2020-2021
One-Year Completer Survey Data
Initial Programs

Survey sent to 139 completers from 2020-2021, of which 59 were BA Childhood/Early Childhood. With six responders giving a 10% response rate for the BA Childhood/Early Childhood Program.

Note: when the survey was initially sent there was a glitch in that some of the questions were not asked of all participants this was fixed but there may be some questions without data from a few responders.

BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Please select the program you completed at SUNY Potsdam.
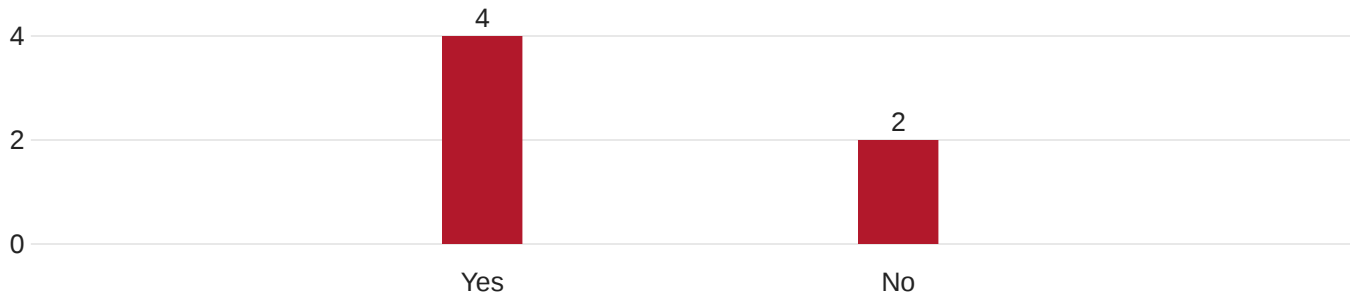

Have you completed all of your initial certification exams?

● Choice Count

BA Childhood Early Childhood 2020-2021 One-Year Completer Survey
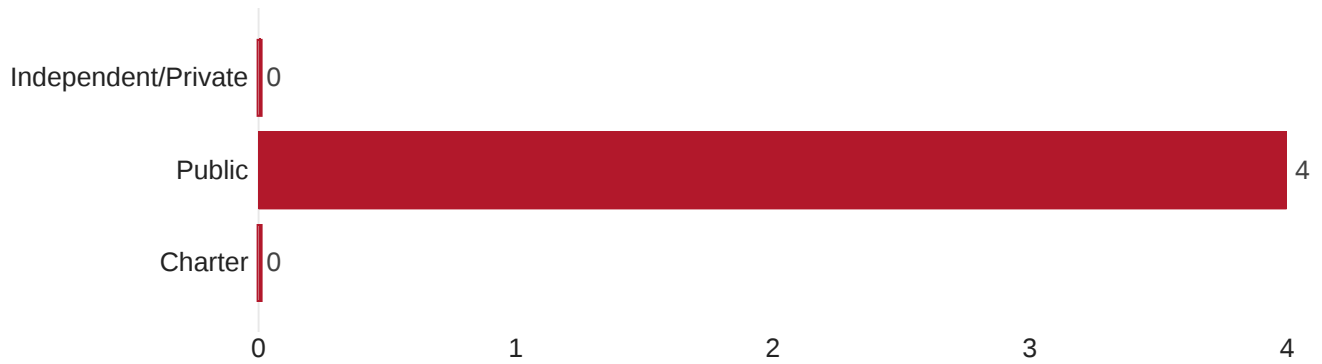
Are you currently employed as a teacher?

Field	Choice Count
Yes	4
No	2
Total	6

Please note: Respondents that answered no to the "Are you currently employed as a teacher?" were done with the survey at that point.
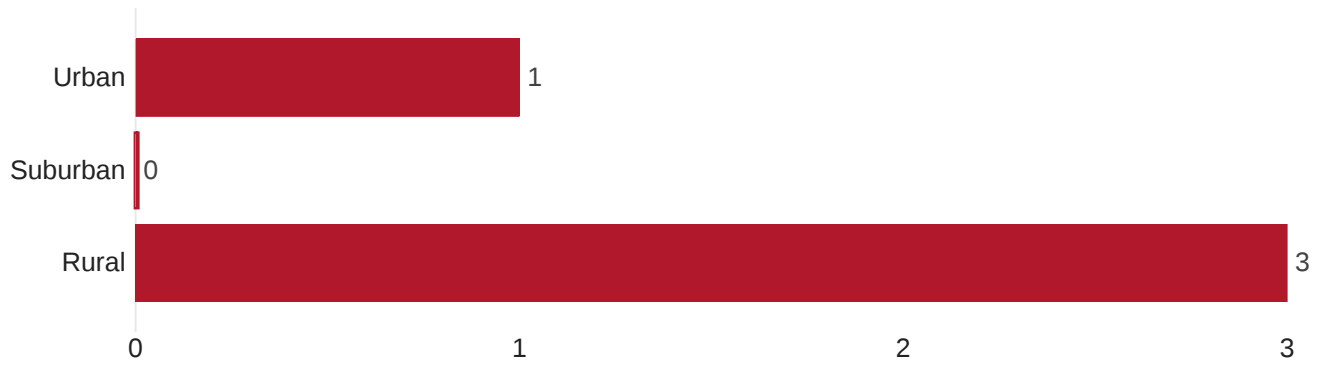
BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

If employed in a school, please indicate its type.

Category	Value
Independent/Private	0
Public	4
Charter	0

BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

If employed in a school, please specify its location.

Location	Count
Urban	1
Suburban	0
Rural	3

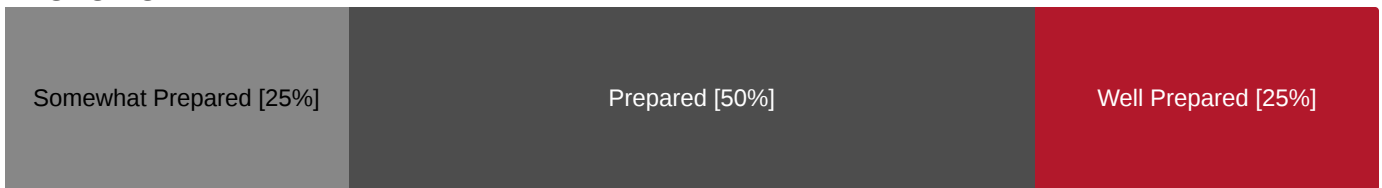# BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Please reflect on your level of preparation following completion of your program. In my Initial Certification program, I felt prepared to….

Teach the content associated with my discipline.

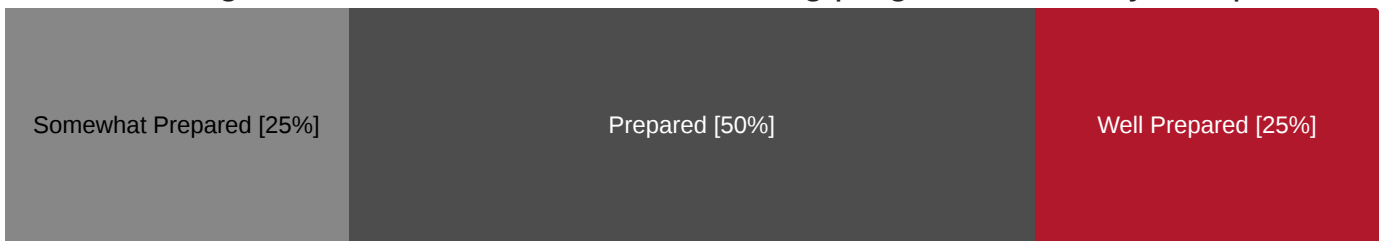| Somewhat Prepared [25%]	Prepared [50%]	Well Prepared [25%]

○ N/A　　● Not At All Prepared　　● Somewhat Prepared [1]　　● Prepared [2]　　● Well Prepared [1]

Plan learning experiences that make the content in my discipline accessible and engaging for students.

Somewhat Prepared [25%]	Prepared [50%]	Well Prepared [25%]

○ N/A　　● Not At All Prepared　　● Somewhat Prepared [1]　　● Prepared [2]　　● Well Prepared [1]

Use knowledge of content standards and learning progressions in my discipline.

Somewhat Prepared [25%]	Prepared [50%]	Well Prepared [25%]

○ N/A　　● Not At All Prepared　　● Somewhat Prepared [1]　　● Prepared [2]　　● Well Prepared [1]
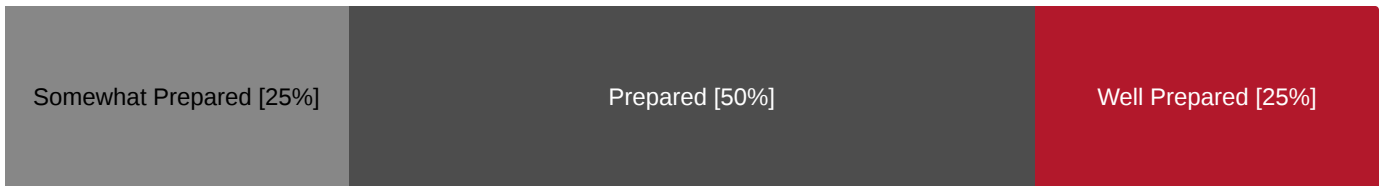
BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Plan lessons using content standards and appropriate grade level learning objectives.
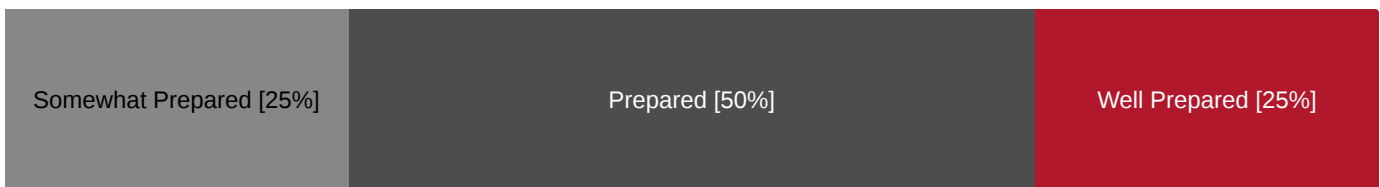
Somewhat Prepared [25%]	Prepared [25%]	Well Prepared [50%]

○ N/A　● Not At All Prepared　● Somewhat Prepared [1]　● Prepared [1]　● Well Prepared [2]

Identify common misconceptions in the discipline and create opportunities for accurate understanding in the content area.

Somewhat Prepared [25%]	Prepared [50%]	Well Prepared [25%]

○ N/A　● Not At All Prepared　● Somewhat Prepared [1]　● Prepared [2]　● Well Prepared [1]

Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.

Somewhat Prepared [25%]	Prepared [50%]	Well Prepared [25%]

○ N/A　● Not At All Prepared　● Somewhat Prepared [1]　● Prepared [2]　● Well Prepared [1]
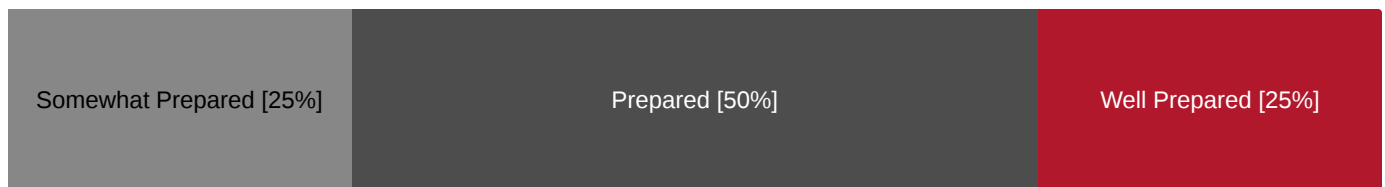
BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Demonstrate respect for student, family, and community diversity (e.g. race, ethnicity, economic levels, gender, family background, religion, sexual orientation).
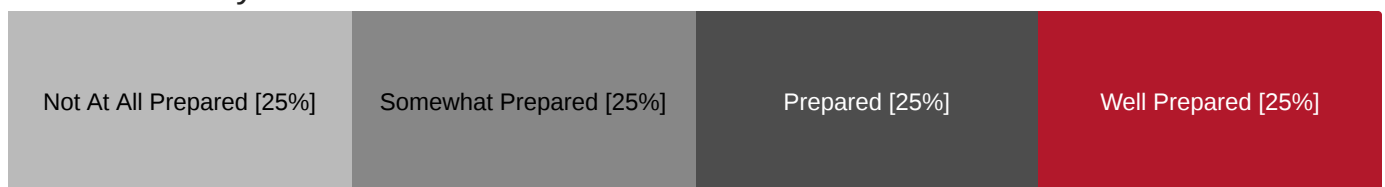
Somewhat Prepared [25%]	Prepared [25%]	Well Prepared [50%]

● N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [1] ● Well Prepared [2]

Use my knowledge and skills to address the learning needs of exceptional learners.

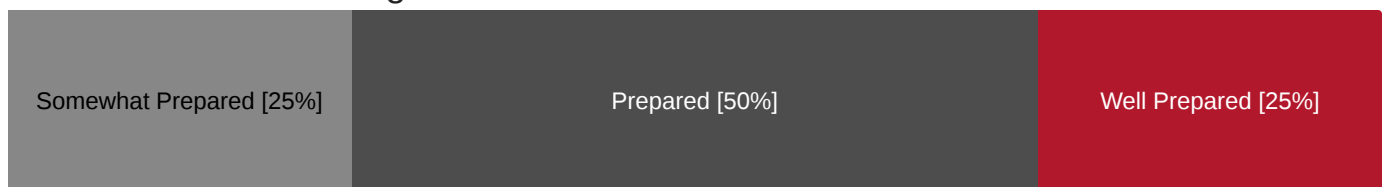| Somewhat Prepared [25%]	Prepared [50%]	Well Prepared [25%]

● N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [2] ● Well Prepared [1]

Use my knowledge and skills to address the learning needs of English Language Learners in my field.

Not At All Prepared [25%]	Somewhat Prepared [25%]	Prepared [25%]	Well Prepared [25%]

● N/A ● Not At All Prepared [1] ● Somewhat Prepared [1] ● Prepared [1] ● Well Prepared [1]

Use my knowledge of various techniques to address the learning needs of students with behavioral challenges.

Somewhat Prepared [25%]	Prepared [50%]	Well Prepared [25%]

● N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [2] ● Well Prepared [1]

BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Design effective and meaningful learning experiences for all students, using my background in content and pedagogy.

| Prepared [50%] | Well Prepared [50%] |

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [2] ● Well Prepared [2]

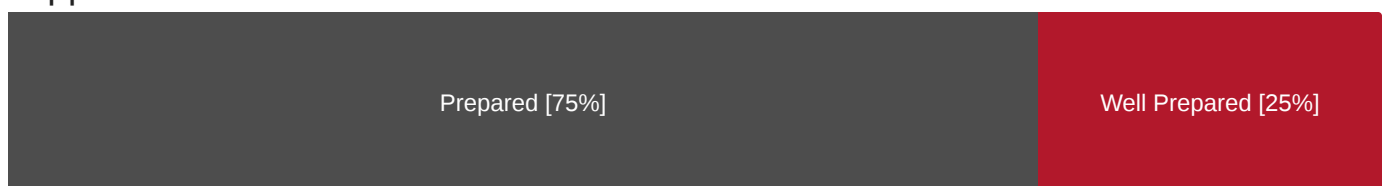Use a variety of instructional strategies for developing critical thinking and problem-solving.

| Somewhat Prepared [25%] | Prepared [50%] | Well Prepared [25%] |
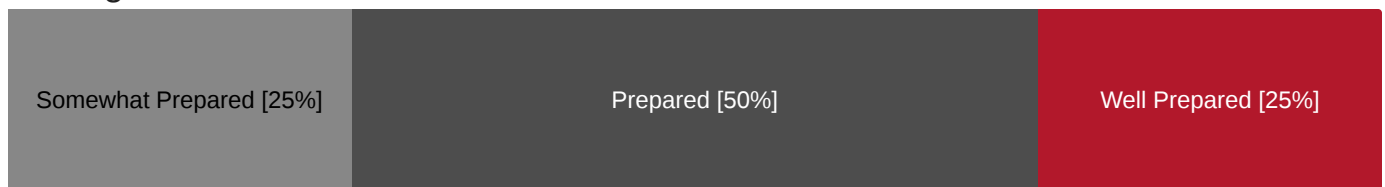
○ N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [2] ● Well Prepared [1]

Differentiate instruction to meet diverse students' needs in achieving learning goals.

| Somewhat Prepared [50%] | Prepared [25%] | Well Prepared [25%] |

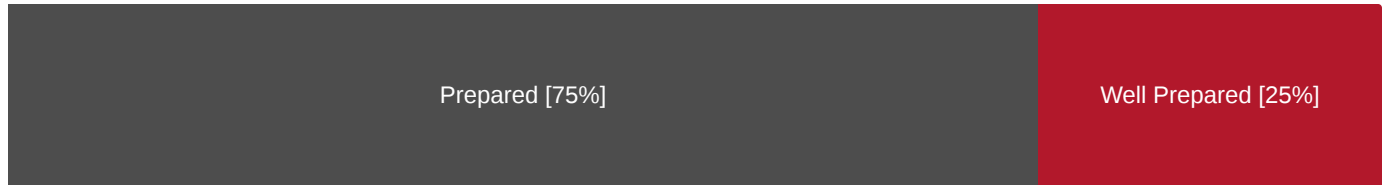○ N/A ● Not At All Prepared ● Somewhat Prepared [2] ● Prepared [1] ● Well Prepared [1]

Create and manage learning environments that include positive behavioral supports for all learners.

| Prepared [75%] | Well Prepared [25%] |

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [3] ● Well Prepared [1]
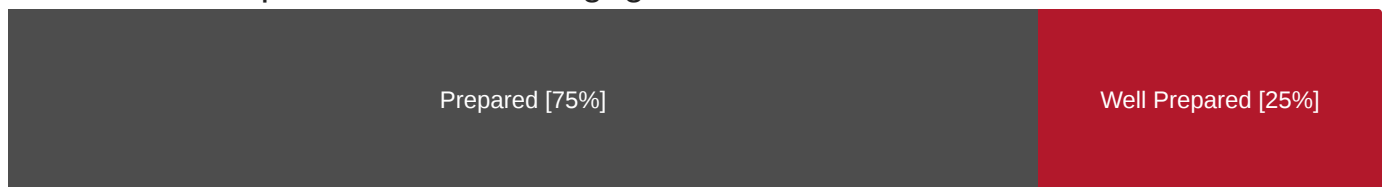
BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Set expectations for a safe, positive learning environment appropriate to school / district policies.

Prepared [75%]	Well Prepared [25%]

● N/A　　● Not At All Prepared　　● Somewhat Prepared　　● Prepared [3]　　● Well Prepared [1]

Integrate and use digital and interactive technologies into my practice to enhance instruction and promote student engagement.

Prepared [75%]	Well Prepared [25%]

● N/A　　● Not At All Prepared　　● Somewhat Prepared　　● Prepared [3]　　● Well Prepared [1]

Use multiple ways to assess student learning and use these assessments to monitor progress and plan subsequent instruction.

Prepared [50%]	Well Prepared [50%]

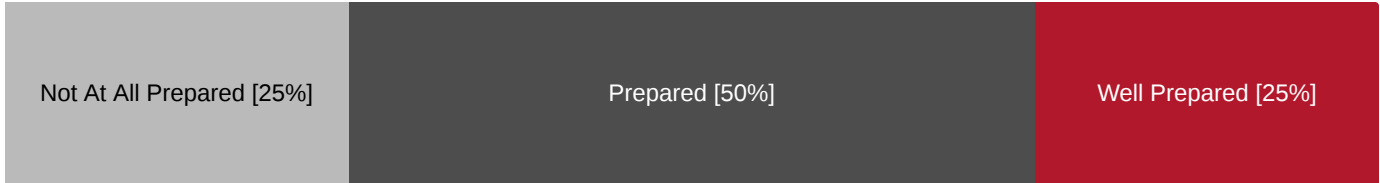● N/A　　● Not At All Prepared　　● Somewhat Prepared　　● Prepared [2]　　● Well Prepared [2]

Use descriptive feedback to effectively guide learners in understanding and identifying quality work and guide their progress toward that work.

Prepared [50%]	Well Prepared [50%]

● N/A　　● Not At All Prepared　　● Somewhat Prepared　　● Prepared [2]　　● Well Prepared [2]

BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Understand and apply educational research to analyze relevant concepts in my field.

Not At All Prepared [25%]	Prepared [50%]	Well Prepared [25%]

● N/A   ● Not At All Prepared [1]   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared [1]

Make sound ethical decisions in my teaching practice and reflect on my work as a professional.

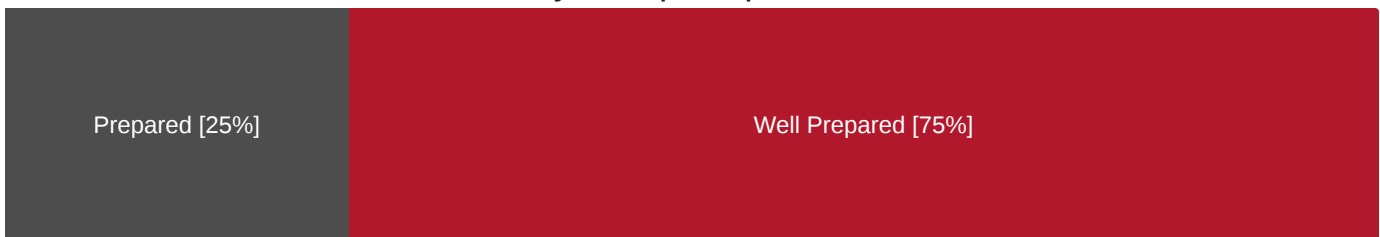| Prepared [50%]	Well Prepared [50%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared [2]

Communicate effectively with students and model behavior that supports fairness and the belief that all students can learn.

Prepared [50%]	Well Prepared [50%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared [2]

Communicate and work effectively with peer professionals.

Prepared [25%]	Well Prepared [75%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [3]

BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Communicate effectively with families to promote parental involvement in support of students' learning.

Not At All Prepared [25%]	Somewhat Prepared [25%]	Well Prepared [50%]
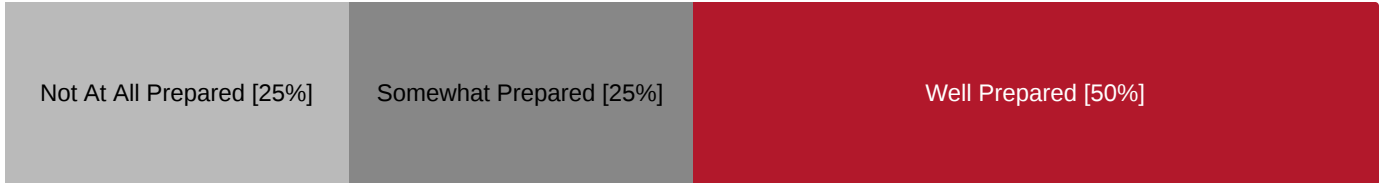
○ N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [1]   ● Prepared   ● Well Prepared [2]

Understand and apply educational and school / district policies that relate to my work.

