

TEP Completer Survey

Respondent (47) Graduation Year

2023-24	3
2022-23	8
2021-22	12
2020-21	15
2019-20	2
Prior	7

Respondent (47) Major(s)

ELED	17
EL/SPED	8
SPED	4
SEED	9
K12	6
EDST-SEC	2
Other	1

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:

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	5.04
Design and implement developmentally appropriate and challenging learning experiences	5.02
Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	4.89
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	5.00
Understand the central concepts, tools of inquiry, and structures of the disciplines they teach	5.11
Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	5.06
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	4.94
Understand and use multiple methods of assessment to engage learners in their own growth	4.98
Understand and use multiple methods of assessment to monitor learner progress	4.96
Understand and use multiple methods of assessment to guide their own and learner's decision making	5.00
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	4.94

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	5.11
Engage in ongoing professional learning	5.00
Use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)	4.89
Adapt practice to meet the needs of each learner	5.19
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	4.83

Have you completed a Master's Degree program?

I am currently enrolled in a master's program at NSU	7
No, and at this time, I do not intend to in the future	10
No, but I intend to in the future	15
Yes, at another institution	1
Yes, at NSU	14

Which Master's Degree program(s) did you complete or are currently enrolled in at NSU?

Educational Studies - Interdisciplinary	2
Instructional Design in E-Learning	3
Leadership and Administration	2
Special Education	1
Teaching and Learning	8

Have you completed an advanced or terminal degree program, beyond masters?

I am currently enrolled in an advanced/terminal degree program	1
No, and at this time, I do not intend to in the future	9
No, but I intend to in the future	5

Which of the following best describes what you are currently doing?

Caring for a home/family full-time	1
Employed and continuing my education	4
Employed fulltime	40
Not employed and continuing my education	2

Did you work while you were attending the NSU?

Yes	44
No	3

Work type:

Full time off campus	7
Part time off campus	33
Work study on campus	13
Other	4

Approximate total hours per week worked while school was in session:

Less than 20	15
20-30	15
30-40	5
More than 40	5

Were you a member of any athletic teams/organizations while you were attending the NSU?

Baseball	1
Basketball	2
Cheerleading	1
Cross Country/Track	2
Football	2
Softball	2

Were you involved in any student organizations as a student in the School of Education?

AEYC	10
CEC	6
SDEA	8
NAfME	1
Other	3

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:

Your interactions with NSU faculty/staff within the School of Education	5.68
Your interactions with NSU faculty/staff outside the School of Education	5.51
Your interactions with your academic advisor	4.89
Your participation in Field Experiences/Student Teaching	5.49

Comments regarding your interactions and experiences:

All the professors do a great job.
I feel like advisors didn't always know what classes to have us take at what time.
I obtained my masters at NSU because of these relationships. I wanted to go back.
I wish I would have been placed with a teacher that had more than two years of experience
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. 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.
My Advisor was amazing!!
My original advisor was great, but I got switched my last year to someone I never met. My interactions with every professor besides <name> were great.

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.
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.
You truly seem to learn the most out in the field and in the classroom.

Comments regarding your preparation:

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.
I am a special education teacher since I graduated. This program prepared me well.
I have had the most difficulty with paperwork/writing goals/filling out IEP's/Progress notes/etc.
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
I wish we would learn more about the role of a para educator and what we can expect to have them do and not to do.
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.
The classroom management class didn't connect with me at the time we took it. 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.
Throughout my coursework at the School of Ed, I often found that I had to be creative I 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.

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

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.

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.
As a secondary ed major, more time in real classrooms would have been beneficial.
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.
Given more instruction on how to deal with behaviors and classroom management
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.
I feel being taught a larger variety of ways to teach reading to students and reach students of all ability levels, had more exposure to different kinds of student behaviors and the different ways to manage them, and had more training on working with and training paraprofessionals I would have been better prepared for the field.
I had a wonderful experience and believe that the School of Education did an incredible job preparing me for teaching.
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.
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!
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
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 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.
More time in the classroom from the start of the schoolyear. It would be nice to see how other teachers set up expectations and routines on the first day of school.
More time spent with curriculum textbooks and exploring an entire unit through those as that is what is primarily used in schools.
No, I thought it prepared me. However would have liked more taught about how easy it is to teach other classes outside your major as long as you take praxis for it.

