

**NSU Millicent Atkins School of Education - Teacher Education Program
Educator Preparation Program Completer Survey**

The Millicent Atkins School of Education Teacher Education Program surveys alumni on a regular basis to determine the effectiveness of NSU programs in the preparation of teachers. The questions in this survey are organized around the InTASC Standards.

On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to:

1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas
2. design and implement developmentally appropriate and challenging learning experiences
3. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
4. work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
5. understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches
6. create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
7. understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
8. understand and use multiple methods of assessment to engage learners in their own growth
9. understand and use multiple methods of assessment to monitor learner progress
10. understand and use multiple methods of assessment to guide the teacher's and learner's decision making
11. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context
12. understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
13. engage in ongoing professional learning
14. use evidence to continually evaluate his or her practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)
15. adapt practice to meet the needs of each learner
16. seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

On a scale of 1-6, 1 being "extremely negative" and 6 being "extremely positive", please rate your overall interactions and experiences with each of the following:

17. your interactions with NSU faculty/staff within the Millicent Atkins School of Education
18. your interactions with NSU faculty/staff outside the Millicent Atkins School of Education
19. your interactions with your academic advisor
20. your participation in Field Experiences/Student Teaching

	Q#	1	2	3	4	5	6	7	8	9	10
Other Years	AVG	5.00	5.25	4.67	4.83	4.92	5.33	5.08	5.25	5.00	5.17
	N	12	12	12	12	12	12	12	12	12	12
	STD	0.60	0.87	1.15	0.94	0.90	0.65	0.67	0.75	1.13	0.94
2020-21	AVG	5.19	5.13	5.00	5.25	5.31	5.13	4.75	4.69	4.88	4.94
	N	16	16	16	16	16	16	16	16	16	16
	STD	0.75	0.72	0.89	0.58	0.60	0.72	0.93	1.08	1.09	1.12
2021-22	AVG	5.08	4.83	4.92	4.83	5.17	4.83	4.75	4.75	4.67	4.75
	N	12	12	12	12	12	12	12	12	12	12
	STD	1.00	1.19	1.00	0.94	0.83	0.83	0.97	1.29	1.37	1.14
2022-23	AVG	4.78	4.78	5.11	5.00	4.89	4.78	5.11	5.22	5.22	5.00
	N	9	9	9	9	9	9	9	9	9	9
	STD	1.20	0.67	1.05	0.71	0.78	0.83	0.60	0.44	0.67	0.71
All Years Combined	AVG	5.04	5.02	4.92	5.00	5.10	5.04	4.90	4.94	4.92	4.96
	N	49	49	49	49	49	49	49	49	49	49
	STD	0.87	0.88	1.00	0.79	0.77	0.76	0.82	0.99	1.10	1.00

	Q#	11	12	13	14	15	16	17	18	19	20
Other Years	AVG	4.75	5.17	5.00	5.08	5.17	5.17	5.50	5.33	5.08	5.67
	N	12	12	12	12	12	12	12	12	12	12
	STD	0.87	0.72	0.60	0.90	0.58	0.58	0.52	0.49	1.51	0.65
2020-21	AVG	5.00	5.13	5.19	4.94	5.19	4.56	5.81	5.50	5.00	5.56
	N	16	16	16	16	16	16	16	16	16	16
	STD	0.73	0.81	0.98	0.68	0.98	1.09	0.40	0.73	1.41	0.63
2021-22	AVG	5.00	4.92	4.67	4.50	5.17	4.67	5.67	5.67	4.67	5.42
	N	12	12	12	12	12	12	12	12	12	12
	STD	0.95	1.16	1.56	1.31	1.03	1.07	0.49	0.49	1.44	0.79
2022-23	AVG	4.89	5.22	5.22	5.00	5.00	5.00	5.67	5.56	4.56	5.33
	N	9	9	9	9	9	9	9	9	9	9
	STD	0.78	0.83	1.09	0.71	0.71	1.00	0.50	0.53	1.59	0.50
All Years Combined	AVG	4.92	5.10	5.02	4.88	5.14	4.82	5.67	5.51	4.86	5.51
	N	49	49	49	49	49	49	49	49	49	49
	STD	0.81	0.87	1.09	0.93	0.84	0.97	0.47	0.58	1.44	0.65

Comments regarding your preparation:

I am a special education teacher since I graduated in 2014. This program prepared me well.
I actually graduated in May 2013, but I couldn't pick a year before 2014.

As an elementary Ed major only, I would've liked a little more experience with Sped. I wasn't aware of acronyms and things of the sped world. There was a learning curve for sure in my first few years. I also think behavior/mental health needs to be a large focus in today's time.

The classroom management class didn't connect with me at the time we took it about how important it was. I think it would be cool if they set up the room that class is taught in to help teachers understand and see different ways to organize supplies. It would also be cool to have example classroom expectations up so teachers can see ideas for a real classroom.