Somewhat Prepared [50%]	Prepared [25%]	Well Prepared [25%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared [1]   ● Well Prepared [1]

Overall, my Initial Certification Program at SUNY Potsdam prepared me well for teaching.

Somewhat Prepared [25%]	Prepared [25%]	Well Prepared [50%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [1]   ● Well Prepared [2]

BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

What are the strengths of the program you completed at SUNY Potsdam?

What are the strengths of the program you completed at SUNY Potsdam?

Well prepared, connections made and resources given.

I learned key assessment strategies, and a lot of the studies behind teaching methods.

The strengths of the program are that many of the classes build off of and support each other. For instance, what we are learning about in one class is then discussed in another course due to the block nature of the program. I also liked how I got to know my peers very well because we all took the same classes.

Great education professors who went above and beyond for you. Julie Reagan was the best.

Please share any ways in which the initial program you completed at SUNY Potsdam could be made stronger.

Please share any ways in which the program you completed at SUNY Potsdam could be made stronger.

There were many group projects in the program and sometimes it felt like not everyone was putting forth the same amount of time and effort to complete them.
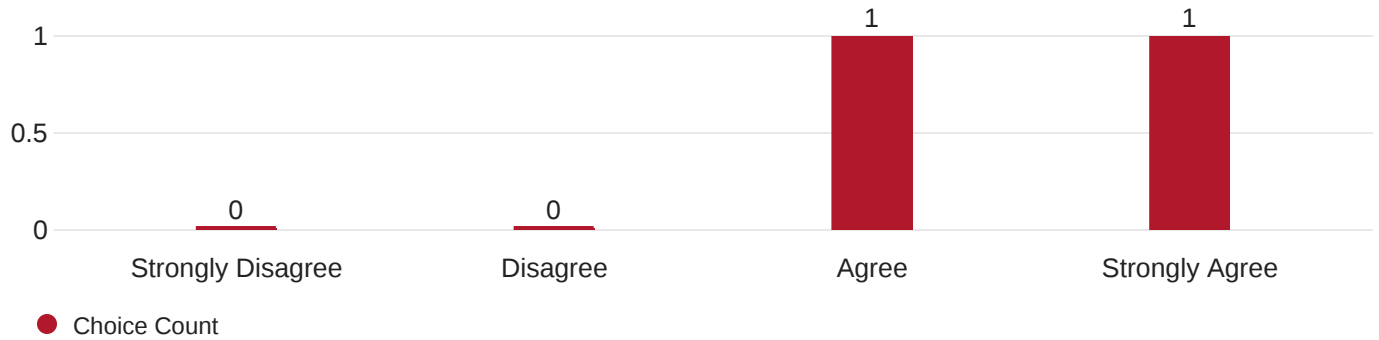
More electives within education

Having Julie Reagan teach more classes.

A more well rounded, practical approach. I had a lot of literacy courses which felt like they were all teaching me the same thing. I wish I had more science, social studies, and math pedagogy courses. I also wish my education courses were more practical, more lesson planning for units and teaching to my peers.
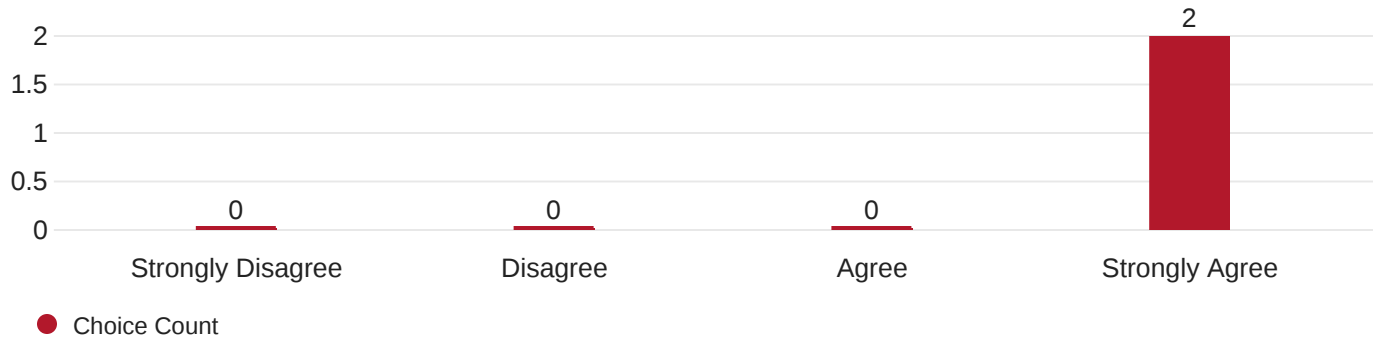
BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

My preparation at SUNY Potsdam has equipped me with knowledge and pedagogical skills to have a positive impact on student learning.
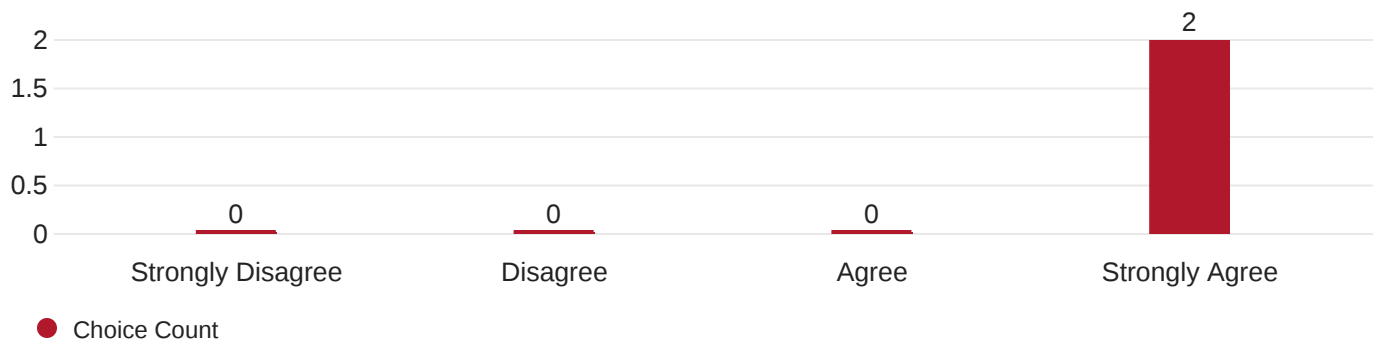
	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	0	1	1

Evaluate the progress of students using a variety of assessment data measuring goals appropriate for the grade level and subject.

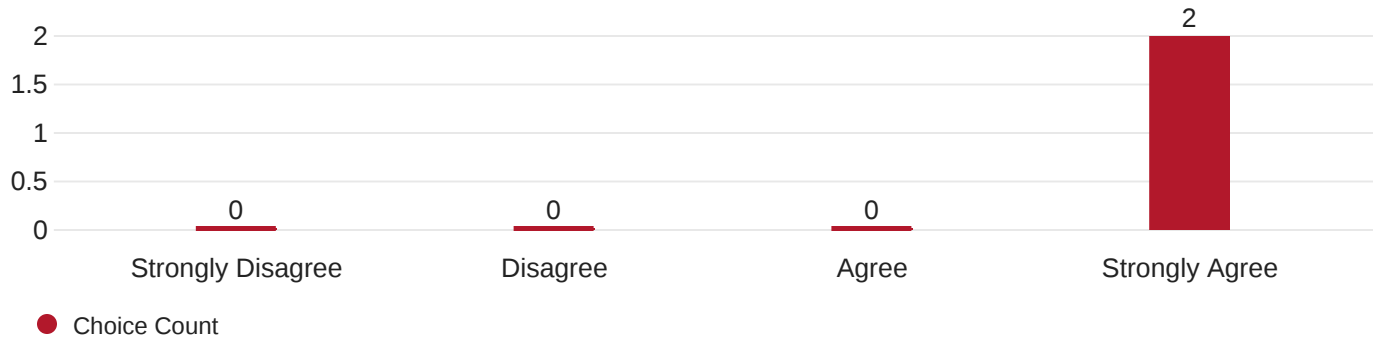|	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	0	0	2

Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
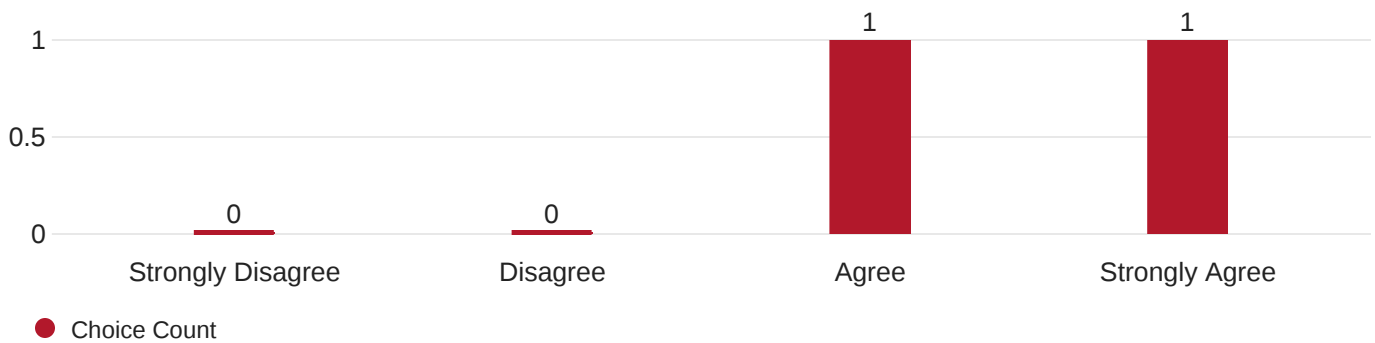
BA Childhood Early Childhood 2020-2021 One-Year Completer Survey

Use multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.

			2

Strongly Disagree: 0
Disagree: 0
Agree: 0
Strongly Agree: 2

● Choice Count

Provide evidence that students are attaining college and career readiness knowledge, skills and dispositions (ex. content learning standards, critical thinking, collaboration, communication, leadership).

Reflect on and use data to provide ideas about what can be done to improve my teaching and student learning.
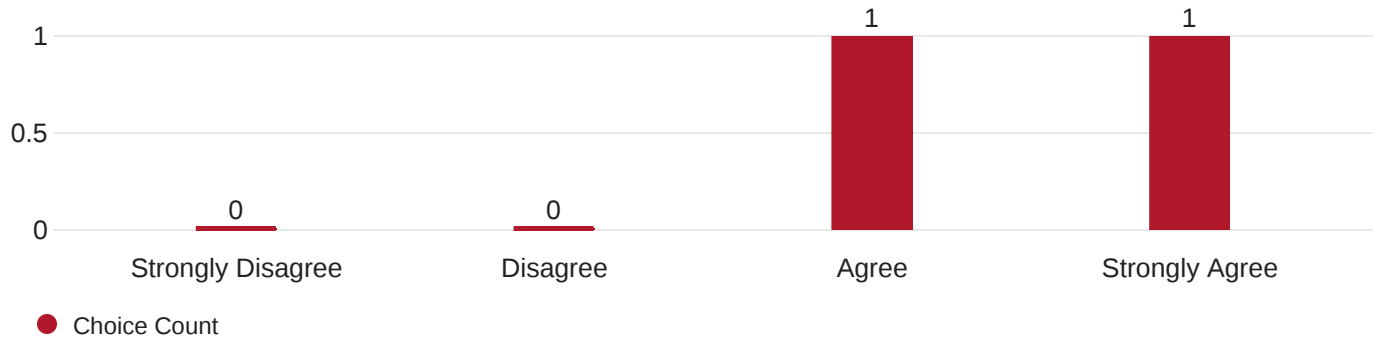
Survey sent to 139 completers from 2020-2021, of which 41 were MST Childhood. With nine responders giving a 22% response rate for the MST Childhood Program. Note: when the survey was initially sent there was a glitch in that some of the questions were not asked of all participants this was fixed but there may be some questions without data from a few responders.

Potsdam
STATE UNIVERSITY OF NEW YORK

MST Childhood 2020-2021 One-Year Completer Survey

Please select the program you completed at SUNY Potsdam.

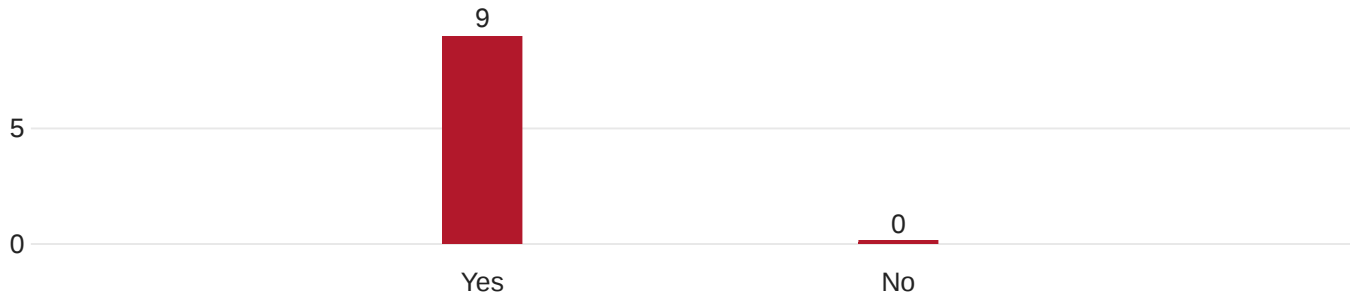Childhood Education (MST): 9

Have you completed all of your initial certification exams?

Yes: 9
No: 0

● Choice Count

MST Childhood 2020-2021 One-Year Completer Survey

Are you currently employed as a teacher?
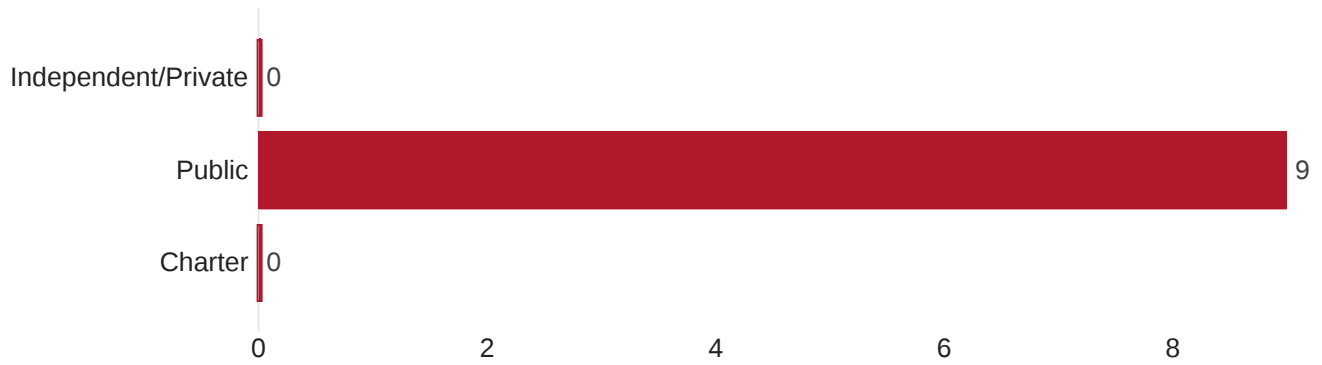

Field	Choice Count
Yes	9
No	0
Total	9

Please note: Respondents that answered no to the "Are you currently employed as a teacher?" were done with the survey at that point.
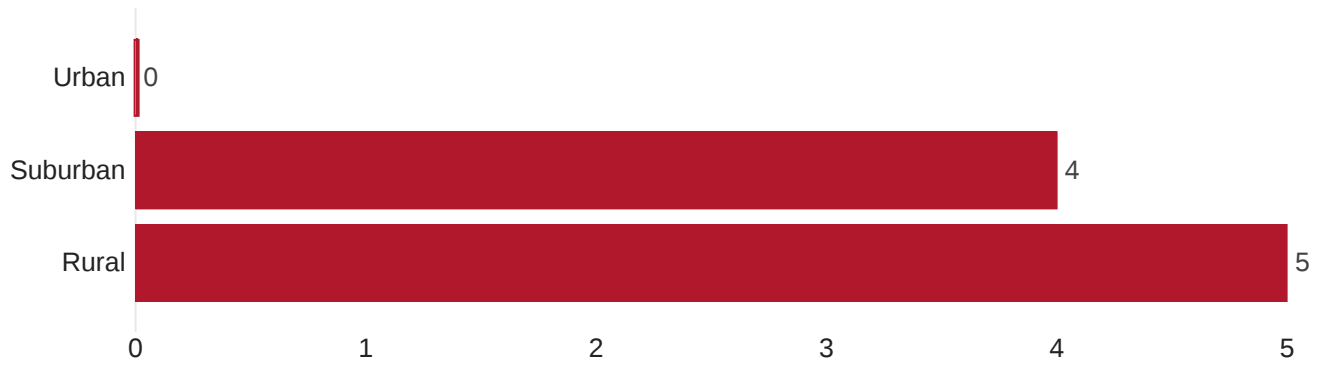
MST Childhood 2020-2021 One-Year Completer Survey

If employed in a school, please indicate its type.

MST Childhood 2020-2021 One-Year Completer Survey

If employed in a school, please specify its location.

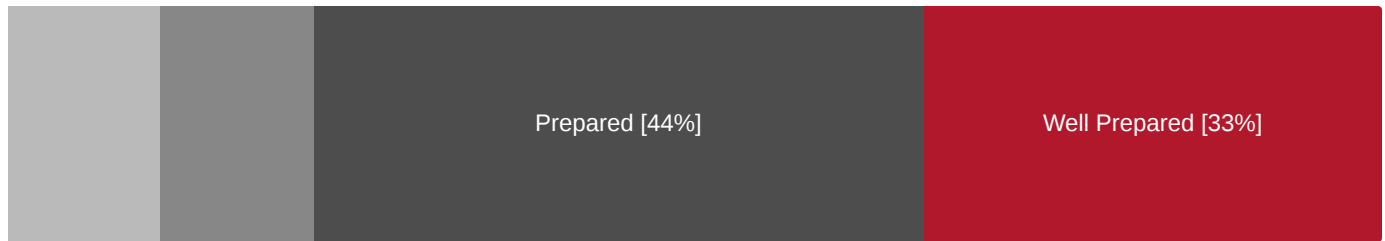| Location	Value
Urban	0
Suburban	4
Rural	5

MST Childhood 2020-2021 One-Year Completer Survey

Please reflect on your level of preparation following completion of your program.

In my Initial Certification program, I felt prepared to….

Teach the content associated with my discipline.

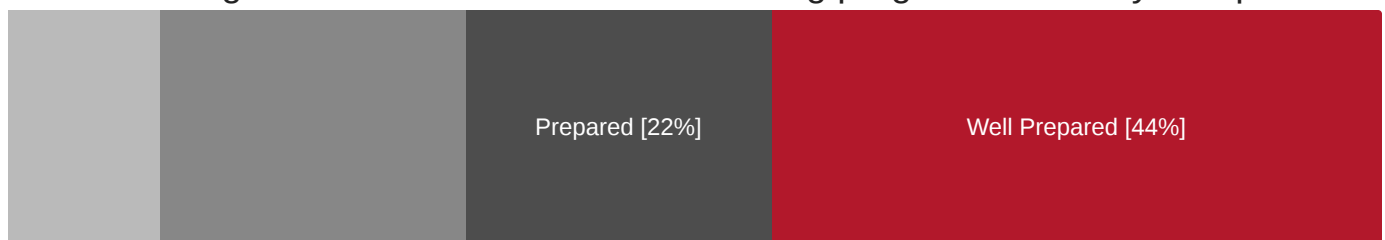| Prepared [44%] | Well Prepared [33%] |

● N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [1]   ● Prepared [4]   ● Well Prepared [3]

Plan learning experiences that make the content in my discipline accessible and engaging for students.

| Prepared [56%] | Well Prepared [33%] |
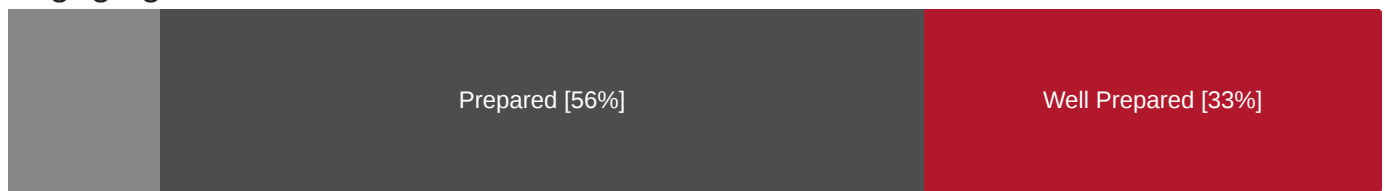
● N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [5]   ● Well Prepared [3]

Use knowledge of content standards and learning progressions in my discipline.

| Prepared [22%] | Well Prepared [44%] |

● N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [2]   ● Prepared [2]   ● Well Prepared [4]

MST Childhood 2020-2021 One-Year Completer Survey

Plan lessons using content standards and appropriate grade level learning objectives.

Somewhat Prepared [33%]	Prepared [22%]	Well Prepared [44%]
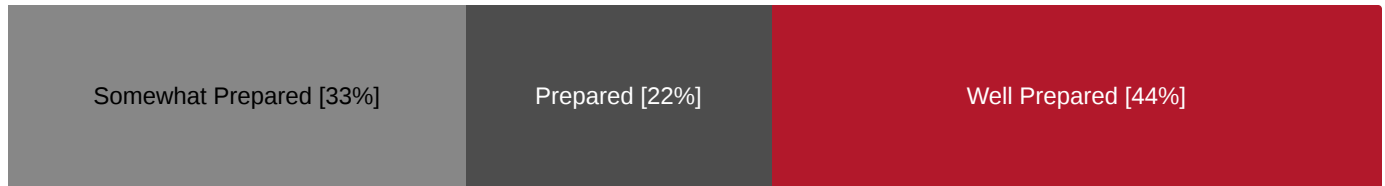
○ N/A   ○ Not At All Prepared   ○ Somewhat Prepared [3]   ● Prepared [2]   ● Well Prepared [4]

Identify common misconceptions in the discipline and create opportunities for accurate understanding in the content area.

N/A [11%]	Not At All Prepared [22%]		Well Prepared [56%]

○ N/A [1]   ○ Not At All Prepared [2]   ○ Somewhat Prepared [1]   ● Prepared   ● Well Prepared [5]

Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.

Not At All Prepared [33%]			Well Prepared [44%]

○ N/A   ○ Not At All Prepared [3]   ○ Somewhat Prepared [1]   ● Prepared [1]   ● Well Prepared [4]

MST Childhood 2020-2021 One-Year Completer Survey

Demonstrate respect for student, family, and community diversity (e.g. race, ethnicity, economic levels, gender, family background, religion, sexual orientation).

Prepared [33%]	Well Prepared [56%]

● N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [3] ● Well Prepared [5]

Use my knowledge and skills to address the learning needs of exceptional learners.