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.
Practicing using information from assessments to help my students better
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".
The only thing I am think of is explain more on how to work effectively with paraprofessionals in the SPED world.
There needs to be more then one class on paperwork within the iep, as well as a class for testing students.
Yes, more guidance with classroom management relating to behavior issues.

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

I can't think of specific things, but I fell 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.
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.
I utilize information learned from my childhood psychology class to better understand the needs of my students.
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.
Gave the option of substitute teaching in place of some field experiences
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.
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 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.
I learned a lot about lesson plans and educational theorists.
<name> and <name> were phenomenal in my process. I truly believe I had one of the best experiences due to the Education staff!
<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 so spend with her as she taught me the most outside of the English department professors.
Build community within the program.

Lots of field experiences in a variety of settings
IEP process and assessments
Thought the teaching department was great
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.
Classroom management
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.
The coursework and shadowing experiences
Differentiation and preparing me for the wide range of student abilities. Dealing with behaviors as well!
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.
Allowing us to learn within a classroom environment and observe many different teaching styles

Is there anything else you would like us to be aware of regarding your educator preparation?

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 time it takes to prepare the excessively long lesson plans is a little outrageous. Also as 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.
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 Education 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.

MSED LEAD Completer Survey

Respondents (4) Graduation Year

2022-23	2
2021-22	1
2020-21	1

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:

Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities	5.00
Lead improvement processes that include data use, design, implementation, and evaluation	5.25
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	6.00
Evaluate, communicate about, and advocate for ethical and legal decisions	5.50
Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others	5.75
Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture	5.25
Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student	5.50
Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff	5.50
Evaluate, develop, and implement high-quality, technology- rich curricula programs and other supports for academic and non- academic student programs	4.75
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	5.50
Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being	5.50
Collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	4.75
Collaboratively engage diverse families in strengthening student learning in and out of school	5.50
Engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development	5.00
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	5.75

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	5.75
Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development	5.25
Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being	5.50
Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff	5.00
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	5.50
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	5.50
Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success	5.50

We value your feedback! Please 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.

Employer Survey

We surveyed public school and district administrators in South Dakota. A total of 68 administrators responded from 50 different towns:

Aberdeen	Gregory	Madison	Selby	Viborg
Alexandria	Groton	Milbank	Sioux Falls	Warner
Bonesteel	Harrisburg	Miller	Sisseton	Watertown
Chamberlain	Hayti	Mobridge	Spearfish	Waubay
Dell Rapids	Hoven	New Underwood	Sturgis	Waverly
Doland	Iroquois	Onida	Summit	Webster
Dupree	Java	Parkston	Tea	Willow Lake
Ethan	Lake Andes	Plankinton	Timber Lake	Winner
Faulkton	Langford	Rapid City	Tripp	Wolsey
Flandreau	Leola	Rosholt	Vermillion	Yankton

Do you employ and/or supervise teachers who have completed the Teacher Education Program at NSU within the past 5 years?

In the past but not currently	17
No	13
Yes, currently	38

Do you employ and/or supervise school administrators who have completed the LEAD Program at NSU within the past 5 years?

In the past but not currently	7
No	51
Yes, currently	10

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 (38 responses):

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	4.87
Design and implement developmentally appropriate and challenging learning experiences	4.79
Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	4.71
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	5.11
Understand the central concepts, tools of inquiry, and structures of the disciplines they teach	4.82
Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	4.79

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	4.74
Understand and use multiple methods of assessment to engage learners in their own growth	4.50
Understand and use multiple methods of assessment to monitor learner progress	4.47
Understand and use multiple methods of assessment to guide their own and learner's decision making	4.47
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	4.82
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	4.68
Engage in ongoing professional learning	4.95
Use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)	4.63
Adapt practice to meet the needs of each learner	4.68
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	4.79

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 (10 responses):

Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities	4.90
Lead improvement processes that include data use, design, implementation, and evaluation	5.10
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	5.30
Evaluate, communicate about, and advocate for ethical and legal decisions	5.30
Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others	5.50
Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture	4.80
Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student	5.20
Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff	5.20
Evaluate, develop, and implement high-quality, technology- rich curricula programs and other supports for academic and non- academic student programs	4.90

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	4.60
Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being	4.70
Collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	5.00
Collaboratively engage diverse families in strengthening student learning in and out of school	4.90
Engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development	4.90
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	5.10
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	4.90
Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development	4.70
Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being	5.10
Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff	5.20
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	5.20
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	5.40
Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success	5.10

On a scale of 1-6, 1 being "extremely negative" and 6 being "extremely positive", please rate your overall experience with each of the following (68 responses):

Your interactions with faculty/staff from the School of Education	5.18
Your participation in Field Experiences/Student Teaching/Internship placement process	4.91
The teacher preparation programs overall	5.06

Is there anything else you would like for us to be aware of regarding the TEP?

