



**TOURO COLLEGE  
GRADUATE SCHOOL  
OF EDUCATION**

## **END OF PROGRAM SURVEY SPRING 2021 (EPP)**

### **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 Spring 2021 survey was disseminated electronically via email to candidates completing their program during that academic term. Of the 399 candidates to whom the survey was emailed, one hundred and eighty-six (n=186) completed the survey for a return rate of 46%. Of the candidates responding to the demographic items, they were white, non-Hispanic (55.38%), Hispanic (17.74%), Black, Non-Hispanic (16.13%), Asian or Pacific Islander (3.23%), and more than one race (7.53%). 84% of the graduates were female, 13% were male, and 1% Non-binary/Other. The programs represented were Early Childhood Education and Special Education

B-2 (37.10%), Childhood Education and Special Education 1-6 (40.86%), Special Education Generalist 7-12 (6.45%), Mathematics Education (0%), Jewish Childhood Education and Special Education 1-6 (1%), Instructional Technology (0%), School Counseling (4.84%), School/District Leadership (3.23%), Teaching English to Speakers of Other Languages (TESOL) and Bilingual Combined (2.15%), Teaching Literacy (4.84%).

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 negative 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. By way of 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. 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 “Effectively analyze assessment data to inform decision-making” had the lowest Mean (4.22) 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 “Intentionally reflect on my practice for continuous improvement” reflects the lowest Mean (4.17).

**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” reflects the lowest Mean (4.13).

**Special Education 7-12 (I).** The criterion for success was met for all items, as the Means are above 4.0. Items “Advocate for educational equity” and “Intentionally reflect on my practice for continuous improvement” reflect the lowest Means (4.08).

**Mathematics (I).** No candidates from the Mathematics program participated in the survey.

**Jewish Childhood Education and Special Education (I).** The criterion for success was met for all items, as the Means are all 5.0.

**Instructional Technology (A).** No candidates from the Instructional Technology program participated in the survey.

**School/District Leadership (A).** Items “Believe all learners can learn”, “Advocate for educational equity”, and “Apply my knowledge of educational technology to support learning” reflect the highest Means (4.0). Item “Skillfully use multiple forms of assessment” reflect the lowest Mean (3.33). All program specific outcomes had a Mean score of (4.25).

**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. Items “Intentionally reflect on my practice for continuous improvement” reflect the lowest Means (4.50). All program specific outcomes had a Mean score of (4.50).

**Teaching Literacy (A).** The criterion for success was met for all items, as the Means are above 4.0. Items “Skillfully use multiple forms of assessment” and “Apply my knowledge of educational technology to support learning” reflect the lowest Means (4.44).

**School Counseling (A).** The criterion for success was met for all items, as the Means are above 4.0. 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 (4.67).

## **PROPOSED ACTIONS FOR IMPROVEMENT**

**EPP.** To improve the Mean (4.22) for item “Effectively analyze assessment data to inform decision-making” 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).

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

To improve the lowest Mean of 4.17 for the criterion “Intentionally reflect on my practice for continuous improvement” to 4.50 the program faculty will revise clinical courses to include learning experiences and course assessments to develop candidates’ reflexive praxis as evidenced in Looking Back, Looking Forward final paper in SEDN 683 by Spring 2022.

### **Childhood Education/Special Education 1-6 (I).**

To raise the Mean from 4.13 to 4.20 for the item Effectively analyze assessment data to inform decision-making, the EDSN 640, EDSN 665, and EDSN 604 courses will include pre-assessment learning activities for candidates to practice decision-making based on

data, to be implemented by Fall 2022. To improve the mean of 4.22 to 4.27 for the item “Intentionally reflect on my practice for continuous improvement,” the program will design and implement Exit Course Survey in Ch Ed courses to target candidates’ reflection on what they have learned in the course, to be implemented by Fall 2022.

**Special Education 7-12 (I).** To improve the Mean (4.08) for the item, “Advocate for educational equity,” candidates will be required to read additional literature and complete three additional discussions related to equity in the SEDN 672 course. To improve the Mean (4.08) for “Intentionally reflect on my practice for continuous improvement,” candidates in field courses will complete a reflection in writing after teaching a lesson. The fall 2021 target mean for these two items is 4.3. Additionally, to get a more accurate response rate, the response rate should be based on the percentage of the total number of specific program completers, not on the total number of GSE completers. To improve the overall response rate, candidates will complete the EOP in their last group meeting in Practicum SEDN 678.