I have had the most difficulty with paperwork/writing goals/filling out IEP's/Progress notes/etc

I wish we would learn more about the role of a para educator and what we can expect to have them do and not do.

Throughout my coursework at the School of Ed, I often found that I had to be creative in order to adapt course material to the music education classroom.

However, I do appreciate that these classes provided an understanding of successful teaching practice and how to meet the needs of each and every learner.

In regards to Special Education, I feel Northern could improve on discussing, creating, and implementing a lot of the paper work that goes into special education, IEPs, and evaluations. I myself, as well as several other people that I know have graduated from Nsu felt very under prepared going into our first year of teaching special education. At Nsu, most of the paper work felt "briefly gone over " rather actually having practice with the documents and the process of when you need to use them and fill things out for IEPs and evaluations.

I wish we would have talked more about how to teach to such a wide, wide variety of academic levels using given curriculum and time restrictions

Comments regarding your interactions and experiences:

I obtained my masters at NSU because of these relationships. I wanted to go back.

Like everyone, there were professors, both inside the School of Ed and outside, that weren't my favorite. I don't know if it's possible to have a faculty that every student loves, but the vast majority were great to work with. Only reason I put a 5 for 20 is one of my teachers for a field experience was okay, but didn't offer much guidance. Other than that, it was great and I felt student teaching prepared me as much as possible for the job.

All the professors do a great job.

My original advisor was great, but I got switched my last year to someone I never met. My interactions with every professor besides (faculty name) were great. You truly seem to learn the most out in the field and in the classroom.

These are difficult as I had three different advisors in my short time at NSU. I then just became my own advisor, really. Also, the English department staff/faculty are phenomenal and I was so happy to be able to get to know them. I felt that most of my knowledge came from that department as they were all excellent teachers, so I was able to learn about education through watching them teach. Also, I skipped student teaching and started teaching early, so I can't say too much about that, but my field experiences went smoothly.

I feel like the academic advisors didn't always know what classes to have us take at what time.

My advisor, (faculty name), was amazing!!

Throughout my time at NSU, I did not have the same advisor for more than a year. My last advisor told me that I was going to graduate in 2025 after I had already been a student for three years. I did not feel like I got anything of substance or help from my last advisor.

I wish I would have been placed with a teacher that had more than two years of experience

As you look back on your preparation, is there anything the program did especially well to prepare you?

The coursework and shadowing experiences

I can't think of specific things, but I felt I was as well-prepared as possible after my student teaching experience. There's nothing that will fully prepare someone to go into their first classroom on their own, but looking back, I believe NSU did a great job of getting me ready.

The program prepared me to use research. The assessment class helped me understand how to create a variety of assessments. Then diversity and special education classes prepared me to teach in multiple ways to help different students.

I utilize information learned from my childhood psychology class to better understand the needs of my students.

Differentiation and preparing me for the wide range of student abilities. Dealing with behaviors as well!

The program does a great job of providing students with in classroom experience in a variety of schools, classrooms, and age ranges. This was very beneficial before entering the field.

I learned a lot about lesson plans and educational theorists.

Thought the teaching department was great

I thought who you picked and were able to get for mentors during observation and student teaching was the most impactful. Having someone that is experienced to learn from made me more confident to be in my own classroom.

Allowing us to learn within a classroom environment and observe many different teaching styles

My professors have helped me gain confidence that I wasn't even aware I was lacking. I am proud to be from Northern and to still feel comfortable in reaching out to my former professors and asking for help or reassurance when it is needed.

(Faculty name) and (faculty name) were phenomenal in my process. I truly believe I had one of the best experiences due to the Education staff!

I believe that the School of Education prepared me well for adapting to various student needs, understanding how to implement state standards, and build collaborative relationships.

As I teach class piano in my GTA, often working with music education students, I am more than grateful for my instruction in all music- and education- related classes. My field experiences were especially helpful both in this context and in general as I continue my journey towards becoming the best educator I can be.

Yes, I felt confident doing long term subbing assignments after graduating and preparing lesson plans that were modified and engaging for my specific group of students.

(Faculty name) did a wonderful job teaching the secondary education students when she got the chance, but I think it was only once for a field experience class. I am thankful for the time I did get to spend with her as she taught me the most outside of the English department professors.

IEP process and assessments

I particularly remember my Math Methods class, and continue to use my resources from that class to teach my math classes. Many strategies were taught that my students are able to grasp and use. I also appreciated the opportunities to go into different classrooms and sort of "test" what grade level was for me. Another part of this that I liked, was how each field experience built off of the last, by giving me more responsibilities and more time to see each class.

Build community within the program.

Lots of field experiences in a variety of settings

Classroom management

Gave the option of substitute teaching in place of some field experiences

As you look back on your preparation, is there anything the program could have done differently to better prepare you?

The only thing I am think of is explain more on how to work effectively with paraprofessionals in the SPED world.

