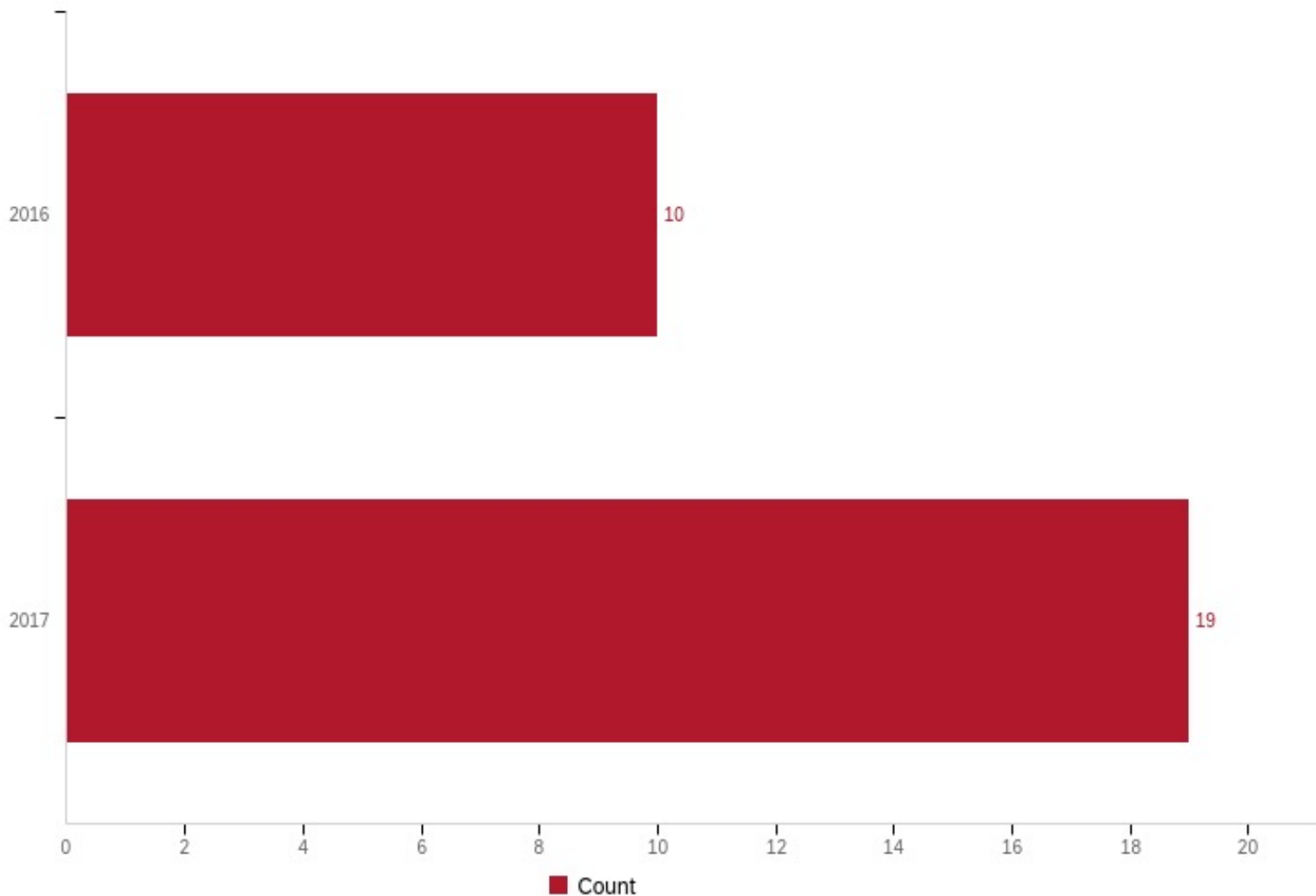


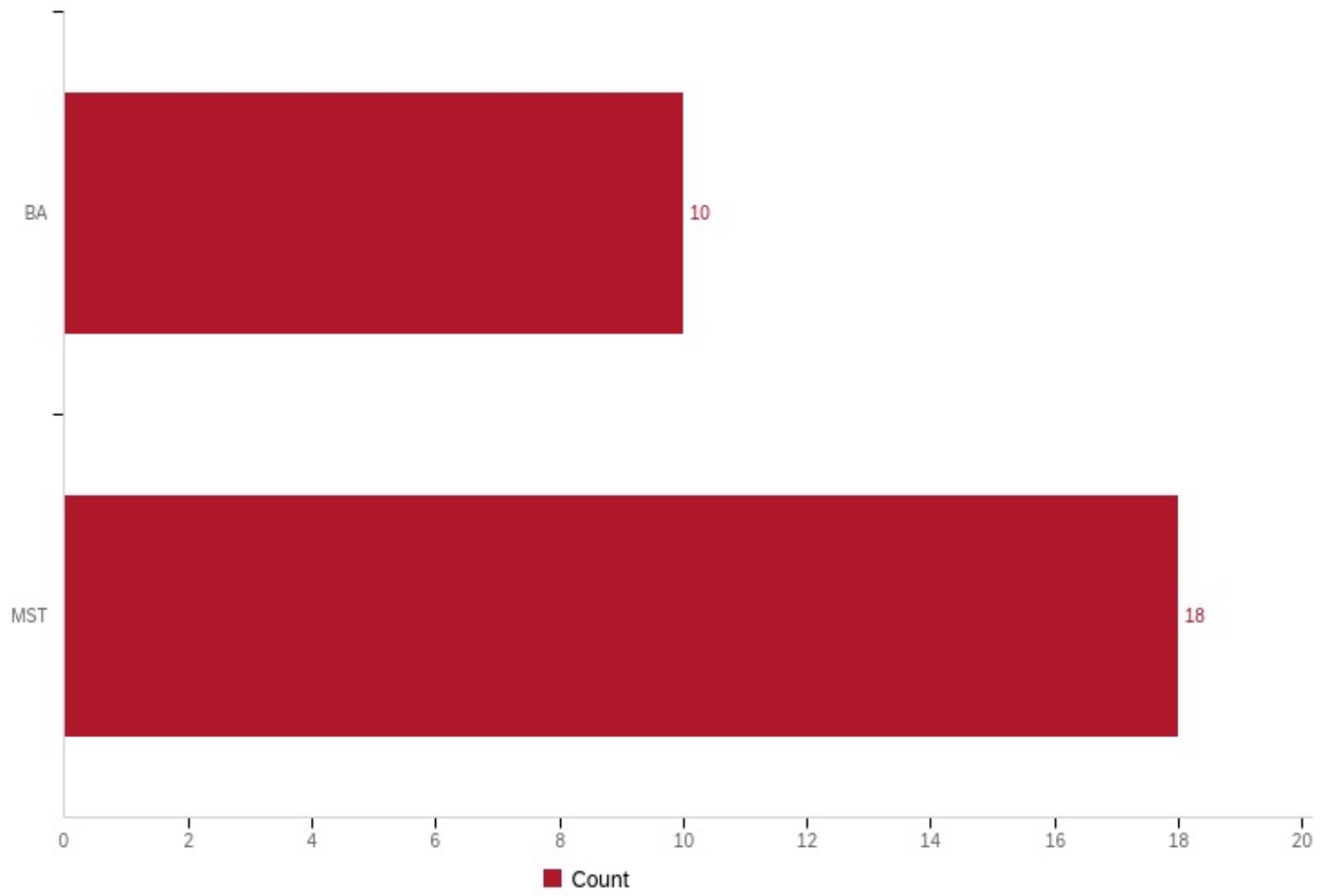
# SUNY Potsdam Education 2016-2017 Alumni Survey

Survey Distributed February 2021

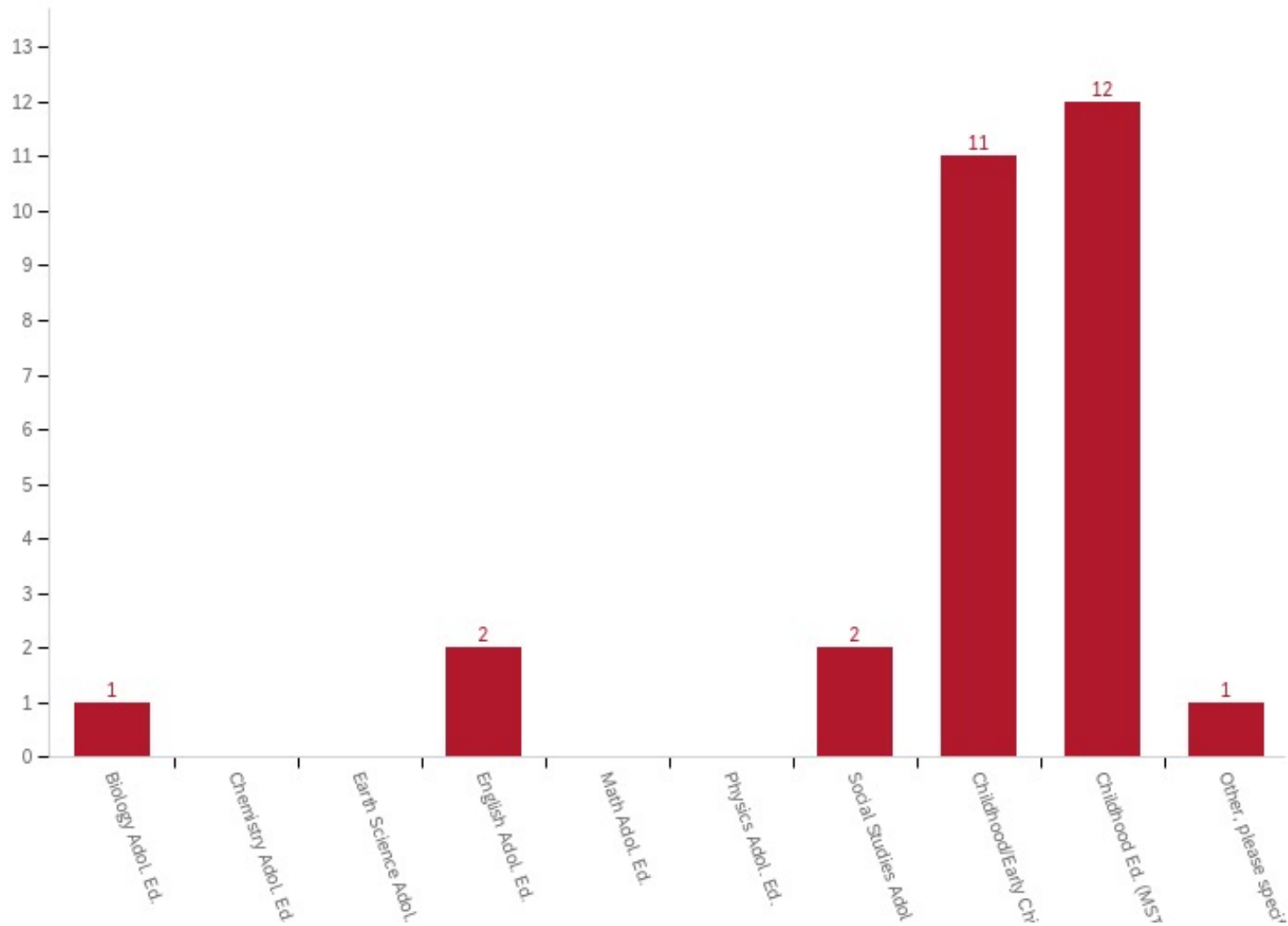
SUNY Potsdam Graduation Year: (if you graduated with more than one degree, please provide graduation year of your initial certification)