**Mathematics (I).** To improve the response rate to 50% by modeling the use of survey data as a means of peer and program feedback in coursework.

**Jewish Childhood Education and Special Education (I).** To improve the response rate to 50% by modeling the use of survey data as a means of peer and program feedback in coursework.

**Instructional Technology (A).** To improve the response rate to 50% by modeling the use of survey data as a means of peer and program feedback in coursework.

**School/District Leadership (A). CLOs:**

To improve the mean on of g) Skillfully use multiple forms of assessment from 3.33 to 4.0 and h) Effectively analyze assessment data to inform decision-making from 3.50 to 4.0. In EDDN 610, an additional assessment in the form of a quiz will be added to Module 5 and Module 6. A virtual meeting will take place at the end of module 7 to review the processes of effectively using multiple forms of assessment to improve student achievement.

**School/District Leadership (A). Program Outcomes:** To improve the response rate to 60% the Chair will communicate with prospective graduates via email the importance of filling out the survey. In addition, appropriate faculty will post multiple announcements in their courses targeting prospective graduates.

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

To improve the item “Intentionally reflect on my practice for continuous improvement” from a mean score of (4.50) to a target mean of 4.60 or higher, the program will incorporate in course EDDN 639 a reflective journal assignment.

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

To improve all program specific outcomes from a mean score of (4.50) to a target mean of 4.60 or higher, the program will incorporate in course EDDN 639 a reflective journal assignment.

**Teaching Literacy (A).**

To improve the Mean for “Skillfully use multiple forms of assessment” (Mean of 4.44) and “Effectively analyze assessment data to inform decision making” (Mean of 4.56) the Literacy Program will schedule additional practicum meetings to review multiple forms of assessments, how to administer them, interpret data, and use the data to inform instruction. To improve the Mean for “Apply my knowledge of educational technology to support learning” (4.4) faculty will model technological tools for candidates (i.e., VoiceThread, YuJa, Padlet and Flipgrid).

**School Counseling (A).** To improve the response rate to 20% by modeling the use survey data as a means of peer and program feedback in SCPN 702: Internship II.

## DATA CHARTS

<b>EPP Candidate Learning Outcomes (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	4.23	1.09	1.18	186
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.41	1.01	1.02	186
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.37	1.05	1.10	186
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.35	1.05	1.11	186
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).	4.25	1.09	1.18	186
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.30	1.08	1.17	186
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	4.25	1.11	1.22	186
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.22	1.13	1.28	186
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.26	1.13	1.27	186

<b>Early Childhood/Special Education B-2 (I), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1, INTASC 9).	4.17	1.20	1.45	69
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.36	1.05	1.10	69
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.25	1.22	1.49	69
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.28	1.21	1.47	69
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).	4.22	1.11	1.24	69
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.25	1.13	1.29	69
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	4.26	1.12	1.27	69
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.22	1.15	1.33	69
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.23	1.16	1.34	69

<b>Childhood Education/Special Education 1-6 (I), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	4.22	0.95	0.91	76
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.42	0.94	0.88	76
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.42	0.85	0.72	76
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.37	0.87	0.76	76
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).	4.21	1.06	1.11	76
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.25	1.01	1.03	76
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	4.21	1.07	1.14	76
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.13	1.10	1.22	76
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.21	1.09	1.19	76

<b>Special Education 7-12 (I), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	4.08	1.44	2.08	12
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.17	1.46	2.14	12
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.17	1.46	2.14	12
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.17	1.46	2.14	12
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	1.46	2.14	12
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.08	1.50	2.24	12
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	4.17	1.46	2.14	12
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.17	1.46	2.14	12
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.25	1.48	2.19	12

<b>Mathematics (I), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1, INTASC 9).	0	0	0	0
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	0	0	0	0
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	0	0	0	0
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	0	0	0	0
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).	0	0	0	0
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	0	0	0	0
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	0	0	0	0
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	0	0	0	0
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	0	0	0	0

