocate for educational equity (Professional Commitment to Action) (CAEP A1).	2.67	1.25	1.56	3
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP A1).	2.33	0.94	0.89	3
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP A1).	2.33	0.94	0.89	3
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP A1; ISTE 6).	2.33	0.94	0.89	3

Instructional Technology (A), CLOs	Mean	Std Deviation	Variance	Count
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP A1; INTASC 9).	3	1.67	2.8	5
b. Believe all learners can learn (Learner Centeredness) (CAEP A1; INTASC 1).	3.2	1.83	3.36	5
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP A1; INTASC 2 & 8).	3	1.67	2.8	5
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP A1; INTASC 2).	3.2	1.83	3.36	5
e. Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) (CAE A1; INTASC 4 & 5; C&C IF).	2.8	1.6	2.56	5
f. Advocate for educational equity (Professional Commitment to Action) (CAEP A1; INTASC 9).	2.8	1.6	2.56	5
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP A1; INTASC 6).	2.8	1.6	2.56	5
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP A1; INTASC 6).	3.2	1.47	2.16	5
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP A1; INTASC 8; ISTE 6).	3	1.67	2.8	5

INSTRUMENT

End-of-Program Survey Fall 2020

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
e. Master major concepts within my discipline to	e. Master major concepts within	e. Master major concepts within	e. Master major concepts within	e. Master major concepts within	e. Master major concepts within

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5
positively impact the college and career readiness of all learners (Discipline Knowledge and Skills).	my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Strongly Disagree 1	my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Disagree 2	my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Somewhat Agree 3	my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills). Agree 4	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). Strongly Disagree 1	g. Skillfully use multiple forms of assessment (Data Literacy and Research). Disagree 2	g. Skillfully use multiple forms of assessment (Data Literacy and Research). Somewhat Agree 3	g. Skillfully use multiple forms of assessment (Data Literacy and Research). Agree 4	g. Skillfully use multiple forms of assessment (Data Literacy and Research). Strongly Agree 5

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

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
	1 Strongly Disagree		3 Somewhat 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 of each student (Professional Commitment to Action, PSEL 8). 1 Strongly Disagree	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success of each student (Professional Commitment to Action, PSEL 8). 2 Disagree	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success of each student (Professional Commitment to Action, PSEL 8). 3 Somewhat Agree	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success of each student (Professional Commitment to Action, PSEL 8). 4 Agree	Effectively engage caregivers in mutually beneficial collaborations to promote the overall success of each student (Professional Commitment to Action, PSEL 8). 5 Strongly Agree

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	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	a. Apply my knowledge of English academic language to promote ELL's academic achievement	a. Apply my knowledge of English academic language to promote ELL's academic achievement	a. Apply my knowledge of English academic language to promote ELL's academic achievement	a. Apply my knowledge of English academic language to promote ELL's academic achievement

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
	across content areas (Discipline Knowledge and Skills, TESOL 1). 1 Strongly Disagree	across content areas (Discipline Knowledge and Skills, TESOL 1). 2 Disagree	across content areas (Discipline Knowledge and Skills, TESOL 1). 3 Somewhat Agree	across content areas (Discipline Knowledge and Skills, TESOL 1). 4 Agree	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 approaches that are learner-centered (Learner Centeredness, TESOL 2).	c.Use evidence-based, interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 1	c.Use evidence-based, interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 2 Disagree	c.Use evidence-based, interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 3 Somewhat Agree	c.Use evidence-based, interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 4 Agree	c.Use evidence-based, interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2). 5 Strongly Agree

	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
	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).	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).	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.

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

Creating lib guides and lessons for students.

My greatest strength is locating, creating and evaluating products for learning,

I have gained so much. I learned many teaching practices

As a result of this program I have learned to differentiate materials for students based on their learning styles. I also found that my professors allowed me to integrate technology into my course work. Thus, allowing me to find my strength of integrating tech. into a classroom setting.

I am able to use technology for more than just a basic teaching tool - I regularly use it to access all learners. I am fluent in the ways that can be used to effectively differentiate and close gaps as well as inspire learners to be independent, curious students.