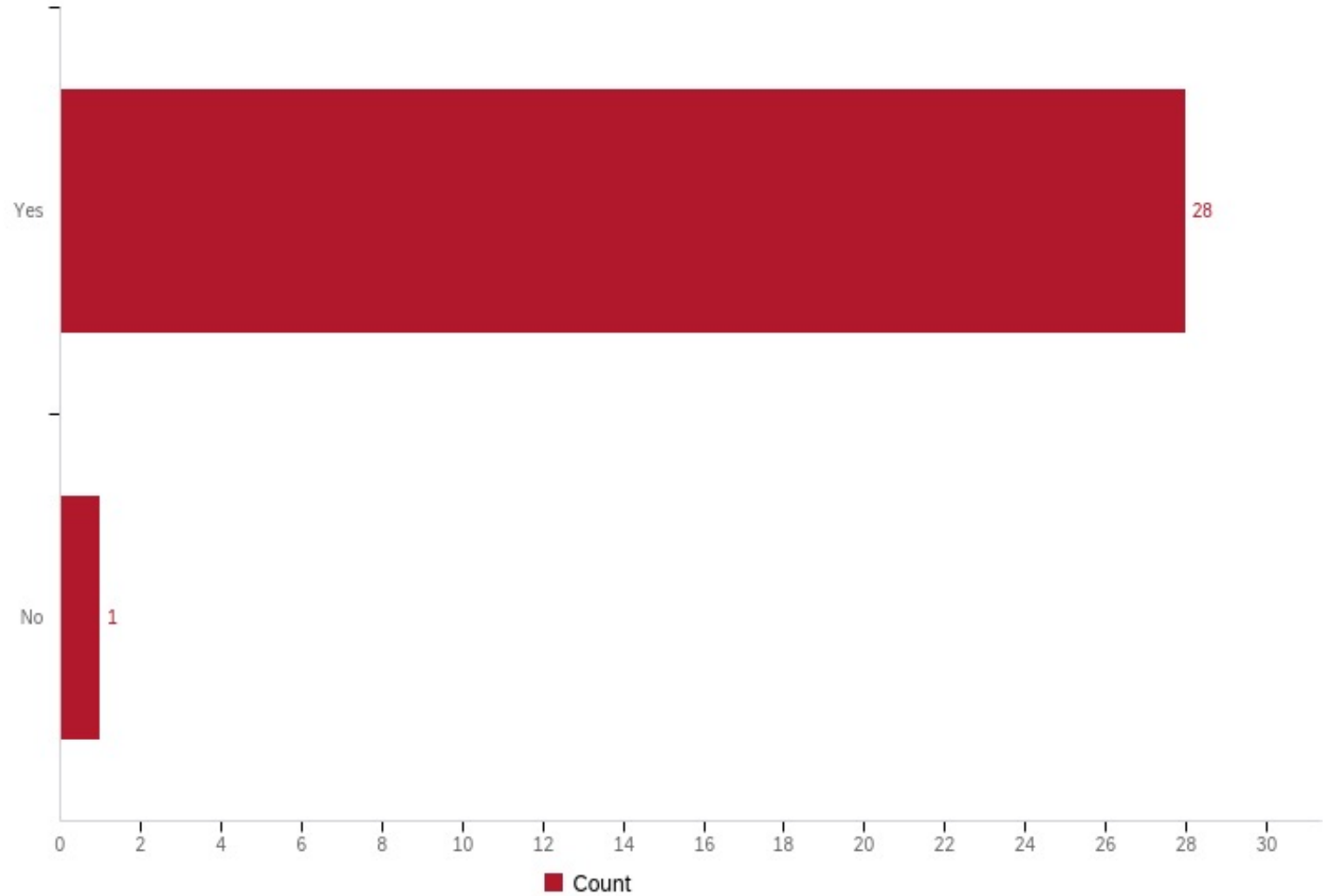
Was your initial certification a Bachelor's (BA) or Master's (MST) degree?



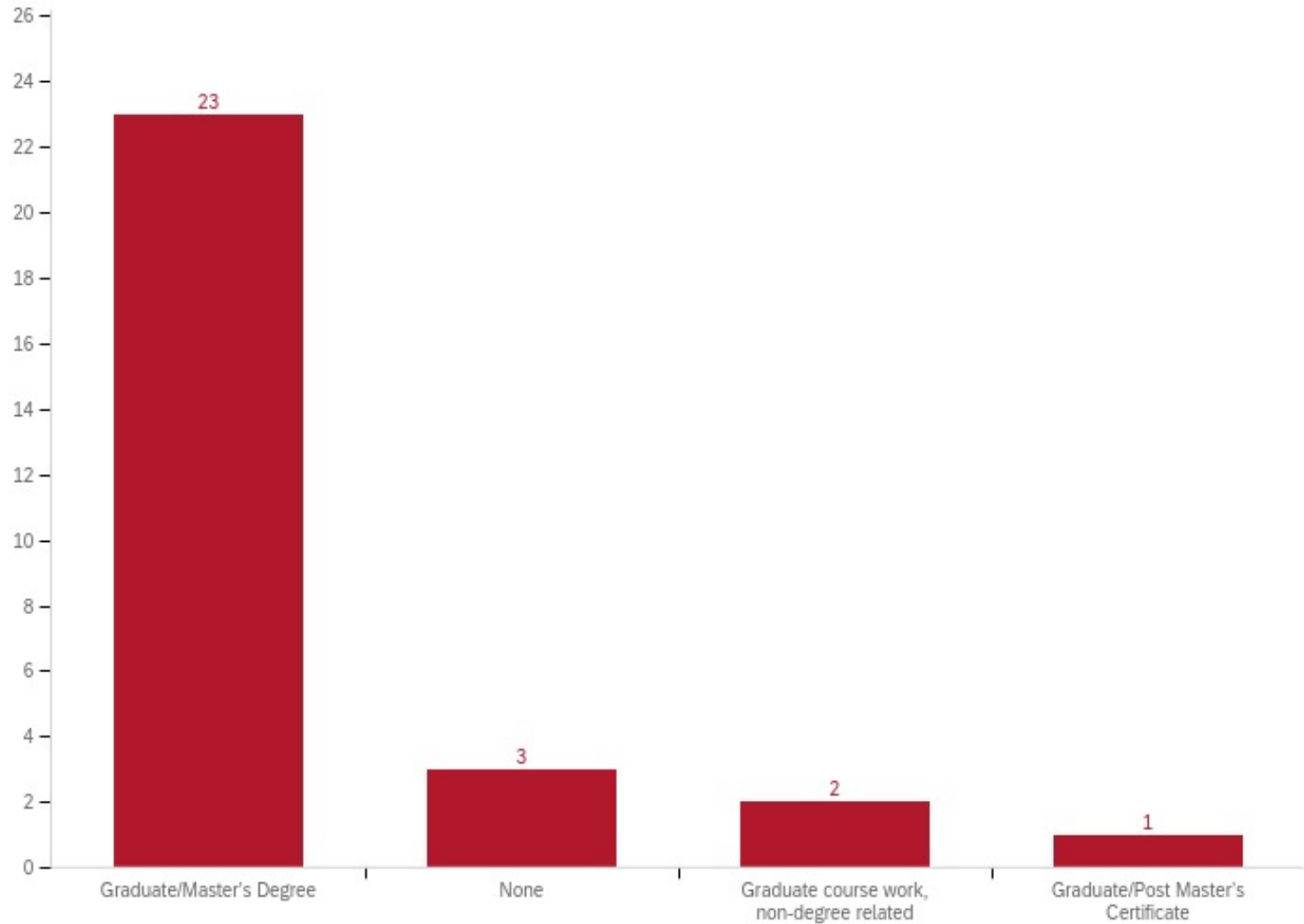
Please select your initial certification degree program completed at SUNY Potsdam.



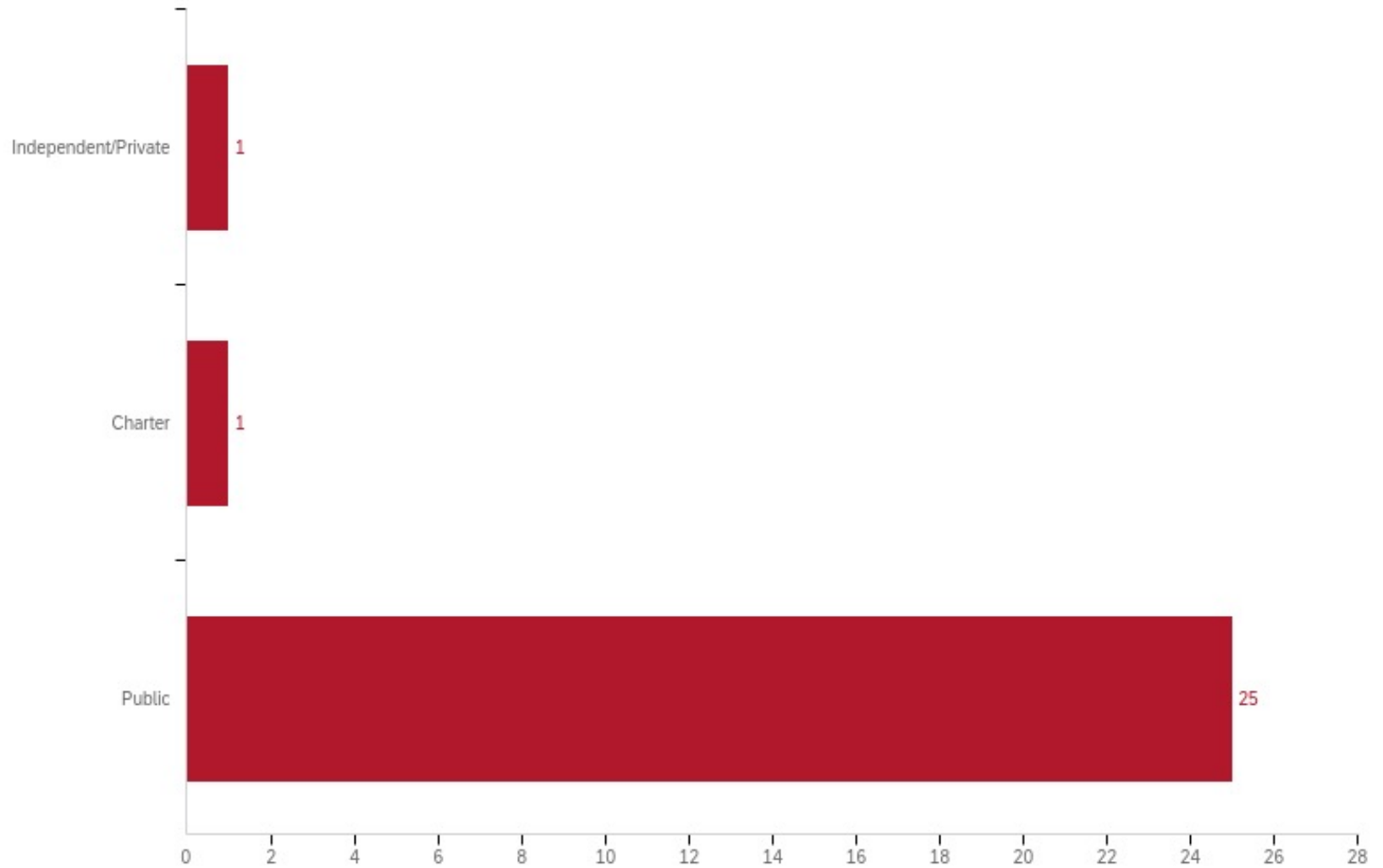
# Have you completed all of your initial certification exams?



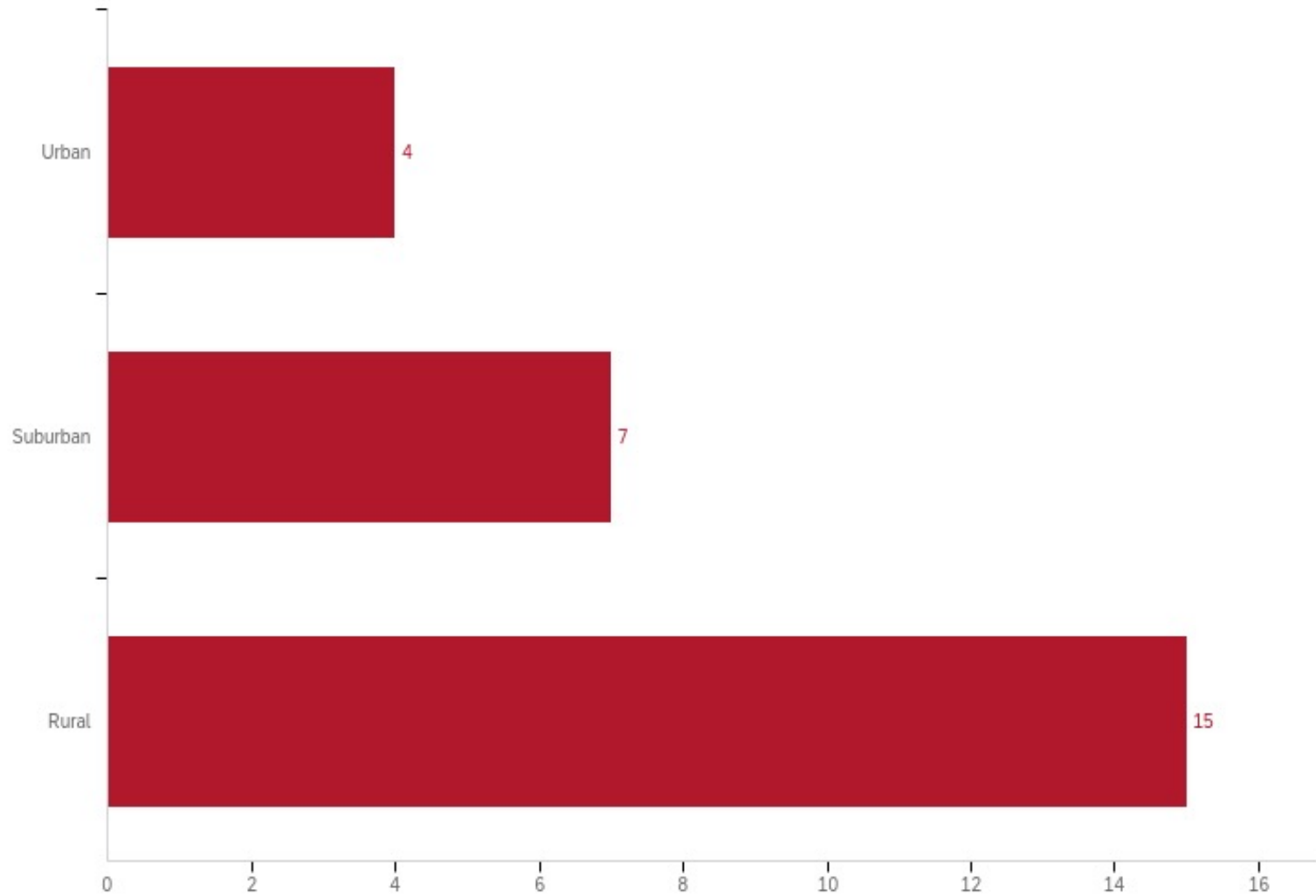
Highest degree level completed or currently enrolled in since completing initial SUNY Potsdam degree program:



If employed in a school, please indicate its type.



