



END OF PROGRAM SURVEY 2021-2022 (EPP), Initial and Advanced Programs

PURPOSE

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

ADMINISTRATION

The EOP 2021-2022 survey was disseminated electronically via email to candidates completing their program during that academic term. Of the 466 candidates to whom the survey was emailed. Of the candidates responding to the demographic items, they were white, non-Hispanic (57.30%), Hispanic (13.30%), Black, Non-Hispanic (15.24%), Asian or Pacific Islander (8.37%), and more than one race (5.79%). 88% of the graduates were female, 11% were male, and 1% Non-binary/Other. The programs represented were

Education and Special Education B-2 (MS) 152 responses (32.62%), Education and Special Education 1-6 (MS) 126 responses (27.04%), Education and Special Education 7-12 (MS) 44 responses (9.44%), Mathematics Education (MS) 3 responses (0.64%), Jewish Childhood Education and Special Education 1-6 (MS) 2 responses (0.43%), Instructional Technology (MS) 12 responses (2.58%), School Counseling (MS) 35 responses (7.51%), School Leadership (MS) 49 responses (10.48%), Teaching English to Speakers of Other Languages (TESOL), (MS) 24 responses (5.15%), and Teaching Literacy (MS) 19 responses (4.08%). 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. 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 is combined, as is the data for School/District Leadership, due to the similarity of outcome measures and discipline-specific outcomes for both departments.

EPP. The criterion for success was met for all items, as the Means are above 4.0. Item “Intentionally reflect on my practice for continuous improvement” had the lowest Mean (4.37) 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 Means (4.43).

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 (4.17).

Jewish Childhood Education and Special Education 1-6 (MS) The criterion for success was met for all items, as the Means are above 4.0, except item “Master major concepts within my discipline to positively impact the college and career readiness of all learners” which reflects the lowest Mean (3.50).

Special Education 7-12 (I). The criterion for success was met for all items, as the Means are above 4.0. Item “Master major concepts within my discipline to positively impact the college and career readiness of all learners” (Discipline Knowledge and Skills) reflect the lowest Means (4.27).

Mathematics (I). The criterion for success was met for all items, as the Means are above 4.0. Item “Effectively analyze assessment data to inform decision-making” (Data Literacy and Research) reflect the lowest Means (4.0).

Instructional Technology (A). The criterion for success was met for all items, as the Means are above 4.0. Item “Master major concepts within my discipline to positively impact the college and career readiness of all learners (Discipline Knowledge and Skills) reflect the lowest Means (4.42).

School/District Leadership (A). The criterion for success was met for all items, as the Means are above 4.0. Item “Positively impact learning outcomes for all learners” reflects the lowest Mean (4.65).

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

The criterion for success was met for all items, as the Means are above 4.0. Item “Skillfully use multiple forms of assessment (Data Literacy and Research)” reflects the lowest Mean (4.04).

Teaching Literacy (A). The criterion for success was met for all items, as the Means are above 4.0. Item “Apply my knowledge of educational technology to support learning” reflects the lowest Mean (4.26).

School Counseling (A). The criterion for success was met for all items, as the Means are above 4.0. Item “Intentionally reflect on my practice for continuous improvement” reflects the lowest Means (4.43).

PROPOSED ACTIONS FOR IMPROVEMENT

EPP. To improve the Mean (4.37) for item “Intentionally reflect on my practice for continuous improvement” 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). The target goal is to improve the current Mean of 4.43 for the criterion item of “Intentionally reflect on my practice for continuous improvement” The program will Integrate the IRIS Modules, Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities in course EDDN 625 and Integrate High-Leverage Practices in Special Education: Assessment Research Syntheses in course EDSN 640.

Childhood Education/Special Education 1-6 (I). The target goals to improve the current Mean of 4.17 for the criterion of “Intentionally reflect on my practice for continuous improvement” The program will schedule additional educational technology training and integrate instructional technology into the course assessments in methods courses – EDSN 665, EDSN 603, SEDN 667, SEDN 670.

Jewish Childhood Education and Special Education 1-6 (MS) The target goals to improve the current Mean of (3.50) for the criterion of “Master major concepts within my discipline to positively impact the college and career readiness of all learners” the program will add additional Focus in JESN 600 to Concepts relating to College & Career Readiness for all Learners.