<b>Jewish Childhood Education and Special Education (I), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	5	0	0	1
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	5	0	0	1
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	5	0	0	1
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	5	0	0	1
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).	5	0	0	1
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	5	0	0	1
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	5	0	0	1
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	5	0	0	1
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	5	0	0	1

<b>Instructional Technology (A), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	0	0	0	0
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	0	0	0	0
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	0	0	0	0
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	0	0	0	0
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).	0	0	0	0
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	0	0	0	0
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	0	0	0	0
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	0	0	0	0
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	0	0	0	0

<b>District/School Leadership (A), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	3.83	1.34	1.81	6
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.00	1.41	2.00	6
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	3.83	1.34	1.81	6
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	3.83	1.34	1.81	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).	3.67	1.25	1.56	6
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.00	1.41	2.00	6
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	3.33	1.11	1.22	6
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	3.50	1.26	1.58	6
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.00	1.41	2.00	6

<b>School/District Leadership (A), Program Specific Outcomes</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
Consistently act ethically according to professional norms to promote each student's overall success in school (Reflexive Praxis, PSEL 2).	4.25	0.43	0.19	4
Enact a shared, mission driven strategic plan for the overall success of each student (Professional Commitment to Action, PSEL 1).	4.25	0.43	0.19	4
Effectively engage caregivers in mutually beneficial collaborations to promote the overall success of each student (Professional Commitment to Action, PSEL 8).	4.25	0.43	0.19	4
Effectively use data to manage school operations for the overall success of each student (Data Literacy and Research, PSEL 9).	4.25	0.43	0.19	4

<b>TESOL/Bilingual (A), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	4.50	0.50	0.25	4
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.75	0.43	0.19	4
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.75	0.43	0.19	4
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.75	0.43	0.19	4
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).	4.75	0.43	0.19	4
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.75	0.43	0.19	4
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	4.75	0.43	0.19	4
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.75	0.43	0.19	4
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.75	0.43	0.19	4

<b>TESOL/Bilingual (A), Program Outcomes</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Apply my knowledge of English academic language to promote ELLs academic achievement across content areas (Discipline Knowledge and Skills, TESOL 1).	4.50	0.50	0.25	2
b. Identify my personal biases on the interpretation of the educational needs of ELLs (Reflexive Praxis, TESOL 5).	4.50	0.50	0.25	2
c. Use evidence-based, interactive instructional approaches that are learner-centered (Learner Centeredness, TESOL 2).	4.50	0.50	0.25	2
d. Use various types of assessments (e.g., formative, summarize, diagnostic) to develop appropriate learning goals for ELLs (Data Literacy and Research, TESOL 4).	4.50	0.50	0.25	2
e. Engage in collaborative strategies to advocate for ELLs (Professional Commitment to Action, TESOL 5).	4.50	0.50	0.25	2

<b>Teaching Literacy (A), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	4.56	0.83	0.69	9
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.89	0.31	0.10	9
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	5.00	0.00	0.00	9
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.89	0.31	0.10	9
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).	4.67	0.67	0.44	9
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.89	0.31	0.10	9
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	4.44	0.96	0.91	9
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.56	0.83	0.69	9
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.44	0.96	0.91	9

<b>School Counseling (A), (CLOs)</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>Variance</b>	<b>Count</b>
a. Intentionally reflect on my practice for continuous improvement (Reflexive Praxis)(CAEP 1, A1, INTASC 9).	4.67	0.47	0.22	9
b. Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.67	0.47	0.22	9
c. Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.67	0.47	0.22	9
d. Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.67	0.47	0.22	9
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).	4.67	0.47	0.22	9
f. Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.67	0.47	0.22	9
g. Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTAC 6).	4.78	0.42	0.17	9
h. Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.78	0.42	0.17	9
i. Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.67	0.47	0.22	9

**Q13 - 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)?

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Having empathy and building a rapport with everyone I work with

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Listening, Asking Questions, & Active Planning.

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Having the appropriate knowledge to work well within my field.

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The implementation of effective teaching strategies for all learners in the classroom.

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N/A

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Understanding students needs

---

Hard work and knowledge of educational concepts

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Writing differentiated lesson plans that meet the needs of diverse students.

---

I have learned so much from this program.