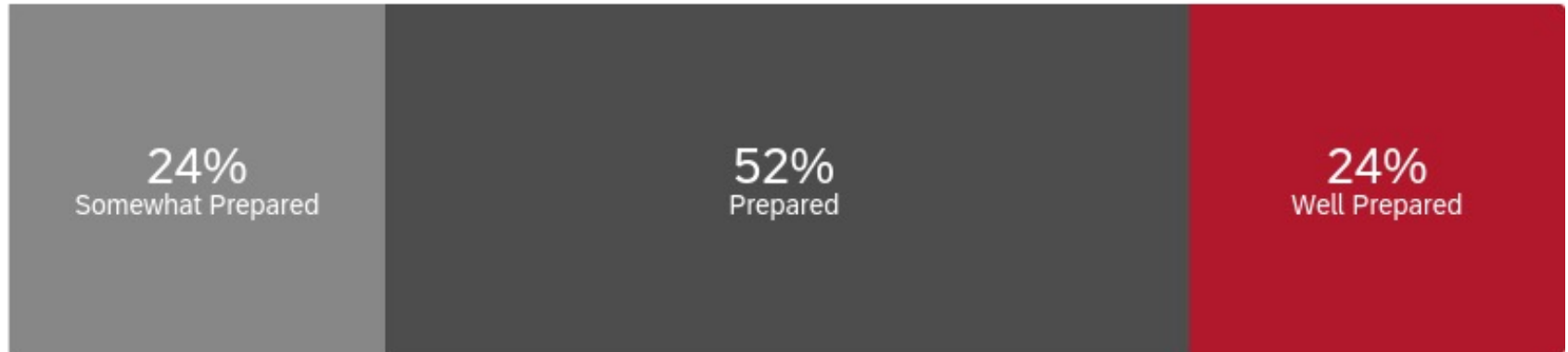
If employed in a school, please specify its location.





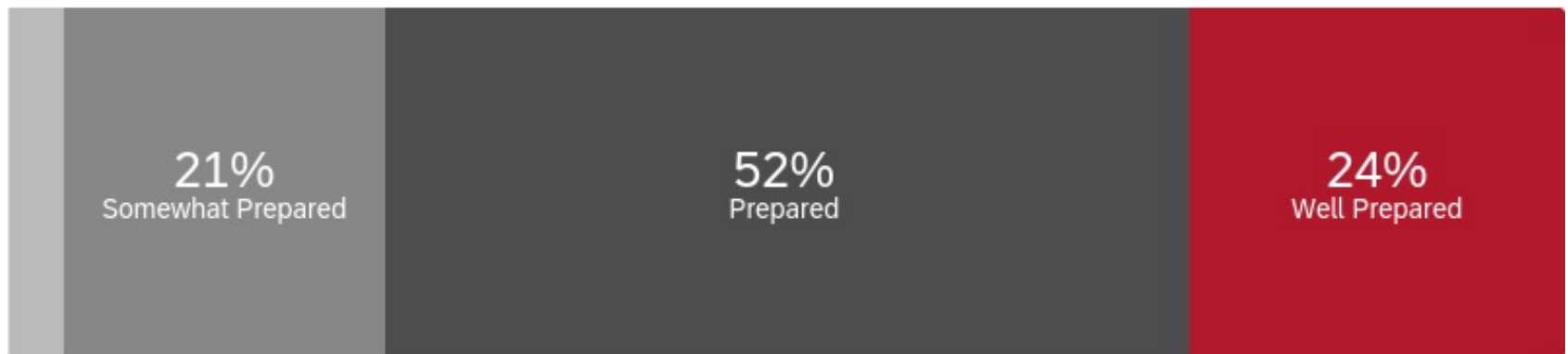
# In my Initial Certification program, I felt prepared to....

Teach the content associated with my discipline.



■ N/A (0) ■ Not At All Prepared (0) ■ Somewhat Prepared (7) ■ Prepared (15) ■ Well Prepared (7)

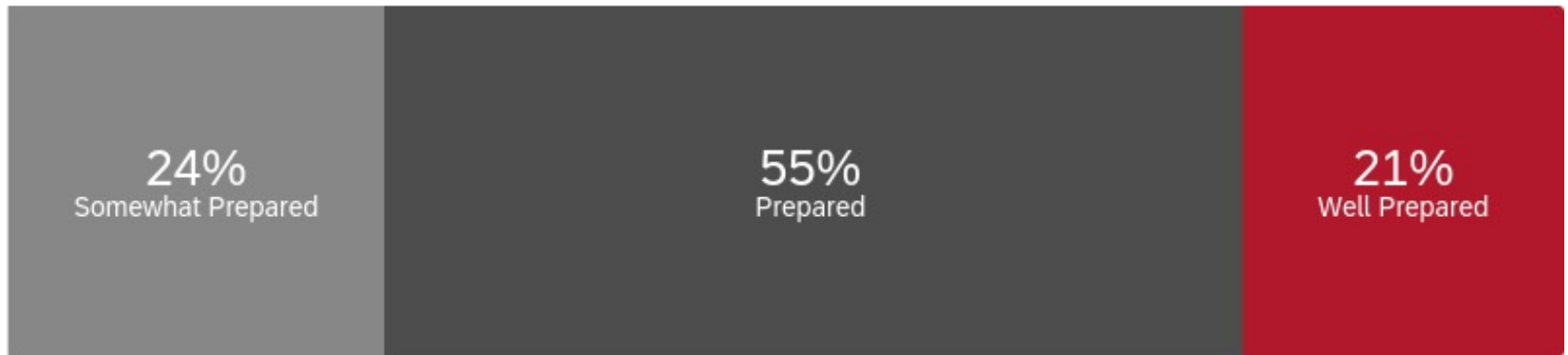
Plan learning experiences that make the content in my discipline accessible and engaging for students.



■ N/A (0) ■ Not At All Prepared (1) ■ Somewhat Prepared (6) ■ Prepared (15) ■ Well Prepared (7)

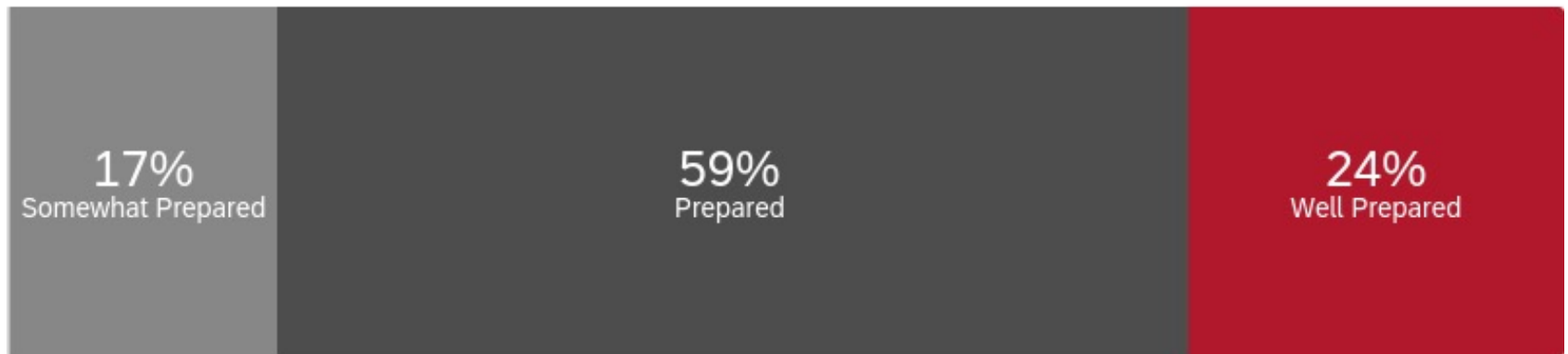
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (0) ■ Somewhat Prepared (7) ■ Prepared (16) ■ Well Prepared (6)

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



■ N/A (0) ■ Not At All Prepared (0) ■ Somewhat Prepared (5) ■ Prepared (17) ■ Well Prepared (7)

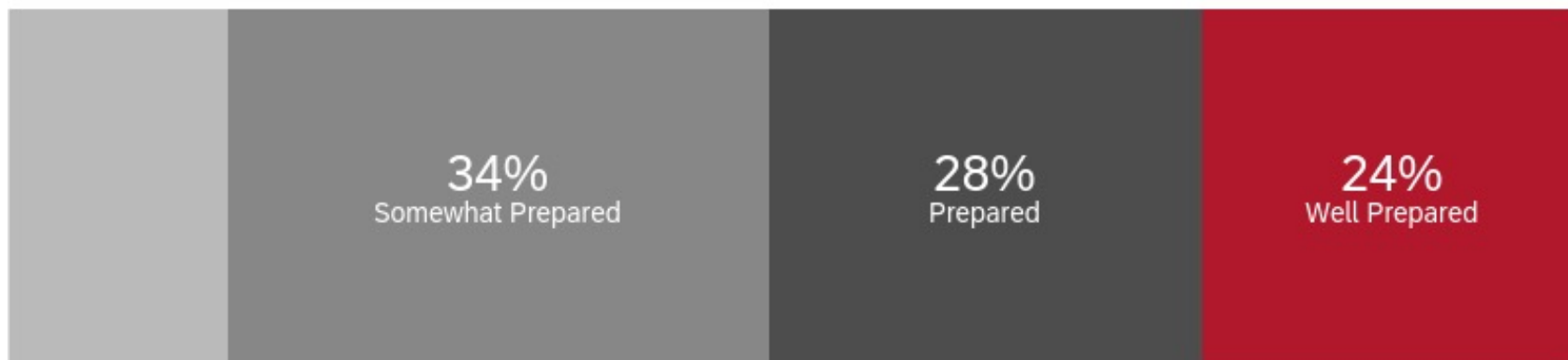
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (1) ■ Somewhat Prepared (12) ■ Prepared (11) ■ Well Prepared (5)

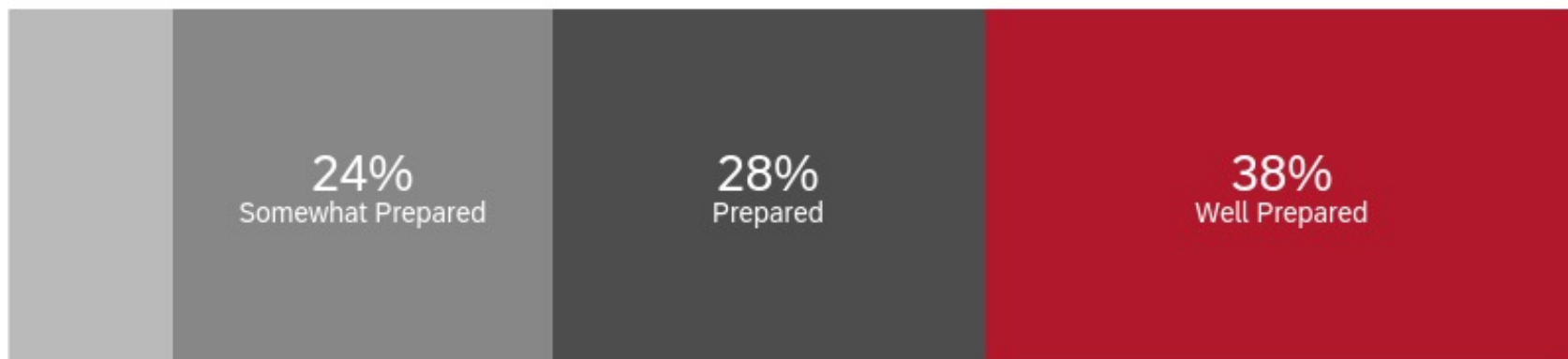
Use the principles of child/adolescent development to design, modify and manage instruction to meet learners' needs.