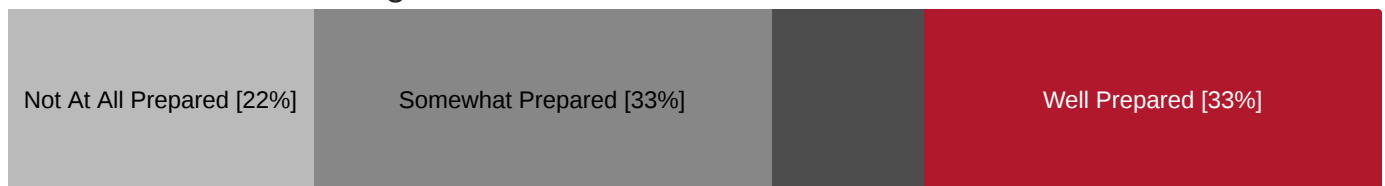| N/A [11%]	Somewhat Prepared [44%]		Well Prepared [33%]
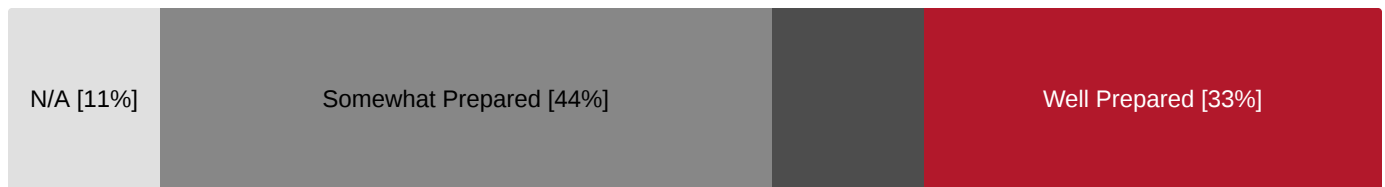
● N/A [1] ● Not At All Prepared ● Somewhat Prepared [4] ● Prepared [1] ● Well Prepared [3]

Use my knowledge and skills to address the learning needs of English Language Learners in my field.

Not At All Prepared [22%]		Prepared [44%]	

● N/A ● Not At All Prepared [2] ● Somewhat Prepared [2] ● Prepared [4] ● Well Prepared [1]

Use my knowledge of various techniques to address the learning needs of students with behavioral challenges.

Not At All Prepared [22%]	Somewhat Prepared [33%]		Well Prepared [33%]

● N/A ● Not At All Prepared [2] ● Somewhat Prepared [3] ● Prepared [1] ● Well Prepared [3]

MST Childhood 2020-2021 One-Year Completer Survey

Design effective and meaningful learning experiences for all students, using my background in content and pedagogy.

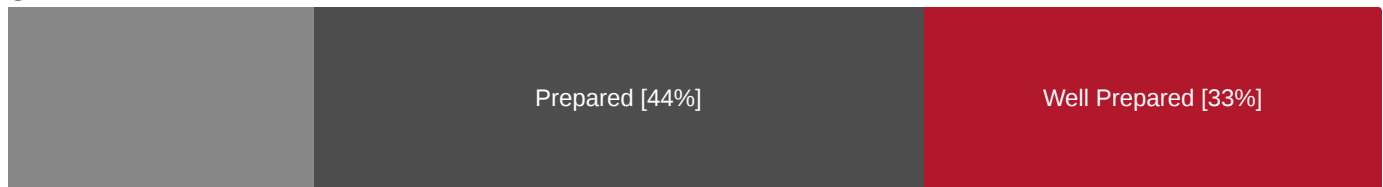|		Prepared [22%]	Well Prepared [44%]
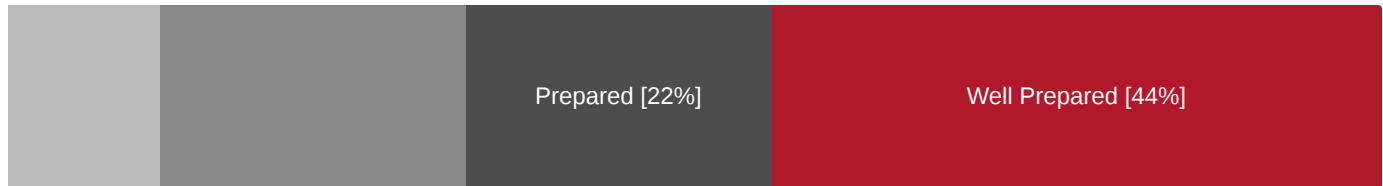
● N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [2]   ● Prepared [2]   ● Well Prepared [4]

Use a variety of instructional strategies for developing critical thinking and problem-solving.

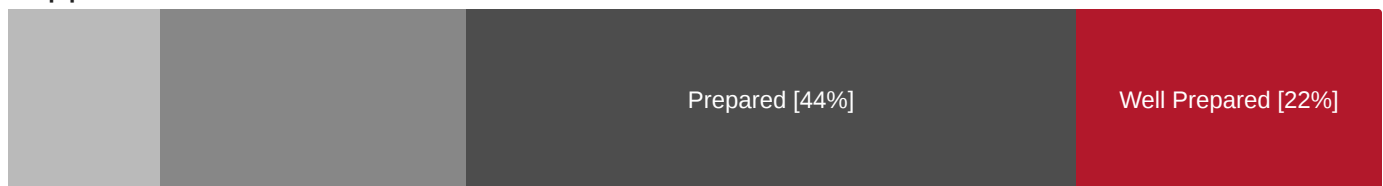|	Prepared [44%]	Well Prepared [44%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [4]   ● Well Prepared [4]

Differentiate instruction to meet diverse students' needs in achieving learning goals.

	Prepared [44%]	Well Prepared [33%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared [4]   ● Well Prepared [3]

Create and manage learning environments that include positive behavioral supports for all learners.

		Prepared [44%]	Well Prepared [22%]

● N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [2]   ● Prepared [4]   ● Well Prepared [2]

MST Childhood 2020-2021 One-Year Completer Survey

Set expectations for a safe, positive learning environment appropriate to school / district policies.

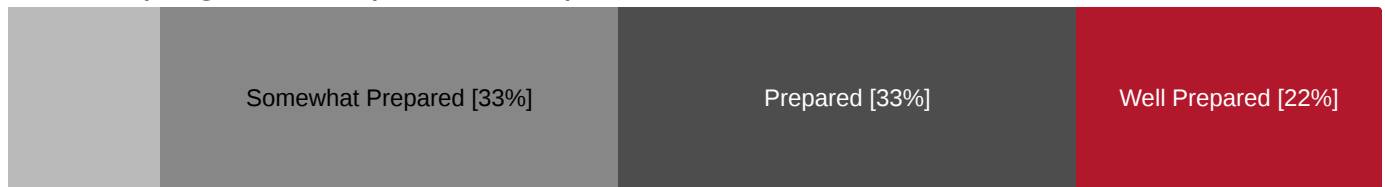| Prepared [56%]	Well Prepared [44%]

● N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [5] ● Well Prepared [4]

Integrate and use digital and interactive technologies into my practice to enhance instruction and promote student engagement.

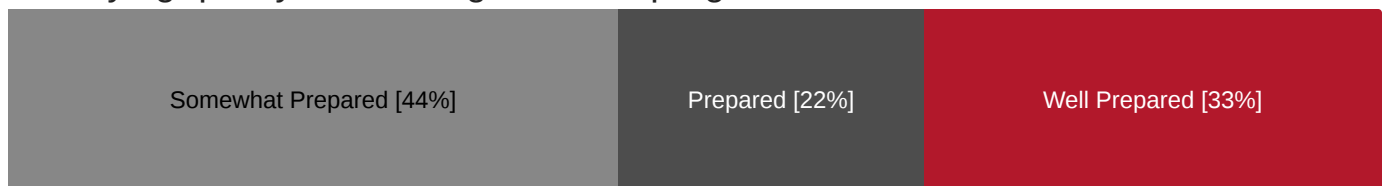|	Somewhat Prepared [33%]	Prepared [22%]	Well Prepared [33%]

● N/A ● Not At All Prepared [1] ● Somewhat Prepared [3] ● Prepared [2] ● Well Prepared [3]
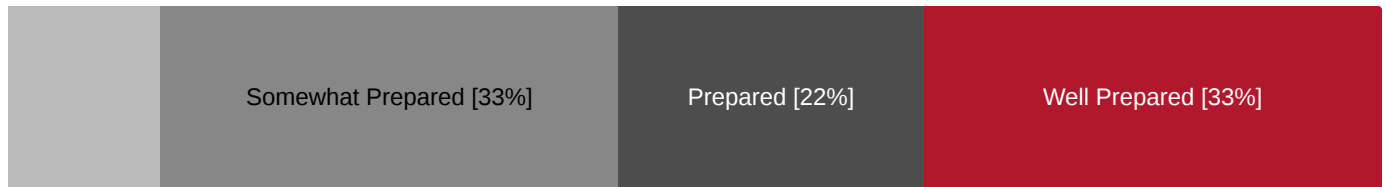
Use multiple ways to assess student learning and use these assessments to monitor progress and plan subsequent instruction.

	Somewhat Prepared [33%]	Prepared [33%]	Well Prepared [22%]

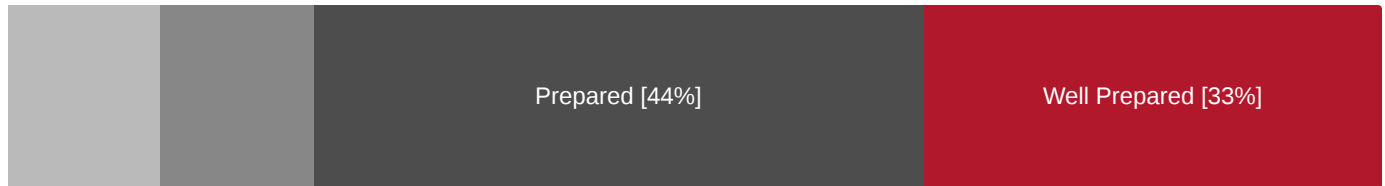● N/A ● Not At All Prepared [1] ● Somewhat Prepared [3] ● Prepared [3] ● Well Prepared [2]

Use descriptive feedback to effectively guide learners in understanding and identifying quality work and guide their progress toward that work.

Somewhat Prepared [44%]	Prepared [22%]	Well Prepared [33%]

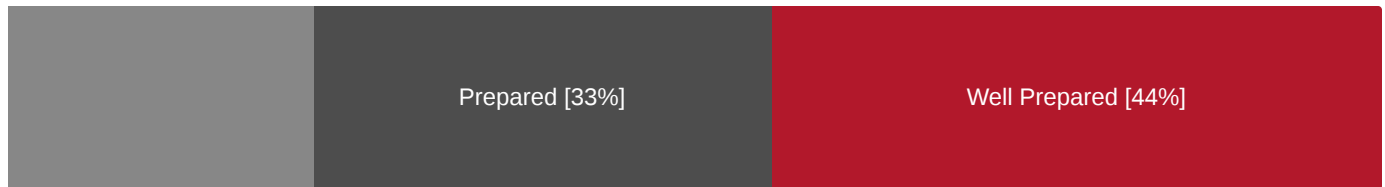● N/A ● Not At All Prepared ● Somewhat Prepared [4] ● Prepared [2] ● Well Prepared [3]

MST Childhood 2020-2021 One-Year Completer Survey

Understand and apply educational research to analyze relevant concepts in my field.

		Prepared [44%]	Well Prepared [33%]

● N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [1]   ● Prepared [4]   ● Well Prepared [3]

Make sound ethical decisions in my teaching practice and reflect on my work as a professional.

	Prepared [33%]	Well Prepared [44%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared [3]   ● Well Prepared [4]

Communicate effectively with students and model behavior that supports fairness and the belief that all students can learn.

	Prepared [33%]	Well Prepared [56%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [3]   ● Well Prepared [5]

Communicate and work effectively with peer professionals.

Prepared [33%]	Well Prepared [67%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [3]   ● Well Prepared [6]

MST Childhood 2020-2021 One-Year Completer Survey

Communicate effectively with families to promote parental involvement in support of students' learning.

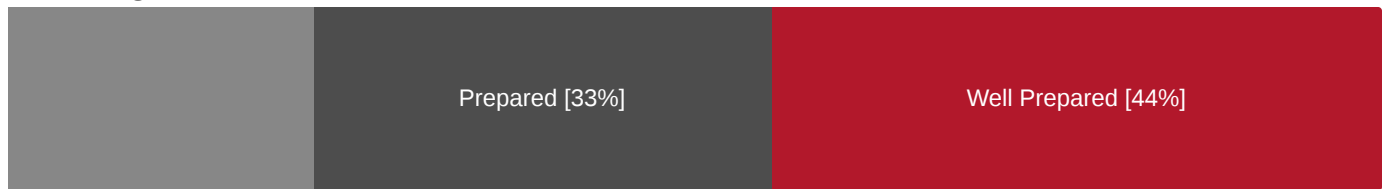| N/A [11%]			Prepared [22%]	Well Prepared [44%]
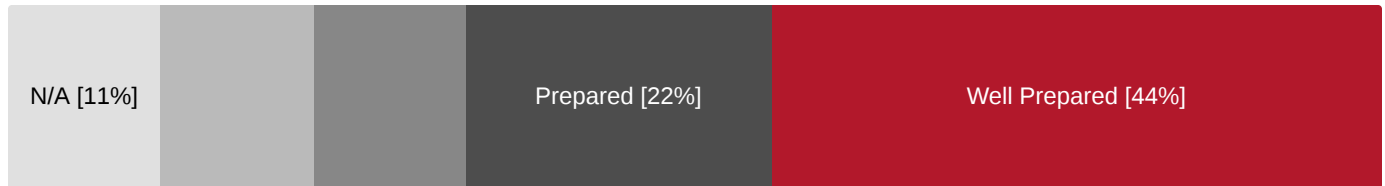
● N/A [1] ● Not At All Prepared [1] ● Somewhat Prepared [1] ● Prepared [2] ● Well Prepared [4]

Understand and apply educational and school / district policies that relate to my work.

N/A [11%]	Somewhat Prepared [33%]		Well Prepared [44%]

● N/A [1] ● Not At All Prepared ● Somewhat Prepared [3] ● Prepared [1] ● Well Prepared [4]

Overall, my Initial Certification Program at SUNY Potsdam prepared me well for teaching.

	Prepared [33%]	Well Prepared [44%]

● N/A ● Not At All Prepared ● Somewhat Prepared [2] ● Prepared [3] ● Well Prepared [4]

MST Childhood 2020-2021 One-Year Completer Survey

What are the strengths of the program you completed at SUNY Potsdam?

I had a full understand of where to find standers, and how to apply them to help create and effective lesson.

The helpful professors

Courses with Chad Graham taught me how to integrate different engagement strategies and how to navigate nys standards.
SPED courses taught me differentiation which you need with so many non sped kids.

Each class was designed to instruct, design lesson plans, and experience what it would be like to teach a lesson in class. One of my fears was teaching/talking in front of people. Eventhough I am still a little nervous, it was beneficial to have those practice lessons. Then being in the classrooms with other teachers was very helpful. The evaluations we had as MST students prepared me for teacher evaluations. I also believe the smaller classroom sizes played a big role in this. We had a great group of MST students and we had to learn to collaborate and trust each other. Potsdam is more than teaching what to teach but how to teach. It's also about what is best for students and how to prepare lessons that hold students accountable for their learning.

The collaboration with and support of my cohort in a professional learning community. Excellent instructors who truly care and emulate what they want us to become as teachers.

The relationships that we created with our professors was the most valuable strength of the MST program. I also appreciated the intimate classes and the course specifically for Canadian students to work on the Ontario curriculum. The work we did in that course not only effectively prepared us for teaching in Ontario, but we were the most experienced students when it came to creating proper format lesson plans in the entire MST program. We worked extensively with the standards, analyzing them, deconstructing them, and correlating them to our proper format lesson plans that most of the other students in our program came to us for help with our other classes.

Lesson planning. To be able to create a well round lesson that meets the needs for all students.

The teachers here care about you, and guide you to reaching all your goals.

Learning how to work well as groups.

MST Childhood 2020-2021 One-Year Completer Survey

Please share any ways in which the initial program you completed at SUNY Potsdam could be made stronger.

Please share any ways in which the program you completed at SUNY Potsdam could be made stronger.

They are the best. I loved every professor and every class.

The remote program would be better if we went back to using moodle bright space is a messy and all over platform. Also for the remote program it's nice to see the teacher's face every once in awhile.

Potsdam MUST TEACH new teachers the science of reading. They need to take LETRS training. The content from my courses was so outdated and taught me absolutely nothing about how to teach students to read. I am working in over drive now to train myself all the rules that I should already know. It is insane that as a certified teacher you can know nothing about the way a child learns to read and just go on using outdated curriculum and assessments that are failing children down the road.
I knew nothing about all the different kinds of curriculum out there and that should be an entire course.
I knew nothing about math and taught myself every nys engage lesson because that was the absolute worst course I have taken in 7 years of higher education.
The most I ever learned about teaching came from the responsive classroom training and those techniques or that PD should be available or required for Potsdam students to successfully run an elementary classroom.
I wish I had left with more hands on experience from the classroom such as these responsive techniques or whole brain teaching techniques. I was very lucky with my placement in my home district where they were even more passionate about teaching me during student teaching because of our existing relationship, so that rule of being placed outside your district in a completely random school should be reconsidered.

More hands on experience in the classroom. Help with lesson planning and curriculum.

Have a true understanding of classroom management. I not sure if a text book can help.

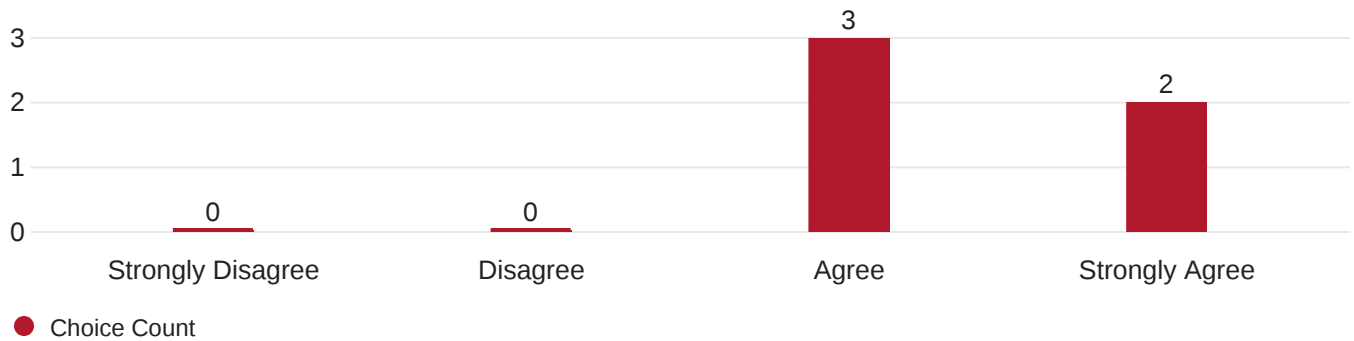Ensure the continuance of in person education with the cohort.

Considering the international pandemic, I would just recommend that, moving forward, an emphasis be placed on virtual teaching practices and working with various programs that will aid with future teachers when they teach in synchronous/asynchronous positions.

Classroom management. Based off what is taught, and what happens in the classroom for my school there are many aspects that are missing. Lesson are based having parent support. When 3/4 of the parents are absent, or not involved many of the things taught don't work.

Next there was no lesson on technology. I was thrown to the fire and learned quick.
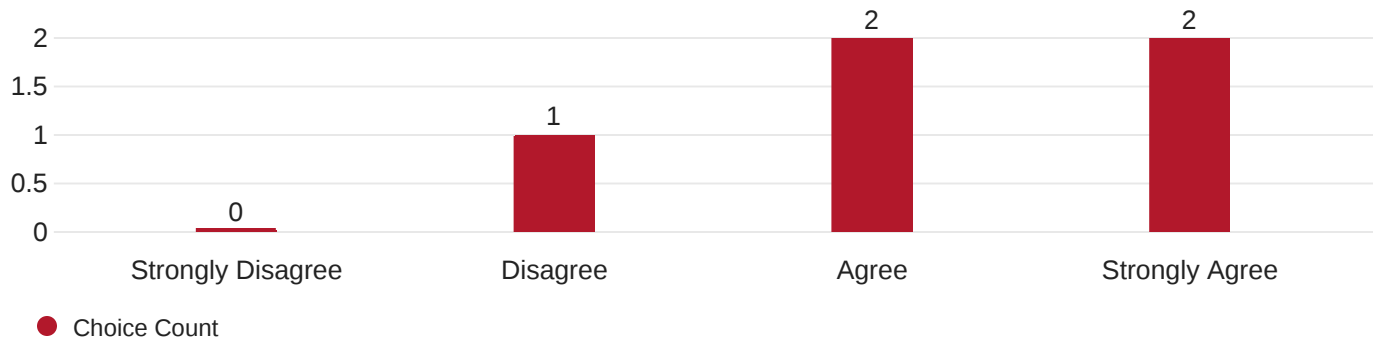
MST Childhood 2020-2021 One-Year Completer Survey

My preparation at SUNY Potsdam has equipped me with knowledge and pedagogical skills to have a positive impact on student learning.