I don't know how likely this would be for every student teacher, but some kind of stipend or even free meal tickets to the Student Center during student teaching would go a long way. I know we were told we were supposed to get permission to work during our student teaching experience, but I worked every other weekend at a nursing home in Aberdeen and never asked about it because I needed the money for food and rent and was afraid I was going to be told no. I know of other students that worked during their student teaching experience as well without asking permission. Maybe it was just a formality, but there were a lot of us in the same boat.

More time spent with curriculum textbooks and exploring an entire unit through those as that is what is primarily used in schools.

I didn't really see students during my student teaching with behaviors. It would be helpful to student teach the first semester to see everything teachers have to prepare. I think advice on working with coworkers would be helpful. Sometimes working with coworkers is the hardest part of the job in my opinion.

As a secondary ed major, more time in real classrooms would have been beneficial.

There needs to be more than one class on paperwork within the iep, as well as a class for testing students.

Include fine arts students more? I understand we're already quite busy, but it felt very alienating when a "school of ed clubs" event was held and NAFME (an education association) was not in attendance

I feel being taught a larger variety of ways to teach reading to students and reach students of all ability levels, having more exposure to different kinds of student behaviors and the different ways to manage them, and having more training on working with and training paraprofessionals I would have been better prepared for the field.

I think spending less time writing ridiculously long, unrealistic lesson plans, and spending more time talking about differentiation and standards would have been great. Those are two things I feel I didn't learn well.

No, I thought it prepared me. However would have liked being taught how easy it is to teach other classes outside your major as long as you take praxis for it.

As a secondary ed major I would have liked to get into education classes and get into classrooms earlier than I was able. During my program, I started with my content specific classes and then did my education classes. I would have preferred to have more education classes spread throughout.

NSU did a great job of preparing me to teach, but I do believe that there could be improvement in teaching and showing students where to look for jobs further than the state ASBSD website.

If there was one thing I wish could have been different- it would be that there be PE/HEALTH Licensure as a whole. Although I have a minor in Health, I've ran into multiple issues where districts have been looking to hire only those who have both. Having this both coming off of graduation would have led to many more opportunities and would hope this can be changed for PE majors in the future!

I had a wonderful experience and believe that the School of Education did an incredible job preparing me for teaching.

As stated before, I would ask for more application of pedagogy to the music classroom, although I acknowledge the importance of my general ed classes (such as classroom management, educational assessment, etc.) and understand this additional specificity may simply not be feasible.

Yes, more guidance with classroom management relating to behavior issues.

It felt like the secondary education classes were lacking truthfully. It could have been towards the end of our sophomore year before we would touch an education class. I also feel that I only really had one class focus on secondary education. I understand we needed to learn the content of our discipline, but it seemed that any education classes we did take were always geared toward the younger age, making me a little unprepared to teach seniors as a 22-year-old.

More time in the classroom from the start of the school year. It would be nice to see how other teachers set up expectations and routines on the first day of school.

Seeing as most, if not all, of the professors were formerly teachers in elementary/secondary schools, I feel like it would have been more beneficial to hear some more realistic expectations of what teaching is like. In my own experiences, I never had a professor point out all the negatives and politics that teachers have to deal with. I wish they had done more to prepare us for the "real-world classroom".

More emphasis on classroom management and violence.

More on how to make continuous lesson plans for continued growth over the course of the school year. Also how to track data from assessments and use it to guide what to do for lessons.

Practicing using information from assessments to help my students better

Given more instruction on how to deal with mild behaviors and classroom management

Is there anything else you would like for us to be aware of regarding your educator preparation at the NSU Millicent Atkins School of Education, Teacher Education Program?

I am very grateful for my experience at Northern. I felt I had a great relationship with a majority of the professors and that they truly cared about each of their students. If I did it all over again, I would not choose another school or program to attend to receive my teaching degree. I also appreciate that there are many professors I can continue to reach out to if I need guidance on resources within the community or issues within the classroom.

Your reading preparation classes are horrid. I do not feel qualified to teach young children how to read.

The faculty really wants you to succeed and will go out of their way to help you. Truly an amazing group of people.

It always excites me to see all the positive things that the Millicent Atkins School of Education is doing to better themselves and their students. It shows that they truly care about their students and the future of the kids that they will teach.

I had all positive experiences with the School of Ed at NSU. The professors were wonderful. I do feel that curriculum was lacking when it comes to real hands on everyday issues that arise in the classrooms. I did not fully experience these until student teaching and after graduation. Some behaviors came as a bit of a shock and after asking around, teachers overall seemed to feel that this is the new norm. I think college students need to be prepared for that.

The time it takes to prepare the excessively long lesson plans is a little outrageous. Also a teacher now myself, honestly they are never that long. Especially as an English teacher, I don't have the time to write that detailed of a plan when I need to read and correct so many things the way it is. I am thankful that I was secondary education and only had to write about three of them outside of the field experience ones. I think teaching how to write lesson plans is important, but those were a bit much and maybe time could have been better spent. Just a thought.