We respect the work NSU does in preparing teachers and administrators.
Find ways to get more students into education prep programs, please!
We do have several Northern graduates who teach here. They all have been here over 5 years and doing a great job!!
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. Thank you!
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.
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. For example, our most recent student teacher has continued on as a sub, but the teachers are asking me not to call this individual because there is little to no classroom control when he subs. Thank you for your consideration of this feedback. We do truly enjoy partnering with you!
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, and how to build relationships with parents for the home-school connectivity.
South Central 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.
The Student Teacher placed at our school was very competent. She understood teaching methods, classroom management and the overall picture.
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.
We are extremely pleased with our teacher. NSU did a fantastic job preparing <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 responses back. The applicants would not respond.
We continue to need SPED teachers in the field!
I think you are doing a great job, In my 9 years at Roncalli 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 Leola School District.
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 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 ESDS
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 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.
I rated these students as novice educators, not experienced educators.
I think it is very 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'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.
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.
Our recent hires have been excellent candidates. They are overall very well prepared.
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.
We love the partnership that we have with NSU!
Yankton is very pleased with our Northern SPED teacher!

TEP Teacher Candidate Exit Survey

Respondent (24) Major(s)

ELED	14
EL/SPED	6
SPED	3
SEED	1
K12	0
EDST-SEC	0
Other	0

On a scale of 0-3, 0 being "Not at All Prepared" and 3 being "Very Well Prepared", 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 (21 responses):

The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how the learner grows and develops (Cognitive, Social-Emotional, Physical))	2.86
The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how individual differences and diverse cultures/communities influence the learning environment (Culturally))	2.81
The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to design and implement meaningful learning experiences)	2.81
The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to actively engage learners)	2.76
The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to manage a learning environment)	2.57
Content Knowledge (InTASC 4 & 5) (An understanding of how to create learning experiences that make the content accessible and meaningful to the learner)	2.86
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)	2.62
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)	2.57
Instructional Practice (InTASC 6, 7, and 8) (An understanding of how to plan instruction based on information collected from formative and summative assessments)	2.76
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)	2.71
Professional Responsibility (InTASC 9 and 10) (The ability to engage in continuous professional development in order to effectively meet all learners' needs)	2.62
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.)	2.71
Please provide an overall rating for the Teacher Education Program at NSU	2.81

Which of the following best describes your future plans (23 responses)

I have obtained a teaching position	12
in South Dakota	11
out of South Dakota	1
I have plans to apply for teaching positions	11
in South Dakota	7
out of South Dakota	3
Both	1

Comments regarding your future plans:

This is the position I will be taking under the advanced teaching certification until I complete my 6 weeks of my elementary SPED student teaching , which will be done as I am teaching at OM Tiffany in the fall.
I'm becoming a designated sub for the rest of the school year but apply for a teaching job for 24-25 school year.
I have plans to stay home with my son. As long as it works out financially, I plan to pick up subbing here and there while I pursue staying with my child.

On a scale of 1-4, 1 being "Not at All Prepared" and 4 being "Very Well Prepared", rate how prepared you feel you are to do each of the following technology related tasks (23 responses):

Engage students in exploring real-world issues using digital tools and resources	3.39
Customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	3.48
Model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning	3.39
Promote and model digital etiquette and responsible social interactions related to the use of technology and information	3.43
Collaborate with students, peers, and parents using digital tools and resources to support student success	3.52
Frequently reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning	3.17

Please list two strengths of the Teacher Education program:

Prepares you for things you will see in the field. Gives you great experience throughout your whole time in the Teacher Education Program with all the different experiences you have throughout your time.
The Teacher Ed program has great university supervisors that specialize in making sure teacher candidates succeed. The teacher ed program has amazing professors who prepare us for our future career.
They do a great job at preparing you for student teaching and giving you many opportunities to get in the classroom.
Providing supervisors and professors who are easy to work with and care about the success of Teacher Candidates. Providing TCs ample opportunities to get out into the classrooms to observe/get hands on teaching experience.
1. Numerous opportunities to be in the classroom, starting from the very first year 2. Great professors that truly care about their students

