

College of Education Three Year Initial Alumni Survey Results

THREE YEAR SURVEY RESULTS ON COMPLETER SATISFACTION

THREE YEAR SURVEY

Q7. How well did Niagara University prepare you for your current position?

1-Extremely unprepared, 2-Unprepared, 3-Neutral, 4-Well Prepared, 5-Extremely Well Prepared

Undergraduate			
	Class of 2014-15	Class of 2015-16	Class of 2016-17
<b>Rating</b>	N=8	N=8	N=7
<b>Mean</b>	3.625	4.12	4
<b>Median</b>	3.5	4	4
<b>Mode</b>	3	4	4
<b>Range</b>	3-5	3-5	3-5

Revised Survey for Class of 2018-19

Please indicate your level of agreement with the following statements now that you have completed your program of study.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2 )
- ☐ Agree (3 )
- ☐ Strongly Agree (4 )

1. Learner Development

As a result of courses and field experiences in my program, I know how learners grow and develop and apply this knowledge in my practice.

2. Learning Differences-Individual

As a result of courses and field experiences in my program, I am able to accommodate and modify my instruction for individual differences among my students.

3. Learning Differences-Cultures and Communities

As a result of courses and field experiences in my program, I am able to implement instruction inclusive of the diverse cultures and communities of my students.

4. Learning Environments

As a result of courses and field experiences in my program, I can support effective learning environments.

## 5. Content Knowledge

As a result of courses and field experiences in my program, I have in-depth knowledge of the content area(s) I am expected to teach.

## 6. Application of Content

As a result of courses and field experiences in my program, I am able to use my content knowledge to engage students and promote learning.

## 7. Assessment

As a result of courses and field experiences in my program, I am able to implement a variety of assessments to measure students' progress and my own effectiveness.

## 8. Planning for Instruction

As a result of courses and field experiences in my program, I am able to plan instruction that affords all students access to rigorous college- and career-ready standards (e.g. Next Generation, Common Core, Ontario Expectations, National Standards.)

## 9. Instructional Strategies

As a result of courses and field experiences in my program, I am able to implement a variety of effective, evidence-based instructional strategies.

## 10. Professional Learning and Ethical Practice

As a result of courses and field experiences in my program, I know and uphold all standards of educational practice and ethical behaviors of teaching.

## 11. Leadership and Collaboration

As a result of courses and field experiences in my program, I am able to collaborate with families and colleagues to promote student learning.

## 12. Technology

As a result of courses and field experiences in my program, I am able to use current technologies to engage students, improve learning, and enrich my professional practice.

## Response

How well do you feel Niagara University's program has prepared you for professional practice in the following areas: 1  
(Not Prepared) - 4 (Well Prepared)

*Chart presents percentage of respondents at each rating level and the mean overall response.*

Standards	Aggregated Undergraduate Programs	Class of 2020-21 N= 10/59 16.95% Response Rate					Class of 2021-22 N= 5/139 3.60% Response Rate				
		1	2	3	4	Mean	1	2	3	4	Mean
INTASC 1	Learner Development	0.00	0.00	50.00	50.00	3.5	0.00	20.00	40.00	40.00	3.20
InTASC 2	Learner Differences-Individuals	0.00	0.00	50.00	50.00	3.5	0.00	40.00	20.00	40.00	3.00
InTASC 2	Learners Differences-Cultures and Communities	0.00	0.00	30.00	70.00	3.7	0.00	0.00	20.00	80.00	3.80
InTASC 3	Learning Environments	0.00	0.00	40.00	60.00	3.6	0.00	0.00	40.00	60.00	3.60
InTASC 4	Content Knowledge	0.00	10.00	20.00	70.00	3.6	20.00	0.00	20.00	60.00	3.20
InTASC 5	Application of Content	0.00	0.00	30.00	70.00	3.7	0.00	20.00	20.00	60.00	3.40
InTASC 6	Assessment	0.00	0.00	40.00	60.00	3.6	0.00	20.00	20.00	60.00	3.40
InTASC 7	Planning for Instruction	0.00	0.00	50.00	50.00	3.5	0.00	0.00	40.00	60.00	3.60
InTASC 8	Instructional Strategies	0.00	0.00	50.00	50.00	3.5	0.00	20.00	20.00	60.00	3.40
InTASC 9	Professional Learning and Ethical Practice	0.00	0.00	40.00	60.00	3.6	0.00	20.00	20.00	60.00	3.40
InTASC 10	Leadership and Collaboration	0.00	0.00	30.00	70.00	3.7	0.00	20.00	20.00	40.00	3.20
	Technology	0.00	10.00	30.00	60.00	3.5	0.00	40.00	20.00	40.00	3.00