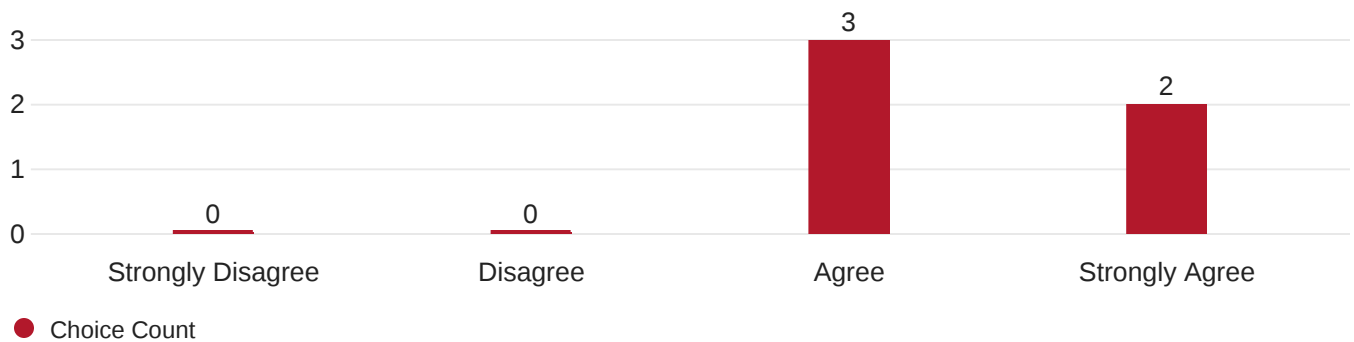| Strongly Disagree	Disagree	Agree	Strongly Agree
0	0	3	2

● Choice Count

MST Childhood 2020-2021 One-Year Completer Survey

Evaluate the progress of students using a variety of assessment data measuring goals appropriate for the grade level and subject.
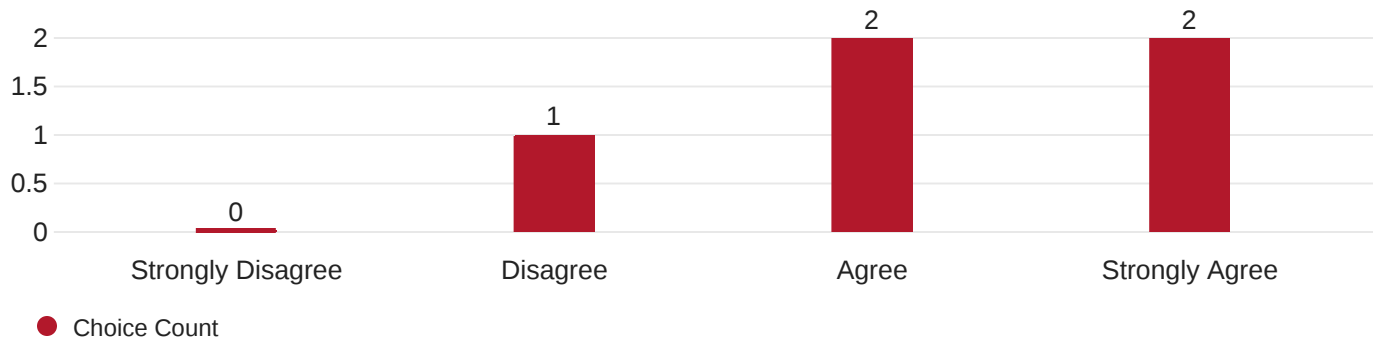
	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	1	2	2

● Choice Count

MST Childhood 2020-2021 One-Year Completer Survey

Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
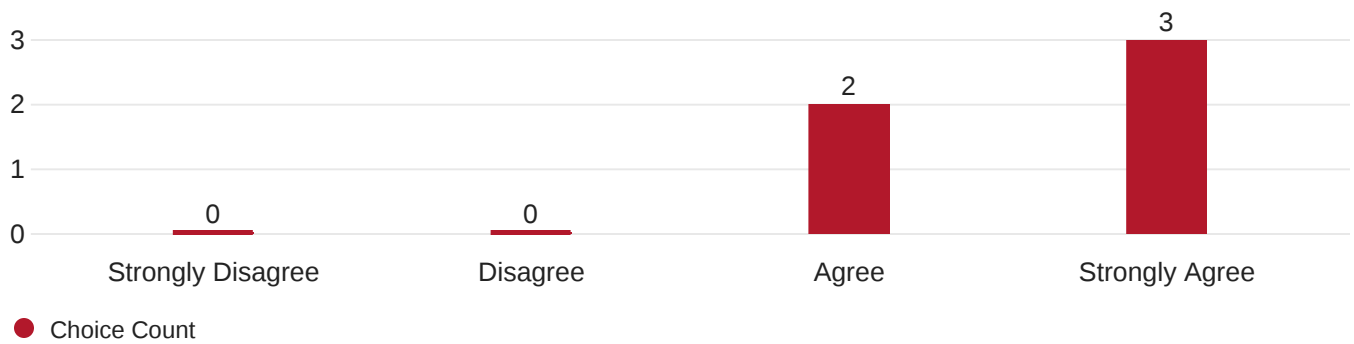

● Choice Count

MST Childhood 2020-2021 One-Year Completer Survey

Use multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.
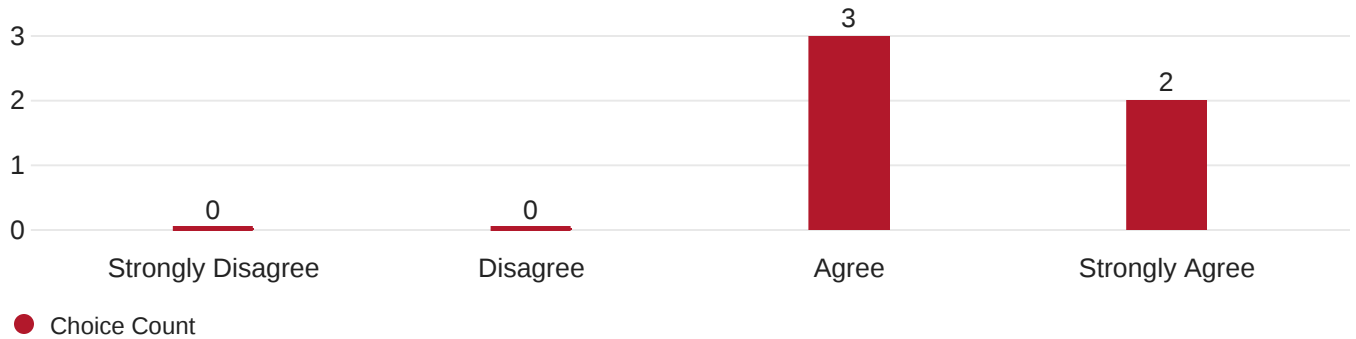

	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	1	2	2

● Choice Count

MST Childhood 2020-2021 One-Year Completer Survey

Provide evidence that students are attaining college and career readiness knowledge, skills and dispositions (ex. content learning standards, critical thinking, collaboration, communication, leadership).

● Choice Count

MST Childhood 2020-2021 One-Year Completer Survey

Reflect on and use data to provide ideas about what can be done to improve my teaching and student learning.

Bar chart:
- Strongly Disagree: 0
- Disagree: 0
- Agree: 3
- Strongly Agree: 2

● Choice Count

Survey sent to 139 completers from 2020-2021, of which four were BA
Adolescence English. With three responders giving a 75% response rate for
the BA Adolescence English Program. Note: when the survey was initially sent there was a glitch
in that some of the questions were not asked of all participants this was fixed but there may be some questions
without data from a few responders.

Potsdam
STATE UNIVERSITY OF NEW YORK

BA Adolescence English 2020-2021 One-Year Completer Survey

Please select the program you completed at SUNY Potsdam.

Adolescence Education – English			3
0	1	2	3

Was you initial certification a Bachelor's (BA) or Master's (MST) degree?

● Choice Count

BA Adolescence English 2020-2021 One-Year Completer Survey
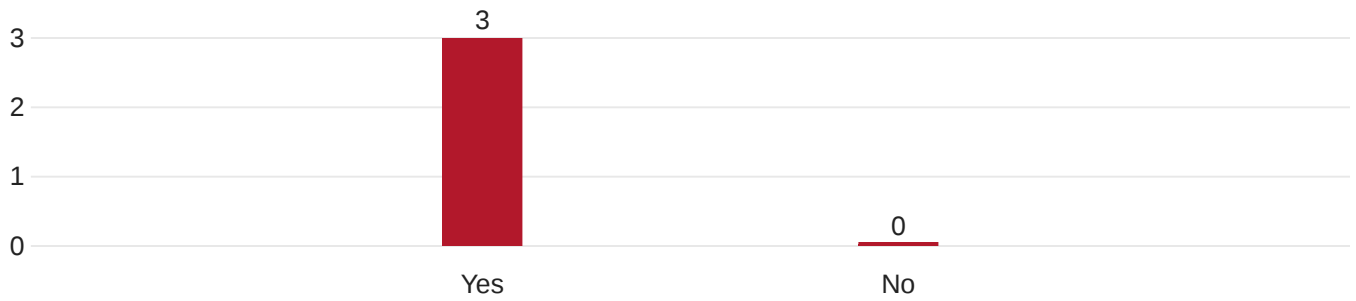
Have you completed all of your initial certification exams?

Yes — 3
No — 0

● Choice Count

BA Adolescence English 2020-2021 One-Year Completer Survey

Are you currently employed as a teacher?

Field	Choice Count
Yes	3
No	0
Total	3

Please note: Respondents that answered no to the "Are you currently employed as a teacher?" were done with the survey at that point.
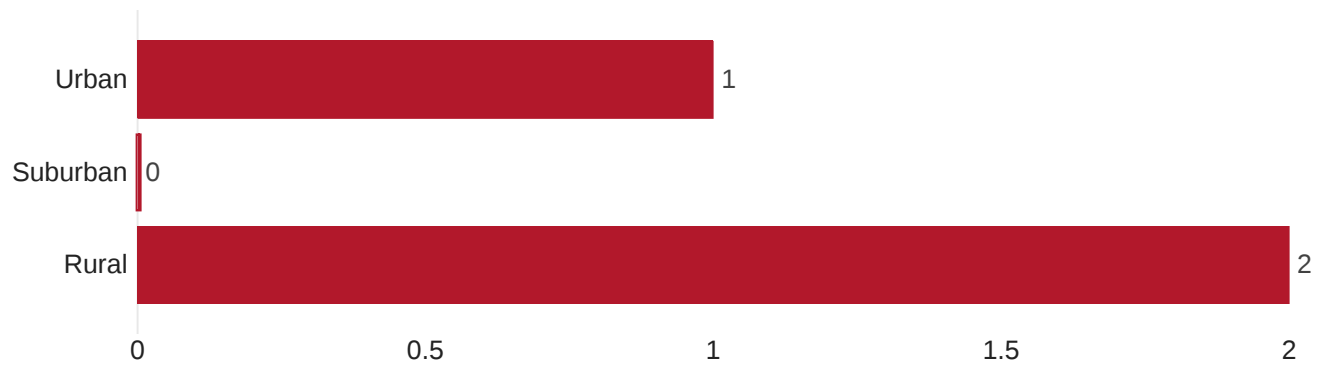
BA Adolescence English 2020-2021 One-Year Completer Survey

If employed in a school, please indicate its type.

Type	Value
Independent/Private	0
Public	3
Charter	0

BA Adolescence English 2020-2021 One-Year Completer Survey

If employed in a school, please specify its location.

BA Adolescence English 2020-2021 One-Year Completer Survey

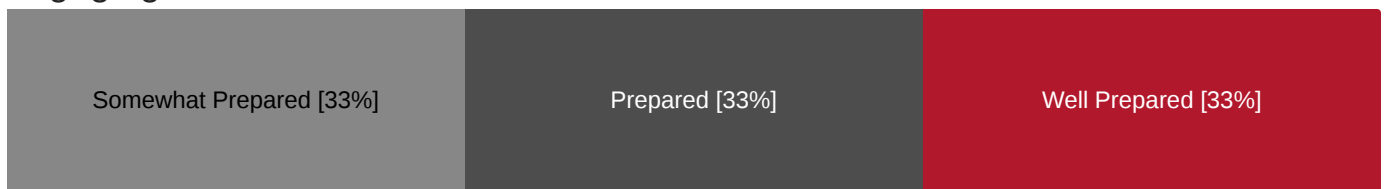Please reflect on your level of preparation following completion of your program.

In my Initial Certification program, I felt prepared to….

Teach the content associated with my discipline.

Prepared [67%]	Well Prepared [33%]

○ N/A   ○ Not At All Prepared   ○ Somewhat Prepared   ● Prepared [2]   ● Well Prepared [1]

Plan learning experiences that make the content in my discipline accessible and engaging for students.

Somewhat Prepared [33%]	Prepared [33%]	Well Prepared [33%]

○ N/A   ○ Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [1]   ● Well Prepared [1]

Use knowledge of content standards and learning progressions in my discipline.
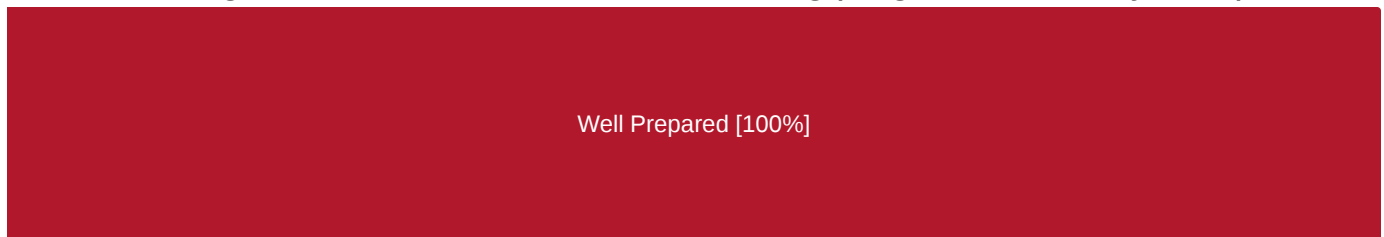
Well Prepared [100%]

○ N/A   ○ Not At All Prepared   ○ Somewhat Prepared   ● Prepared   ● Well Prepared [3]

BA Adolescence English 2020-2021 One-Year Completer Survey

Plan lessons using content standards and appropriate grade level learning objectives.

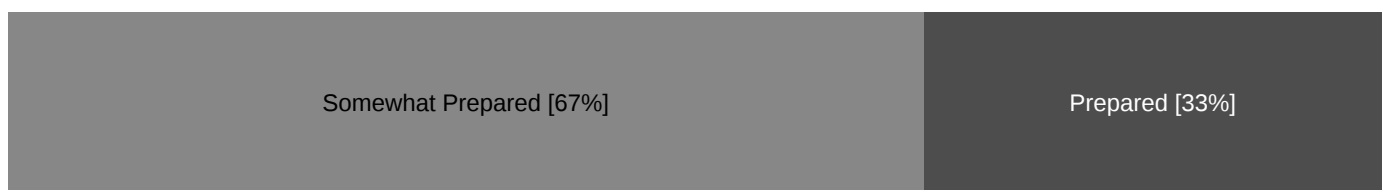| Prepared [33%]	Well Prepared [67%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [2]

Identify common misconceptions in the discipline and create opportunities for accurate understanding in the content area.

Prepared [33%]	Well Prepared [67%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [2]

Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.

Somewhat Prepared [67%]	Prepared [33%]

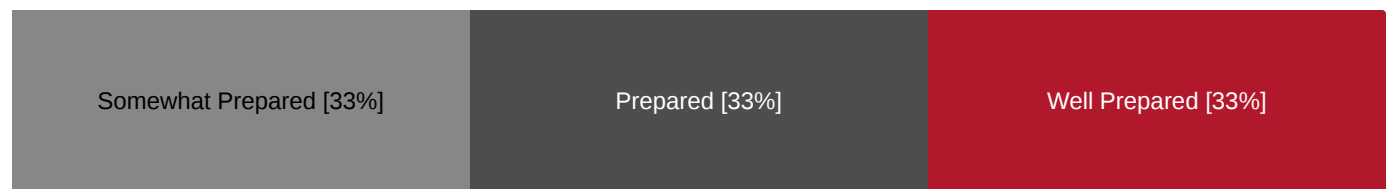○ N/A   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared [1]   ● Well Prepared

BA Adolescence English 2020-2021 One-Year Completer Survey

Demonstrate respect for student, family, and community diversity (e.g. race, ethnicity, economic levels, gender, family background, religion, sexual orientation).
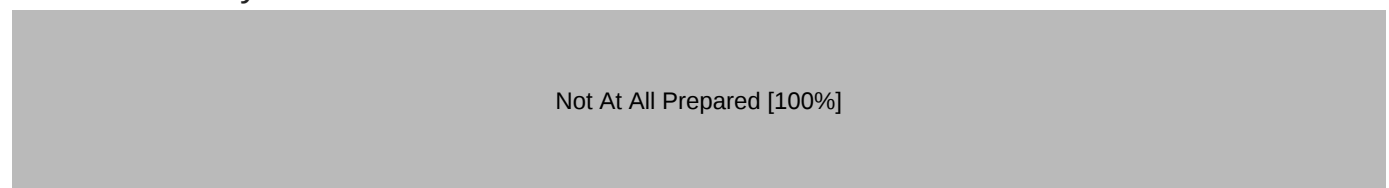
Well Prepared [100%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared   ● Well Prepared [3]

Use my knowledge and skills to address the learning needs of exceptional learners.

Somewhat Prepared [33%]	Prepared [33%]	Well Prepared [33%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [1]   ● Well Prepared [1]

Use my knowledge and skills to address the learning needs of English Language Learners in my field.

Not At All Prepared [100%]

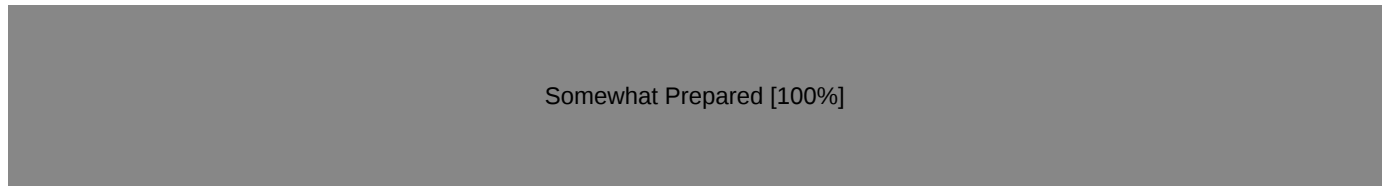○ N/A   ● Not At All Prepared [3]   ● Somewhat Prepared   ● Prepared   ● Well Prepared

Use my knowledge of various techniques to address the learning needs of students with behavioral challenges.

Not At All Prepared [33%]	Somewhat Prepared [67%]

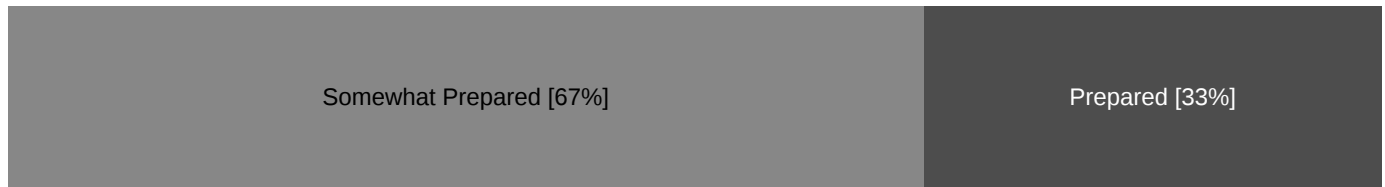○ N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [2]   ● Prepared   ● Well Prepared

BA Adolescence English 2020-2021 One-Year Completer Survey

Design effective and meaningful learning experiences for all students, using my background in content and pedagogy.
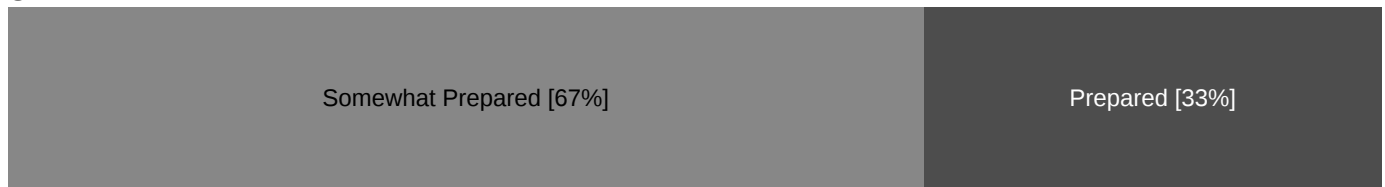
Somewhat Prepared [100%]

○ N/A ○ Not At All Prepared ● Somewhat Prepared [3] ● Prepared ● Well Prepared

Use a variety of instructional strategies for developing critical thinking and problem-solving.
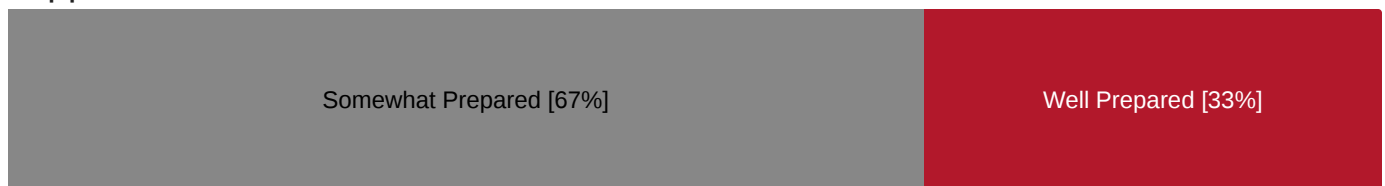
Somewhat Prepared [67%]	Prepared [33%]

○ N/A ○ Not At All Prepared ● Somewhat Prepared [2] ● Prepared [1] ● Well Prepared

Differentiate instruction to meet diverse students' needs in achieving learning goals.

Somewhat Prepared [67%]	Prepared [33%]

○ N/A ○ Not At All Prepared ● Somewhat Prepared [2] ● Prepared [1] ● Well Prepared
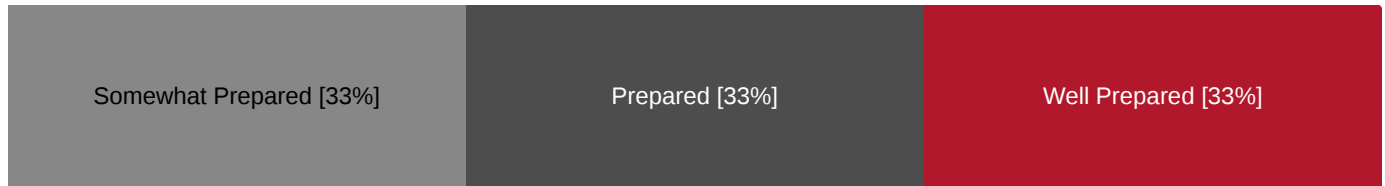
Create and manage learning environments that include positive behavioral supports for all learners.

Somewhat Prepared [67%]	Well Prepared [33%]

○ N/A ○ Not At All Prepared ● Somewhat Prepared [2] ● Prepared ● Well Prepared [1]

BA Adolescence English 2020-2021 One-Year Completer Survey

Set expectations for a safe, positive learning environment appropriate to school / district policies.

Somewhat Prepared [33%]	Prepared [33%]	Well Prepared [33%]

⚪ N/A   ⚫ Not At All Prepared   ⚫ Somewhat Prepared [1]   ⚫ Prepared [1]   🔴 Well Prepared [1]

Integrate and use digital and interactive technologies into my practice to enhance instruction and promote student engagement.
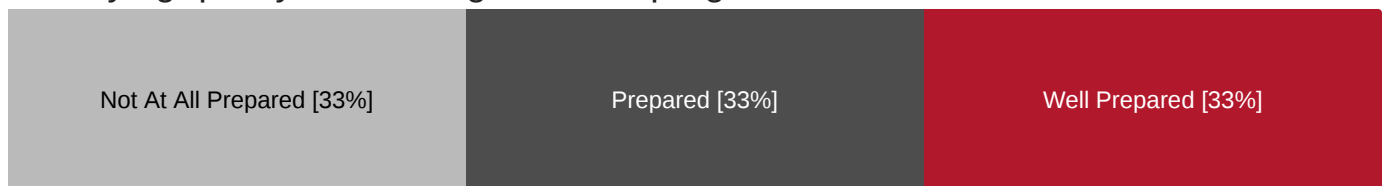
Prepared [67%]	Well Prepared [33%]

⚪ N/A   ⚫ Not At All Prepared   ⚫ Somewhat Prepared   ⚫ Prepared [2]   🔴 Well Prepared [1]

Use multiple ways to assess student learning and use these assessments to monitor progress and plan subsequent instruction.