Mastery of pedagogy.

My greatest as a result of participating in the program is that I had the opportunity to learning myriad of teaching style.

Essay writing.

my strengths as a result of being in the program included applying knowledge that I was taught in the school that I currently work at. Turn keying different ideas to colleagues.

Having professors that are currently or retired teachers and principals

improved my instruction delivery and differentiation skills to better serve my ELL students

I am even more open to listening to peers and colleagues about different strategies and incorporating them to my teaching strategies.

Lesson Planning

Great

I learned what it takes to be a leader. I always felt I had the mindset but now i have the tools. I understand the expectations.

Intercultural exchange and cultural embrace

Being an immigrant and have English any second language was my challenges. However, this program prepared me to use the multicultural knowledge to help students. The greatest strengths as result of this program is being able to teach a diverse classroom with no prejudice or difference. Teach each student the value of each other culture, believe, and unique way of living.

The professors

Culturally responsive teaching.

classroom management

Understand the linguistical needs of ELLs and providing adequate supports and access to learning.

My greatest strength is identifying challenges and learning how to address these issues.

Strengthening my ability to teach literacy skills in the classroom.

My improved skills in creating lesson plans, assessments and classroom management

Getting experience in writing lesson plans and executing them in the classroom.

matured knowledge bank of children development and learning needs

Everything which I learnt through this program opened my future way and introduced mew knowledge which was unfamiliar for me

By ability to assess learners' areas of need and implement intervention appropriately

N/A

Learning about diverse learners and how to best help them

My greatest strengths would be planning lesson that are geared to all my student's needs.

.

Learning New Strategies

I have a strong understanding of behaviorists and theorists in education.

The ability to recognize what may be holding my own students back and how to differentiate the lessons to their needs - all learned through the program.

How to work with ELL students, techniques to improve their knowledge.

Differentiating my lessons for different ELLs

my greatest strength in this program is my knowledge about special education.

the connections I obtained from it

Initial Introduction to information technology environment.

Lesson planning and assessments

The program has truly prepared me to enter the workplace of my new career.

My greatest strengths as a result of participating in this program will be differentiating instruction.

The additional practice it gave me to teach and learn more about my practice.

lesson planning

I've learned how to write lesson plans.

The experience obtained in both practicum classes.

n/a

My greatest takeaways include learning how to utilize the Danielson component to create cohesive lesson plans.

I have learnt to self-reflect on my practice. I have learnt to approach instruction differently and consider assessment and feedback as the most powerful tool in teaching and learning.

Learning new strategies

My attentiveness

I have become knowledgeable of teaching pedagogy and overcome my fear of public speaking. I have also grown personally and professionally by gaining new skills and knowledge in all areas of courses.

I have grown as a teacher. Touro gave me different strategies to be successful in a classroom environment.

My greatest strength would be on how to assess the child according to their needs.

Knowledge of special education

As a result of participating in the program I feel that I've become better at being an Assistant Principal. I was thrown into the position without experience, but the program combined with working in the position combined to make me more knowledgeable than my supervisors.

Knowledge

Perseverance

teaching strategies

I feel that my greatest strength as a result of this program is my ability to make decisions with a school-wide perspective.

Learning how to focus on student needs

Understanding what methods are used to approach learners of all backgrounds.

A strength that I have gained while completing this grad program is being organized mentally and physically. Having to prepare weekly and keeping up with lessons and assigned tasks to stay abreast of assignments and my own personal schedule is something that I have mastered throughout the program.

I learned so much from having the right professors and having them share the knowledge and experiences they have. I also think learning by doing is such a keyway to learn the way to educate all children from diverse backgrounds and who have different learning styles. The practicum and field work student teaching was such an amazing experience and really taught me the most how to gathered what I learned from all of my professors and books and really put its n place in the classroom whether it be remotely or in real life.

Dedication

Thinking critically about my practice and reflecting meaningfully.

A ability to teach a all different types of learner and respect their needs.