#### Class of 2018-19 Comments:

- Have a classroom management course at the undergrad level.
- Have an entire course or courses on de-escalation strategies (even if you're not sped), behavior management, and philosophy and ethics of behaviors in the classroom.
- Niagara University did not prepare me to be a successful teacher. The programs are severely lacking in preparation for behavior management, learners of various abilities and evidence based literacy instruction.

#### Class of 2020-21 Comments

Overall very good. Maybe a stronger focus on finding, incorporating and adapting existing resources (lesson plans, units developed by Nelson or MathUp etc.) into programming.

More special education classes. I feel less prepared for special education than general education. 2 classes was not enough. Nor did I have enough field experience in special education

Nothing, I thank you for everything!!!

Classroom management intensive methods course

They did amazing-forever thankful!!!

N/A

More practice is needed in the university classroom. I am an advocate for practice and repetition. In the university classrooms students need to learn instructional strategies, build lesson plans, and create/use assessments. Repetition builds skill.

NU was amazing. Student teaching during COVID was a challenge, but nothing that the school could have changed :)

### **Class of 2021-22**

1. I have a special education degree from this school and I took 3 SPED classes. That was it. The courses had me write a BIP, which SPED teachers don't do. Only psych. I did not see an IEP or be taught anything specific to an IEP for any of those 3 classes. My last SPED class, the professor made us write an IEP having little to NO instruction on how to write one. Then we had to CLASSIFY the child, and choose their placement. SPED teachers don't do that in the real world and have little to no say in placement.

2. I was not taught a single content area course that mattered to anything being taught in NYS now. I didn't see a single curriculum or real teacher lesson until my 4th year. I switched from nursing sophomore year so I got my degree for teaching in 2 years. I was beyond unprepared as Dr B's elementary math course was nothing I have seen AT ALL in my 3 years teaching. The STEM and SS course did nothing as well we did was read articles on studies and write goals. Wrote 40 page lesson plans for classes and student dialogue again, with no feed back, no assistance, and completely unrealistic and it is known.

I understand I was cut short because of COVID and we lost instruction. I truly learned nothing from college on how to teach children. I was just force fed how to culturally teach, how to summarize articles, and the difference between an accommodation and modification. I learned more in my 7 weeks in Jaime Pietrangeli's class than I did in 4 years. Frustrating hearing all these colleagues of mine having such an extensive background in education from SUNY schools when I paid close to 120,000 for a SPED degree to have not even SEEING an IEP until my last semester senior year.

Oh and I never got my \$10 giftcard for doing this last year either

More in the classroom experience with planning, writing real lesson plans for students throughout a school year

Discussed how to engage learners who don't want to learn, disruptive behaviors, non supportive families, planning management

Being a teacher now in Canada, things are different over here. I feel like they did as good of a job as they could that aligned with the New York State Standards. But need work for those who transition to Canada.

Q7. How well did Niagara University prepare you for your current position?

1-Extremely unprepared, 2-Unprepared, 3-Neutral, 4-Well Prepared, 5-Extremely Well Prepared

Graduate-Initial			
	Class of 2014-15	Class of 2015-16	Class of 2016-17
<b>Rating</b>	N=11	N=3	N=0
<b>Mean</b>	3.64	3.67	NA
<b>Median</b>	4	4	NA
<b>Mode</b>	4	NA	NA
<b>Range</b>	2-5	2-5	NA