Somewhat Prepared [33%]	Prepared [67%]

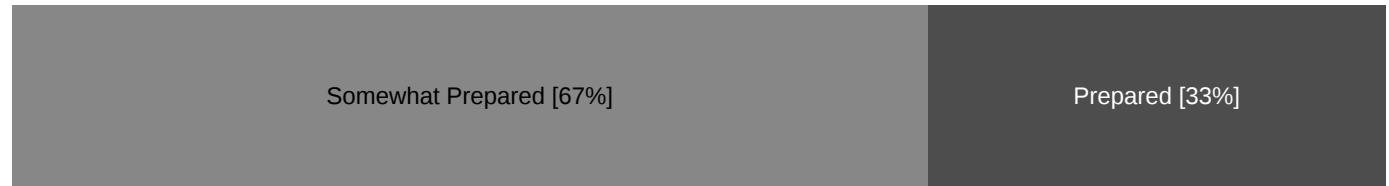⚪ N/A   ⚫ Not At All Prepared   ⚫ Somewhat Prepared [1]   ⚫ Prepared [2]   🔴 Well Prepared

Use descriptive feedback to effectively guide learners in understanding and identifying quality work and guide their progress toward that work.

Not At All Prepared [33%]	Prepared [33%]	Well Prepared [33%]

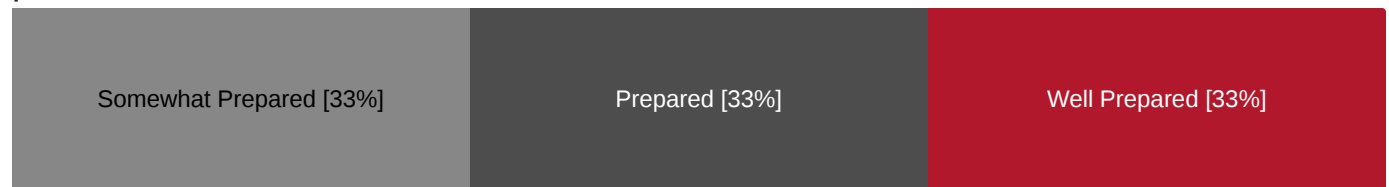⚪ N/A   ⚫ Not At All Prepared [1]   ⚫ Somewhat Prepared   ⚫ Prepared [1]   🔴 Well Prepared [1]

BA Adolescence English 2020-2021 One-Year Completer Survey

Understand and apply educational research to analyze relevant concepts in my field.
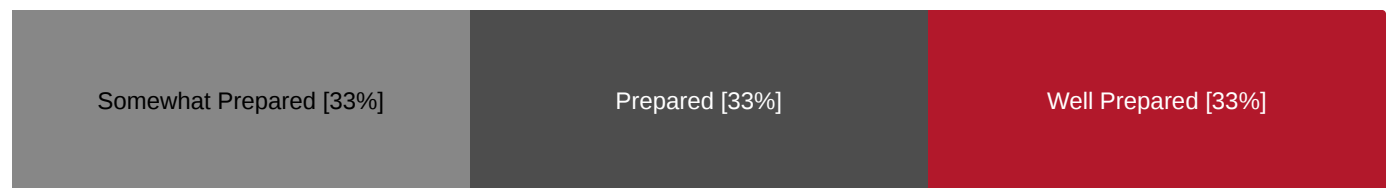
Somewhat Prepared [67%]	Prepared [33%]

○ N/A　● Not At All Prepared　● Somewhat Prepared [2]　● Prepared [1]　● Well Prepared

Make sound ethical decisions in my teaching practice and reflect on my work as a professional.
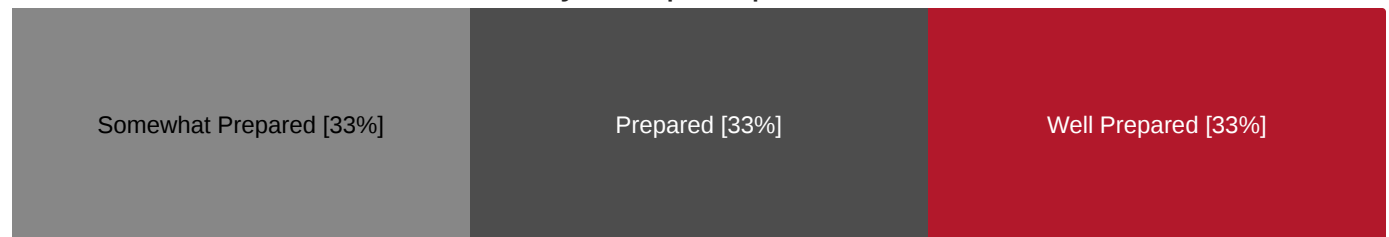
Somewhat Prepared [33%]	Prepared [33%]	Well Prepared [33%]

○ N/A　● Not At All Prepared　● Somewhat Prepared [1]　● Prepared [1]　● Well Prepared [1]

Communicate effectively with students and model behavior that supports fairness and the belief that all students can learn.

Somewhat Prepared [33%]	Prepared [33%]	Well Prepared [33%]

○ N/A　● Not At All Prepared　● Somewhat Prepared [1]　● Prepared [1]　● Well Prepared [1]

Communicate and work effectively with peer professionals.

Somewhat Prepared [33%]	Prepared [33%]	Well Prepared [33%]

○ N/A　● Not At All Prepared　● Somewhat Prepared [1]　● Prepared [1]　● Well Prepared [1]

BA Adolescence English 2020-2021 One-Year Completer Survey

Communicate effectively with families to promote parental involvement in support of students' learning.

Somewhat Prepared [67%]	Prepared [33%]

○ N/A ● Not At All Prepared ● Somewhat Prepared [2] ● Prepared [1] ● Well Prepared

Understand and apply educational and school / district policies that relate to my work.

Somewhat Prepared [33%]	Prepared [67%]

○ N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [2] ● Well Prepared

Overall, my Initial Certification Program at SUNY Potsdam prepared me well for teaching.
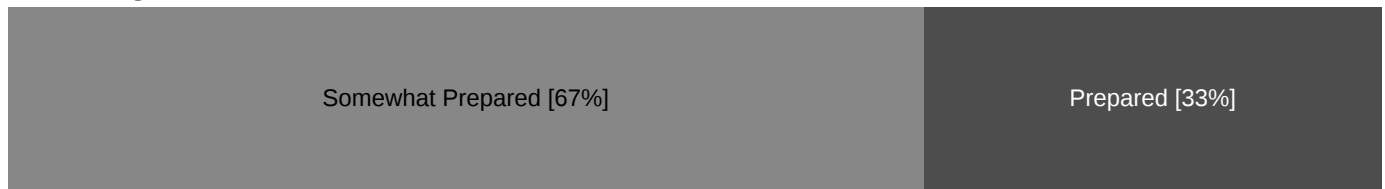
Somewhat Prepared [67%]	Prepared [33%]

○ N/A ● Not At All Prepared ● Somewhat Prepared [2] ● Prepared [1] ● Well Prepared

BA Adolescence English 2020-2021 One-Year Completer Survey

What are the strengths of the program you completed at SUNY Potsdam?

What are the strengths of the program you completed at SUNY Potsdam?

Understanding of the standards.

Lesson planning, engaging activities.

Strengths included learning the standards inside and out, and being aware of how important relationships are with students. Relationships have been the basis for all the success thus far in the last 2 years of teaching for me.

BA Adolescence English 2020-2021 One-Year Completer Survey

Please share any ways in which the initial program you completed at SUNY Potsdam could be made stronger.

Please share any ways in which the program you completed at SUNY Potsdam could be made stronger.

We need better programming on students with disabilities and differentiating for students. Additionally, more creative lesson plan ideas. I think coming up with whole units and day to day lessons more often would help more.

Stop focusing just on SEL, it's not the sole focus of teaching nor do teachers realistically have time for it. Focus on classroom management. Give us REAL examples of behaviors in the classroom and how to deal with them.
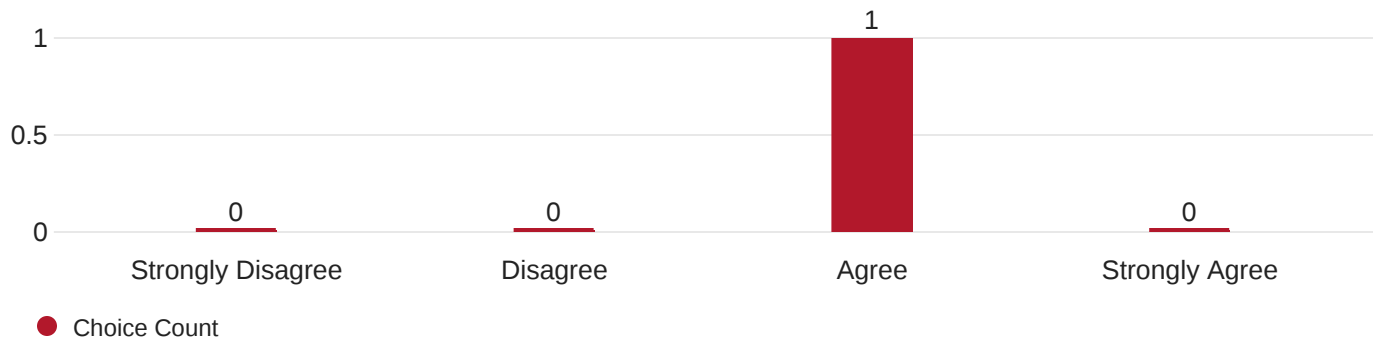
How to deal with disruptive students.

BA Adolescence English 2020-2021 One-Year Completer Survey

My preparation at SUNY Potsdam has equipped me with knowledge and pedagogical skills to have a positive impact on student learning.

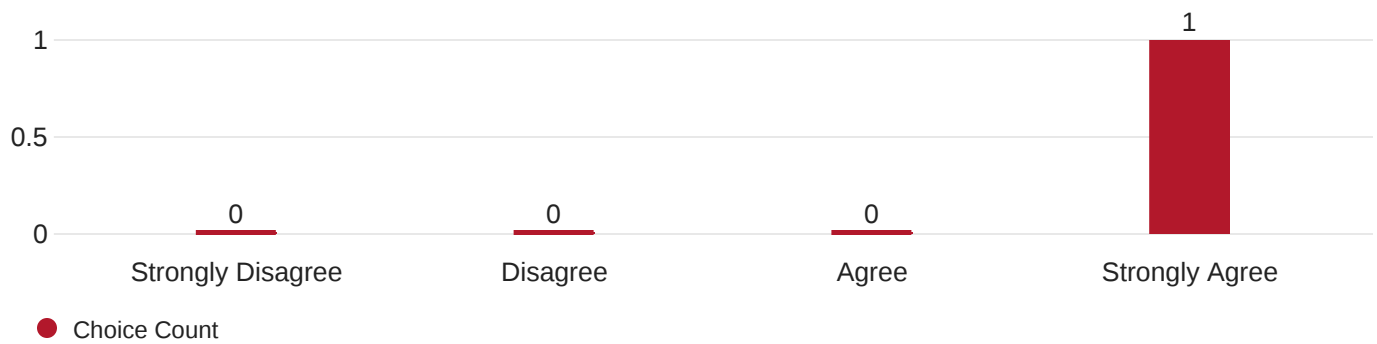|	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	0	1	0
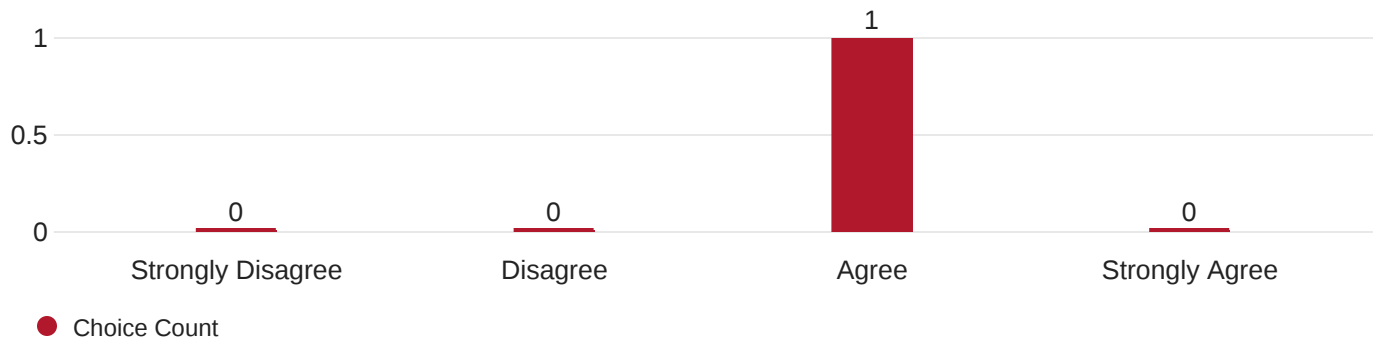
BA Adolescence English 2020-2021 One-Year Completer Survey

Evaluate the progress of students using a variety of assessment data measuring goals appropriate for the grade level and subject.
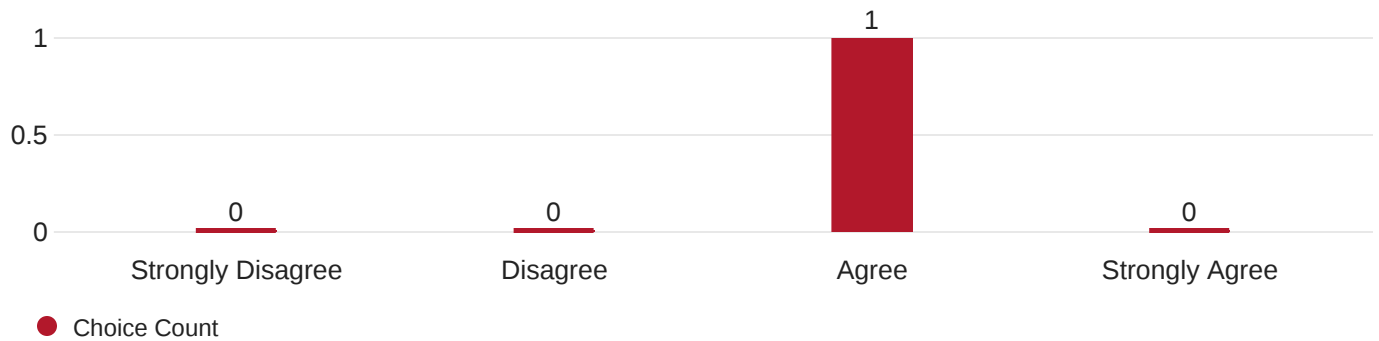
BA Adolescence English 2020-2021 One-Year Completer Survey

Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
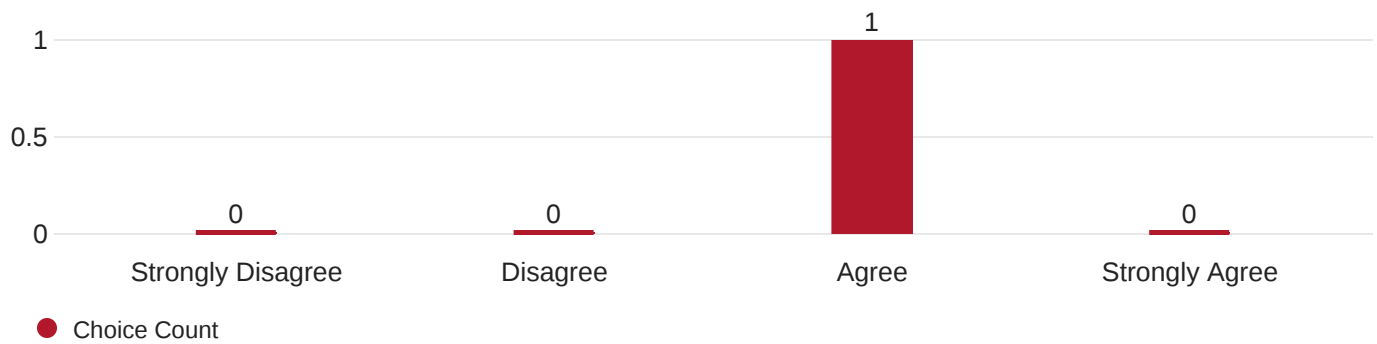
BA Adolescence English 2020-2021 One-Year Completer Survey

Use multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.


● Choice Count

BA Adolescence English 2020-2021 One-Year Completer Survey

Provide evidence that students are attaining college and career readiness knowledge, skills and dispositions (ex. content learning standards, critical thinking, collaboration, communication, leadership).

BA Adolescence English 2020-2021 One-Year Completer Survey

Reflect on and use data to provide ideas about what can be done to improve my teaching and student learning.

- ● Choice Count
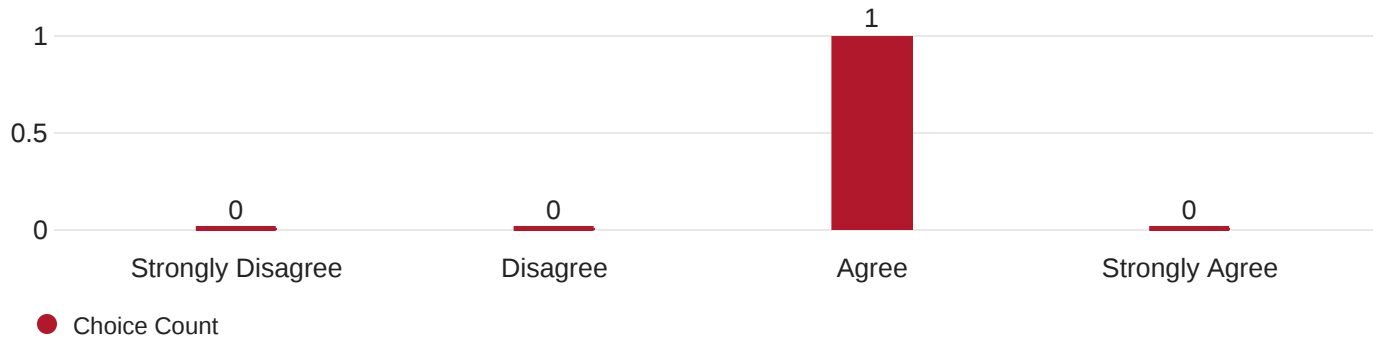
Survey sent to 139 completers from 2020-2021, of which four were
MST Adolescence English. With two responders giving a 50%
response rate for the MST Adolescence English Program.

MST Adolescence English 2020-2021 One-Year Completer Survey

Please select the program you completed at SUNY Potsdam.

Adolescence Education – English	2

0   0.5   1   1.5   2

Was you initial certification a Bachelor's (BA) or Master's (MST) degree?

2

1

0

BA   MST

● Choice Count

MST Adolescence English 2020-2021 One-Year Completer Survey
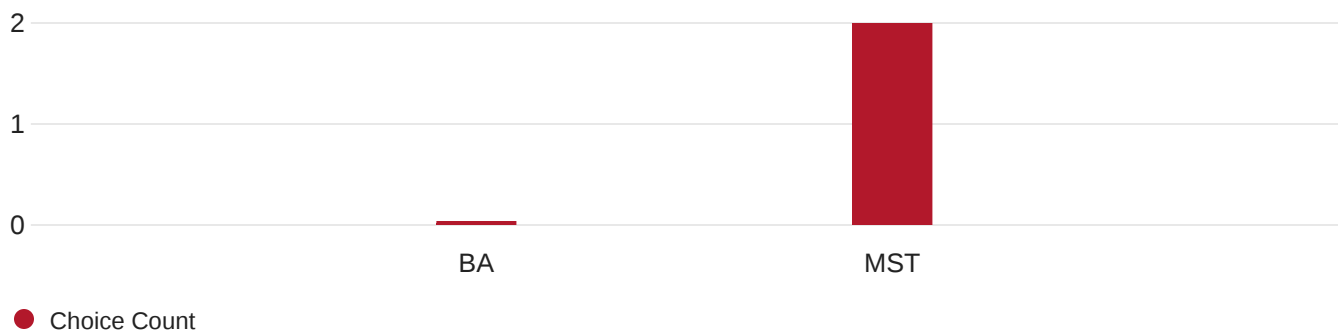
Have you completed all of your initial certification exams?

	Choice Count
Yes	1
No	1

● Choice Count

MST Adolescence English 2020-2021 One-Year Completer Survey

Please indicate your current employment.

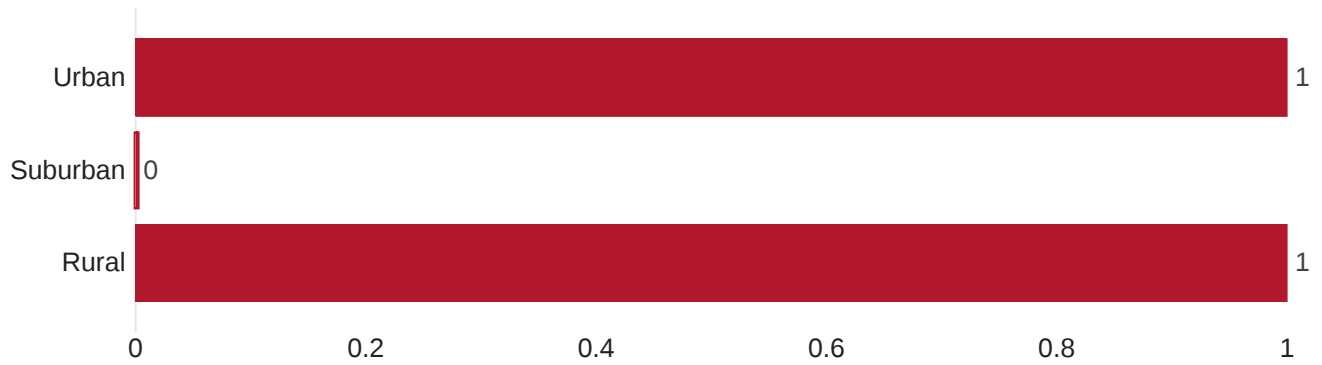| Field	Choice Count
Yes	2
No	0
Total	2

MST Adolescence English 2020-2021 One-Year Completer Survey

If employed in a school, please indicate its type.

Type	Value
Independent/Private	0
Public	1
Charter	1

MST Adolescence English 2020-2021 One-Year Completer Survey

If employed in a school, please specify its location.

Location	Value
Urban	1
Suburban	0
Rural	1

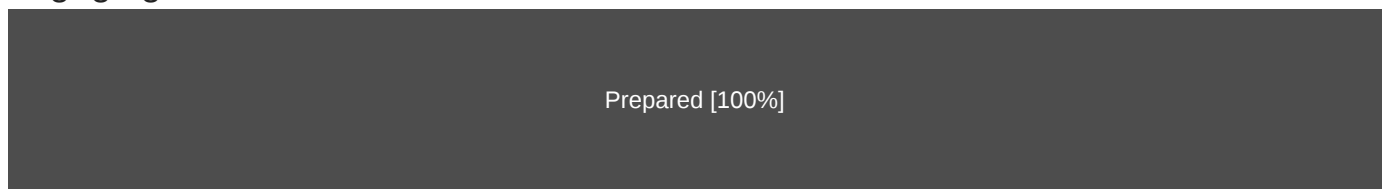# MST Adolescence English 2020-2021 One-Year Completer Survey

In my Initial Certification program, I felt prepared to….