■ N/A (0) ■ Not At All Prepared (4) ■ Somewhat Prepared (10) ■ Prepared (8) ■ Well Prepared (7)

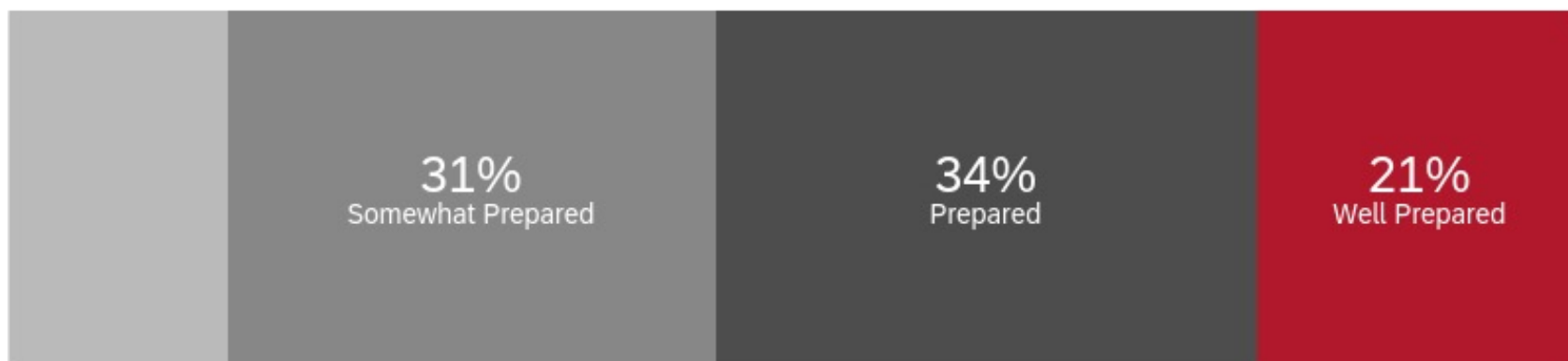
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (3) ■ Somewhat Prepared (7) ■ Prepared (8) ■ Well Prepared (11)

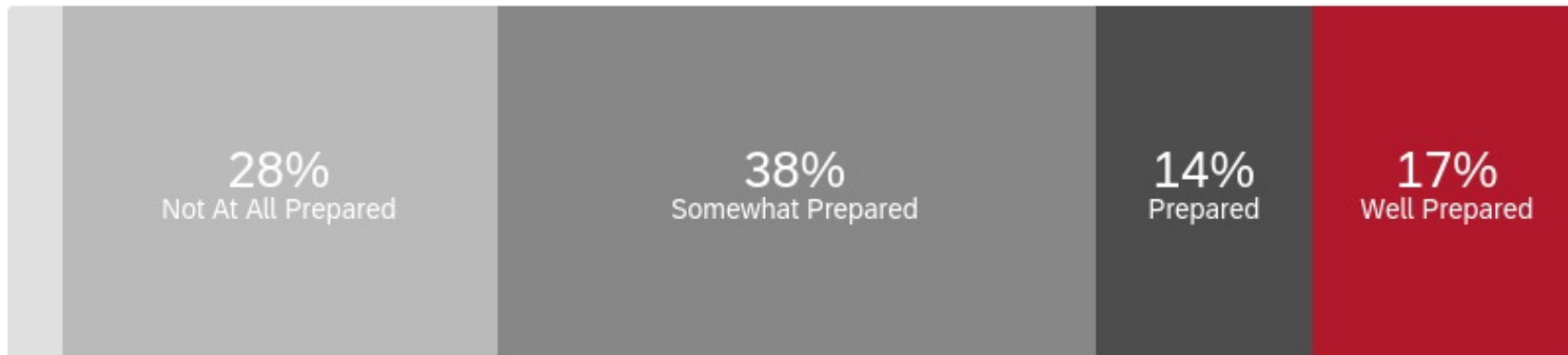
Use my knowledge and skills to address the learning needs of exceptional learners.



■ N/A (0) ■ Not At All Prepared (4) ■ Somewhat Prepared (9) ■ Prepared (10) ■ Well Prepared (6)

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

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



■ N/A (1) ■ Not At All Prepared (8) ■ Somewhat Prepared (11) ■ Prepared (4) ■ Well Prepared (5)

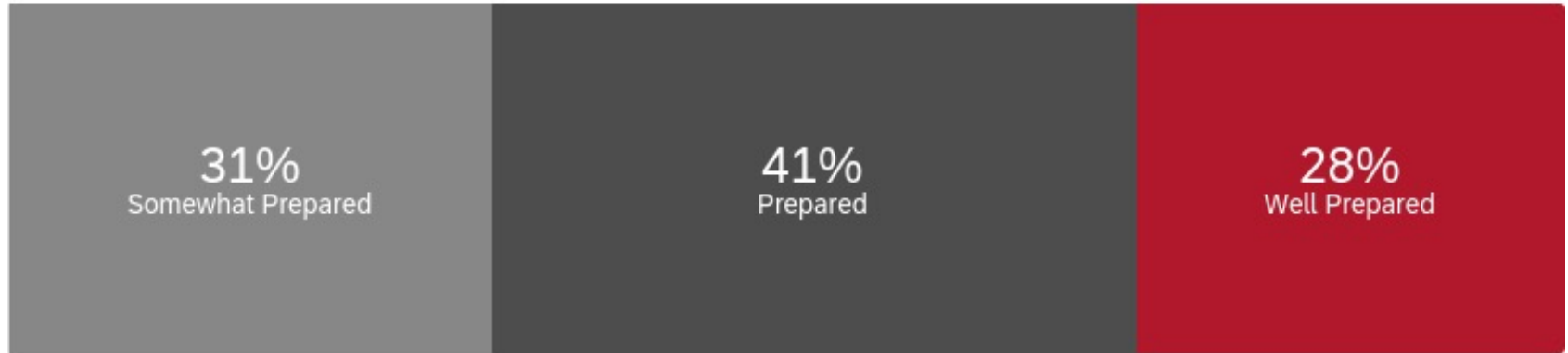
Use my knowledge of various techniques to address the learning needs of students with behavioral challenges.



■ N/A (0) ■ Not At All Prepared (11) ■ Somewhat Prepared (9) ■ Prepared (6) ■ Well Prepared (3)

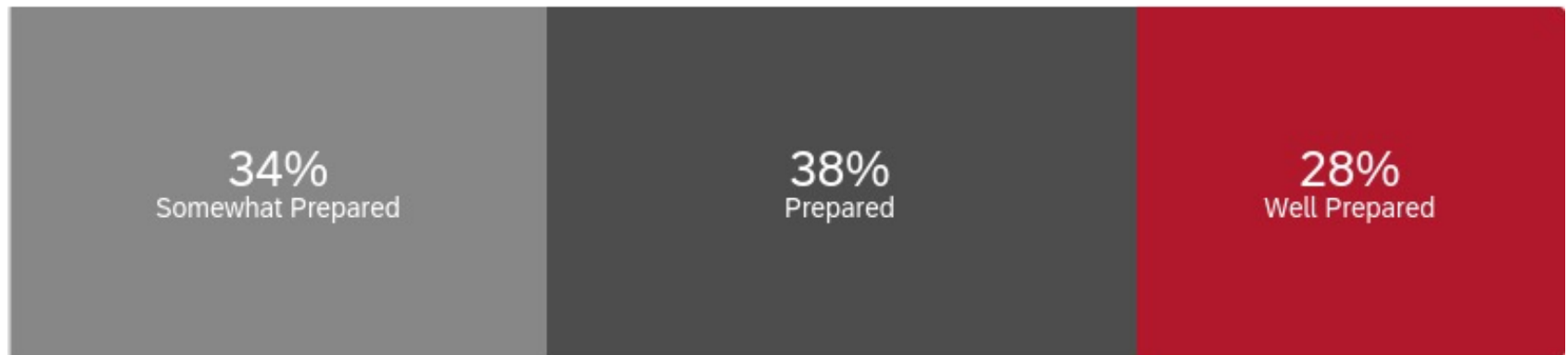
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (0) ■ Somewhat Prepared (9) ■ Prepared (12) ■ Well Prepared (8)

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



■ N/A (0) ■ Not At All Prepared (0) ■ Somewhat Prepared (10) ■ Prepared (11) ■ Well Prepared (8)

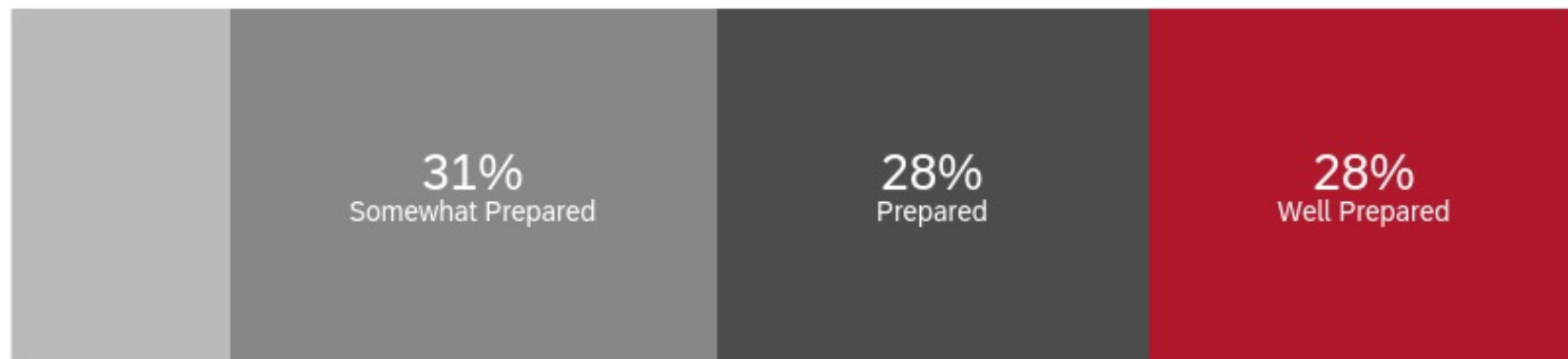
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (2) ■ Somewhat Prepared (13) ■ Prepared (10) ■ Well Prepared (4)

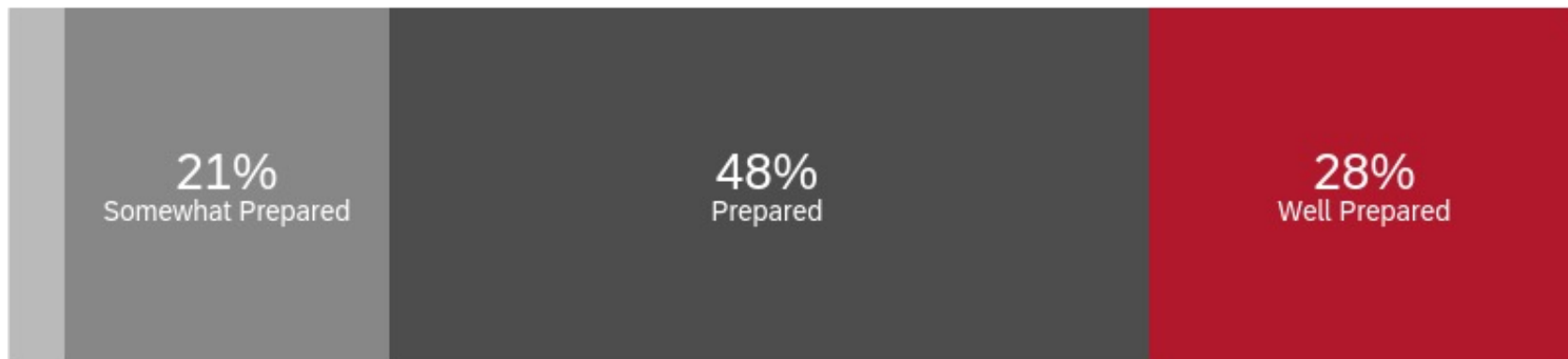
Create and manage learning environments that include positive behavioral supports for all learners.