Special Education 7-12 (I).

To improve the Mean (4.27) for item “Master major concepts within my discipline to positively impact the college and career readiness of all learners” syllabi will continue to be reviewed to determine the content that is addressed. The target mean is (4.35).

Mathematics (I). The target goal is to improve the current Mean of (4.0) “Effectively analyze assessment data to inform decision-making (Data Literacy and Research) by including a module in MTHN 651 -Teaching Curriculum and Assessment in grades 7-12 on analyzing assessment data to inform decision making. A class during MTHN 681 will be devoted “Effectively analyzing assessment data to inform decision-making.

Instructional Technology (A). To improve the response rate to 20% by modeling the use of survey data as a means of peer and program feedback in coursework.

School/District Leadership (A). Program Outcomes: To improve the lowest mean from 4.65 “Positively impact learning outcomes for all learners” there will be an additional assignment in EDDN 612: Curriculum, requiring the candidates to create a curriculum unit indicating adaptations for at least two specific groups of learners in need of additional support and the expected goals for the groups.

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

To improve the lowest Mean from 4.11 to 4.5 for item “Intentionally reflect on my practice for continuous improvement”, the department field supervisors will engage candidates in dialog on personal biases as a reflexive praxis exercise during required practicum seminars II and III in clinical practicum course EDDN 680.

Teaching Literacy (A). To improve the Mean for “Apply my knowledge of educational technology to support learning” (4.26) to (4.50) faculty will model technological tools for candidates (i.e., VoiceThread, YuJa, Padlet and Flipgrid).

School Counseling (A). To improve the mean of (4.43) in item “Intentionally reflect on my practice for continuous improvement” practice techniques in internships will be incorporated from school counseling certification examination in culturally responsive context.

DATA CHARTS

END OF PROGRAM SURVEY: INITIAL AND ADVANCED PROGRMS			2021-2022								
	EPP n=466	Math n=3	B-2 n=152	1-6 n=126	Jewish Education n=2	7-12 n=44	IT n=12	School Counseling n=35	School Leadership n=49	TESOL n=24	Literacy n=19
Intentionally reflect on my practice for continuous improvement (Reflexive Praxis) (CAEP 1, A1, INTASC 9).	4.37	4.33	4.43	4.17	4.5	4.3	4.75	4.43	4.65	4.11	4.26
Believe all learners can learn (Learner Centeredness) (CAEP 1, A1, INTASC 1).	4.53	4.67	4.51	4.4	5	4.64	4.83	4.66	4.67	4.26	4.53
Understand the differences among diverse individuals to promote learning (Learner Centeredness). (CAEP 1, A1, INTASC 2 & 8).	4.5	4.33	4.5	4.35	5	4.52	4.75	4.69	4.69	4.19	4.42
Positively impact learning outcomes for all learners (Discipline Knowledge and Skills) (CAEP 1, A1, INTASC 2).	4.47	4.33	4.5	4.33	4.5	4.48	4.75	4.6	4.65	4.15	4.37
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).	4.41	4.33	4.49	4.2	3.5	4.27	4.42	4.69	4.71	4.11	4.37
Advocate for educational equity (Professional Commitment to Action) (CAEP 1.4, A1, INTASC 9).	4.45	4.67	4.47	4.24	5	4.43	4.58	4.77	4.69	4.22	4.37
Skillfully use multiple forms of assessment (Data Literacy and Research) (CAEP 1, A1, INTASC 6).	4.43	4.33	4.49	4.25	5	4.41	4.67	4.6	4.67	4.04	4.26
Effectively analyze assessment data to inform decision-making (Data Literacy and Research) (CAEP 1.2, A1, INTASC 6).	4.38	4	4.45	4.19	4	4.3	4.58	4.54	4.65	4.07	4.37
Apply my knowledge of educational technology to support learning (Discipline Knowledge and Skills) (CAEP 1.5, A1, INTASC 8, ISTE 6).	4.45	4.33	4.52	4.21	4.5	4.5	4.83	4.69	4.67	4.19	4.26

Q13 - What would you consider to be your greatest strengths as a result of participating in your program(s)?