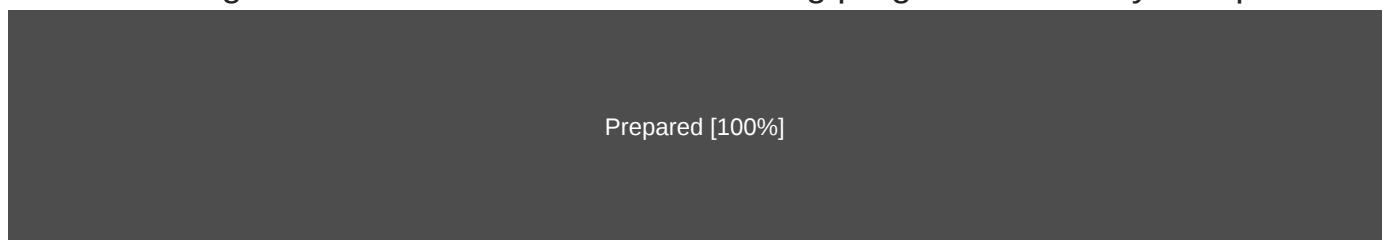### Teach the content associated with my discipline.

Prepared [50%]	Well Prepared [50%]

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [1] ● Well Prepared [1]

Plan learning experiences that make the content in my discipline accessible and engaging for students.

Prepared [100%]

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [2] ● Well Prepared

Use knowledge of content standards and learning progressions in my discipline.

Prepared [100%]

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [2] ● Well Prepared

MST Adolescence English 2020-2021 One-Year Completer Survey

Plan lessons using content standards and appropriate grade level learning objectives.
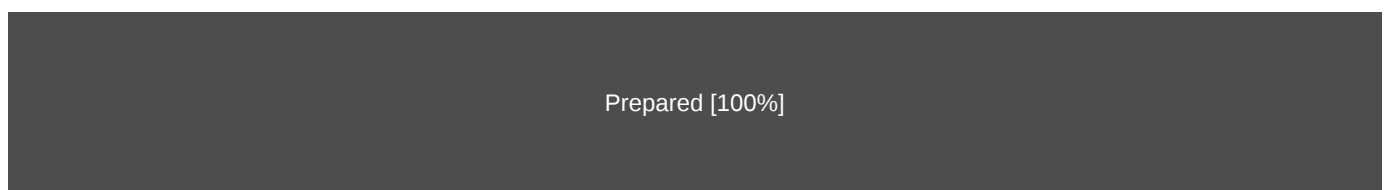
Prepared [50%]	Well Prepared [50%]

○ N/A ○ Not At All Prepared ○ Somewhat Prepared ● Prepared [1] ● Well Prepared [1]

Identify common misconceptions in the discipline and create opportunities for accurate understanding in the content area.

Prepared [50%]	Well Prepared [50%]

○ N/A ○ Not At All Prepared ○ Somewhat Prepared ● Prepared [1] ● Well Prepared [1]

Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.

Prepared [100%]

○ N/A ○ Not At All Prepared ○ Somewhat Prepared ● Prepared [2] ● Well Prepared
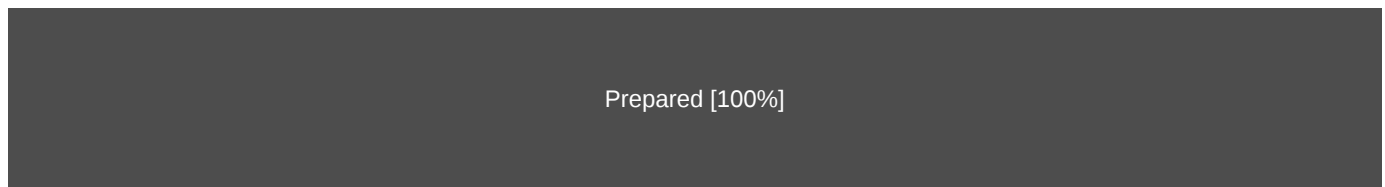
MST Adolescence English 2020-2021 One-Year Completer Survey

Demonstrate respect for student, family, and community diversity (e.g. race, ethnicity, economic levels, gender, family background, religion, sexual orientation).
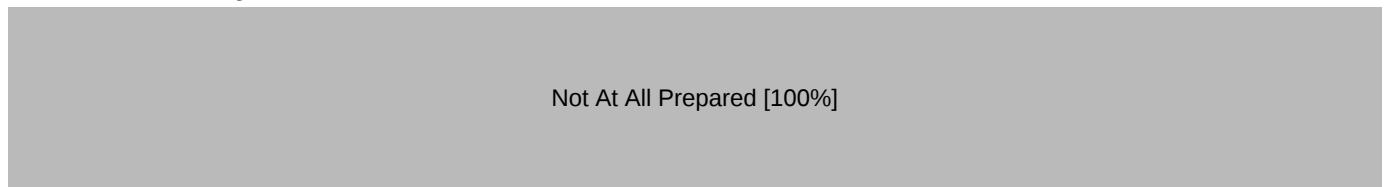
Prepared [50%]	Well Prepared [50%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [1]

Use my knowledge and skills to address the learning needs of exceptional learners.

Prepared [100%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared

Use my knowledge and skills to address the learning needs of English Language Learners in my field.

Not At All Prepared [100%]

○ N/A   ● Not At All Prepared [2]   ● Somewhat Prepared   ● Prepared   ● Well Prepared

Use my knowledge of various techniques to address the learning needs of students with behavioral challenges.

Not At All Prepared [50%]	Somewhat Prepared [50%]

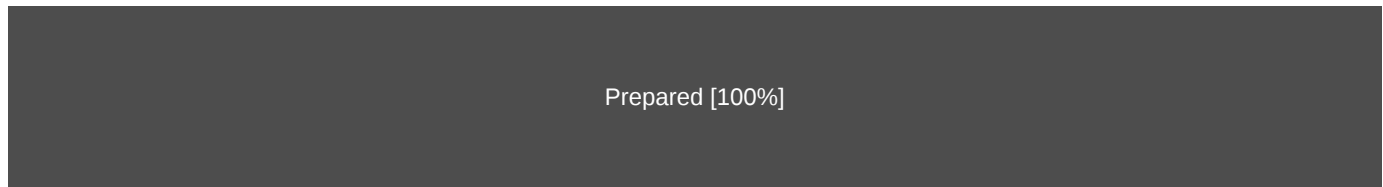○ N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [1]   ● Prepared   ● Well Prepared

MST Adolescence English 2020-2021 One-Year Completer Survey

Design effective and meaningful learning experiences for all students, using my background in content and pedagogy.
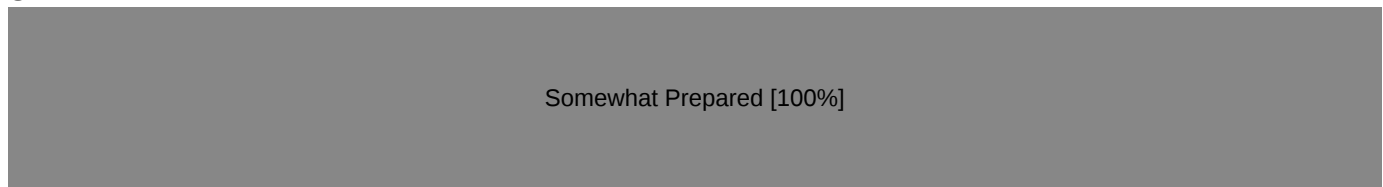
Somewhat Prepared [50%]	Prepared [50%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [1]   ● Well Prepared

Use a variety of instructional strategies for developing critical thinking and problem-solving.
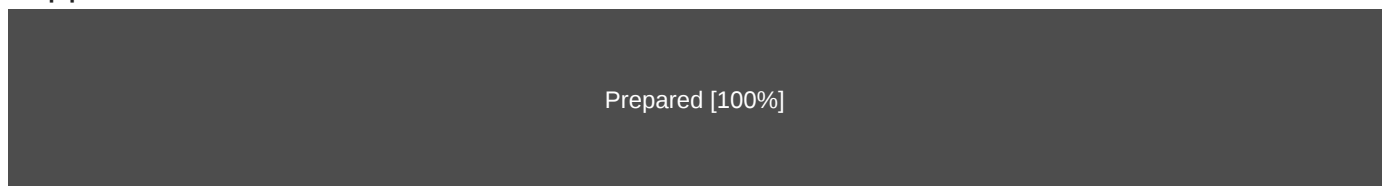
Prepared [100%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared

Differentiate instruction to meet diverse students' needs in achieving learning goals.

Somewhat Prepared [100%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared   ● Well Prepared

Create and manage learning environments that include positive behavioral supports for all learners.

Prepared [100%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared
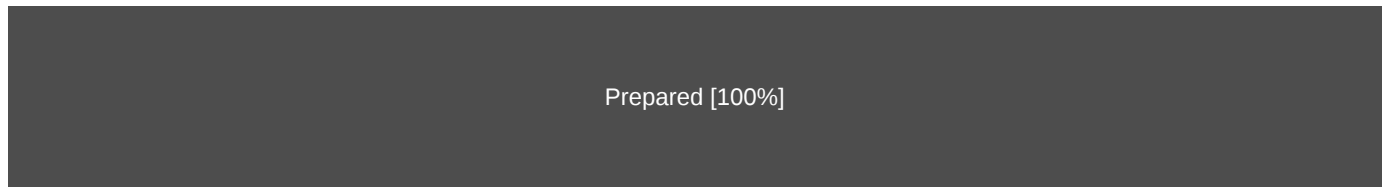
MST Adolescence English 2020-2021 One-Year Completer Survey

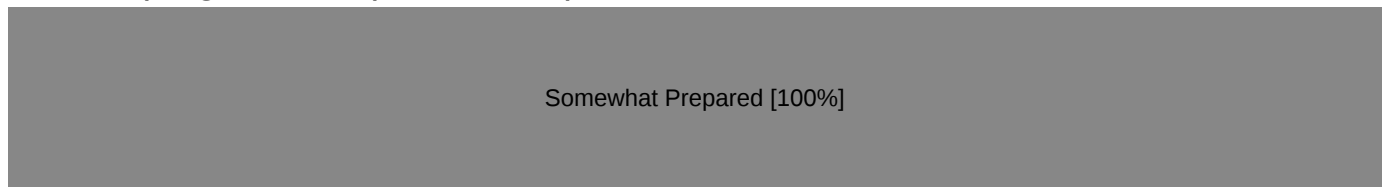Set expectations for a safe, positive learning environment appropriate to school / district policies.

Prepared [50%]	Well Prepared [50%]

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [1] ● Well Prepared [1]

Integrate and use digital and interactive technologies into my practice to enhance instruction and promote student engagement.

Prepared [100%]

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [2] ● Well Prepared

Use multiple ways to assess student learning and use these assessments to monitor progress and plan subsequent instruction.

Somewhat Prepared [100%]

○ N/A ● Not At All Prepared ● Somewhat Prepared [2] ● Prepared ● Well Prepared

Use descriptive feedback to effectively guide learners in understanding and identifying quality work and guide their progress toward that work.

Somewhat Prepared [50%]	Well Prepared [50%]

○ N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared ● Well Prepared [1]

MST Adolescence English 2020-2021 One-Year Completer Survey

Understand and apply educational research to analyze relevant concepts in my field.

Not At All Prepared [50%]	Prepared [50%]

○ N/A   ● Not At All Prepared [1]   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared

Make sound ethical decisions in my teaching practice and reflect on my work as a professional.

Prepared [50%]	Well Prepared [50%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [1]

Communicate effectively with students and model behavior that supports fairness and the belief that all students can learn.

Prepared [50%]	Well Prepared [50%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [1]

Communicate and work effectively with peer professionals.

Prepared [50%]	Well Prepared [50%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [1]

MST Adolescence English 2020-2021 One-Year Completer Survey

Communicate effectively with families to promote parental involvement in support of students' learning.
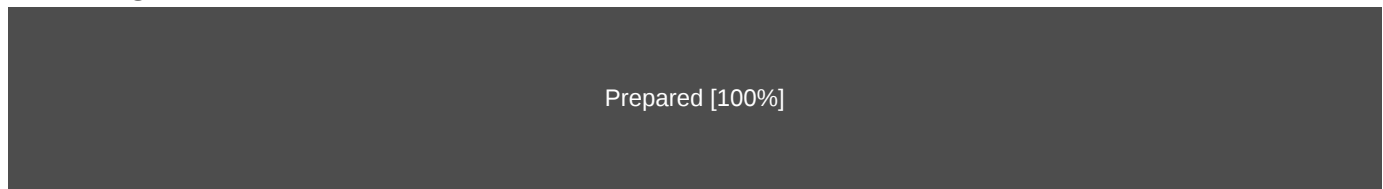
Not At All Prepared [50%]	Prepared [50%]

○ N/A　　● Not At All Prepared [1]　　● Somewhat Prepared　　● Prepared [1]　　● Well Prepared

Understand and apply educational and school / district policies that relate to my work.

Prepared [50%]	Well Prepared [50%]

○ N/A　　● Not At All Prepared　　● Somewhat Prepared　　● Prepared [1]　　● Well Prepared [1]

Overall, my Initial Certification Program at SUNY Potsdam prepared me well for teaching.

Prepared [100%]

○ N/A　　● Not At All Prepared　　● Somewhat Prepared　　● Prepared [2]　　● Well Prepared

What are the strengths of the program you completed at SUNY Potsdam?

What are the strengths of the program you completed at SUNY Potsdam?

Small class sizes (for the most part) which help there to be a better sense of community, better relationship building between our professors and peers, more individualization and the ability to move at a pace which worked for all of us.

Making positive connections and relationships with students, creating a safe space to learn, making content engaging

MST Adolescence English 2020-2021 One-Year Completer Survey

Please share any ways in which the initial program you completed at SUNY Potsdam could be made stronger.
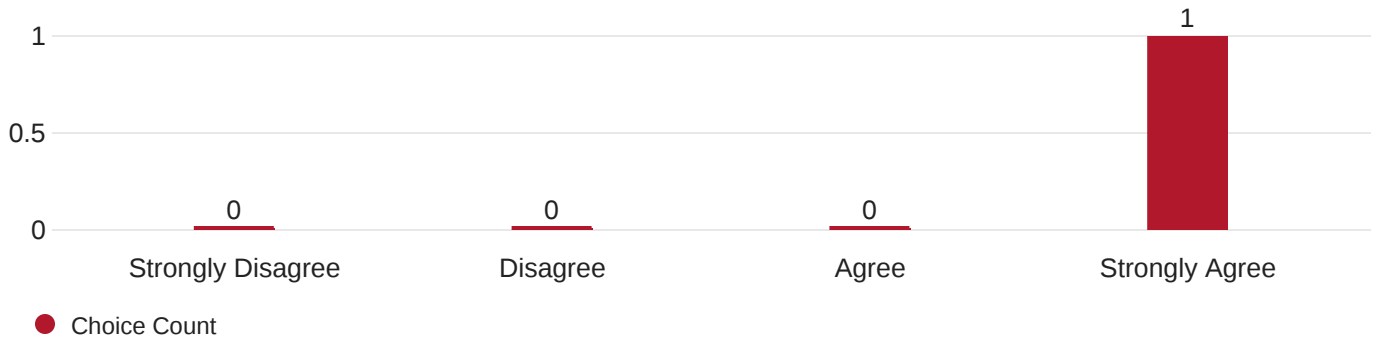
Please share any ways in which the program you completed at SUNY Potsdam could be made stronger.

Learning more about how to differentiate instruction, IEPS, special accommodations etc

I felt extremely under prepared to work with students with varying needs; whether it was 504s, IEPs or ELL students. We talk about ways to differentiate instruction but it doesn't come close enough to actually having to do those things in the classroom or follow a students specific plan and incorporate those needs/resources. There was very little time spent of differentiation for ELL students as well and what we did do/or talk about in the program did not even come close to what was needed (in my experience).
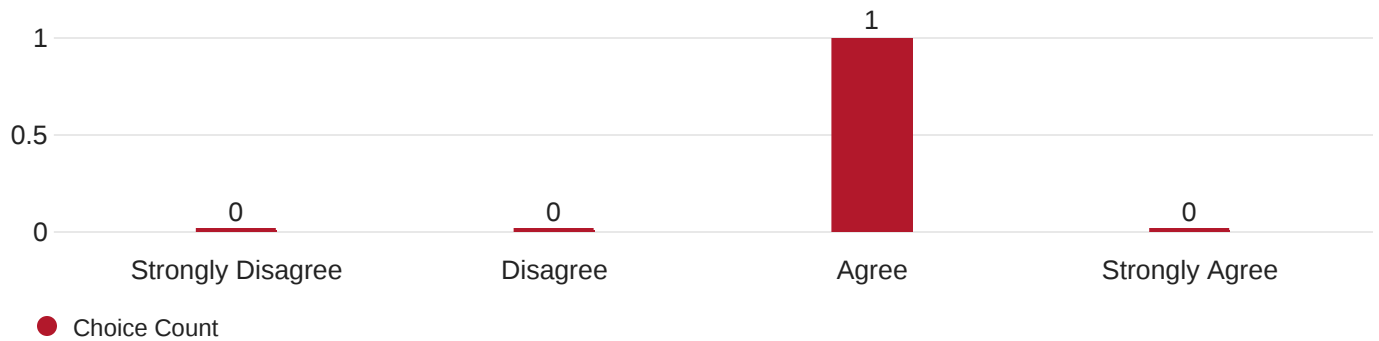
MST Adolescence English 2020-2021 One-Year Completer Survey

My preparation at SUNY Potsdam has equipped me with knowledge and pedagogical skills to have a positive impact on student learning.
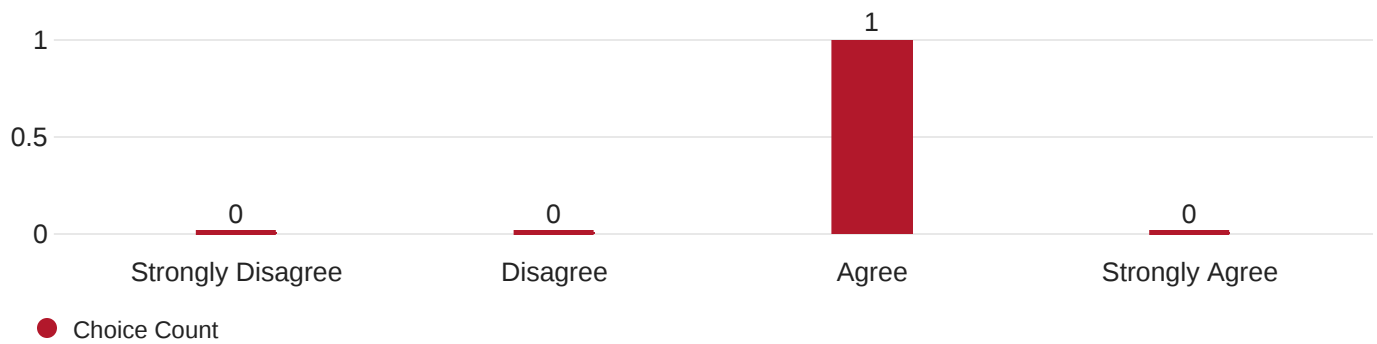
MST Adolescence English 2020-2021 One-Year Completer Survey

Evaluate the progress of students using a variety of assessment data measuring goals appropriate for the grade level and subject.

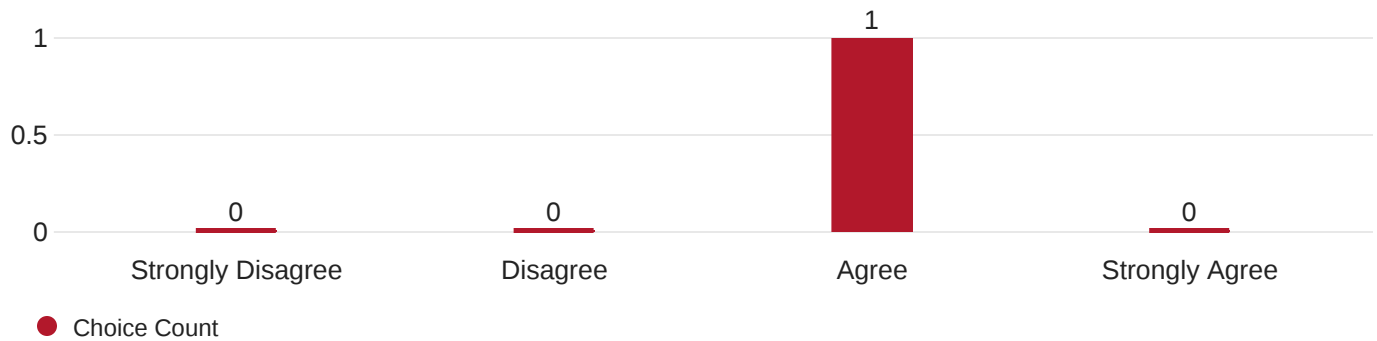|	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	0	1	0

● Choice Count

MST Adolescence English 2020-2021 One-Year Completer Survey

Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
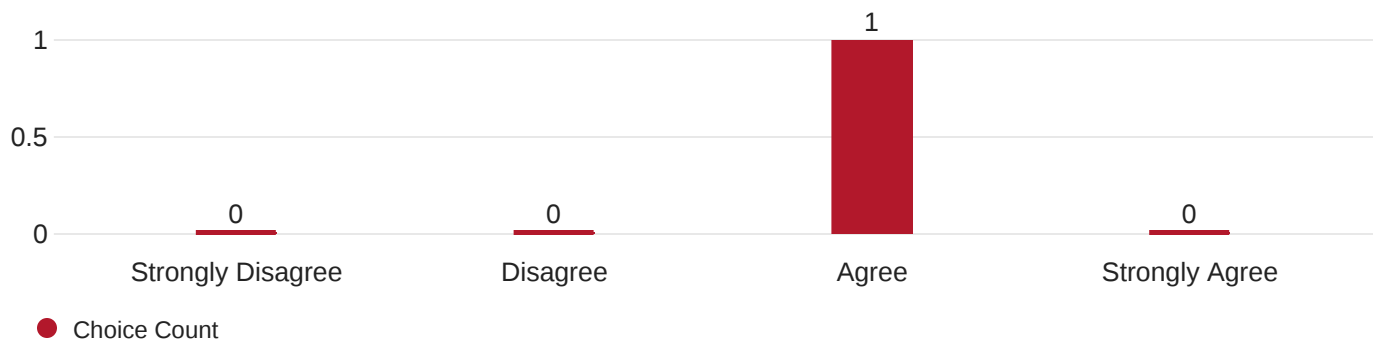

- ● Choice Count

MST Adolescence English 2020-2021 One-Year Completer Survey

Use multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.