■ N/A (0) ■ Not At All Prepared (4) ■ Somewhat Prepared (9) ■ Prepared (8) ■ Well Prepared (8)

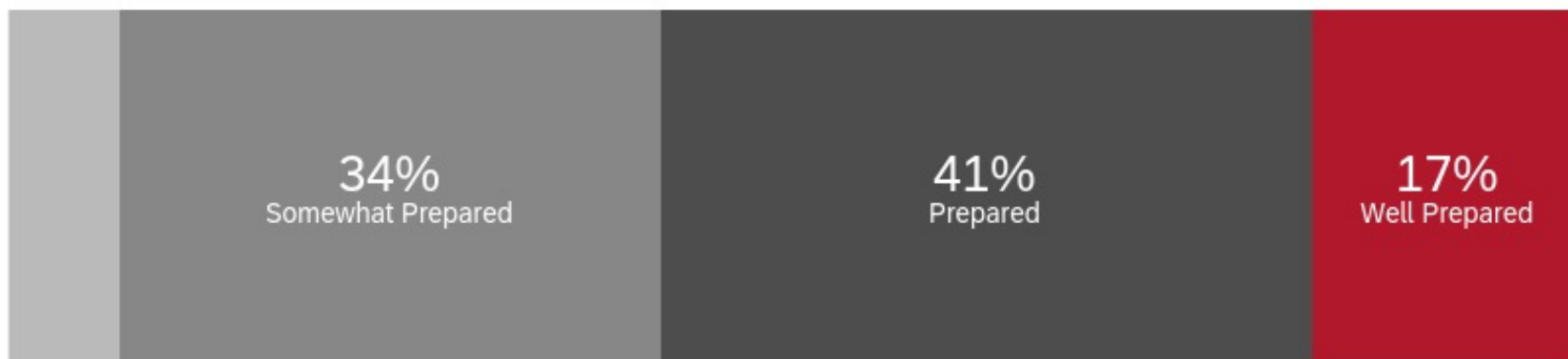
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (1) ■ Somewhat Prepared (6) ■ Prepared (14) ■ Well Prepared (8)

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

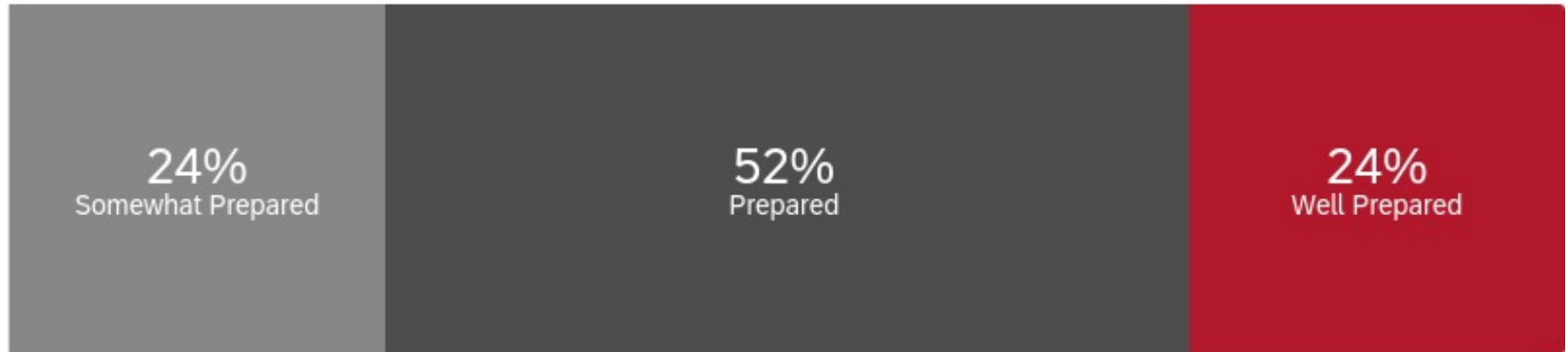


■ N/A (0) ■ Not At All Prepared (2) ■ Somewhat Prepared (10) ■ Prepared (12) ■ Well Prepared (5)



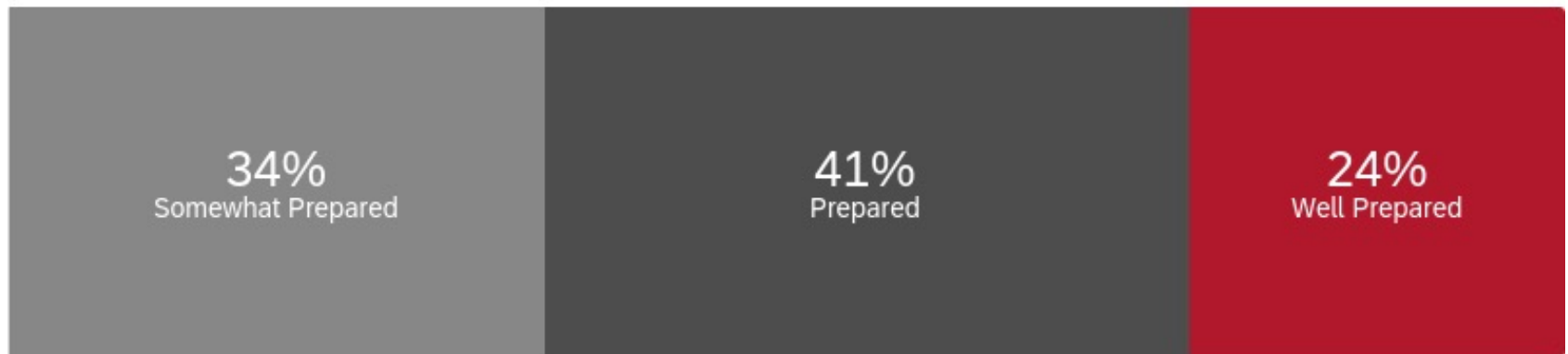
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (0) ■ Somewhat Prepared (7) ■ Prepared (15) ■ Well Prepared (7)

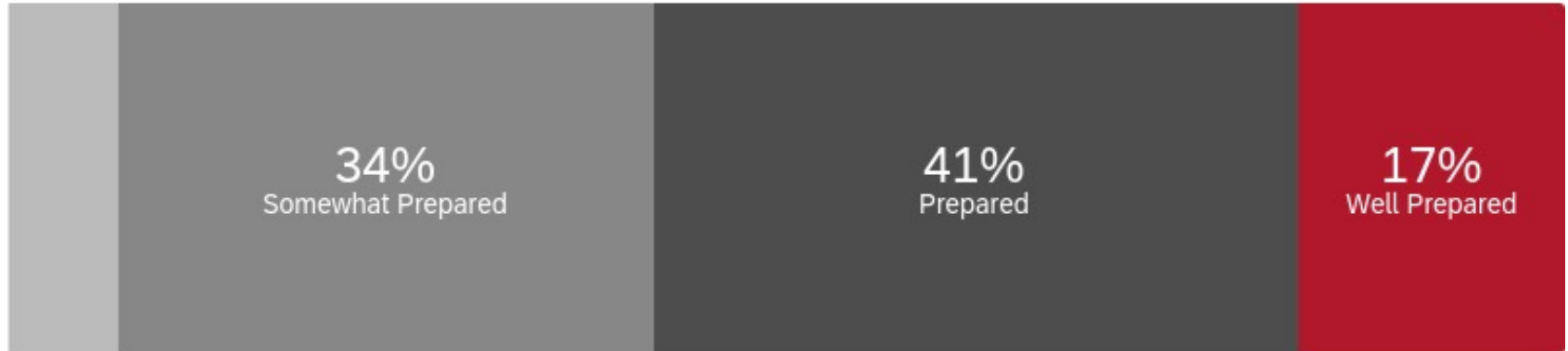
Use descriptive feedback to effectively guide learners in understanding and identifying quality work and guide their progress toward that work.



■ N/A (0) ■ Not At All Prepared (0) ■ Somewhat Prepared (10) ■ Prepared (12) ■ Well Prepared (7)

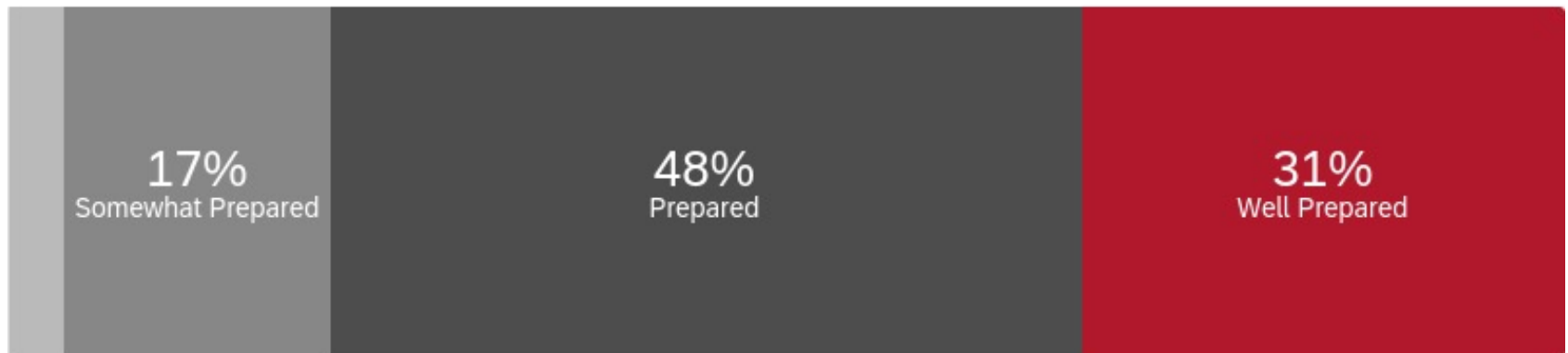
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (2) ■ Somewhat Prepared (10) ■ Prepared (12) ■ Well Prepared (5)

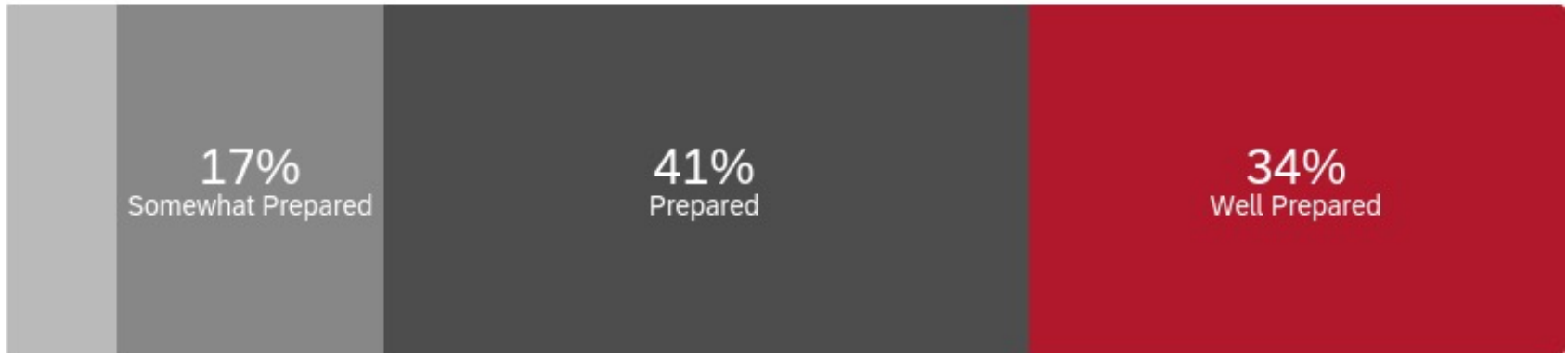
Make sound ethical decisions in my teaching practice and reflect on my work as a professional.



■ N/A (0) ■ Not At All Prepared (1) ■ Somewhat Prepared (5) ■ Prepared (14) ■ Well Prepared (9)

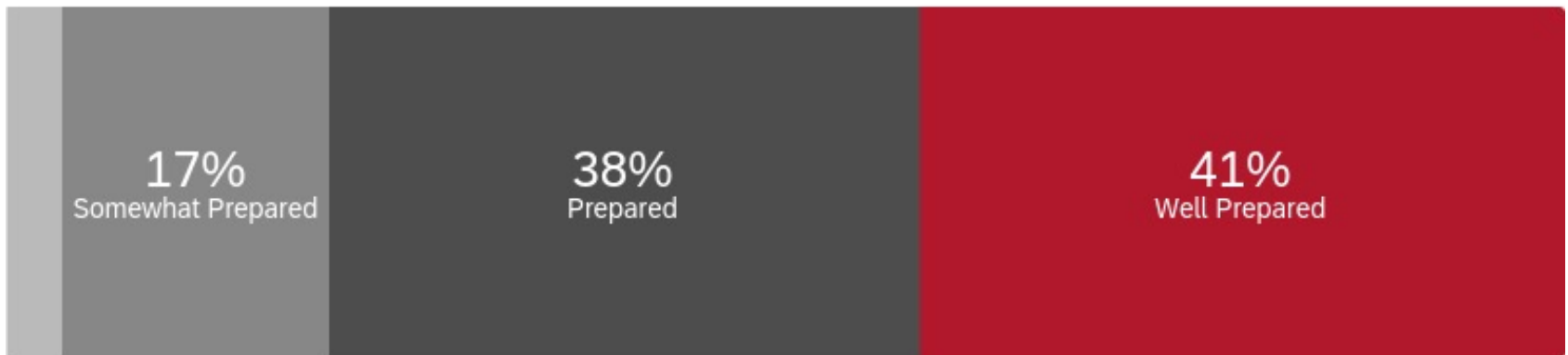
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (2) ■ Somewhat Prepared (5) ■ Prepared (12) ■ Well Prepared (10)

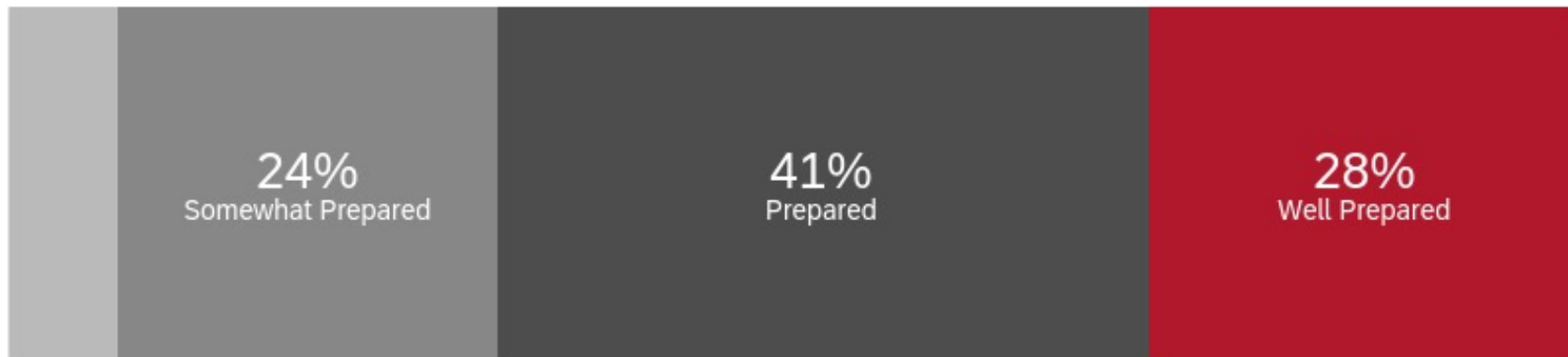
Communicate and work effectively with peer professionals.