I gained the most knowledge about differentiated education and a differentiated approach to students.

I learned to use different technology to engage all learners regardless of their needs.

Creating Assessments

The access to the main resources that I printed, bookmarked, downloaded or own because I have the book required for the course.

Being able to understand being culturally responsive and differentiation of instructions strategy improvement

Learning at my own pace

I learned the different types of disabilities and the strategies to manage them.

Flexibility, determination

The knowledge that I learned that I can use in my field and the persistence to learn more.

Being able to take what I learned and use it in my actual job.

The fact that it was online and self-paced

I feel confident being able to work in my field as a result of materials that I have used and learned throughout this program.

Hands on teaching

My ability to hold conversations with peers and utilize new technology into my classroom

I would consider my knowledge of applying evidence based teaching practices is my greatest strength as a result of this program.

Overall I am a better teaching after taking my courses. I learned how to better support and teach my students in ways that meet their variety of needs.

I think reflecting on my teaching in Literacy and learning other ways to improve it

Disciplined, responsible, prompt, respectful

Growth in teaching reading and administering/identifying/creating assessments

Studying the history, current state, and future of all things education through reading and meaningful discussion.

My strengths are the drive to learn, and being efficient.

My greatest strengths is being passionate in teaching young children, being hardworking person and strive more to achieve my career goal. Another strength is my self-determination or will power that I can finish my master while I'm working. This program helps me to expand my knowledge both in teaching and my experience. I become more equipped in my chosen career.

My ability to reflect on my own practice and make meaningful adjustments to better my instruction for all students.

Advocating for students with disabilities, strengthen writing skills.

I was prepared for the SBL/SDL exams. Along with the experience I gained in my school, I think I'm prepared to move up professionally.

I have a much more thorough understanding of school law, finances, and use of data-driven instruction.

Being more knowledgeable in special education.

I have learned more about the pedagogical approach to education.

learning so much about different areas in ECE

Gaining more knowledge that I can use in the field and understanding the art of teaching.

I would consider my greatest knowledge in assessing students' knowledge.

Class Atmosphere. Patience

Being in an online class improved me in using technology.

My greatest strengths is attaining a quality learning experience of my field, gaining ability to use research skills, and improving my writing skills.

Knowledge of studies

learning new literacy strategies, applying the work to my classroom

Time management and dedication to pursue degree.

The development of a successful course with outlined learning objectives and mapped assessments.

Understanding how to intergrade technology into everyday classwork and better understanding on how to teach teacher/students how to use technology.

My greatest strength is the knowledge and skills I can apply within the classroom.

I think I have become more aware and reflective of my instruction decisions

I have a strong understanding of the considerations school leaders must face.

Putting practices being learned and talked about into play within my classroom and assessing for feedback.

I pay a greater attention to detail.

Collaborating with all stakeholders for the benefit of the students served.

This program highlighted the importance of communication and taught me various communication methods that I have applied in my workspace.

I learned how to look at education from a leadership perspective from both a building and district view.

To support all types of learners

Helping me to think more globally as a leader in a school community.

Collaborating with others and providing an exceptional environment for all stakeholders

Learning new methods of assessing curricular guides.

Understanding what it takes to be an effective leader

I gained a better understanding of what goes on "behind the curtain" as a school leader and all that goes into making a school function smoothly and effectively

I have learned to reflect on my own practice and make adjustments to my teaching practices and strategies. I also learned how to support all learners in the classroom. I believe the greatest strength a teacher can have is their ability to continue learning and growing.

Mastery of concepts, use of online tools

How to lead ethically and ensure all my stakeholders are involved

I learned many new things in this program. But my greatest learning and strength is using online tools for the classroom.

Learning how to incorporate technology in every lesson

Ability to use technology and collaborate with my peers.

The program has helped me increase my knowledge of the different disabilities that my students may have, and how I can attempt to effectively teach them.

The prior knowledge I was able to interject into all assignments.

My greatest strengths are creating a culture to promote leadership in individuals in a school building or district. Building on the strengths of individuals to support teams, and foster learning throughout a school building.