---

I would consider my greatest strength to be resilience. Navigating through the program after the death of my son and now during a pandemic has made me a stronger person and teacher. Touro played a huge role in that.

Perseverance

Strong teaching strategies, collaboration, and students' assessments

My greatest strength as a result was understanding the Danielson Framework and how I can implement them into my daily lessons.

my ability to be flexible and think critically in all situations.

Effective teaching strategy

my ability to collaborate and communicate with parents

My greatest strength as a result of this program is developing relationships with students. I recognize the attributes of my character are perfectly suitable for teaching High School students. I thought that I would like to teach because I love to learn and reading is my passion. As a result of this experience I know this is what I want because of the true joy I received from the relationships I established with the students. This was a meaningful experience for me. The students were eager to learn and engage in the work collaboratively. I also improved my patience and my listening skills.

Lesson Planning

I feel teacher ready

Survival of such a program,

I feel that the best thing I've taken from my courses is reflective practice and really concerning myself with data driven instruction, which is an area I felt I was lacking in prior to my Touro experience.

personal experiences from the teachers

I feel more prepared in teaching students of other languages.

One of my greatest strengths as a result of participating in the School Counseling Masters Program is that I have been able to learn more in-depth about the educational system, pros and cons that effect not only students but educational administrators as a whole. I've been able to understand and implement various techniques, tools, and resources that can aid in helps scholars excel personally and professionally.

Learning different counseling techniques

Not allow my professor from last semester deter me from completing the program.

Easiest transfer to remote classes when needed; very flexible scheduling of classes when students requested they be made available.

Assessment skills

Furthering my education in a career I love.

I'm more knowledgeable about how to advocate for my students.

N/A

Learning the proper terminology that is required for my journey on educating students.

The experience observing and student teaching.

Becoming confident in lesson planning and learning about different forms of assessments.

I prefer In class

More knowledgeable about the educational field than ever before.

Understanding equity and why it is different from equality.

Better insight on how to advocate and support ELL/MLL students so they can have academic success and equity in their educational career.

Being able to apply the teaching strategies that I have learned in real life classroom setting.

i have learned many great strategies to become a great teacher.

Collaborating with others in planning meaningful lessons to address students needs.

Sensitivity

I have learned how to better work with individuals with disabilities

Understanding how to educated students with special needs and how to differentiate instruction for them

My greatest strength as a result of participating in my program is the ability to develop assessment activities.

I have developed a strong pedagogy in the field. I have learned how to plan, provide instruction, and assess a variety of learners using a variety of techniques. I have developed a strong foundation for educational theory and practice, which I am sure will only continue to develop as I progress in my career. I have learned much about educational theories and appropriate practices. These have helped me grow as an educator to understand how to best reach my students in ways that are meaningful and effective.

I am grateful that I can be a teacher

As a result of this program I have become well trained in using the Blooms Taxonomy. I recognize the importance of raising the level of questions for students in regard to teaching and learning. I am also conscious of using interactive technology and seek areas of my lesson where I it will be appropriate. I also have looked at the variety of resources that are out there for use. I honestly enjoyed this program and learned a lot from it. I have a terrific mentor teacher who has guided me and given me constructive criticism that I welcomed and as a result I have shown significant improvement in the delivery of my lessons.

Becoming more knowledge about special education.

I have learned how to create assessments and write lesson plans.

The IEP process

Passing the teaching exams

Assessing learners.

I have a better understanding of teaching literacy to all learners.

I gain so much information to help me in my field.

My greatest strengths as a result of participating in your program has been learning how to analyze running record data, actively think of strategies to help students with reading problems, and being able to identify difficulties in students to analyze and identify reading problems.

learning how to use google docs

learning how to teach children with different disabilities

Lesson planning

the ability to finish things despite all logic and financial incentive telling me that this is a useless waste of time. ,

I really enjoyed my program! I feel that it has made me reflect upon my pedagogy and now I can incorporate new strategies and resources with my students.

Every class has contributed to my knowledge and understanding of teaching. My greatest strength is planning my instruct to accommodate all learners . It develop an understanding that sometimes is important to meet the learner where they are ; and maximize their learning through their interest.

It have taught me so much about students with disabilities and how to write a proper lesson plan.

Knowledge

Gained more knowledge and experience in working with children with special needs

Becoming a teacher

I feel personally more confident in my own abilities by completing this program while working and raising a family.