The Professors are AMAZING and so supportive. The amount of time that TC's get to go out into the field and observe/teach. I feel so much more confident in my teaching ability because of all of the experiences that I have had.
One strength is that the education program gives you many examples and formats to do your work with. There are always explanations for everything. Another strength would be that the staff are always helpful and willing to assist you in whatever you need. They want to see you reach your goals and they give you many opportunities to practice before going out into the real world.
Most classes had appropriate amount of work and content in them. I like that Northern requires Art and Music for Elementary Education since it's useful for smaller schools and even some bigger schools don't have those programs.
First, the teachers in the Teacher Education Program were really great to work with. Most of them really helped me grow as a student and future teacher. I also think that they do a great job of creating meaningful relationships with all of their students and being role models to look up to. Second, the content taught in most of these classes were very informative and helpful to my education. I feel very peppered to graduate and go into my career as a teacher.
-The amount of support behind every TC is great! I always felt supported and never felt alone! -All the coursework prepared me for the classroom well!
1.) The staff 2.) Hands on and interactive courses
Great professors and numerous experiences.
1. Response time of professors. 2. How much the education department staff cared about each student and their success.
Professors and lesson planning
I was lucky enough to have the same US for all three of my experiences. This was very beneficial. I enjoyed the weekly emails to let us know what was coming up/things we had to do.
I thought the Teacher Education program prepared me really well for my future. I know I still have a lot to learn but the education program has pushed me, challenged me, and prepared me for what is to come. 2 strengths: 1. The amount of experiences in the classroom have been the best and that is where I thought I learned the most. 2. I thought the education program did a great job of preparing us to write lesson plans and unit plans. As a teaching, planning is one of the biggest jobs and I thought the Ed program did a great job of that.
It helps prepare teachers to create professional goals in the future. It has great supervisors that help you in any way they can.
The people were great to work with. It generally gave me the tools I needed out in the field.
This program did a great job at showing me all kinds of different level and students. The SPED teachers do a great job at discussing and showing what the teaching world will be like.
1. The faculty very clearly care about the students and their success. 2. I have created several resources that I can go back to as a teacher to utilize in my classroom. In comparison to other teacher education programs, this is a very strong area.
Preparing student teachers for the field, and finding good US for those who are out student teaching.

Please provide any suggestions you have for improvements in the Teacher Education Program:

Classroom Management is taken for the entire semester. I think I could have learned so much more in that class but it was cut short due to course release.
Stick with one lesson plan. I feel like throughout my college years the lesson plans always varied within classes and some would like it one way and some would like it another way.
I would say more field experiences or opportunities to use what we are learning and do it for a group of students
I do not have any suggestions. I enjoyed my time in the Teacher Education Program and learned a lot.
I have absolutely loved the teacher education program here at NSU and am so grateful that this is where I decided to go to college. The staff in the school of ed are people I know that I can trust and come to with any questions I have in the future. I do not have any improvements for the TEP other than the field experience category. I had a really bad first experience for my 30 hour and my 60 hour was a lot better. But the stress of my STE was unlike any other. I was upset because I had everything in for the deadline the university provided and my information was almost not sent to my district because the process hadn't been started yet and my district had an early deadline for student teachers. Maybe starting the process earlier to make sure everyone has things when they need would be my only suggestion. Other than that I have truly enjoyed the TEP.
Studying for praxis
My suggestion to the education program is having the assessment class in person. I learned the SLO process online and the teacher did a great job but I learned more from my CT teaching me than I did from my University Professor.
Please organize D2L. It is a little hard to find what you need and make sure it is all done at the correct time.
I would have a class on engaging students better or a unit of a class cover that more firmly. I also think for social studies in particular we should promote the coaching minor more.
Allow school counseling graduate students to take classes about students with disabilities in order to provide the best possible care to students with disabilities who have mental health needs. Teach several reading strategies that are practical and being used in the schools right now.
The TWS is a long document that shouldn't be due the day that Student Teaching ends, especially for those who aren't in general education classrooms because they don't get a planning period or time during specials to work on the document in their classroom like others. Along with that, I think that the SLO section could be cut down since some of the information either seems redundant or not overly relevant. Another improvement would be making sure that student teachers are provided with the correct information about their student teaching placements and US before going out into the field or having to get the correct information from their CT/ cooperating district.