I loved my time in the Master's program - it may be beneficial to look at hiring staff who are more up-to-date with current practices and spend more time in practical application than theories.

**NSU Millicent Atkins School of Education - Teacher Education Program
Leadership and Administration Advanced Program Completer Survey**

The Millicent Atkins School of Education Graduate Studies Department at Northern State University (NSU) surveys alumni on a regular basis to determine the effectiveness of NSU graduate programs in the preparation of school leaders. The questions in this survey are organized around the NELP Building Level

On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did the Leadership and Administration program prepare you to understand and demonstrate the following:

1. collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities
2. lead improvement processes that include data use, design, implementation, and evaluation
3. reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult
4. evaluate, communicate about, and advocate for ethical and legal decisions
5. model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others
6. use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture
7. evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student
8. evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff
9. evaluate, develop, and implement high-quality, technology- rich curricula programs and other supports for academic and non- academic student programs
10. evaluate, develop, and implement high-quality and equitable academic and non- academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non- academic systems
11. evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being
12. collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner
13. collaboratively engage diverse families in strengthening student learning in and out of school
14. engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development
15. communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community
16. evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school
17. evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development
18. reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being
19. collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff
20. develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school

21. personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success
22. evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success

Q#	1	2	3	4	5	6	7	8	9	10	11
AVG	5.00	5.25	6.00	5.50	5.75	5.25	5.50	5.50	4.75	5.50	5.50
N	4	4	4	4	4	4	4	4	4	4	4
STD	0.00	0.50	0.00	0.58	0.50	0.50	0.58	0.58	0.50	0.58	0.58

Q#	12	13	14	15	16	17	18	19	20	21	22
AVG	4.75	5.50	5.00	5.75	5.75	5.25	5.50	5.00	5.50	5.50	5.50
N	4	4	4	4	4	4	4	4	4	4	4
STD	0.50	0.58	0.00	0.50	0.50	0.50	0.58	0.82	0.58	0.58	0.58

Please use the space below to share any information you would like the program to be aware of:

I think that having a unit in an existing class covering investigations would be beneficial. There are days, sometimes weeks, where it seems that takes up a lot of time. Like everything, you learn by doing and eventually get pretty good at it, but having someone explain the right questions to ask, things to look for, etc. for different situations involving students would be helpful.

**NSU Millicent Atkins School of Education - Teacher Education Program
Educator Preparation Program Employer Survey**

This survey is sent to principals, assistant/vice principals, superintendents, and assistant superintendents of schools that are likely or known to have program graduates under their employ/supervision. The questions about teachers are based on the InTASC Standards and the questions about school administrators are

On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did the Teacher Education Program prepare applicable employees to:

1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas
2. design and implement developmentally appropriate and challenging learning experiences
3. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
4. work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
5. understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches
6. create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
7. understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
8. understand and use multiple methods of assessment to engage learners in their own growth
9. understand and use multiple methods of assessment to monitor learner progress
10. understand and use multiple methods of assessment to guide the teacher's and learner's decision making
11. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context
12. understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
13. engage in ongoing professional learning
14. use evidence to continually evaluate his or her practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)
15. adapt practice to meet the needs of each learner
16. seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Q#	1	2	3	4	5	6	7	8
AVG	4.87	4.79	4.72	5.10	4.82	4.79	4.74	4.49
N	39	39	39	39	39	39	39	39
STD	0.92	0.98	0.97	1.02	1.00	1.03	0.97	1.17

Q#	9	10	11	12	13	14	15	16
AVG	4.46	4.46	4.82	4.69	4.95	4.64	4.69	4.79
N	39	39	39	39	39	39	39	39
STD	1.10	1.10	1.05	1.03	1.02	1.06	1.10	1.15

On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did the Leadership and Administration program prepare applicable employees to understand and demonstrate the following:

1. collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities
2. lead improvement processes that include data use, design, implementation, and evaluation
3. reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult
4. evaluate, communicate about, and advocate for ethical and legal decisions
5. model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others
6. use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture
7. evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student
8. evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff
9. evaluate, develop, and implement high-quality, technology- rich curricula programs and other supports for academic and non- academic student programs
10. evaluate, develop, and implement high-quality and equitable academic and non- academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non- academic systems
11. evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being
12. collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner
13. collaboratively engage diverse families in strengthening student learning in and out of school
14. engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development
15. communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community
16. evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school
17. evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development
18. reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being
19. collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff
20. develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school
21. personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success

22. evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success

Q#	1	2	3	4	5	6	7	8	9	10	11
AVG	4.90	5.10	5.30	5.30	5.50	4.80	5.20	5.20	4.90	4.60	4.70
N	10	10	10	10	10	10	10	10	10	10	10
STD	0.57	0.74	0.48	0.48	0.53	0.63	0.63	0.63	0.57	0.70	0.67