Flexibility

being able to become more vocal and advocating as well as working with others to discuss strategies

My greatest strength was graduating from the program when there were so many other things happening in my life. I pushed through and stayed focused.

to apply reform methods of teaching

Maintaining a 4.0 gpa

My greatest strengths from this program are I learned how to advocate for students and work in a diverse multicultural community. I learned the roles and responsibilities of a counselor and how to apply them to effectively help students succeed academically, socially, and emotionally.

The graduate program for education has increased my ability to appropriately use New York learning standards and required frameworks, to teach my students.

To understand needs, emotions, and problems of young children.

I believe my greatest strength is my ability to engage students in learning.

Knowing how to create an effective lesson plan

Being able to stand at the front of a classroom and have the confidence to teach.

Lesson Planning.

N/A

I learned that each student can learn, we as educators need to find a method through which they can learn.

Ability to use the NYS core standard

Open minded thinking

N/A

n/a

SIOP Lesson planning

I feel more confident to stand in front of the class

Being able to be culturally responsive in any class setting, and knowing when & how to scaffold

My greatest strength is being able to access my bilingual students and being able to create lessons to meet their learning standards.

I learned a lot in this program. I feel very prepared and I will apply all I learned in my future teaching.

I feel that I am able to accommodate and modify in different aspects for special education students. I also feel that I am more than ready to teach early childhood students as well.

Learning strategies

The greatest strengths that I have obtained through this program is my ability to recognize that all learners are not the same. I have learned how to identify their strengths, abilities, interests, capabilities and needs, and use that information to promote their overall learning.

More aware of ways to cater to the ELL population

I grew so much as a future educator by learning from my professors. They were so accommodating and understanding when it came to personal circumstances. My professors were there to answer any questions I had and to give me their real-life examples to help me and it really made it click for me. They knew how I learned. They all made me feel really prepared for what I'm about to head into as a future teacher.

Lesson planning in addition to my ability to write an IEP.

My overall educational experience. The knowledge that I have obtained has readily prepared me as a human being and a teacher. I also have found great appreciation for working amongst a diverse population and unique learners.

Data Collection

Understanding when a student needs additional supports in literacy and how to provide those supports.

I have acquired a tremendous amount of knowledge that I will use to be a great educator for the youth and young parents.

Understanding special education

Finding ways to engage students

Knowledge of assessments and edtpa format.

Learning all the different strategies to use in the classroom.

My knowledge that I'm taking away

Prepared for working with students.

Lesson planning

I met different peers with different experiences,

Learning a lot of strategies

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

The program has all the right courses, time and forms to complete with my busy schedule and full-time job and caring for my Dad.

The program is great as is, especially the zoom classes the flexibility and opportunity to take courses. The people wonderful the adviser and professors.

Professors responding at an appropriate time, instruction clearer

Knowledge of non-instructional staff when advising. The treatment of students when being advised.

Add some more classes as electives. More programming, and graphic arts classes would round out the program nicely. I was taking the class for certification and I felt that it did not prepare us for the NYS class. This might be a function of the test being outdated and us not having the required materials for the new test.   Either way, I do not feel prepared to take it - there needs to be a stronger emphasis placed on this.

The program in my opinion was perfectly fine.

More advisement.

1. ensuring that the curriculum matches the ny state. 2. when making the syllabus for each class be realistic and flexible.

I would redesign the way canvas is. There are a lot of resources but they should be labeled in a way that is more appealing to the eye so students can find resources that best fit their need. Right now it is overwhelming. Also check the links to make sure they work and that everyone will have access to them.

more classes available during winter and summer sessions

End of COVID19 and More technological meeting platforms

Great

I believe multiple ideas should be given to students on how they could earn their hours. There needs to be a list possibly made up from previous students to give the students ideas for their hours. I found it hard in the beginning to figure out what to do for my hours. however, with help of my staff and admins i figured out and created more things for me to do. having a list for incoming students would benefit them and would make it easier for them to know how to create hours and complete them.

The program should be more focused for international bilingual students.