Revised Survey Responses

Standards	Aggregated Graduate Programs	Class of 2020-2021 N= 11/66 16.67% Response Rate					Class of 2021-2022 N= 16/166 9.60% Response Rate				
		1	2	3	4	Mean	1	2	3	4	Mean
<b>INTASC 1</b>	Learner Development	0	0	9.09	90.91	3.91	0.00	18.75	25.00	56.25	3.38
<b>InTASC 2</b>	Learner Differences-Individuals	0	0	27.27	72.73	3.73	6.25	18.75	37.50	37.50	3.06
<b>InTASC 2</b>	Learners Differences-Cultures and Communities	0	0	40.00	60.00	3.60	6.25	6.25	56.25	31.25	3.13
<b>InTASC 3</b>	Learning Environments	0	9.09	9.09	81.82	3.73	0.00	12.50	31.25	56.25	3.44
<b>InTASC 4</b>	Content Knowledge	0	9.09	45.45	45.45	3.36	12.50	37.50	31.25	18.75	2.56
<b>InTASC 5</b>	Application of Content	0	0	18.18	81.82	3.82	6.25	6.25	37.50	50.00	3.31
<b>InTASC 6</b>	Assessment	0	18.18	9.09	72.73	3.55	0.00	12.50	43.75	43.75	3.31
<b>InTASC 7</b>	Planning for Instruction	0	0	18.18	81.82	3.82	0.00	12.50	37.50	50.00	3.38
<b>InTASC 8</b>	Instructional Strategies	0	0	18.18	81.82	3.82	0.00	12.50	37.50	50.00	3.38
<b>InTASC 9</b>	Professional Learning and Ethical Practice	0	0	9.09	90.91	3.91	6.25	0.00	31.25	62.50	3.50
<b>InTASC 10</b>	Leadership and Collaboration	0	0	40.00	60.00	3.60	6.25	12.50	37.50	43.75	3.19

	Technology	0	0	27.27	72.73	3.73	0.00	12.50	31.25	56.25	3.44
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#### Class of 2018-19 Comments:

- Behavior management
- I enjoyed every part of this program! I wouldn't change anything!
- It would've been helpful to have more direct instruction on some of the curriculums used in schools in the area. Colleagues that were required to take courses on Word Their Way or Units of Study.
- More discussion on technology to better help students and understand programs

Q8. What could Niagara University have done to better prepare you for your current position?

#### Undergraduate-Initial

#### Class of 2014-15 Responses

From my experience, many courses that I took at Niagara were unrealistic in relation to what a teacher actually has to do. For example, writing lesson plans in the format taught. The districts I've been in only look for the key components: objective (learning target) linked to the standard, assessment, and steps (not scripted). Assessments vary throughout all districts, but many districts have assessment programs that are used (ex. FandP Benchmark Assessment System) and many districts are looking for teachers who understand formative and summative assessment. You truly cannot be prepared for classroom management, but is important to know that there are many different ways to manage your room. Lastly, teachers rely on resources for continued learning. I think it's important to show resources that are available to teachers that give you strategies to support your teaching (ex. Reading Strategies, by Jen Serravallo. Other important topics in buildings right now include: balanced literacy, guided reading groups, writers workshop, interventions (RtI).

What REAL teaching is like. Nothing prepared me for what it is really like to work in a classroom with a multitude of student problems, parents, admin, staff, and all of the extra things that go into being a teacher. Besides that, NU prepared me well for every other aspect of teaching.

More coursework about how to create assessments and behavior management better help with classroom management ideas and technology.

Presenting of IEPs during CSE meetings, administering Woodcock Johnson and completing write up portion

One way NU could have prepared me is by including the interview process in more courses. Now being one of the senior teachers at my school, I have the opportunity to sit in on interview committees. From this experience, I have learned that the way you interview can have a significant effect no matter how great your resume is. Therefore, it would be helpful to learn how to interview well in college courses.

#### Class of 2015-16 Responses

Make certification exams mandatory while in teacher preparatory program.

In light of the current circumstance, I wish I'd been better prepared to teach online, however, I think NU prepared me exceptionally well for my position.

More insight into effective classroom management with reality scenarios, teaching into how to differentiate lessons effectively within planning structure, breaking apart a Danielson Framework rubric, and connecting to a current teacher mentor in order to ask questions or gain insight.

More hands-on lesson building and working with classroom materials/topics more often (phonics, etc). I learned more about phonics (etc) in the Literacy Master's program.

One course I would have liked Niagara University to have offered would be an intervention class for elementary students. My first year I struggled with interventions for the students. I was unsure of what good curriculum to use would be, tracking data, and how to enrich. Otherwise, NU had a wonderful selection of classes that prepared me for teaching and letting me be in the classroom since the first semester.

#### Class of 2016-17 Responses

Classroom management strategies and preparedness

Truthfully, the one missing component of Niagara's stellar program is a course on classroom management. This should be a required course for ALL education majors.

Demonstrate how to make plans for the year (ex. Pacing for the year.).