Q#	12	13	14	15	16	17	18	19	20	21	22
AVG	5.00	4.90	4.90	5.10	4.90	4.70	5.10	5.20	5.20	5.40	5.10
N	10	10	10	10	10	10	10	10	10	10	10
STD	0.47	0.74	0.57	0.32	0.57	0.67	0.74	0.63	0.79	0.70	0.57

On a scale of 1-6, 1 being "extremely negative" and 6 being "extremely positive", please rate your overall experiences with each of the following:

1. your interactions with NSU faculty/staff within the Millicent Atkins School of Education
2. your participation in Field Experiences/Student Teaching/Internship placement process
3. the Millicent Atkins School of Education's preparation programs overall

Q#	1	2	3
AVG	5.17	4.88	5.04
N	69	69	69
STD	0.98	1.12	1.01

Comments:

We love the partnership that we have with NSU!

I'd like to see more independence with differentiating learning and not just following the curriculum word for word. Often our curriculum will provide different levels of delivery and we rarely see new teachers who will do this independently. Not all students learn through typical instruction.

This teacher did not student teacher due to Covid shutting down schools. I think that greatly affected how he teachers. He really needed to observe classrooms and work with a mentor. He did the SD Teacher Mentor program but was paired with a mentor who did nothing to help him. They didn't meet. He didn't get to observe the mentor. Even though the scores above were low, I think if he would have had a year of student teacher or even a semester, we would have a completely different teacher.

Our recent hires have been excellent candidates. They are overall very well prepared.

I rated these students as novice educators, not experienced educators.

I have found NSU grad have minimal experience giving standardized assessments and analyzing that data. They also have very minimal knowledge of sped paperwork, especially IEPs.

(School/district) is very pleased with our Northern SPED teacher!

I have a current NSU grad in my building as an instructional coach and had an elementary teacher for three years and now has taken another job this year in Nebraska. Both of these ladies are topnotch educators and have done a fabulous job with our students, curriculum, and being leaders in the field of education.

I think it is difficult for new teachers in the elementary world to adjust to students different learning abilities whether that student is on an IEP or not. I'm very happy with my Northern grads and look to hire them whenever possible. Northern has a strong tradition of preparing students very well. I would hire an NSU grad over and over. Our graduates of NSU have consistently come prepared to teach and continue to learn while teaching.

Is there anything else you would like for us to be aware of regarding the educator preparation program at the NSU Millicent Atkins School of Education?

Again, we respect the work NSU does in preparing teachers and administrators.

Being a 30+ year educator and NSU graduate I would suggest strengthening skills in classroom management, student engagement, and conflict resolution between staff and student, staff and parent, staff and staff.

Classroom management is becoming more challenging for teachers as our students have more and more behavior needs than ever before.

Find ways to get more students into education prep programs, please!

Good program

I have found the two graduates that are currently employed with us to be high achievers and flexible to the needs of our students and district.

I have not worked with any faculty/staff from NSU or had a student in field experience. I have only been in (school/district) 2 years.

I think it is important for student teachers to work with a variety of teachers so they can see the strengths of each of them and take a piece of what they learned to their own classroom.

I think you are doing a great job, In my 9 years at (school/district) we have had numerous students in our building from NSU. I believe during this time I have had only 2 candidates that we had any problems with. All the others have been amazing and we have hired a few based on what we saw when they were here.

I would like to continue to host pre-student teachers and student teacher in the (school/district).

Keep up the good work. The NSU School of Education has always been supportive of north central SD and schools surrounding Aberdeen

Please continue to focus on classroom management. How to deal with aggressive behaviors, behavior plans, transition cues. Also, how to build relationships with parents for the home-school connectivity.

(School/district) would like to see more student teachers in our district and area. NSU does a great job of promoting a double major that includes a content area and SPED.

The only communication utilized for the field experience placement was email communication.

We are extremely please with our teacher. NSU did a fantastic job preparing (completer name) to be ready succeed in your position right away.

We attended your teacher fair in 2024 and were able to get about a dozen resumes. We had a difficult time communicating with the applicants as we would call, email and even text to set up interviews and received few communicable responses back. The applicants would not respond to our communication.

We continue to need SPED teachers in the field!

We do have several Northern graduates who teach here. They all have been here over 5 years and doing a great job!!

We have always been and continue to be willing to host student teachers. I know we are a bit away from Aberdeen but we are willing to help with housing as well!

We have hosted student teachers that have knowledge in their content area, but really struggle to manage a classroom. I know that management is a learning process that takes time to develop, but I do think more emphasis on this area and clear-cut strategies would be so helpful.

We would like to have a way to reach more of your secondary teachers including Math, English, and Science with our openings. It would also be great to have information give to school counseling candidates.

We would sure love to have some student teachers come our way to (school/district).