The Danielson framework should be introduced to the program since the first class. I only used it at the end of the program. Also, there should be more communication from the head of the program to all the students. There should be more communication, connections and willing to help.

More consistency in class structure from class to class

Less busy work, less weekly assignments.

better communication and help from staff

Opportunities to meet with classmates in live conversation.

Including work samples for some of the major assignments will be very helpful especially when the Professor is not great in explaining what to do.

Additional technology courses and other interactive courses.

n/a

1. Giving students more examples on how to complete assignments (especially in the beginning).

I think the online only students should be reached out to more often. I often had to track my advisor for information. Also I would have loved to have access to honors society or something along those lines.

I suggest about supporting ESL students as much as possible. Some professors do not want to understand the difficulties which ESL students can face up

N/A

N/A

More instruction tailored to exams we take, Review of assignments some very repetitive within a course

More free workshops for the workshops that need to be completed.

Professors can be more responsible.

Workshops Tests

Allow teachers to make their own decisions on assignments. More focus on technology in the classroom.

1. Practicum is very overwhelming for people who are already full time teachers - although it is beneficial to see ELLs in different grade levels in the classroom, there could be another approach here rather than having to student teach AND teach at our own schools at the same time. 2. Only having to purchase textbooks that are relevant and will be used - some were, others did not even need to be opened.

I believe it was different because COVID-19. But more hands on.

i only need more in- person classes, but it is not college's problem.

updated assignments, communication

Being assigned an advisor or staff member that can help you navigate through the program.

Continue to offer remote practicums

I believe that assessment strategies can be improve and implementing new strategies to facilitate virtual teaching.

1. Improvement in Communication- since this course was entirely online, I think it would be helpful to have office hours that are optional with professors 2. Clarity and Consistency with Syllabi- there were several semesters where dates and years were inaccurately written on the syllabus which made some deadlines unclear

n/a

Too many assignments in SEDN 602 and EDSN 600

N/A

More consistent staff, clear rules and regulations.

I believe the program is operating at its highest ability at a time like this.

1. Make sure that the student first has taken courses such as 625 and 635 and then Practicum II. I really enjoyed all unperson and online classes. For online classes, professors should make short videos explaining what we are learning in the Unit. Example of good quality professor videos 640, Dr. Tom Mawhinney and 683 Professor Rabinovitch.

More online classes

If there is a problem within a class and if someone has a problem and decides to contact the head of the department, they should be able to help instead of not doing anything about it like I encountered.

Keep frequent zoom sessions in order to clear up any misunderstanding.

Having different event that teacher can participated

nothing needed to improve on.

Better advisement staff and knowledge of what is required if

It is a dual program but most of the program is centered on school building leadership. When it came time for me to take the school district leadership exam, I felt highly unprepared.

Honors awards for students who are overachieved

more Advisors and course requirement seminars

Two suggestions for improving the program are to include more time for educational data analysis and school and district budget development.

A better understanding of the EDTPA and when accepting a transfer student from a trans b program, start at the beginning

More application of methodologies and teaching concepts IN CLASS. Less lecture and more doing. Less group work outside of class and more group work IN class.

Most of my Graduate work was done online. I think that having more video instruction for students can improve ways in which students learn online.

It is difficult to come up with 2 let alone one. I cant thank Dr. Findling and my professors enough these past semesters especially with this Covid going on. They have been so understanding and patient with me. They treat us like human beings and not like machines!

More student collaboration more preparedness for student teaching

More meaningful discussion board questions/topics for online classes. Sometimes and in some classes the discussion boards felt more like a meaningless chore. More cohesion among professors and their feedback.

1 More in person practice in different age levels. 2 more information about he disabilities

Reduce the length of papers.

the field work professors need to be more active and give guidance during the course, at times it was difficult because the professors did not help explain the materials as well as give guidance or support when needed

Professors understand that students have responsibilities outside of work and grad school and try to be more understanding and flexible. That there is more support when it comes to assignments, everyone learns differently and sometimes us as students need visuals or clear directions as to what is expected.

More communication through advisement.