I learned how to apply classroom content to my own teaching experience.

Creating IEP's

Acquiring new knowledge and applying it

Feeling confident in my ability to teach, lesson plan, and advocate for myself and my students.

collaboration and utilizing resources

Gain more knowledge about special ed and specific strategies to help students with special needs.

Student engagement and communication. Problem solving in the classroom.

As a result of participating in my program I became more professional working with students with special needs and in the general education classroom. Skills and knowledge that I have gained will help me to create a welcoming environment for all my young students and support them in cognitive, emotional, social, and physical development.

My greatest strength is that my program gave me an opportunity to work and adapt to students that have unique goals, and needs, using various strategies and developing different approaches for each child.

Being able to work in a classroom as a result of student teaching

Lesson planning and delivery

My greatest strength (s) is the ability to self-assess in order to transfer the knowledge to the students. Also to see my student's strengths and weaknesses and adjust accordingly.

Completing challenging assignments in a timely manner.

Preparing lesson plans. Developing a leadership perspective

Mental Strength and patience

I consider learning how to plan a strong and effective lesson plan would be my greatest strengths as a result of participating in the program.

To differentiate instructions and plan a lesson based on students' needs

My greatest strength as a result of participating in this program is the ability to use different strategies with teaching literacy. There are so many effective programs and assessments that I learned about.

Working in groups with others

Improve my teaching strategies

it prepare me to be more professional in my career and it prepare me to be a teachers

The greatest strengths, after participating in the program is having an understanding of how to teach kids in 21st century schools that have a dimension of difference.

finding research based evidence

the knowledge gained

Understanding key concepts and materials being applied in appropriate scenarios.

Understanding the importance of a shared vision and collaboration.

Using assessment and using different counseling theories

Learning more about my field

Knowing that every child can learn regardless of their disability.

Self-reflection of my skills as an educator

My greatest strength as a result of participating this program is love of learning and teamwork.

Learning how to differentiate instruction

Working Collaboratively

Creating lesson plan

My greatest strength as a result of completing the program would be my ability to use the skills I have acquired from the program I have enrolled in.

I am able to adapt my lessons to all learners, able to address diversity and parent communication

I would say that I feel very comfortable writing lesson plans.

Identifying leadership styles that best fit a situation/school culture

communication

How to reach diverse students

Know more specific knowledge to the targeted age group

Learning to stay focused and committed to the work

My greatest strength as a participant for the program of School Counseling was learning to adapt to change and continue to understand the changes life can make. With Covid19 it could have been more difficult but thankfully with the program of access online and giving a chance to complete the work made me get to where I am at.

I am able use various strategies to help students of all socio-economic backgrounds and ethnicities.

Hands on learning, learning at my own pace, field practice really brought to light the importance of each course and showed how it was applicable.

effective communication skills, a greater knowledge of school counseling

I can advocate for myself and I'm very independent as a learner.

My greatest strength that I received from this program is strengthening my interpersonal skills to help build strong relationships with students.

I become more confident within the practicum and internship hours of service.

I strengthened my knowledge and skills in many areas, most importantly how to help people.

Utilizing talk therapy strategies & planning/implementing Counseling programs

I gained great knowledge in managing behaviors, crisis counseling, ethics, advocating for minority students and supporting students with disabilities. I learned many skills and strategies I will use to counsel students in diverse populations. I learned how to best highlight students strengths to assist them in reaching their goals and in living a positive life. I learned how to assist students in their future careers. I learned best practices to collaborate with school staff and communities to promote a positive school community.

Learning to be open-minded and to be a better listener.

Connections to professionals in the field

Self-awareness

Increase in communication skills

I feel I have thoroughly learned how to counsel students in a school setting and how to deal with different situations that may arise.

The knowledge

My greatest strength would be in relation to multi-task and handle working full time and completing the program.

Knowledge of Pedagogy

Differentiating.

Creating lesson plans that are engaging, meaningful, and effective to teach all students of different ages.

Bette tinder standing on what education is.

Greatest strength as a result from the program is learning how to differentiate instruction to fit the needs of all learners.

The Professors have effective knowledge for the teaching course

Self-achievement, Reading IEP

Implementing effective instruction

Learned how to be a better teacher.