■ N/A (0) ■ Not At All Prepared (1) ■ Somewhat Prepared (5) ■ Prepared (11) ■ Well Prepared (12)

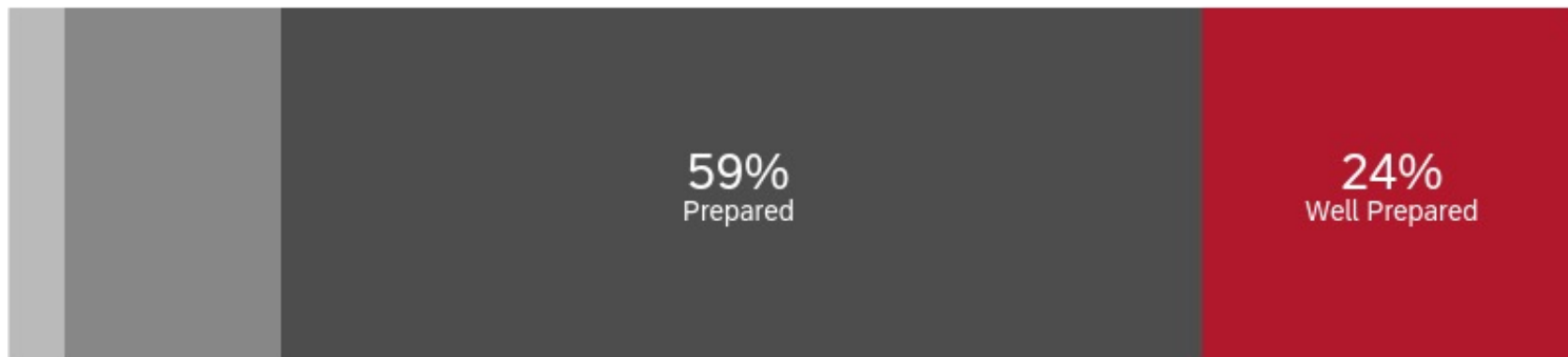
# In my Initial Certification program, I felt prepared to....

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



■ N/A (0) ■ Not At All Prepared (2) ■ Somewhat Prepared (7) ■ Prepared (12) ■ Well Prepared (8)

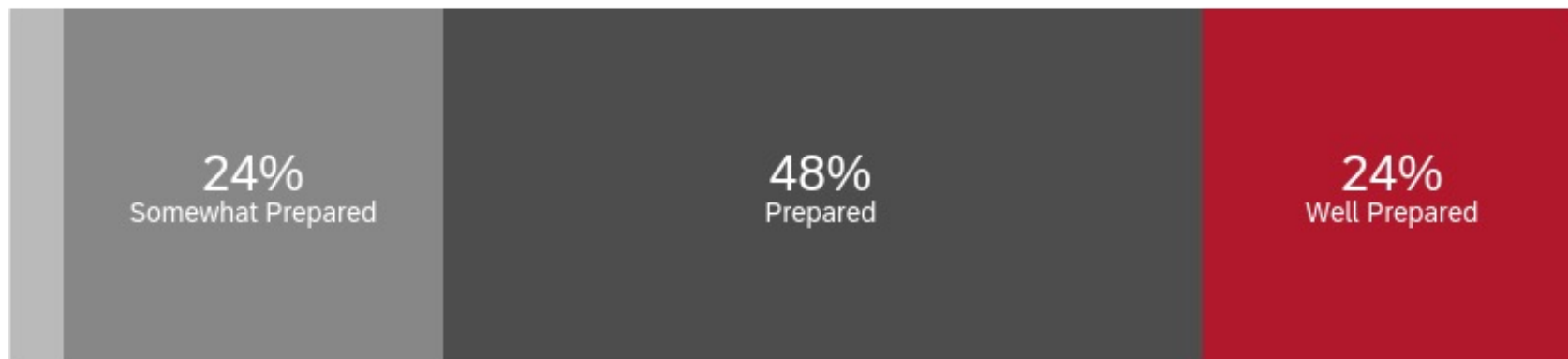
Understand and apply educational and school / district policies that relate to my work.



■ N/A (0) ■ Not At All Prepared (1) ■ Somewhat Prepared (4) ■ Prepared (17) ■ Well Prepared (7)

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

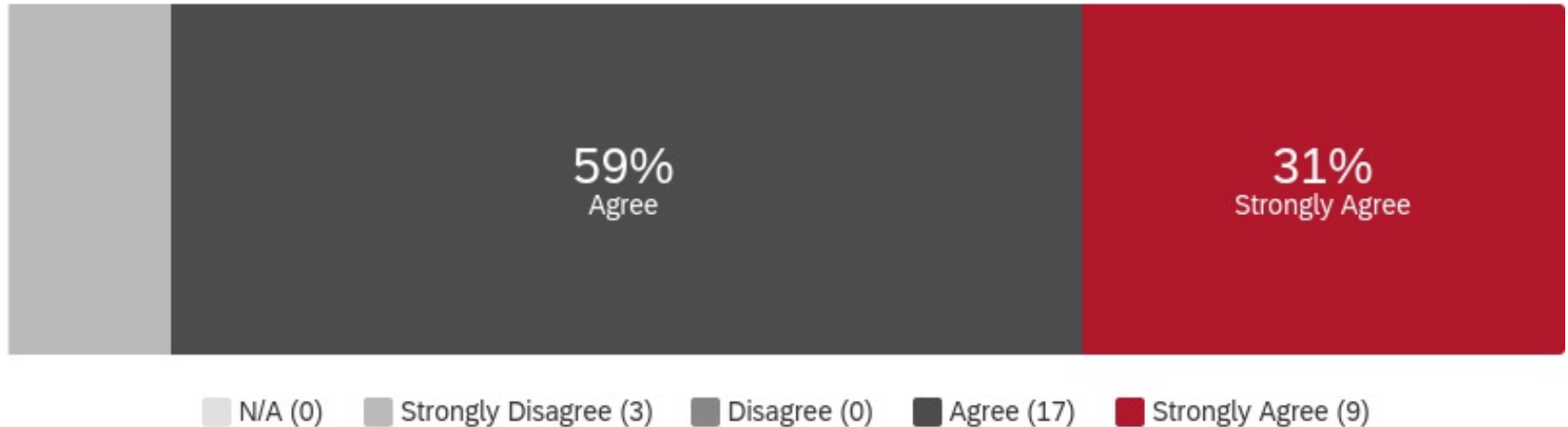
Overall, my Initial Certification Program at SUNY Potsdam prepared me well for teaching.



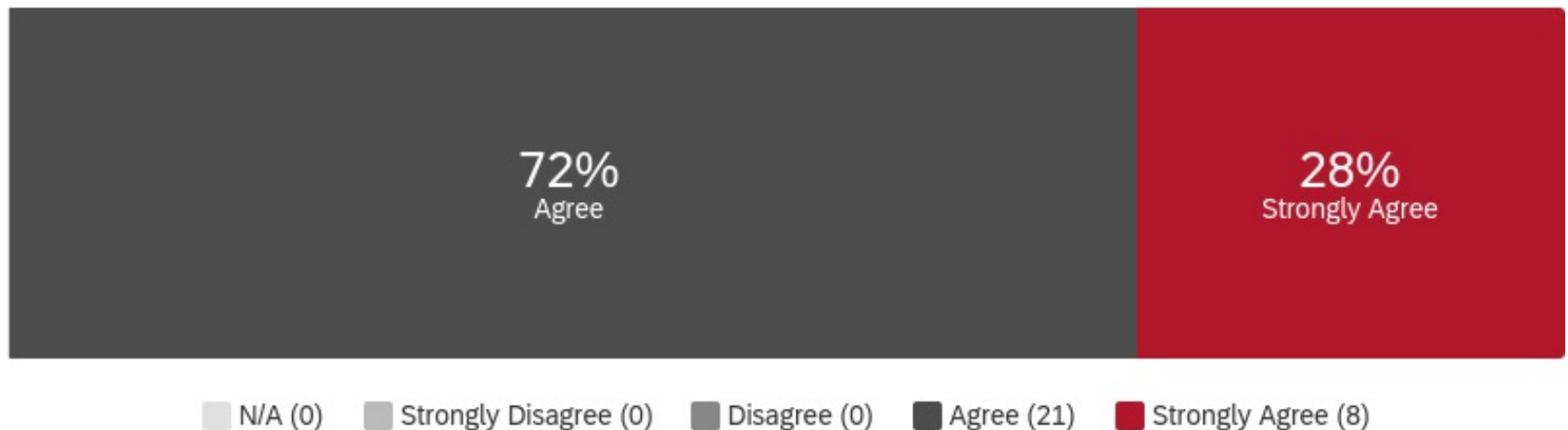
■ N/A (0) ■ Not At All Prepared (1) ■ Somewhat Prepared (7) ■ Prepared (14) ■ Well Prepared (7)

# Please reflect on your field experiences (including student teaching placements) at SUNY Potsdam.

Field experiences were carefully planned and supervised by program faculty.

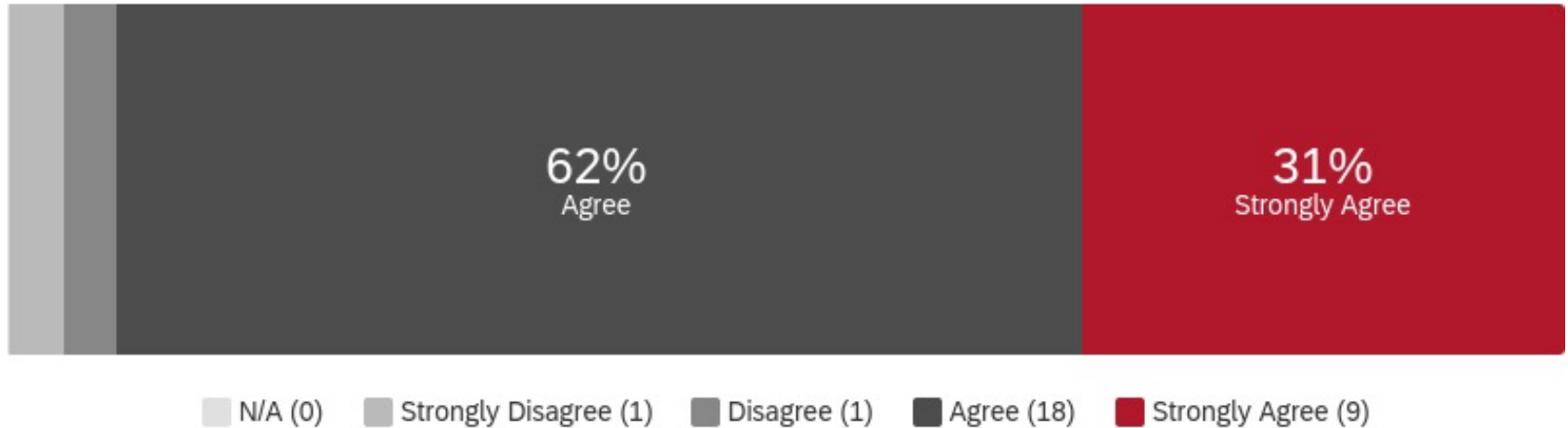


Field experiences allowed principles and theories from college courses to be practically applied.