NSU Teacher Education Candidate Exit Survey

This survey is administered to all graduating candidates near the end of their last term.

The scale for this survey is:

- 0 Inadequate
- 1 Less Than Adequate
- 2 Adequate
- 3 Excellent

For each of the InTASC standards below, please select the rating that best communicates your level of preparation as a result of your Teacher Education Coursework/Field Preparation at NSU:

1. The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how the learner grows and develops (Cognitive, Social-Emotional, Physical))
2. The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how individual differences and diverse cultures/communities influence the learning environment (Culturally))
3. The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to design and implement meaningful learning experiences)
4. The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to actively engage learners)
5. The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to manage a learning environment)
6. Content Knowledge (InTASC 4 & 5) (An understanding of how to create learning experiences that make the content accessible and meaningful to the learner)

	Q#	1	2	3	4	5	6
FA22	AVG	2.64	2.64	2.82	2.73	2.55	2.68
	N	22	22	22	22	22	22
	STD	0.49	0.49	0.39	0.46	0.51	0.48
SP23	AVG	2.52	2.64	2.64	2.48	2.48	2.44
	N	25	25	25	25	25	25
	STD	0.59	0.49	0.49	0.71	0.71	0.65

7. Content Knowledge (InTASC 4 & 5) (An understanding of how to engage learners in critical thinking, creativity, and collaborative problem solving related to local/global issues)
8. Instructional Practice (InTASC 6, 7, and 8) (An understanding of how to use, design, and adapt assessment methods and strategies to document, monitor, and support the learner's progress toward goals and learning objectives)
9. Instructional Practice (InTASC 6, 7, and 8) (An understanding of how to plan instruction based on information collected from formative and summative assessments)
10. Instructional Practice (InTASC 6, 7, and 8) (An understanding of how to collaborate with colleagues, specialists, and community resources to plan instruction as well as with learners and their families to meet individual learning needs)

11. Professional Responsibility (InTASC 9 and 10) (The ability to engage in continuous professional development in order to effectively meet all learners' needs)

12. Professional Responsibility (InTASC 9 and 10) (The ability to seek collaborative relationships with families, colleagues, and community members in order to provide opportunities that positively impact student learning/growth and promote the profession.)

	Q#	7	8	9	10	11	12
FA22	AVG	2.55	2.41	2.59	2.64	2.73	2.64
	N	22	22	22	22	22	22
	STD	0.51	0.59	0.59	0.49	0.46	0.58
SP23	AVG	2.24	2.44	2.60	2.64	2.68	2.60
	N	25	25	25	25	25	25
	STD	0.60	0.58	0.58	0.57	0.48	0.76

13. Please provide an overall rating for the Teacher Education Program at NSU:

	Q#	13
FA22	AVG	2.86
	N	22
	STD	0.35
SP23	AVG	2.36
	N	25
	STD	0.76

In the space below, please list two strengths of the Teacher Education program: (these responses have been separated and randomized)

Collaboration with US

The faculty were certainly a strength.

Not too much paper work to fill out.

The teachers here have recently been in the field, making their experiences and advice very meaningful. They understand the content that they are teaching and can speak from personal experience about the struggles we may encounter in the field with students, parents, fellow teachers, and the standards.

They prepare the students for how to assess the students in different ways.

They prepare the students for what they need to do to prepare for delivering a lesson.

Professors

Helps the Teacher Candidate learn and grow through experiences.

Early and often student teaching experiences.

The professors care a lot about how success. They are always there for us and help in any way they can.

All the professors are really helpful and want you to succeed.

NSU as a whole is small university. The classroom experience on campus provides an intimate setting between teacher and student. This allows for more individualized instruction to the given students.

Highly qualified, sincere faculty

First, the program gives very good guidance from their University Supervisors and they give lots of helpful feedback.

The teachers are great and helpful. They have all given many examples of different lesson types to keep students engaged and not just reading from a book all day.

One strength of the program is the support the students have from professors and other faculty. I felt like I had somewhere I could go for any question I had with no judgment. You could tell that the staff really wanted you to succeed.

Great communication with US. US was willing to work with my schedule and help me at such a long distance.

Great opportunities for growth and experience.

University supervisors- My university supervisor was absolutely fantastic. You can tell she cared about my success and even the success of my students.

I believe the relationships we build in the school of education are a strength. As a student, I have built professional relationships with my professors and classmates in my block classes.

There are knowledgeable teachers who know their content well and has personal experiences.

The classroom management class provided me with information that I used on a daily occurrence during my student teaching experience.

Personal experience

The professors are flexible and willing to be there in and out of class.

The Teacher Education Program does well to have a wide variety of classes for Elementary Education and SPED Majors.

Amazing professors

The professors always care and build great relationships.

The Teacher Education program does an excellent job of getting the students field experience throughout their education. This is where the students gain the most knowledge.

The professors were all very, very good

Small class size

The care that teachers, supervisors, and advisors have for each student and teacher candidate.