I am aware of the school system, have acquired vast knowledge in various fields , pedagogy, assessments, technology, teaching skills. I love the format and the courses offered in this program . I strongly recommend this program for the aspirants.

As a result of participating in Birth through Second Grade my greatest strengths is to adapt a lesson according to what the goals are on student's IEPs. I have improved in Higher Order thinking questions. I have improved in formative and summative assessments.

I believe that my greatest strength as a result of participating in this program is my communication skills, patience and understanding for the world of children and their emotions.

Understanding building leadership laws and regulations. Also knowing how to handle difficult situations.

I was able to observe another teacher and classroom of a higher grade level.

knowledge and the ability to have research based lesson plans

Work collaboratively with others and provide effective instruction.

Reflective practice as an educator.

My biggest strength is my lesson preparations.

Time management. The knowledge I gained

Learning about differentiated learning, multicultural learning, and understanding the many hats that counselors wear and that their focus isn't simply on counseling or mandated counseling.

Proximity and space for discussions among faculty and students

Learning from others and picking up useful information from discussions

Knowledgeable in different teaching strategies

becoming an educator

My great strength was understanding IEP templates and Technology

My biggest strength is following through with the program. School in general is difficult but the professors and staff have been wonderful.

Being able to support families and develop strong home-school relationships. Being able to modify and differentiate instruction for all students

My understanding for the emotional and the needs of children, especially in the Early Childhood level

Learning how to be equitable and meet all different needs of the children.

Teaching in a school setting.

Instructional Design and applying multimodal learning

I believe my greatest strengths of this program was my ability to learn about different learners and strategies. I was able to apply these practices to my current teaching instruction. I know that I am and will always be a learner.

Reflection on teaching practice, how to enact RTI and UDL in the classroom

My greatest strength as a result of participating in the program is that I've become more self-reflective and more conscious of my students' needs.

becoming reflective

Touro College has strengthened my love for teaching diversity and equality for all students.

As a result of participating in my program, I would consider my greatest strengths to be the ability to research effectively and applying different strategies even with my students now to better help them in their literacy.

The ability to work at my own pace but also receive support from my professors when I needed it.

lesson plans, collaboration, Organization

Technology and information to further support my education as well as the parenting class preparing teachers to communicate with

The ability to recognize quality teaching and provide feedback.

Learning about technology

Learning how to differentiate and engage all students.

Incorporation of technology

Learning how to teach students with disabilities, students who's first language is not English and how to create a safe space for your students.

Learning to analyze data

Understanding my teaching style and understanding the community of diverse learners that we have.

Knowledge about educating 1-6 and perseverance

I've learned that the best leaders lead by example.

Creating lesson plan. Teaching

I enjoyed the flexibility in meeting deadlines.

Being able to apply what I've learned into my teaching currently.

I have become a more knowledgeable educator

Ability to meet deadlines. Peer collaboration

Touro School of Education has allowed me to confidently become who I am in the classroom.

I have learned a great amount of knowledge when it comes to dealing with children with special needs that I will make use in my career. I taught me how to properly handle students in certain situations as well as working well with other colleagues.

I have developed an understanding of students with various educational and counseling needs.

I now know how to teach students

Intentional planning and time Management

I think becoming a better communicator. Working in education, you have to be a great communicator with children, parents, colleagues and administrators. Through the instruction I've learned to effectively express myself which has always been a problem of mine. I'm not a particular social individual, however, I do believe that I have become a better communicator.

Implementing technology, differentiating materials, planning/creating units

My ability to differentiate learning for all students in my classroom.

I have learned that I teach children not lesson.

Consistency, I completed program I did not give up.

My rapport with the students and comfort in working in a school environment

Being able to assessment my students using different tools.

My greatest strengths resulting in participating in this program would have to be the confidence I now have as an educator. I owe that to my amazing professors.

Gained knowledge of instructional strategies through Communication and collaboration

Ability to teach children with all types of disabilities. I will be an effective teacher

Learning to become more assertive

The exposure to the arts. The behavior of the educators that I have had the pleasure of encountering; which have modeled the educator that I aspire to be. .