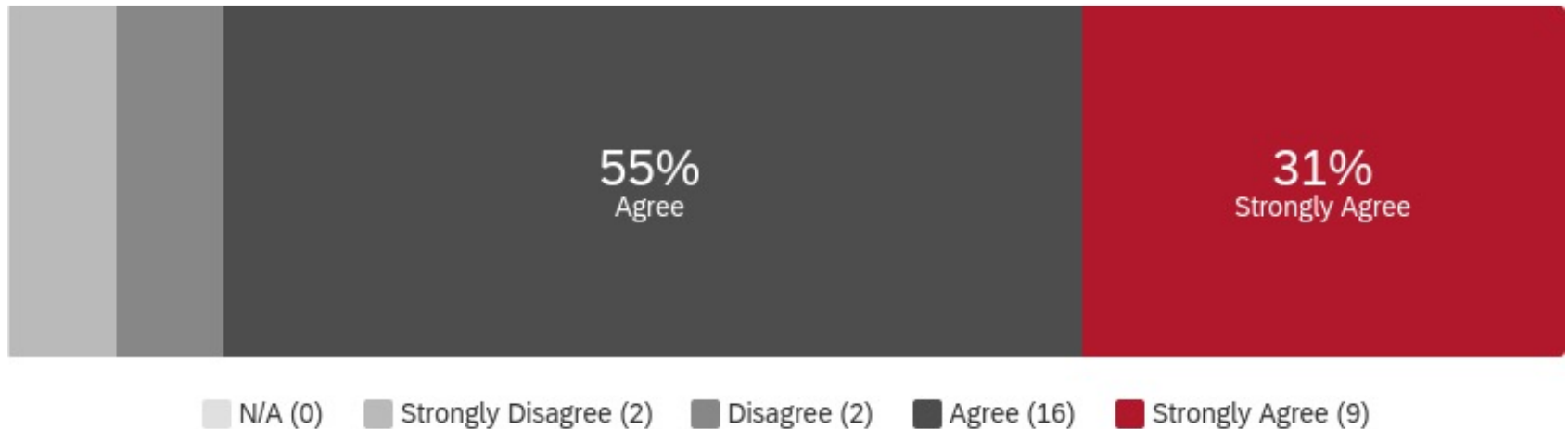


# Please reflect on your field experiences (including student teaching placements) at SUNY Potsdam.

Field experiences facilitated my development in lesson planning.

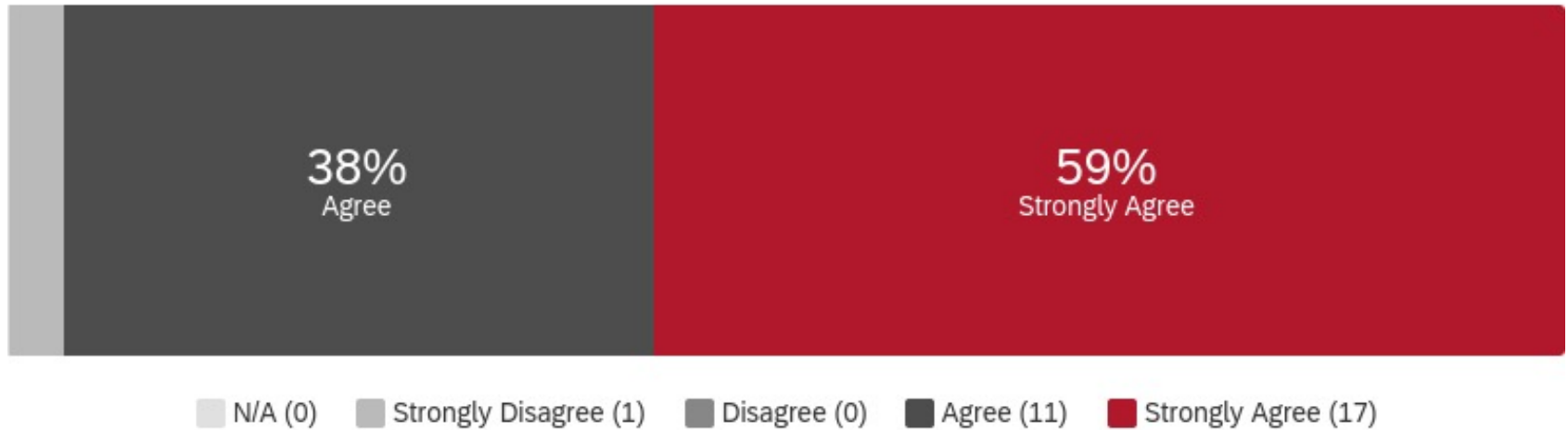


Field experiences gave me experience with diverse students.

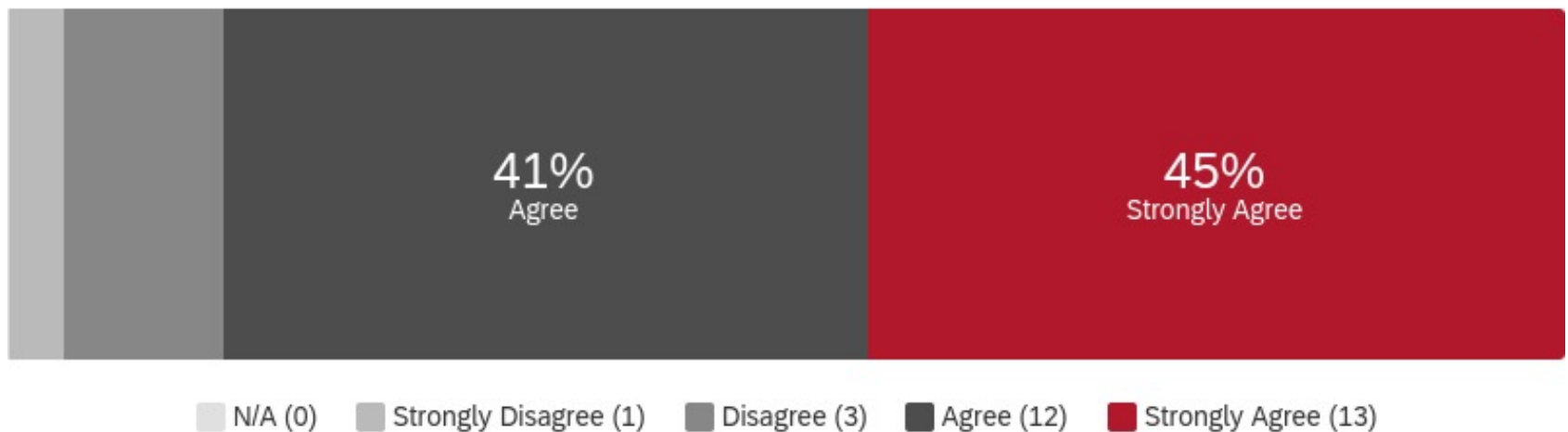


# Please reflect on your field experiences (including student teaching placements) at SUNY Potsdam.

Field experiences built my confidence as an educator.

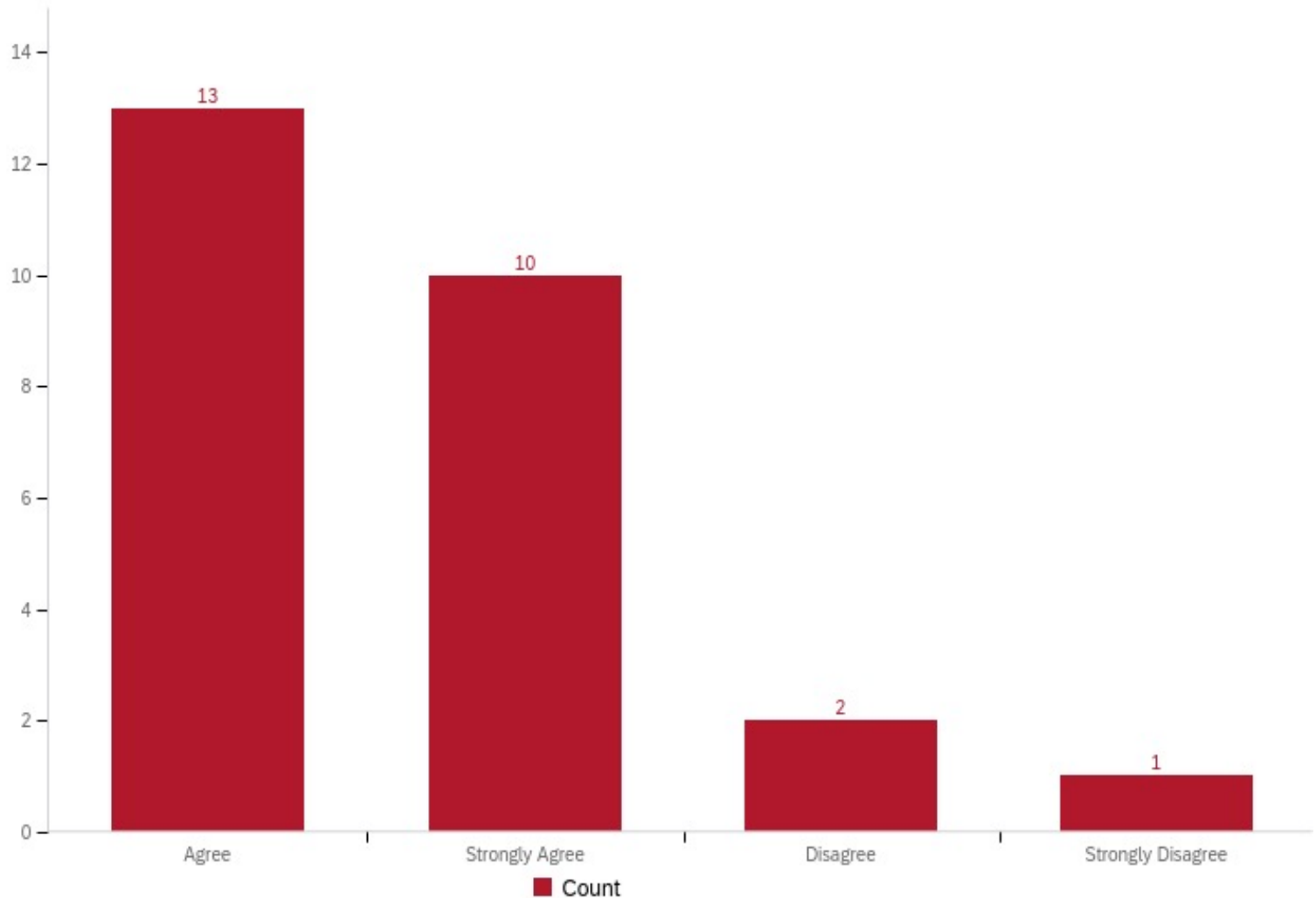


Field experiences improved my effective use of technology and media in instructional practices.