Learning how to assess students using formal assessments

Being flexible and being able to implement several strategies in my teaching to support all students.

Learning new things

Critical Thinking and Organised Planning.

My greatest strength since participating is that I'm constantly thinking about differentiated instruction and being reflective on my practice as a teacher

Learning to teach

The program allowed me to navigate Easily And confidently in my future career as a school counsellor.

Being comfortable speaking among my peers.

Confidence

Nothing

My knowledge of educational technology and my academic writing skills.

Learning more on how to be an effective Teacher

Communication

I am eager to get in a classroom to put into practice many of the theories discussed in this program.

Student Teaching

N/A

Using a variety of instructional strategies that cater to the needs of all students

My greatest strengths are kindness, compassion, and collaborative work

Differentiating work

Teaching students with the greatest confidence that I can deliver lessons and impact knowledge positively.

my ability to perform succesfull lesson and help students learned.

Teacher ready

N/A

Making appropriate instruction and assessments for all learners.

Consistency

I believe it prepared me for the new remote climate in schools. The ediuational technology course was amazing Professor Roff gave me many tools i can use in the future.

Learning how to put together a lesson plan

Being able to achieve my goals

How to develop a lesson plan

My differentiation ability

Research Based Strategies

Able to make lesson plans

Learning to create lesson plans and accommodate to students needs.

Understanding how to properly apply the Danielson Framework and High Leverage Practices in Special Education to assess lessons for the best content.

Using differentiation to meet the needs of all students.

My greatest strengths as a result of participating in my program would be that I completed this program in 2 years and had a full time job.

A more holistic understanding of a leader's role.

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applying learning strategies to the classroom

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I believe what I have taken away from the program and has allowed me the opportunity to grow, is gaining a true understanding of the overall role of a school counselor, and the legal, moral and ethical responsibilities we have to the students and their families in which we serve. As well as to the various stakeholders, including outside communities with whom we work with. In addition, I believe I have gained strength in areas of communication, collaboration, time management, self-care, Crisis Response and Intervention, Implementing various techniques, tools and assessments when needed. As well as understanding that we as school counselors must complete our job without Bias and not let those Biases and personal opinions and experience affect the way in which we counsel and serve our students.

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Discovering my love for teaching literacy and helping all learners learn.

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I have learned to work with students from all backgrounds, understand all counseling techniques and how to appropriately use them.

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I've learned about different learning modalities of students and how to service all learners.

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My greatest strength as a result of participating in the School building Leader/School district leader program is school environment is important in all school activities and participation of the employees, parents, and students

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Differentiating

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Knowing how to differentiate instruction and intervention strategies

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Analyzing running records

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Diligence

---

I learned important techniques to be successful in my field.

---

learning how to apply myself to any situation before giving an answer

---

Understanding multiple ways to differentiate instruction and tasks for students with disabilities.

---

Students teaching has help me connect the theories I learn to my experience in the classroom . My greatest strength is planning a lesson that is age appropriate and considers the student' strengths and needs.

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Learning how to become versatile in teaching.

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i liked program

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The knowledge I gained about assessments is definitely a result of the program.

Gaining knowledge in my field

More experience

My greatest strength would be creating a lesson plan and implementing the concepts within the classroom.

online learning

Engaging learners

furthering my knowledge

It improved my knowledge of the content vocabulary and strengthened my writing skills to properly prepare IEP's and lesson plans.

My greatest strengths as a result of participating in the program is time management. I was able to manage my time effectively and put into practice the readings and weekly discussions into practice into my classroom environment..

Learning different techniques to apply to my teaching

Creating lesson plans and learning to teach.

The support and guidance

As a result of participating in the program, I know have multitude of teaching strategies to apply to my students with special needs.

N/A

Better understanding of special education

Learning classroom management strategies.

greater knowledge

My greatest strengths of participating in this program is thoroughness in my lesson plans.

Increased knowledge in subjects areas I had no prior experience in.

Time management

Being able to communicate with the students.

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Understanding strategies and new Material to teach

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Understanding how to differentiate a lesson for English language students

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Ability to work in a classroom and student teach

---

Evaluating my lessons plan to meet the needs of all my learners.