Being a lot more educated in multicultural education

Being able to apply what I learned in my classroom.

Able to reflect on my own teaching and ability to find a job in a school of my choice.

Teaching all sorts of students. (Special education/ gen ed)

I understand school leadership

understanding how to teach diverse learners, parent professional partnerships

I think this program has allowed me to look for the root of a problem in order to find a solution. There are many times where I could see that my student(s) were struggling, but couldn't stop to think about "why" they're struggling and how to best serve them. I've learned to research strategies outside of the ones in my toolbox and use the new ideas I've learned to best help my learners. Overall, I'd say it has given me a more robust understanding of teaching strategies.

Advocating for all students.

What I consider to be my greatest strength is culturally responsible

writing and communication skills and having a masters degree

I have not grown as a teacher at all because of this masters.

The greatest strengths were implementing technology, the discussions and completing field work

Ability to collaborate and effectively communicate

Discussion based platforms that allows educators to connect with each other.

Being more critical of the RTI process and more knowledgeable of how students of color and ELLs are over represented.

Being able to teach my students effectively. Getting my degree

Greater knowledge of special education

Collaboration with other students and the articles that were provided were very powerful.

A passion for equitable education opportunities for all students and the ability to engage in sincere and thoughtful reflection for the benefit of my practice and my students

Understanding the collaborative nature of leadership

Lesson planning for diverse learners, using scaffolds and differentiation.

Two of my greatest strengths as a result of participating in this program was learning closely how to manage a classroom and how to differentiate and modify students assessments.

My communication skills, and understanding for the emotional world of children—especially at elementary level

Effectively learning ways and strategies to use in my teaching.

This program has prepared me to be culturally aware. As well has how to create effective assessment for all students of all learning styles.

My ability to differentiate instruction. Learning new information

I will be Professional Teacher

The ability to differentiate instruction for special needs students,

My strong will to finish the program

Learning how to become a professional in this field

Sticking to routine/deadlines, differentiation strategies

writing strong lesson plans with measurable objectives

Using data to inform instruction, assessment, flexibility

I learned a lot about the history and legislation regarding special education.

The education taught to me by my professors

Learning how to use technology in the classroom to help all learners.

The ability to differentiate instruction for students with disability

Communicating with parents

Diverse learners, cultural backgrounds, running records

I would say my strong will to compete the program

Being knowledgeable about writing IEP

The understanding of how to support diverse learners.

Stronger educator

Completing all assignments on time and communicating with my professors regularly.

Acquired skills in teaching students with disabilities.

Writing student PLOPs and focus learners.

An overall understanding of all of the aspects of being a building admin.

Everything

I was able to apply much of the information that I learned in my course work to my current classroom. As a classroom teacher, I used many strategies that I learned throughout my studies.

Implementing new technology into my classroom.

time management

My greatest strengths as a result of participating in my program is the proper way to assess students and the proper way to create a positive learning environment.

Using technology in the classroom. Prioritizing time to do the grad work.

The greatest strengths as a results of participating in this program is that I feel more prepared to teach students with disabilities. I know how to adjust practice to accommodate all learners. I also learned about the changes in education throughout the centuries and decades.

Knowing different disability diagnoses and different strategies to help diverse learners

Knowledge of special education practices, and differentiating instructions.

Concepts and strategies to use in the classroom

learning how to incorporate cultural differences

My awareness of and ability to work with students with special needs. I also feel refreshed in practices for meeting the needs of all students (not the same way I have for the past 8 years).

While taking the TESOL program I met wonderful professionals who taught me how to analyze the needs of students and to apply best practices in teaching methods. During lectures it was very valuable to me to work with my classmates in groups where we shared our experiences, exchanging useful information, ideas for teaching and reference sources.

Due to practicum I and II, I have built the greatest strengths as a future teacher.

Different Special Education Methods

My greatest strength as a result of participating in the program is the ability to self-reflect and adjust accordingly.

Working with students with disabilities

Literacy

Ability to see different perspectives in all aspects of teaching

teaching students of various levels and cultures

Differentiating instruction to support individual learning needs.

Better teaching practices

I was able to learn a lot about effectively teaching English language learners and apply it into my own classroom.