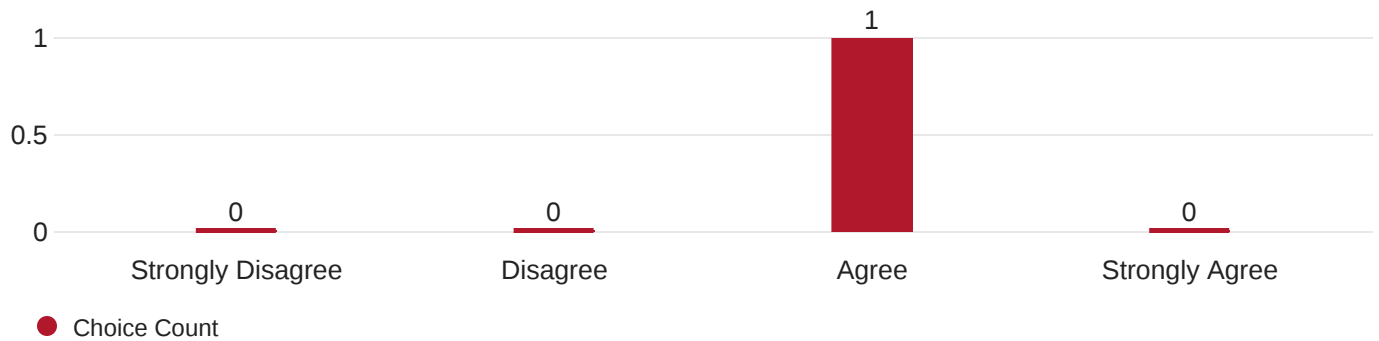|	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	0	1	0

● Choice Count

MST Adolescence English 2020-2021 One-Year Completer Survey

Provide evidence that students are attaining college and career readiness knowledge, skills and dispositions (ex. content learning standards, critical thinking, collaboration, communication, leadership).

MST Adolescence English 2020-2021 One-Year Completer Survey

Reflect on and use data to provide ideas about what can be done to improve my teaching and student learning.
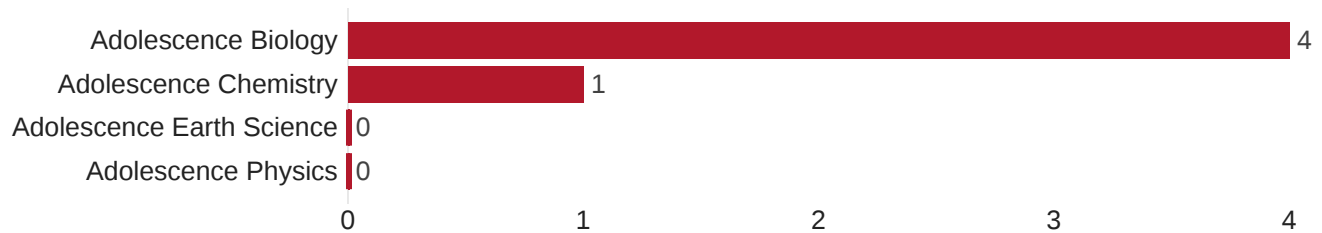
Potsdam
STATE UNIVERSITY OF NEW YORK

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

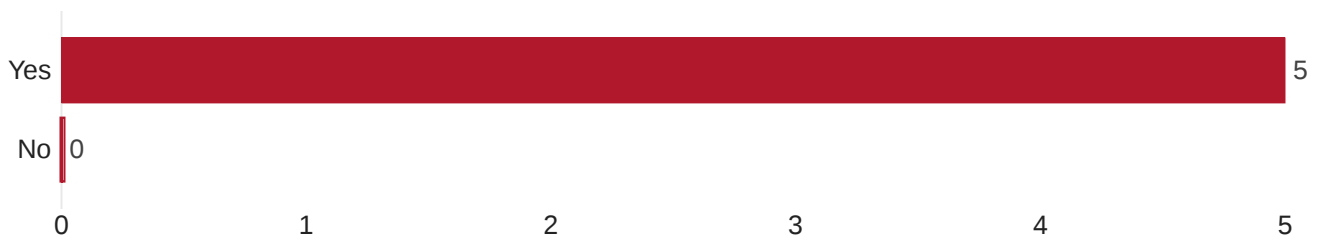## Please select the program you completed at SUNY Potsdam.

Program	Count
Adolescence Biology	4
Adolescence Chemistry	1
Adolescence Earth Science	0
Adolescence Physics	0

Was you initial certification a Bachelor's (BA) or Master's (MST) degree?

	Choice Count
BA	2
MST	(3)

● Choice Count

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Have you completed all of your initial certification exams?

	Choice Count
Yes	5
No	0

Choice Count

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Please indicate your current employment.

| Field	Choice Count
Yes	5
No	0
Total	5

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

If employed in a school, please indicate its type.

School Type	Count
Independent/Private	0
Public	5
Charter	0

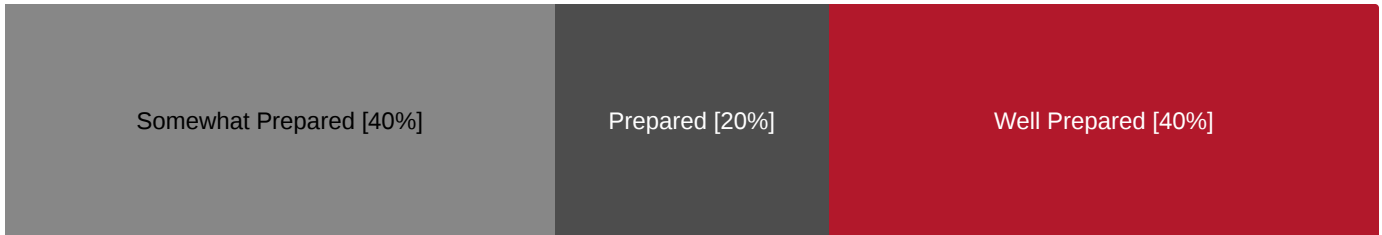BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

If employed in a school, please specify its location.

# BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey
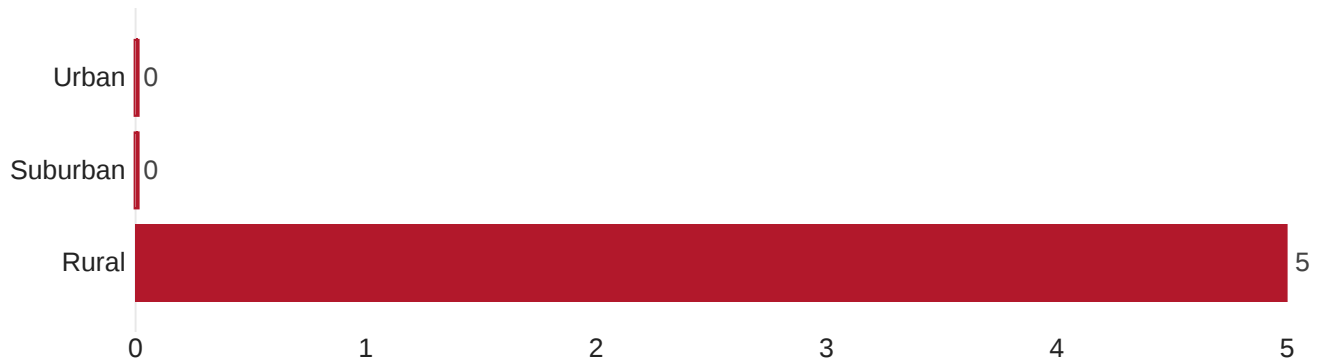
In my Initial Certification program, I felt prepared to….

Teach the content associated with my discipline.

Somewhat Prepared [40%]	Prepared [20%]	Well Prepared [40%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared [1]   ● Well Prepared [2]

Plan learning experiences that make the content in my discipline accessible and engaging for students.

	Prepared [80%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [4]   ● Well Prepared
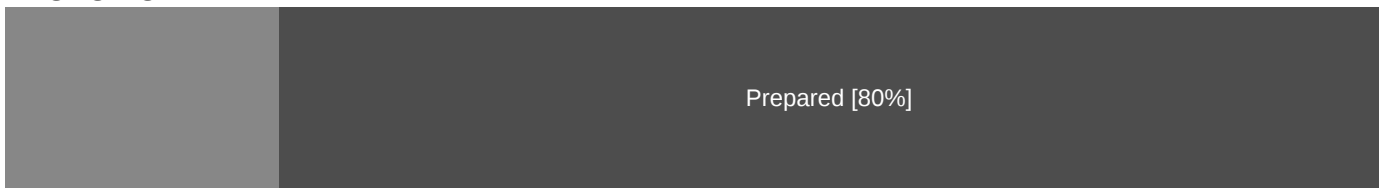
Use knowledge of content standards and learning progressions in my discipline.

Somewhat Prepared [60%]	Well Prepared [40%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [3]   ● Prepared   ● Well Prepared [2]

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Plan lessons using content standards and appropriate grade level learning objectives.

	Prepared [60%]	Well Prepared [20%]

● N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [3] ● Well Prepared [1]
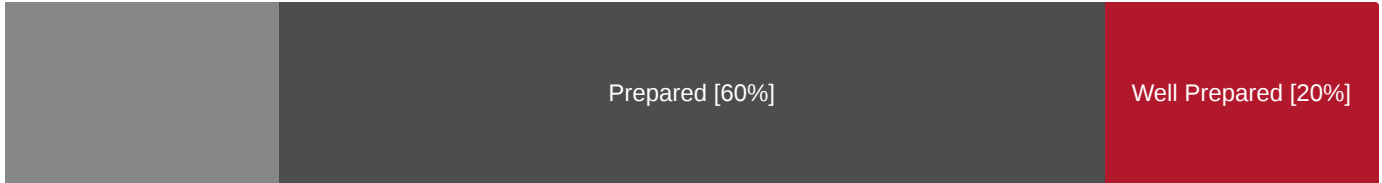
Identify common misconceptions in the discipline and create opportunities for accurate understanding in the content area.

Somewhat Prepared [60%]	Prepared [40%]

● N/A ● Not At All Prepared ● Somewhat Prepared [3] ● Prepared [2] ● Well Prepared

Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.

Somewhat Prepared [60%]	Prepared [20%]	Well Prepared [20%]

● N/A ● Not At All Prepared ● Somewhat Prepared [3] ● Prepared [1] ● Well Prepared [1]

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Demonstrate respect for student, family, and community diversity (e.g. race, ethnicity, economic levels, gender, family background, religion, sexual orientation).

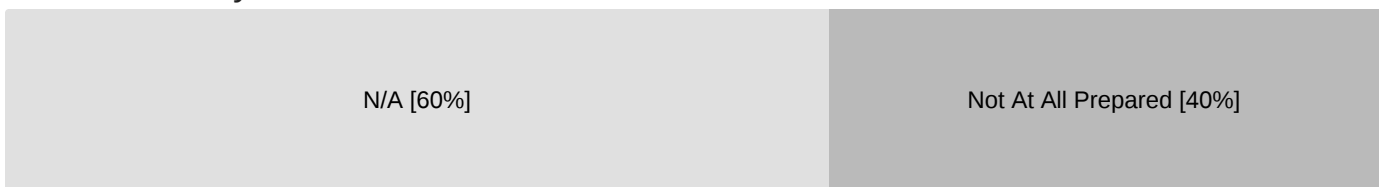| Prepared [20%]	Well Prepared [80%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [1]   ● Well Prepared [4]

Use my knowledge and skills to address the learning needs of exceptional learners.

N/A [20%]		Prepared [60%]

● N/A [1]   ● Not At All Prepared [1]   ● Somewhat Prepared   ● Prepared [3]   ● Well Prepared

Use my knowledge and skills to address the learning needs of English Language Learners in my field.

N/A [60%]	Not At All Prepared [40%]

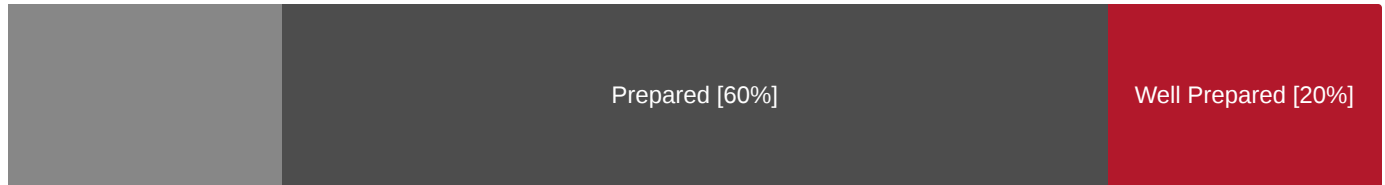● N/A [3]   ● Not At All Prepared [2]   ● Somewhat Prepared   ● Prepared   ● Well Prepared

Use my knowledge of various techniques to address the learning needs of students with behavioral challenges.

Not At All Prepared [40%]		Prepared [40%]

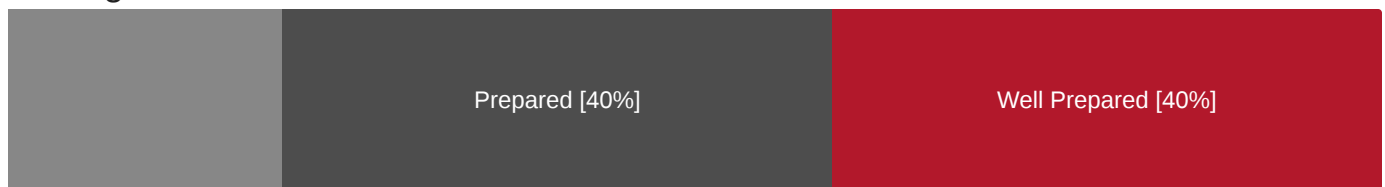● N/A   ● Not At All Prepared [2]   ● Somewhat Prepared [1]   ● Prepared [2]   ● Well Prepared

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Design effective and meaningful learning experiences for all students, using my background in content and pedagogy.
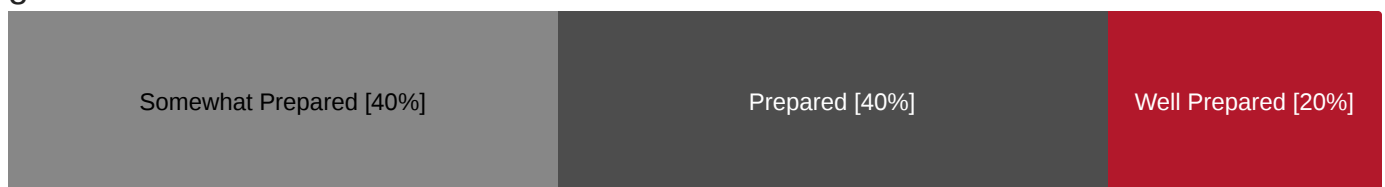
	Prepared [60%]	Well Prepared [20%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [3]   ● Well Prepared [1]

Use a variety of instructional strategies for developing critical thinking and problem-solving.

	Prepared [40%]	Well Prepared [40%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [2]   ● Well Prepared [2]

Differentiate instruction to meet diverse students' needs in achieving learning goals.

Somewhat Prepared [40%]	Prepared [40%]	Well Prepared [20%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared [2]   ● Well Prepared [1]

Create and manage learning environments that include positive behavioral supports for all learners.

	Prepared [60%]	Well Prepared [20%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [3]   ● Well Prepared [1]
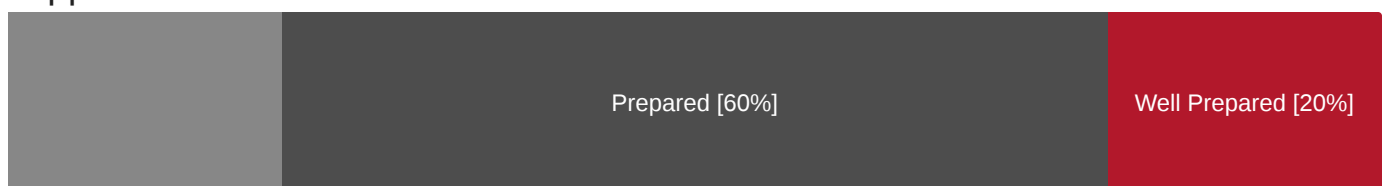
BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

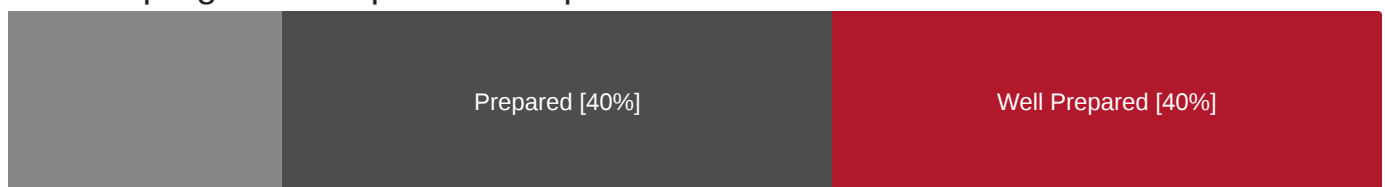Set expectations for a safe, positive learning environment appropriate to school / district policies.

Prepared [40%]	Well Prepared [60%]

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [2] ● Well Prepared [3]

Integrate and use digital and interactive technologies into my practice to enhance instruction and promote student engagement.
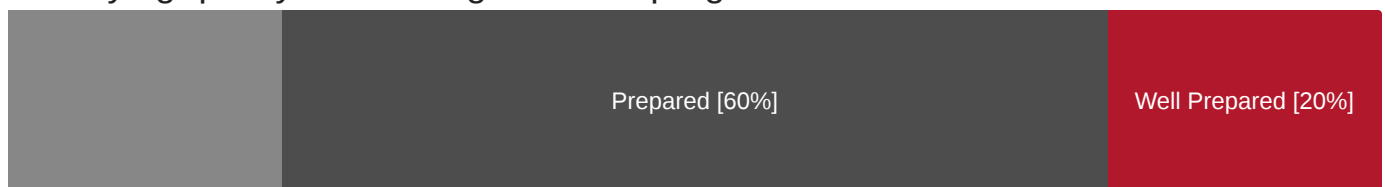
Prepared [40%]	Well Prepared [60%]

○ N/A ● Not At All Prepared ● Somewhat Prepared ● Prepared [2] ● Well Prepared [3]

Use multiple ways to assess student learning and use these assessments to monitor progress and plan subsequent instruction.

	Prepared [40%]	Well Prepared [40%]

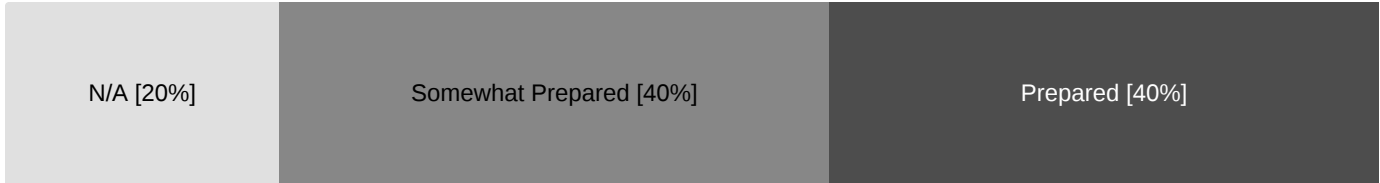○ N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [2] ● Well Prepared [2]

Use descriptive feedback to effectively guide learners in understanding and identifying quality work and guide their progress toward that work.

	Prepared [60%]	Well Prepared [20%]

○ N/A ● Not At All Prepared ● Somewhat Prepared [1] ● Prepared [3] ● Well Prepared [1]
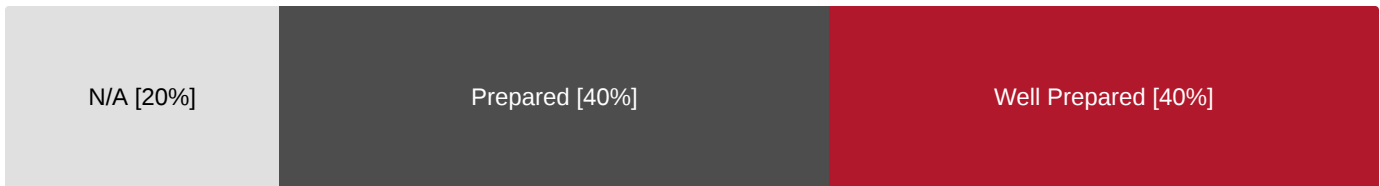
BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Understand and apply educational research to analyze relevant concepts in my field.

N/A [20%]	Somewhat Prepared [40%]	Prepared [40%]

● N/A [1]   ● Not At All Prepared   ● Somewhat Prepared [2]   ● Prepared [2]   ● Well Prepared

Make sound ethical decisions in my teaching practice and reflect on my work as a professional.

N/A [20%]	Prepared [40%]	Well Prepared [40%]

● N/A [1]   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared [2]

Communicate effectively with students and model behavior that supports fairness and the belief that all students can learn.

Prepared [60%]	Well Prepared [40%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [3]   ● Well Prepared [2]

Communicate and work effectively with peer professionals.

Prepared [40%]	Well Prepared [60%]

● N/A   ● Not At All Prepared   ● Somewhat Prepared   ● Prepared [2]   ● Well Prepared [3]
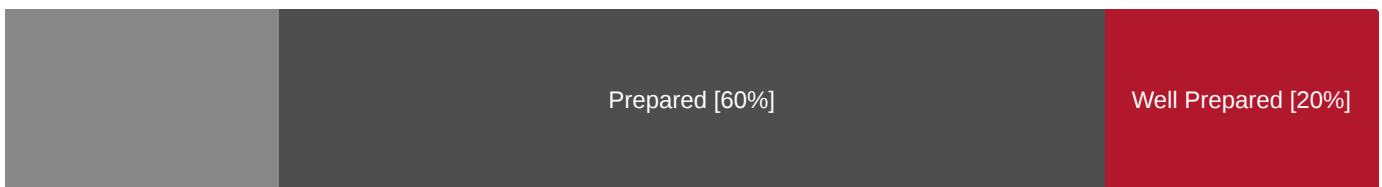
BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Communicate effectively with families to promote parental involvement in support of students' learning.
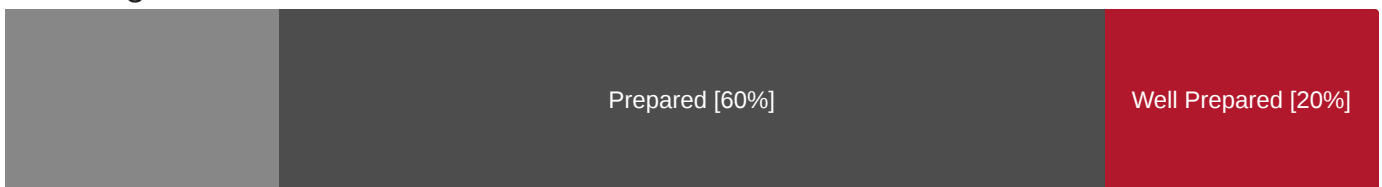
		Prepared [40%]	Well Prepared [20%]

○ N/A   ● Not At All Prepared [1]   ● Somewhat Prepared [1]   ● Prepared [2]   ● Well Prepared [1]

Understand and apply educational and school / district policies that relate to my work.

	Prepared [60%]	Well Prepared [20%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [3]   ● Well Prepared [1]

Overall, my Initial Certification Program at SUNY Potsdam prepared me well for teaching.

	Prepared [60%]	Well Prepared [20%]

○ N/A   ● Not At All Prepared   ● Somewhat Prepared [1]   ● Prepared [3]   ● Well Prepared [1]

What are the strengths of the program you completed at SUNY Potsdam?

What are the strengths of the program you completed at SUNY Potsdam?