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Debt

**Q14 - 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).

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The layout of the practicum and field experience

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Create further website navigation options and additional ways in implementing technology to form an interactive experience with students.

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Provide more guidance on exactly what needs to be done and how to apply for the edTPA. Also, please provide more guidance with explicit on instructions on what needs to be done to apply for initial certification when completing your final semester.

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N/A

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Remove all of the busy work from the observation and student teaching class.

---

Better communication and faster communication

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Portfolio details should be talked about at the beginning of program and what and how we must upload.

---

I would improve communication with guidelines for end of program.

---

I would suggest revamping the advisement process. The advisement process is nonexistent as I have never had an opportunity to meet with my advisor (Onika Oliver). Emails direct you to make an appointment but no one shows up. Questions sent to my advisor are never answered. If not for the weekly meetings with Dr. Boble, I would have been extremely confused. Something needs to change. Additionally, I would suggest making weekly check-in meeting with the chair of the department a permanent thing. Dr. Boble was invaluable to my success.

---

the Practicum 2 is poorly thought out. The documents contradict each other, weirdly repeat themselves and are confusing to all who come in contact with them. Why is there a guidebook AND a syllabus? Why not just combine them and simplify the process? Touro could also pay its Professors as if they mattered. There is a strong correlation between increases in teacher pay and student outcomes.

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1) More remote courses in future 2) Organizing more Job fairs for NYCDOE if it is possible.

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none

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Alter some of the syllabus to fit the classes. 670's Syllabus has nothing to do with classroom management. No other suggestions.

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Clinical Residency Program

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communication

I have to say Professor Plancher is a terrific site coordinator. I truly looked forward to her positivity each time I interfaced with her. I had a great experience I honestly don't have any suggestions to improve the program. Being a NYC DOE employee I was able to dedicate 40 days of paid leave to complete my student teaching. I think the NYC DOE should increase the number of days toward this program. I did benefit from this experience.

N/A

More field work throughout the whole program, the residency program was amazing I wish I had more access throughout the program

ACTUAL Support for students and the cancellation of Practicum 2

I feel that in the course for technology within education it might be helpful to cover the use of the smart board in addition to some of the other elements that are discussed, because I feel that smart boards are found everywhere and that would be helpful. Another thing I think that might prove helpful is a guidance and a clear delineation of which exams students need to take for their respective certifications. Other than that, I feel that this program has been wonderful.

in person learning, easier practicum course

more online classes, less money

One suggestion would be for all educators and advisors to be trained on how to use Zoom effectively when it comes to courses, assignments, and class participation being conducted virtually. Another suggestion would be to also have more in-depth employment centers and resources to aid graduates in finding employment upon graduation. Exams and in-depth papers should be kept in moderation and educators should help students understand what's expected and needed when it comes to assignments that may come as a challenge for students.

unnecessary education courses and workshops regarding working for the department of Education and what will be expected as a counselor.

Have better staff in your Registrar who know how to communicate professionally and have more professor who know what they are doing instead of belittling students and criticizing them instead of positively critiquing and supporting students.

more communication with the students about requirements of what is needed prior to making a commitment.

While taking my literacy courses, there was no point at which we were taught any tips/tricks/methods on HOW to teach a child how to read. I've had to figure that out completely on my own. We mostly learned about how cultural diversity. Another suggestion would be

More online courses and independent work.

1. A class the dedicated to reviewing the Next Gen Standards and lesson planning. 2. A class dedicated specifically to writing IEPs using case studies.

N/A

Time appropriate feedback from some professors has room for improvement.

I think it would be great if the professors at Touro college understood the assignments that were on canvas. Sometimes there is a disconnect within the courses and the professors.

After each topic teacher should give some feedback

Better on-time advisement and more ways to see if professors are active or offline.

having better facilities to learn in.

A lot of the curriculum is teacher focused. Expand it to be more pupil personnel friendly

Better office management.

Perhaps more opportunities for real world practice, as well as more hands on preparation to become a teacher.

Giving more opportunities for students to learn to conduct assessments. And having an example of an assessment that we the students can practice how to complete this record.

I was fully satisfied.

Being more available and clear when answering students questions and what needs to be done

More time to complete assignments and provide information on classes before the start date (which text will be assigned, assignments etc).