#### Class of 2018-19

Have a classroom management course at the undergrad level.

Have an entire course or courses on de-escalation strategies (even if you're not sped), behavior management, and philosophy and ethics of behaviors in the classroom.

Nothing I can think of.

Niagara University did not prepare me to be a successful teacher. The programs are severely lacking in preparation for behavior management, learners of various abilities and evidence based literacy instruction.

#### Graduate Initial-

##### Class of 2014-15 Responses

What I desired was to be a certified teacher for all grades k-12th. If there was a program that could have enabled that to happen I would be more happy and suited with the program. Overall the teaching staff did a wonderful job.

I did not feel that my coursework in STEM or literacy adequately prepared me for teaching. It was clear that those classes were not meeting our needs as future teachers even while taking them. Other courses at Niagara were excellent.

I did not get an undergraduate degree in education, so I was unaware of all the tests that needed to be taken to become certified. Once I graduated, I had a degree, but still needed to take many certification exams. It was a struggle and I relied heavily on former classmates to understand all the steps required. I wish there had been a workshop or short course to explain every test, what it requires, and the best order to take them.

Prepare us on how to prompt yourself in the education field in Canada and different roots we can take in the education field (teaching SHSM i.e. trades). I would have liked to have had more knowledge in these areas during my time at Niagara.

Providing more real teaching experiences in the classroom. Being able to apply what we're learning in a classroom setting. How to deal with behaviours and mental illness.

It would have been nice to have been given more information about the hiring process on paper. Not necessarily our portfolios but what the process is actually like. Also how everything works behind the scenes, not necessarily teaching but budget, a science system etc.

Better steps and detail to creating a year plan. Also, tips for making year plans outside of the specific content area as well.

#### Class of 2015-16 Responses

How to interview. What are the most in need qualification.

Encourage grad students to work in a student leadership position on campus and get involved. Serving on committees as the Graduate Student Council president helped prepare me for sitting on committees at my school and serving as my department's chair for the past two years.

#### Class of 2016-17 Responses

NA

#### Class of 2018-19 Responses

Behavior management

It would've been helpful to have more direct instruction on some of the curriculums used in schools in the area. Colleagues that were required to take courses on Word Their Way or Units of Study.

I enjoyed every part of this program! I wouldn't change anything!

More discussion on technology to better help students and understand programs

#### Class of 2020-21 Responses

NA

Not done sim school

Nothing

Some additional work in real time scaffolding and differentiation with classes would help with my current position



### **Class of 2021-22 Responses**

Focus education classes more on classroom management and creating an engaging classroom, rather than focusing so much on types of assessment and more "logistical" topics surrounding diversity and things like that. While diversity and multiculturalism are very important, those can be a unit discussed in a part of a whole course. Most new teachers come out of college lacking a lot of preparation for classroom management in terms of managing behaviors, dealing with discipline/administration, and working with families.

Subject based teaching practice- less general more applicable. Also, report card writing practice.

More content courses to support grad students

Better preparation for the process of becoming a teacher regarding the interviewing process and additional responsibilities that go along with teaching (ex. dealing with certain situations with parents and students and communicating with them and understanding the proper "protocol" process regarding communicating with the Head of the Department, Student Success and Guidance Team, parents, and administration). Also, understanding AQ's and the process and for Canadian students being better informed regarding the process of having to complete 3 additional AQ's to have the "condition" on our OCT profile removed to be fully certified to teach in Ontario that we have within 5 years to complete after we graduate the program and are processed in the system by OCT. These were all questions that many Canadians had during our program and we never received straight answers.

Required observation hours in a sped class as well

Provide more detailed instruction of the development of assessment as/of/ for learning. Explore experiential learning for students. Provide resources to accommodate ELL students

I rave about my experience at NU!-although I am not teaching in a high school, I still retain my OCT license so that I may supply when I retire (10 more years :-). SPECIAL NOTE: as it pertains to Canadian students: I want the recruitment team to know that because it is a Masters program, the graduate degree designation (while not in the formal education system) opens up SO many doors in Ontario for other roles still within the realm of education! I work for the Canadian Mental Health Organization designing, developing and delivering psychoeducation programs to healthcare workers across the province. I love it and I would not have gotten my role without my Masters of Ed degree- so many educators needed in all sectors, not just education!! A huge plus for this program.

More content area classes. More strategies for managing workload and difficulties in the profession .