The University Supervisors they have are very helpful and enthusiastic about teaching which helps us students become excited as well.

The teachers care about our growth and development.

Having professors who are willing to help

One strength is the response time of professors. I could rely on them to quickly get back to me on anything I needed.

Allowing for hands-on experiences

Having a US that gives lots of feedback is so beneficial.

The flow of what is required from TC's

You can graduate in four years.

Allowing students the time to get to know students and their learning techniques.

I have been pleased; it seems like a good program. I expect I'll have a better idea in a year or two, using hindsight, on the accuracy of my assessment.

The Teacher Education program strives to educate future teachers by giving them their best and relating with the students.

Great examples in classes.

The professors in the Teacher Education Program really care about you as a person and want to see you succeed in the field.

Another strength would be the variety of classes that were offered to help prepare us.

Letting us choose where we would want to get placed.

The Teacher Education Program here at Northern offers a variety of experiences in the field at different grade levels. Since coming to Northern, I've had the opportunity to work with kindergarteners, second graders, and fourth graders at 3 different schools in Aberdeen. Working with multiple teachers at these different levels has been a great experience.

Observation opportunities

The length of the program is perfect!

Amazing faculty with wonderful knowledge.

I also think teaching the I do, we do, you do method is a great way to teach in a classroom.

Majority of content taught in teacher education program was applicable and useful to know.

NSU also provides multiple opportunities to gain classroom experience through their various stages of field experience. This allows students to gather information through hands-on learning experiences that are meaningful to their apprenticeship.

Diverse learning advancements

Secondly, they give good emails to tell us what we should do or remind us what we have to complete for the Practicum.

The teacher education program has many field experiences to get us out in the field besides students teaching. It was great to be in the classroom many times and in different areas that related to my majors.

Another strength of the program is that they provide us with many opportunities to be in the field. These opportunities allow us to bring these experiences to teaching interviews.

Great layout in D2L. It was very easy for me to see what I needed to complete and when my due dates were.

Wonderful teachers and educators.

Professors- the professors in the Teacher Education program at Northern state are next to none. Their understanding of the content and ability to teach it is unrivaled.

I like all the classroom experiences that were provided.

Unit Lesson plan were also an enormous help.

Support

They make opportunities known.

The Teacher Education Program does have very nice University Supervisors and they make the TC's feel comfortable.

Good community connections

Learning how to interact with students and the legal side of school

The field teaching experiences.

The Teacher Education program also does an excellent job of getting students to think about all the right things when completing a lesson plan. Although the Common Lesson Plan Template is long, there are excellent and effective parts that get students thinking about why they are teaching what they are teaching.

Helpful professor

Strong classes and relevant areas of being in a classroom, as well as working with every student to make sure they are confident in their abilities.

University staff is always very helpful when it comes to questions that arise during field experiences or course experiences.

The USs and CTs give great feedback

Showing us how to differentiate lessons for different learners.

Another strength was how friendly and helpful but my cooperating Teacher and my University Supervisor were.

Teachers respond to student's email questions quickly.

Allowing for teachers to most of the time getting the placement that they requested for.

Process and benefit of observations and triad meetings.

Certain professors are knowledgeable about current classroom environments.

Allowing students to manage their own teaching styles to match the curriculum.

There were areas that were uncomfortable for me, but I'm grateful for the exposure.

The Teacher Education program is mostly relevant to what future teachers need to know before reaching the field.

The length of the experiences

Professors prepare you for the classroom no matter the content area and are real about what you can expect.

The Professors were flexible and easy to talk to about anything.

In the space below, please provide any suggestions you have for improvements in the Teacher Education Program:

I feel like I would have benefited from more classroom management skills as well as a better grasp on educational theories and theorists.

I would say to make sure the supervisors come into the classroom. I had a supervisor that zoomed and I don't feel like they got as good as a feel by doing that and couldn't give me much feedback then.

A suggestion may be offering a class on how to keep work life separate from personal life. Plenty of teachers speak on the importance of mental health during our first year of teaching, yet it feels like we're not taught or given advice on how to set boundaries with parents and other faculty members.

One suggestion that I would have is to have teacher candidates observe a classroom that has lower-grade-level students. Teacher candidates should learn how to help students grow their skills so that they can be at grade level.

I don't have any suggestions, this program is very good.

The program is perfect the way it is!

Creating unit plans so that the flow from day-to-day teaching is fluid.

I think that the lesson plan should be modified. Every time I was in the field the CT would think that it was excessive. It is also unrealistic to do that for every lesson in an actual classroom. I have friends from other colleges in education programs and they were shocked when I showed them the lesson plan template.

One suggestion I have is once students get to their student teaching experience maybe not have them complete the full lesson plans and just use what the cooperating teachers use to complete weekly lesson plans. We have already completed and are aware of all the things we need to take into consideration when doing lesson plan while in the school of education classes.