I think that more variety in the assignments could be beneficial. There are a lot of lesson plans, which is important, but it becomes kind of redundant. Also, I think that the practicum course could benefit from more variety in the assignments. As an example, there are three assignments based on a video analysis that are exactly the same. Maybe including a different type of assignment would be more beneficial. Also, I think that Canvas could be improved in terms of the assignment descriptions and accuracy. At times, I have found Canvas to be quite inconsistent or unclear. If it could be updated to reflect the course requirements more accurately, or to simply be more clear in how assignments or rubrics are described, it would be very helpful to future candidates.

I honestly don't know what I could possibly suggest to improve this experience. The staff is supportive and always available for support and suggestions. They are always making recommendations for resources that we can find helpful. I loved this experience. I don't know how I will ever go back to being a paraprofessional. I will be graduating in June and am dedicated to finding a teaching opportunity as soon as possible in a high school.

Keeping students more informed and responding to emails.

n/a

Some of the work doesn't seem to be effective for it cooperating class. During student teaching, the workload is enormous and is based more on observation than evaluation of your own practices.

More supportive staff and the removal of insignificant assignments such as transcribing the teachers lesson.

I would suggest more live meetings over Zoom. They are very helpful.

None. I think that every professor gave valuable assignments to teach me how to identify reading problems in students. Professors took the time to speak on the phone or zoom calls to go over assignments to strengthen our knowledge in literacy.

better communication and more organization

1. Professors who are more familiar with the syllabus and technology. 2. professors should teach the subject they are assigned

More efficient academic advisors.

make the practicum unreliant on public school principals

My program was fully online, so maybe incorporating more virtual meetings for class discussions or questions. Also maybe include more models or videos of literacy specialists teaching and coaching, etc.

Some professor should be a bit more flexible to accommodate working individuals.

The Pactiuu, m course SEDN 695 is too much work, it needs to be revised.

everything is ok

The hours between non- certified and certified teachers are too different. Better system in getting student teaching placements for students.

The work load and the time to turn in work.

1. There are many in and outs to graduating and becoming certified. It is not easy to figure it all out on your own and I did not feel there was enough direction or assistance available. I never felt I had an opportunity to ask and get answers to questions about these items. This created and is still creating a lot of stress for me. More advisement and accessibility to advisement. 2. The Office of Clinical Practice was unable to help me find suitable placement and only offered placements in the city. Several of my emails went completely unanswered this was disappointing after how much money I have paid for this degree.

Allow more opportunities for students to learn more about real life situations & provide more exemplars for tasks that need to be complete throughout the program

The practicum class is a work overload. so scaling back just a little so candidates can relax for a minute. Also, advisement should be a little more hands on. Sending a PIN and not being able to really speak with someone is not helpful.

Clearer explanation of assignments

Some of instructions for the modules are a bit hard to follow because of the amount of components. Also, a bit more time could have been allotted to do a couple of the modules within the first 5.

Better professors and more organization

More online courses.

Some professors need to be taught how to use the technology to teach properly. Make the information on Canvas more organized.

Specific and clear instructions

Nothing

More scholarship opportunities for qualifying students and better financial aid counseling.

Give all students the same support when it comes to registration concerns. Make the practicum course work more realistic.

Less paper work in the practicum and more school observation

More time spent on actual classroom teaching skills necessary to teach in one's own classroom such as specific grade curriculums and teaching strategies.

Online work was over whelming

Regular updates to the materials used every semester, and more active dialogue with the instructor(s) relevant to the materials used in the modules.

The workload for practicum and the time to complete the activities in each module

I believe the writing seminars should begin at the beginning of the students semester. The area to submit assignment could be a little more organized

more hands on assignments like learning to write an IEP or assessing children properly. less written assignments would be beneficial and maybe a course on how to write a highly effective lesson plan.

Increase in communication and reduce number of weeks for the online classes.

N/A

Give more opportunities for people who are not already teachers or working in schools

N/A

I think since it is a special education program, there needs to be more focus on the process of evaluations and writing IEPs for students. I will be graduating shortly and unfortunately none of my classes have prepared me for the very important task of writing IEPs. This is concerning because as a special education teacher I will be in charge of writing IEPs and recommending students for evaluations and services. One more concern that I have is that I feel as though the fieldwork/practicum courses are not geared toward people with full time jobs who are working in the education field. The amount of hours necessary to complete is very high for people who work full time; it is very hard to fulfill these hours.