Being able to adapt from in person to remote (including working in groups this way) and creating diverse lessons

Differentiating assessments and assignments

Using different strategies to work with a variety of kids.

my knowledge to bring into my future career

Relationship building

Supervisors support

My greatest strength would be obtaining a Master's Degree which will help me land a job in the field I am passionate about.

Engaging Lesson Planning

Planning and differentiating lesson for all learners.

More resources to support my students and the ability to implement a wider variety of supports.

Experience from others

Understanding that all students can learn and interact using the same curriculum. Also, the importance of being held accountable for upholding the laws and policies of education; specifically that of the Individuals with Disabilities Education Act.

My greatest strengths would be that since I have been in the classroom before I was able to relate a lot of what I learned in the classroom settings/

My greatest strengths in participating in this program would be how to apply skills which can help my students in the classroom and outside the classroom.

Knowledgeable, versatile early childhood educator.

Communicating with various people.

Learning how to assess students and learning to work with students in diverse settings.

Understanding theory behind practice I. Order to better support all learners

Viewing different aspects, opinions, and life experiences from faculty and fellow students.

I got a huge experience as well as all necessary knowledge and skills

Time management, cultural diversity

Organization of lesson plans and assessment

Gained confidence needed to teach.

Understanding the roles and dynamic of leading a school building

Providing supports for students with disabilities

Learning the educational language

Scaffolding instruction and Differentiation ability

I am prepared to teach students of all races, status and academic level. I take pride in providing a good education to all students.

Learning more about education and special education

Getting in front of the class when presenting class work.

Being able to plan lessons effectively.

Gaining experience from others.

One of my greatest strengths as a result of participating in the Leadership Program is my ability to use technology more effectively in an educational setting.

Differentiating lessons based on students strengths.

Learning theory and standards

Learning how to teach over zoom

the ability to adapt to any classroom environment

The abundance of new knowledge and confidence gained.

Expand my thinking

Creating purposeful assessments.

The ability to utilize many approaches to teach literacy to diverse students

I know what I do and do not want to do in my future endeavors.

Expanding research and materials for my classroom

Improving my direct instruction

Implementation of meaningful lesson plans.

Knowing how to incorporate technology into the classroom

Professor support

Q14 - Please list at least two suggestions that you believe could improve the program(s).

I think the program offers things that a teacher needs like workshops and other information. They give up- to - date information too.

I have no suggestions at this time.

Better communication with advisors

Offer more courses in person during weekends

how to get parents more involved use of technology

I don't have any suggestions at the moment. Overall I was satisfied with the program.

Better interaction with office staff and flexible meeting times.

Incorporate the SIMS into EVERY class, and teach more about how to work with a budget in NYC during the finance class

I appreciate the simulations and discussion boards

I was very happy with the program

So far, can't think of any.

I don't have any suggestions. It was great.

I believe that the program is designed with great effort with great vision with suggested books and courses that offers more interesting way to teach social studies.

I had a great experience. I started with UFT and matriculated into Touro. I wouldn't change a thing.

Offer courses on current applications used in Corporate, i.e. Adobe Captivate, Storyline, Rise

Great program. Thank you

My experience was great at Touro, I cannot think of any suggestions to improve this program.

INSTRUMENT

End-of-Program Survey 2021-2022

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	a. Intentionally reflect on my practice for continuous improvement	a. Intentionally reflect on my practice for continuous improvement	a. Intentionally reflect on my practice for continuous improvement	a. Intentionally reflect on my practice for continuous improvement

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5
	(Reflexive Praxis). Strongly Disagree 1	(Reflexive Praxis). Disagree 2	(Reflexive Praxis). Somewhat Agree 3	(Reflexive Praxis). Agree 4	(Reflexive Praxis). 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
	Knowledge and Skills). Strongly Disagree 1	Knowledge and Skills). Disagree 2	Knowledge and Skills). Somewhat Agree 3	Knowledge and Skills). Agree 4	Knowledge and Skills). 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

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

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

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)
- m. 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). 1 Strongly Disagree	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). 3 Somewhat Agree	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
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	Effectively engage	Effectively engage	Effectively engage	Effectively engage	Effectively engage

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

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