The teacher education program offered by NSU gleams in comparison to the programs offered at the other state Universities (I should know I went to them as well). I feel that I would have benefitted from methods courses pertaining to my content field of mathematics so I could have learned more strategies for classroom engagement.

I think the program could provide a little more guidance to show what to expect from the STE, yes there is a list of things to do, but I think having a presentation on what they expect and ideas to help student teachers know what they should be working on and what they should do.

I would like to see more ways to assess the learning of students in all areas of education. I would also like to see more behavior and classroom management techniques in every class besides the classroom management class and the behavior management class that only special education majors are required to take. I think behavior management should be a requirement for all education majors.

I would recommend that students are required to go to the conferences at the end of the first quarter to fully see how they work. This is an important part of teaching that can cause anxiety in first-year teachers. I will have the opportunity to watch the first quarter conferences because my experience went longer due to missing a few days from an illness. I think it will be a very beneficial thing.

At this moment I can't think of any. Northern State did a great job preparing me for my future.

I can't think of any suggestions currently for the Teacher Education Program. It is a truly great program and experience to be a part of.

If some classes have similar or the same content consolidate them together. There were multiple classes that I noticed were covering the same subject matter I had learned in an earlier class.

I think that it is important that we learn more strategies for teaching concepts to students.

The professors could incorporate more hands on activities and learning opportunities in the classroom, instead of all lectures and PowerPoints.

One thing would be from the beginning to make it clear the standards and objectives of the journey to becoming a teacher to help set up for success.

I think that the program needs a lot of work, as a secondary education major I often felt overlooked in favor of the Elementary Ed and SPED majors. Most of the classes that I took for the Teacher Education Program were not made or adapted for secondary education and so felt unnecessary and like a waste of my time and effort. I also think that the 30 and 60 hour field experiences need to be reworked to be more efficient, going from the 60 hour field experience to student teaching felt like being thrown into the deep end and being told to swim. I think that for the 60 hour experience we should have a solid 2 weeks in the classroom, with excused classes, and be able to observe week 1 and teach part or all of week 2. Lastly, I think that there should be a more consistent expectations for the TC, because often we were being told three different ways of doing something from three different people and none of them were correct. Get into the classroom earlier and at all grade levels. Even if students think they want to teach elementary, they should go see a high school classroom to make sure they absolutely don't want to teach high school.

I believe that secondary students should take classes about how to teach their given field. This is a severe downside to the current program.

More real world assignments, I know we love the long lesson plans. But after my experience I truly saw how unrealistic those were. There were a lot of things that college did not prepare me for like IEP meetings and parent teacher conferences.

When it comes to Special Education, I feel as though I am not prepared to adequately complete the paper work that is involved. I took one class that went over the paper work - two years before I graduated.

Teach more about things like interacting with parents, conferences, how to use curriculum, ect.

For the Secondary education program, it would be good to add classes to teach students how to teach specific content knowledge.

Provide more opportunities to be in a classroom setting. Additionally, classroom management is one of the most challenging aspects of being in a classroom, so I think finding ways to address this area more would be greatly beneficial to help upcoming teachers.

I would like more time before things were due because there have been times where students have been told things about things we've needed to do only a day or two before.

Focus on how to plan using curriculum books.

An improvement I would like to see completed is making candidates aware of ALL the praxis exams they must take. Candidates were taken by surprised when we learned of the PLT Praxis exam during our student teaching. A lot of us did not have time to complete the exam in due time and are in an unfortunate situation because of it. These problems would have been prevented if we were informed of all our requirements with more time prior to graduation.

Ensure they know the state requirements for teachers to be certified in SD. Some of my teachers and advisors recommended that I take a certain PLT test. Now when applying for certification I am not fully certified SPED K-12 or my endorsement for birth-Pre-k SPED. Now that I have completed all of my degrees and test, I have to take another test to be fully certified. I also had other miscommunications when asking about my coursework throughout my time at Northern.

One thing that I suggest is that all of the US have the same expectations and rules for each teacher candidate.

More examples available to TC's in regards to different sections of the TWS... my US was new and unsure of how to format things and of what was expected.

As a secondary education major, I feel like a second-class student in comparison to the early education students. Northern is great, and the professors are great, but the secondary education program leaves much to be desired. A good improvement would be to increase programming, advising, and classes that are specifically secondary education focused. Why do elementary education students receive their iPads for free, and secondary do not?

Overall, I think the Teacher Education Program is phenomenal. The only improvement would be to increase the communication about events that may be coming up.

Make sure the CT knows the expectations of the experiences and to allow them to have control of the day. Have professors that have been in the classroom instead of fresh out of the school.

One improvement I have for the Teacher Education Program is to incorporate the use of our iPads more. Since they are provided, I would like to see them used more in the classroom.

While I know maybe this was just something I didn't experience (because of COVID), I think that having more short experiences towards the beginning of your college career would be helpful.