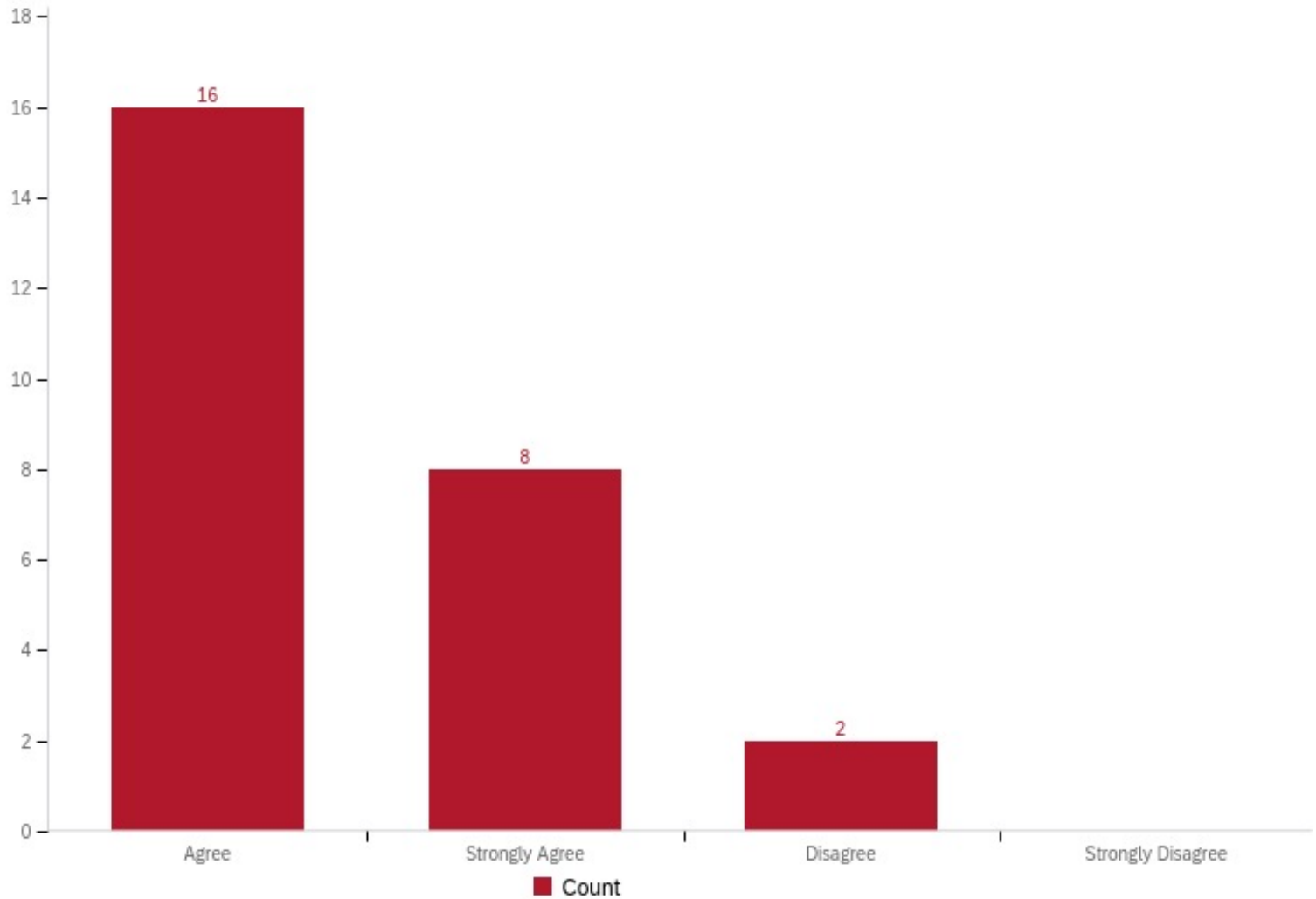




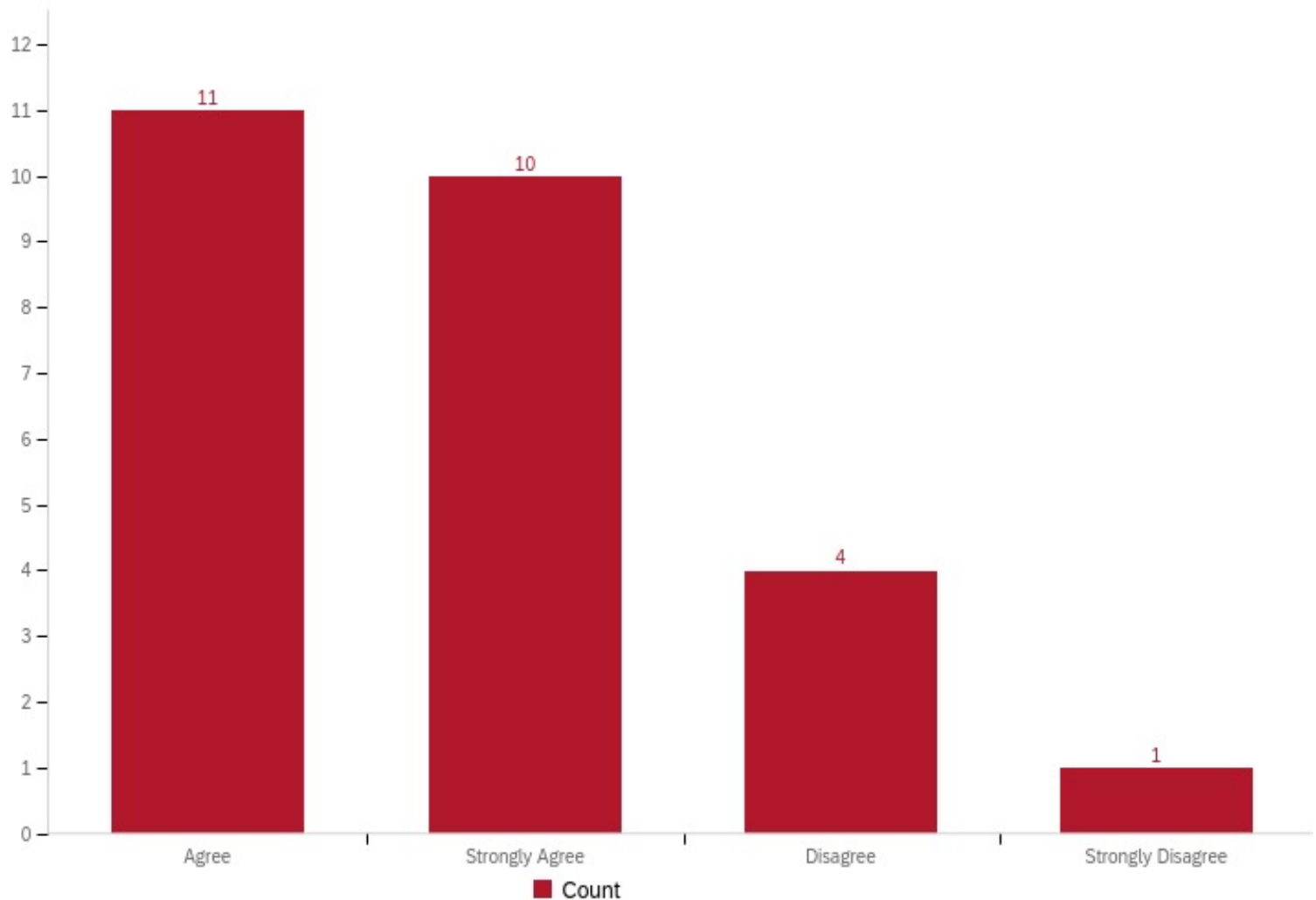
My preparation at SUNY Potsdam has equipped me with knowledge and pedagogical skills to have a positive impact on student learning.



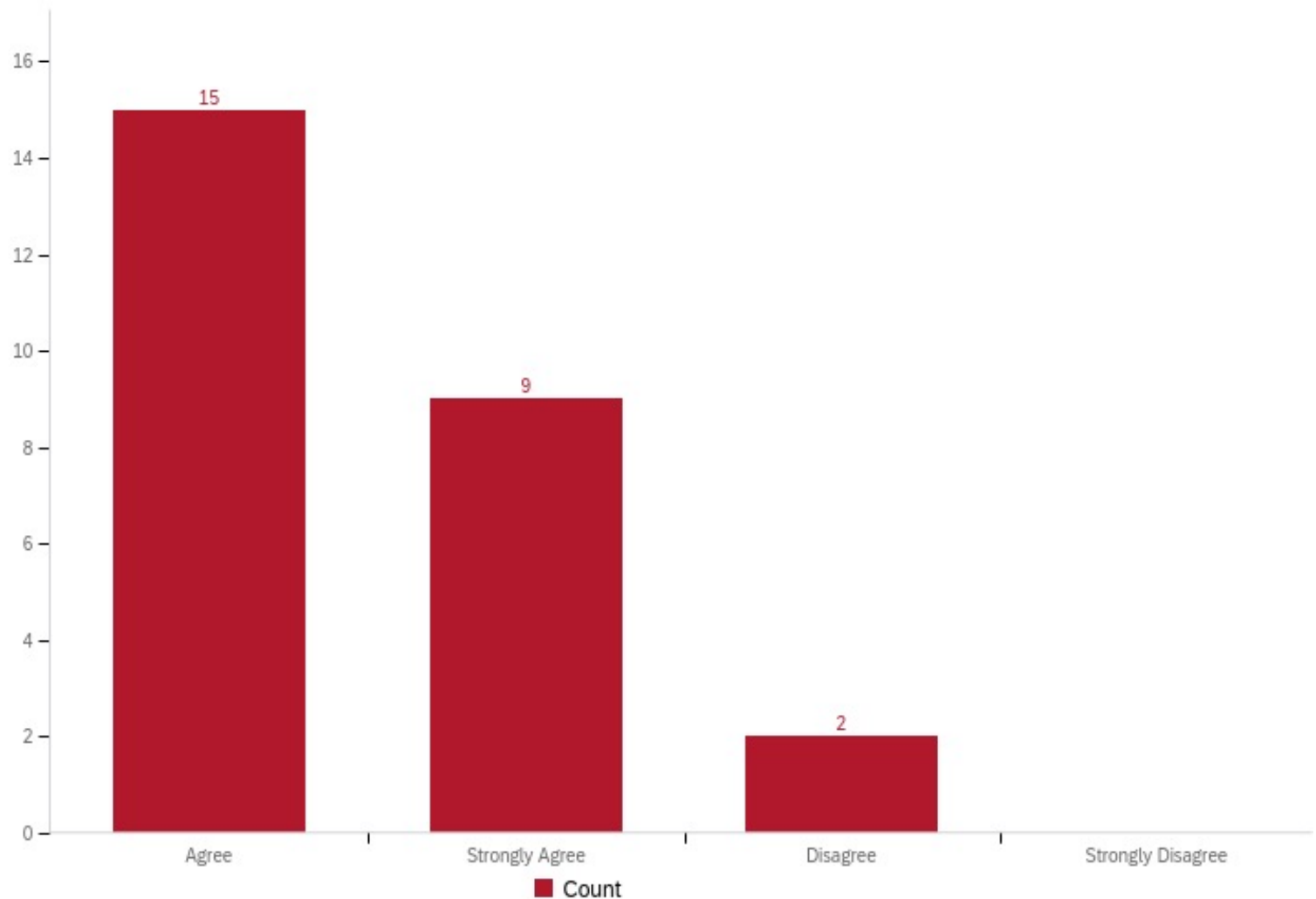
Evaluate the progress of students using a variety of assessment data measuring goals appropriate for the grade level and subject.



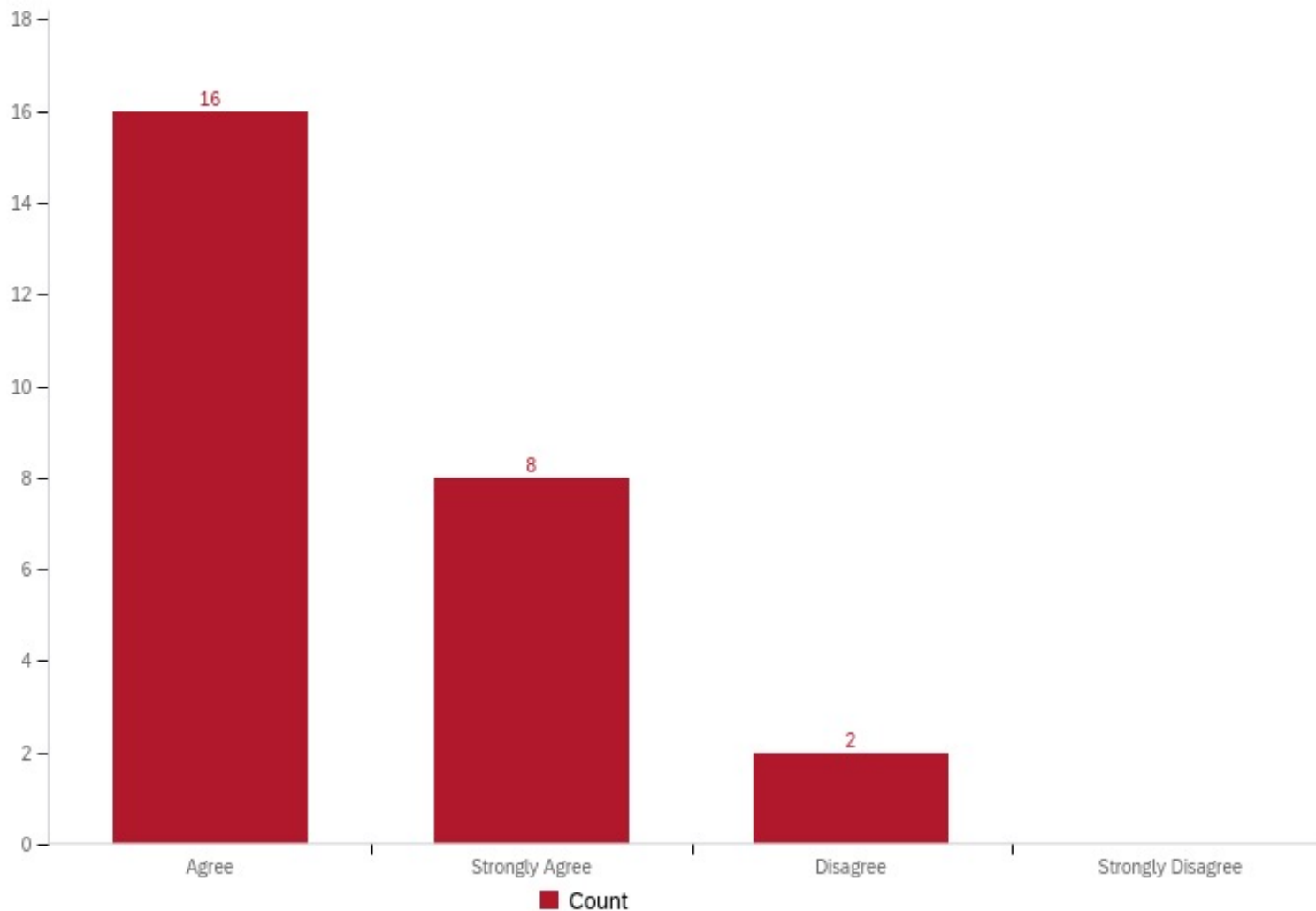
Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.



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



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.