I would suggest more online classes because most students in theMasters program have full time jobs and I would incorporate more internship classes because I fee students learn more about the counseling profession through hands on experiences.

1. Students who acquire an internship certification, should be able to use their work hours for practicum. They are already being evaluated by schools' assistant principals on Danielson Framework aligned teaching strategies. The second suggestion would be for students to be trained in delivering assessments that DOE schools are currently using for special education students. An example would be assessments such as, NYSAA and SANDI FAST.

I HAD A GREAT EXPERIANCE, I WOULD NOT CHANGE ANYTHING !!

I believe more I information on the use of technology in the classroom and the use of assessment in the classroom.

Advisement services & Focusing a little more on the gen-ed aspects of education

More guidance in terms of actual day to day occupancies in a school. Also more information shared in terms of applying and receiving the actual certification from Teach

Add more focus about lower functioning students with disabilities. I felt like most the program prepared us to work with students with disabilities who still have to take regents. That is not always the case and I wish there was more information and training to handle lower functioning students.

The amount of assignments due for Field Work and Practicum are ridiculous. Super repetitive and do not learn anything from them. For a program that teaches all about differentiating, there is ZERO done in the courses.

Assignments were only setup for the edTPA and not for teaching what is needed in the class and Materials did not help with what was need to teach.

The classes can be more focused on teaching bilingual students.

N/A

More practice, applying all information in practice

I am a student who is a certified teacher and has already student taught. I feel the program should be split for those who have not student taught and are not certified and the other half of the program can be students who have student taught, work in a school, and are certified. It was difficult to be a full time teacher and take time out of my class to student teach and do the practicum work.

n/a

Consistency with advisors, advisors need to respond more quickly (not weeks later). Program lacks rigor academic demand to prepare students.

Communicate with students from the very beginning with the courses that will need to take and prerequisites that are still required. Also less writing and more field work opportunities.

NA

1. Practicum was beneficial in seeing ESL programs in secondary schooling; however, it is extremely hard being a full time teacher and doing practicum. 2. Studying work samples and watching videos of teachers could be useful

I cannot think of any improvements. I've really enjoyed the program.

Some of the assignments were very redundant, I felt that some of them could be changed to be different in some of the courses. As for the last course, many of the assignments were confusing in the beginning and my professor was unable to answer some of the questions we had because she was unsure as well.

Making more classes available online and making more classes available each semester.

I would suggest using more samples when assigning projects. As a student with no prior teaching experience, it would have been beneficial to see some samples of assignments to get a better understanding of what is expected. I would also suggest changing some of the Professors to educators that are more supportive, understandable and knowledgeable.

That certain courses not only guided towards teaching but half teaching and half pps/social services/counseling because some course material was mainly guided towards bilingual teaching

This is a difficult question because even the head honcho of our school in so approachable and able to e-mail her to accommodate your needs, individually. Dr. Findling treats you like a person, a human being not just a number. I love that when you're having a breakdown because you're juggling work, kids, case studies, all in one! She is there with an ear to listen to, a phone call away or an email.

Opportunities for paid student teaching placement, courses geared towards passing certification exams.

N/A

I think the technology course was extremely lacking, I felt that a lot of other components of teaching literacy utilizing technology could have been discussed.

I think the program is more than fine the way it is.

Catering to students matriculating from the UFT into Touro's graduate program. I felt like I had no advisor to guide me while transitioning and I had to find out a lot of information on my own.

Inform professors of what is expected from their class: professor S. Worley was very confusing and seemed like she did not understand what was expected of the class for Literacy 1. Also, maybe including how to write and read IEP's instead of always doing EdTPA every semester would strongly benefit those going into special education.

Have more summer and winter courses

Consider the teachers who are already certified in terms of the assignments and hours for practicum and field work. Allow for students to pick a practicum professor.

More communication and more resources

Mentors for field experience who communicate with ys

The professors are not always available and when you ask them a question, they say look at the syllabus it was made by Touro. This is very unhelpful, and they do not make the assessments clear which leads to undue stress.

More workshops and conferences