N/a

I wish advisement occurred throughout the semester to see how we are doing and if we have issues with the coursework. I hope in the future even with return to the building there is the option to live stream via Zoom to the class for those who work and cannot make it into the building by 5 pm.

Too much work and not clear enough what to do in Practicum because of Covid. I feel like I'm doing double the work.

Prepare students for the state exams.

More accessibility for advisement, less red tape.

Be aware that there are students who take the online degree and can't be there physically. I kept getting calls to be on campus to meet but I live about 5 hours away.

Teach more about how to create an IEP and IEP modifications.

The courses could provide more information early on in using Danielson, HLP, DOK and Blooms Taxonomy. Show simulated videos on teacher observations and studies(videos)with students having the 14 disabilities and how to work with the those students.

1. More visual prompts to go along with lesson plans. 2. More interactive ways to engage students.

Certification workshops. Helping navigate the TEACH website.

N/A

lessen written work, add more internship hours

One of my original suggestions was to have the program be available completely on-line for those students who would prefer that type of study. However, recently the program was approved to be an on-line program.

More hands-on practicums throughout the program. I believe the practicum prepares students much more than the other courses.

I really enjoyed the online classes offered this past year.

Incorporating classes that discuss gender and race biases in education.

One suggestion that I believe would improve the program is to have more field work throughout the course work instead of just at the end for specific courses. another suggestion that I believe could improve the program

Time consideration for hours and written work in practicum

Online recorded lessons and state test preparation.

Flexibility amongst student circumstances & supports to accommodate student needs.

N/A

syllabus, on many occasions professors does not understand the it themself and they cannot explain it to us

Winter sessions

Provide more opportunities for more group activities during classes and expose students to more real live experiences in the world of teaching

more information that will help to prepare license

The administration of the program should have more knowledge of requirements. I was incorrectly advised more than once and when speaking to peer, more than a few experienced the same.

Eliminate canvas, and have clearer instructions.

Practicum courses are very time consuming. Hours and written work should be considered.

more direct contact with prof

More locations and online options

less assignments in the edtpa class and just more hands on work. letting years of service in the doe count in place of some classes.

Some professors take a very long time to provide adequate feedback.

The two suggestions that I believe that could improve the program is having more classes available during all three semesters. Also, have more teacher preparations workshops available. .

Give more opportunities to learn how to write an IEP and learn more about special education laws

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understanding student background and respecting students point of view

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I would have liked to see more direct instruction from the professors, as well as a more direct way to reach out to advisors.

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Overhaul the entire course to actually be informative and interactive in the actual class. The majority of information in the modules was either irrelevant to the teacher's lesson or completely unrelated, as if students already knew enough without the class. By extension, most of the assignments were cut and paste from previous years or templates and showed no real concept of learning, or even how they were connected to the rest of the course.

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Professor must be culturally sensitive

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Professors should have more control over the syllabuses to reduce the amount of frustration and confusion between both students and professors. Also, writing test prep for the required tests in order to become certified into the curriculum, so that the program is actually preparing us to succeed and finish strong.

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more understanding for educational employment situations in regards to field work/practicum

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I think that the amount of work each module was a lot to get done while still working a full time job. I also think that the courses could be more clear in what is expected across the board. My time at Touro each teacher told us something different about Turn it in and the requirements.

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Maintain academic standards. Be more selective when hiring professors.

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Preparations for the license tests and edTPA.

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Having more of a person to person advisement, instead of over forward emails. More time to do certain assignments.

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Professors and students to be on same level of understanding what's required.

---

Better communication from non faculty.

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Someone to answer the phone or someone to answer general questions

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## **INSTRUMENT**

End-of-Program Survey Spring 2021

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 and Research).	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 and Research).

	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

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).	of each student (Professional Commitment to Action, PSEL 8).	of each student (Professional Commitment to Action, PSEL 8).	of each student (Professional Commitment to Action, PSEL 8).	of each student (Professional Commitment to Action, PSEL 8).
	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 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

	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).	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.