Classroom management

-Introduction of new science learning standards
-Science content knowledge
-Classroom policies and procedures
-Use of yearlong curriculum map
-Creating lesson plans (including bellinger and closures)
-Tech in the classroom

-Lesson Planning
-Curriculum Mapping
-Tech in the classroom

The strengths of this program included the most recent methods of teaching via remote, digital learning/teaching, which was required during the COVID constraints. Also, broad aspect approach to teaching science, including the history of science, inquiry-based learning, and standards approach to teaching science using multiple research-based methods to ensure every student is successfully engaged and understands the content.

Strengths include - learning new technology to integrate into education and good practice on how to do well on the STA. Also writing lesson plans.

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Please share any ways in which the initial program you completed at SUNY Potsdam could be made stronger.

Please share any ways in which the program you completed at SUNY Potsdam could be made stronger.

This program provides an excellent preparation for the teaching profession, especially in the science content area. The only method to make the program stronger, which was beyond the control of the SUNY personnel, was to refrain from remote digital learning during COVID constraints. But, as stated, this was beyond the SUNY personnel control and they provided an excellent digital, remote learning experience in place of actual classroom learning!

I felt very ill prepared for classroom management. We never once analyzed a regents exam, and most of us are staying in NYS where they are required. We did not ever go into depth with the standards and learn how to really dig into the cross-cutting concepts very well. We were not given in depth feedback on various assignments from our instructor, they were surface level comments that was not critical feedback in my opinion. There is a lot that I felt I was not provided at SUNY Potsdam due to the simple fact there is only one department member for the MST science program. I feel as though this department member did a mediocre job that is definitely not improving the future science teachers coming out of SUNY Potsdam.
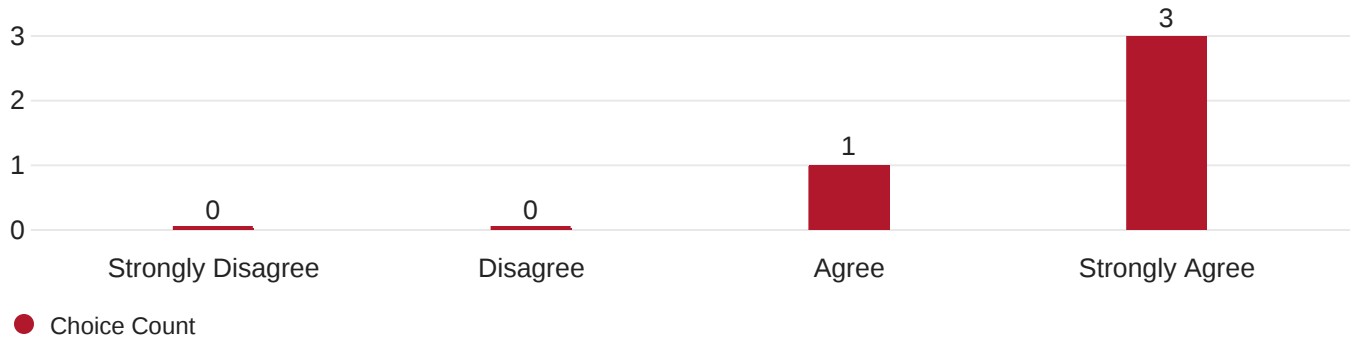
Content in MST. Biology majors in college learn far beyond the secondary level and topics should be rediscussed at some point

-Classroom management in terms of classroom behavior

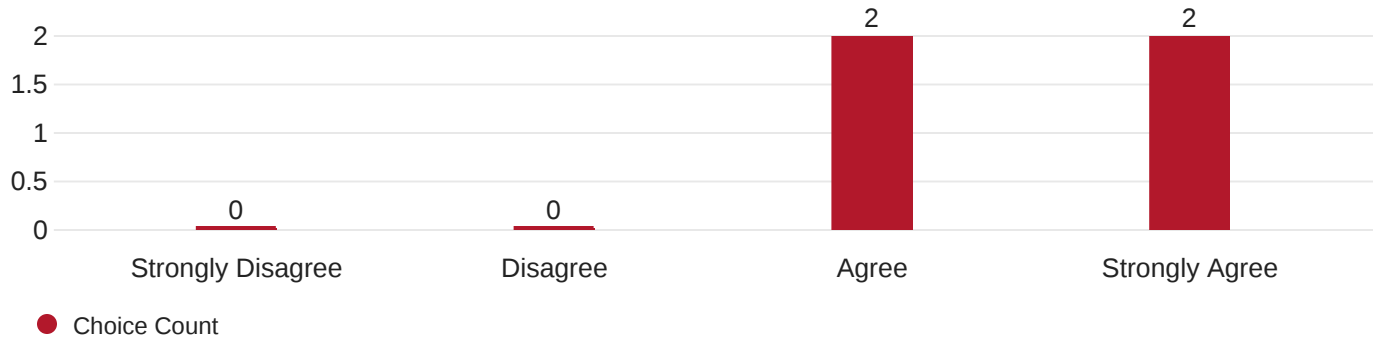-Additional strategies to reduce student behavior issues

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

My preparation at SUNY Potsdam has equipped me with knowledge and pedagogical skills to have a positive impact on student learning.
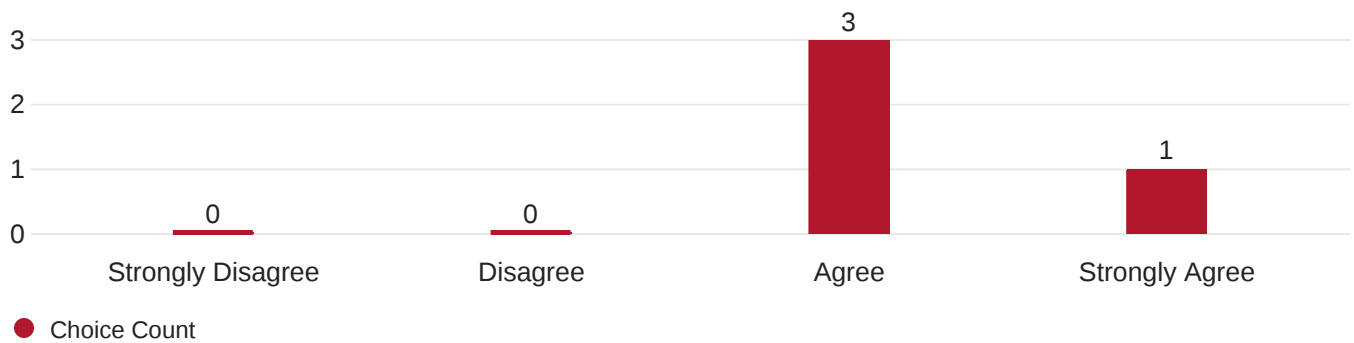
BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Evaluate the progress of students using a variety of assessment data measuring goals appropriate for the grade level and subject.
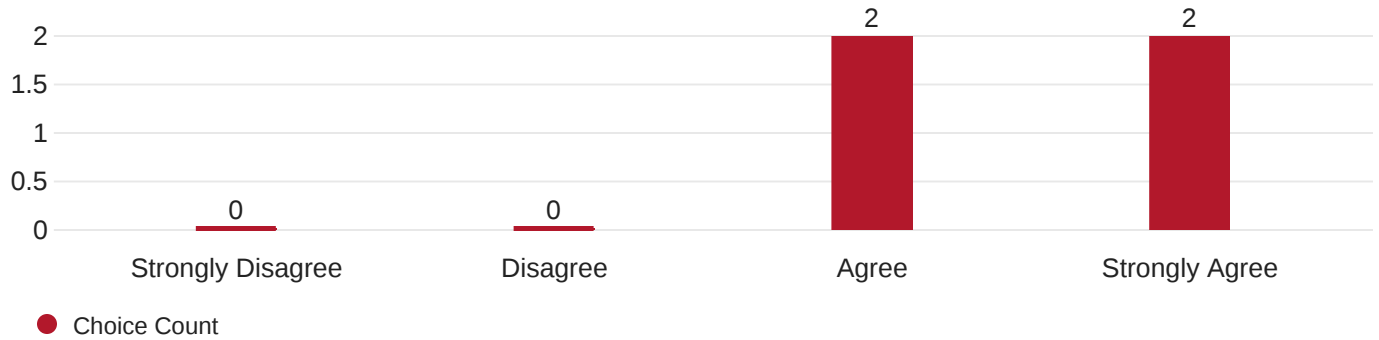

● Choice Count

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
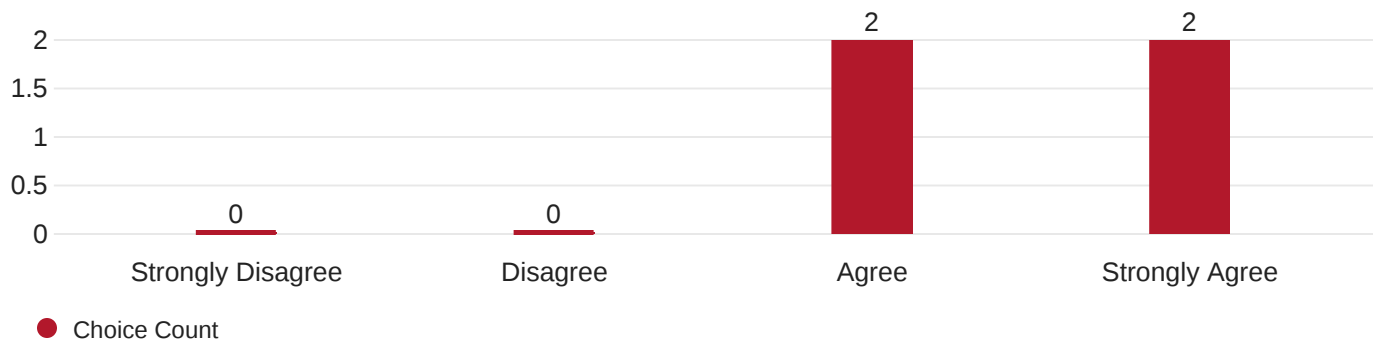

Choice Count

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Use multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.

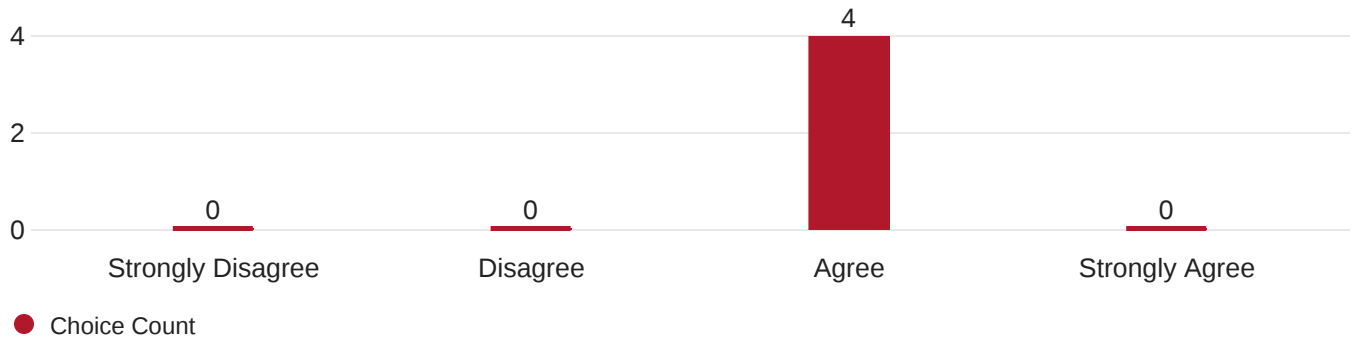|	Strongly Disagree	Disagree	Agree	Strongly Agree
Choice Count	0	0	2	2

● Choice Count

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Provide evidence that students are attaining college and career readiness knowledge, skills and dispositions (ex. content learning standards, critical thinking, collaboration, communication, leadership).

Bar chart showing Choice Count:
- Strongly Disagree: 0
- Disagree: 0
- Agree: 2
- Strongly Agree: 2

● Choice Count

BA / MST Adolescence Sciences 2020-2021 One-Year Completer Survey

Reflect on and use data to provide ideas about what can be done to improve my teaching and student learning.

BA Adolescence Mathematics 2020-2021 One-Year Completer Survey

Survey sent to 139 completers from 2020-2021, of which five were BA Adolescence Mathematics. There were zero responders giving a 0% response rate for the BA Adolescence Mathematics Program.

MST Adolescence Mathematics 2020-2021 One-Year Completer Survey
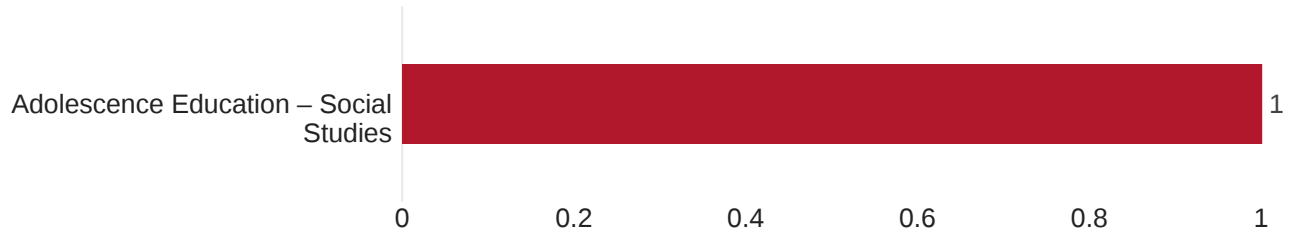
Survey sent to 139 completers from 2020-2021, of which three were MST Adolescence Mathematics. There were zero responders giving a 0% response rate for the MST Adolescence Mathematics Program.

Potsdam
STATE UNIVERSITY OF NEW YORK

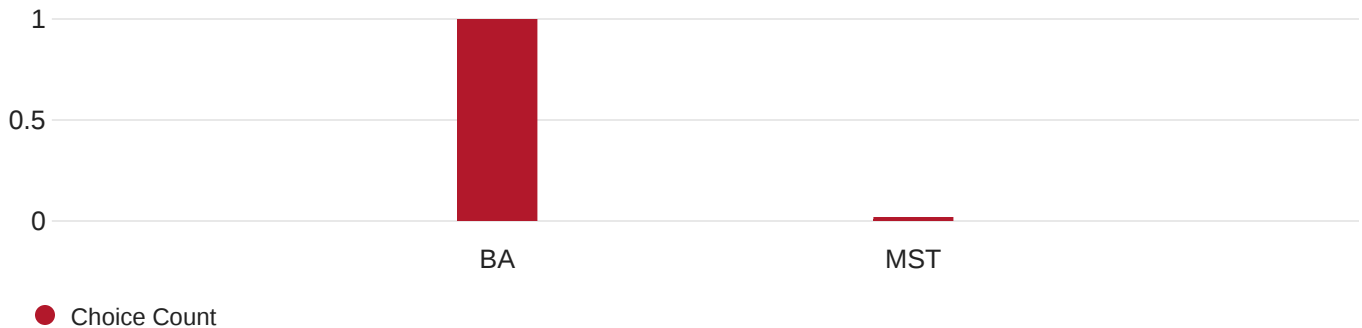BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

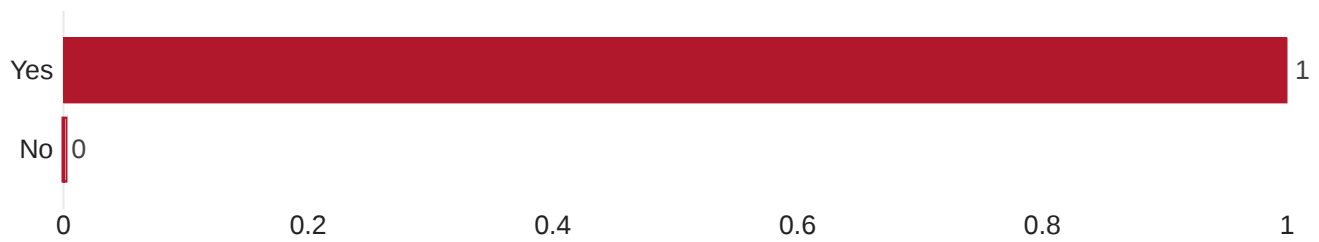Please select the program you completed at SUNY Potsdam.

Was you initial certification a Bachelor's (BA) or Master's (MST) degree?

● Choice Count

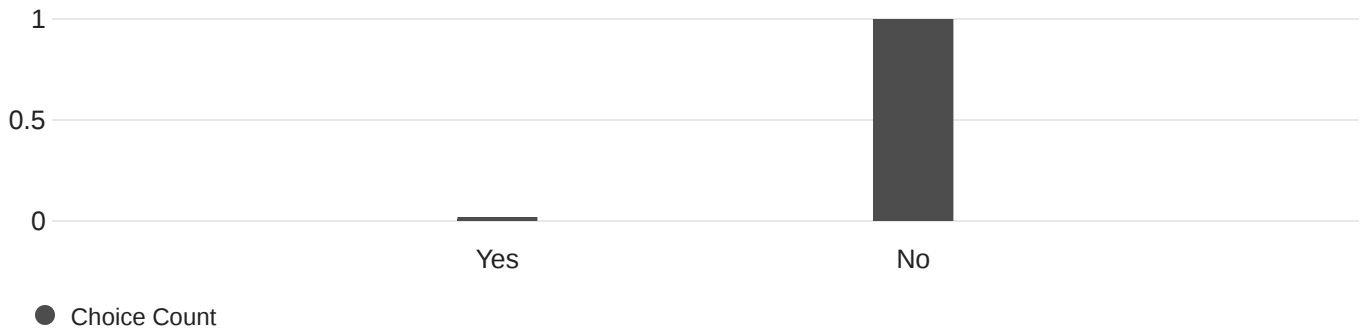BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Have you completed all of your initial certification exams?

Yes	1
No	0

0   0.2   0.4   0.6   0.8   1

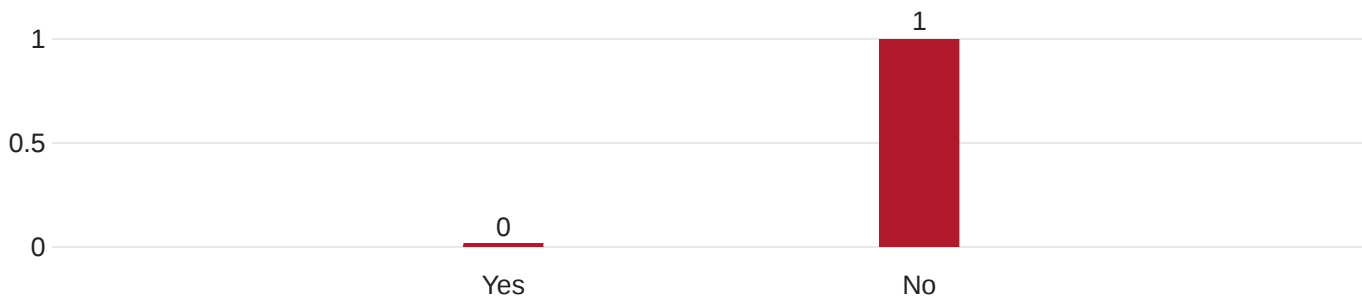● Choice Count

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Are you currently employed as a teacher?

● Choice Count

Please indicate your current employment.

Field	Choice Count
Yes	0
No	1
Total	1

Please note: Respondents that answered no to the "Are you currently employed as a teacher?" were done with the survey at that point.

 BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

If employed in a school, please indicate its type.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

If employed in a school, please specify its location.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

In my Initial Certification program, I felt prepared to….

Teach the content associated with my discipline.

No data found - your filters may be too exclusive!

Plan learning experiences that make the content in my discipline accessible and engaging for students.

No data found - your filters may be too exclusive!

Use knowledge of content standards and learning progressions in my discipline.

No data found - your filters may be too exclusive!

Plan lessons using content standards and appropriate grade level learning objectives.

No data found - your filters may be too exclusive!

Identify common misconceptions in the discipline and create opportunities for accurate understanding in the content area.

No data found - your filters may be too exclusive!

Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Demonstrate respect for student, family, and community diversity (e.g. race, ethnicity, economic levels, gender, family background, religion, sexual orientation).

No data found - your filters may be too exclusive!

Use my knowledge and skills to address the learning needs of exceptional learners.

No data found - your filters may be too exclusive!

Use my knowledge and skills to address the learning needs of English Language Learners in my field.

No data found - your filters may be too exclusive!

Use my knowledge of various techniques to address the learning needs of students with behavioral challenges.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Design effective and meaningful learning experiences for all students, using my background in content and pedagogy.

No data found - your filters may be too exclusive!

Use a variety of instructional strategies for developing critical thinking and problem-solving.

No data found - your filters may be too exclusive!

Differentiate instruction to meet diverse students' needs in achieving learning goals.

No data found - your filters may be too exclusive!

Create and manage learning environments that include positive behavioral supports for all learners.

No data found - your filters may be too exclusive!

Set expectations for a safe, positive learning environment appropriate to school / district policies.

No data found - your filters may be too exclusive!

Integrate and use digital and interactive technologies into my practice to enhance instruction and promote student engagement.

No data found - your filters may be too exclusive!

Use multiple ways to assess student learning and use these assessments to monitor progress and plan subsequent instruction.

No data found - your filters may be too exclusive!

Use descriptive feedback to effectively guide learners in understanding and identifying quality work and guide their progress toward that work.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Understand and apply educational research to analyze relevant concepts in my field.

No data found - your filters may be too exclusive!

Make sound ethical decisions in my teaching practice and reflect on my work as a professional.

No data found - your filters may be too exclusive!

Communicate effectively with students and model behavior that supports fairness and the belief that all students can learn.

No data found - your filters may be too exclusive!

Communicate and work effectively with peer professionals.

No data found - your filters may be too exclusive!

Communicate effectively with families to promote parental involvement in support of students' learning.

No data found - your filters may be too exclusive!

Understand and apply educational and school / district policies that relate to my work.

No data found - your filters may be too exclusive!

Overall, my Initial Certification Program at SUNY Potsdam prepared me well for teaching.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

What are the strengths of the program you completed at SUNY Potsdam?

No data found - your filters may be too exclusive!

 BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Please share any ways in which the initial program you completed at SUNY Potsdam could be made stronger.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

My preparation at SUNY Potsdam has equipped me with knowledge and pedagogical skills to have a positive impact on student learning.

No data found - your filters may be too exclusive!

Evaluate the progress of students using a variety of assessment data measuring goals appropriate for the grade level and subject.

No data found - your filters may be too exclusive!

Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Use multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.

No data found - your filters may be too exclusive!

BA Adolescence Social Studies 2020-2021 One-Year Completer Survey

Provide evidence that students are attaining college and career readiness knowledge, skills and dispositions (ex. content learning standards, critical thinking, collaboration, communication, leadership).

No data found - your filters may be too exclusive!

Reflect on and use data to provide ideas about what can be done to improve my teaching and student learning.

No data found - your filters may be too exclusive!

MST Adolescence Social Studies 2020-2021 One-Year Completer Survey

Survey sent to 139 completers from 2020-2021, of which three were MST Adolescence Social Studies. There were zero responders giving a 0% response rate for the MST Adolescence Social Studies Program.