Cooperating Teacher Survey (34 responding)

Who was the University Supervisor for your Teacher Candidate?

Cutler	8
Johnson	3
Meyerink	1
Nipp	10
Opp	5
Pirlet	2
Schutter	1
Wold	2
Wu	2

Please indicate the length of your candidate's time in your experience:

4 Weeks	4
6 Weeks	6
12 weeks	25

What was the format for your candidate's Initial Triad Meeting?

In-Person	16
Virtual	18

What was the format for your candidate's Mid-Point Consensus Meeting?

In-Person	15
Virtual	17
NA	2

What was the format for your candidate's Final Consensus Meeting?

In-Person	14
Virtual	19
NA	1

Were the perspectives of each member taken into consideration during the Consensus Meetings?

Yes	34
Somewhat	0
No	0

Were all parties prepared with specific artifacts/evidence to support ratings?

Yes	32
Somewhat	2
No	0

Do you feel your candidate's assigned US maintained open lines of communication with you?

Yes	33
Somewhat	1
No	0

Do you feel the number of lesson observations your candidate's US completed was appropriate?

Yes	32
Somewhat	1
No	1

Was your candidate's assigned US responsive to your communication within a reasonable timeframe?

Yes	34
Somewhat	0
No	0

Did your candidate's US work with you to develop a schedule for your observations and meetings?

Yes	34
Somewhat	0
No	0

Please rate US on the following scale: 1 Poor; 2 Below Average; 3 Average; 4 Excellent

In your opinion, how beneficial (on a scale of 1 to 4) was the feedback and input provided by your candidate's assigned US?	3.47
Please rate (on a scale of 1 to 4) your assigned candidate's US on his/her overall effectiveness:	3.65

Please provide overall comments on your assigned candidate's US in the space below:

CT found US to be very helpful and positive for helping the TC grow and learn. US was available any time and facilitated good conversations with both TC and CT.
Excellent! Great communication, very knowledgeable and helpful, easy to work with.
I felt the US was well informed on the progress of the TC. The US made the TC make up days he missed in the classroom and was firm in the communication that he has to be more responsible to his experience. Things did improve.
I have nothing to say but all positives about the US, he was very helpful, respectful and responsible helping make the experience worthwhile.
US was wonderful and had great feedback!
US was great to work with! I enjoyed all the meetings and love hearing his ideas and I even learned a few things as well. He has great experience and he is an a wonderful supervisor to work with. He made the whole process easy!
US was great to work with! I enjoyed our conversations during the meetings. She was very helpful, and she made the process run smoothly!
US was truly a pleasure to work with, she was very professional and provided great support and insight throughout the whole experience.
US is beyond nice and friendly and so great work with. She was very supportive of her Teacher candidate and myself. I appreciated her insight and assistance very much!
US did a good job of checking in and being flexible.
US was a pleasure to work with.
The US did all of her contact online by Zoom or having videos of lessons set to her. I believe it would have been beneficial for the US to come in-person to the school to get a better feel of the experience. Overall it was a good experience.

The US made having a TC easy. He was respectful of our busy days, always staying on task, sharing important information first, and continued an open line of communication. His feedback was positive, he focused on strengths and still gave goals to enhance the TC's ability in the classroom. The US was encouraging and appreciative of the CT as well. He made the experience enjoyable.
The US was very professional and did a great job of communicating with the TC and CT.
US was extremely professional for the experience. US provided great feedback for the TC in regards to the education profession. US was personable, helpful and positive.
US was extremely professional, encouraging and supportive of CT. I enjoyed working with both US and CT and wish that I was in a position to work with both further!
US was friendly and kind, however I felt our conversations lacked specific, applicable feedback, rigor, or constructive criticism for the TC. There were many areas of growth TC and CT were working on in the classroom on a daily basis and US did not engage in growth minded, hard conversations with us. Most of the conversations focused on the use of technology, assessment, and school documents when I think there were many areas for the TC to grow as a teacher. I know virtual lessons are challenging to see all the components.
US was knowledgeable, approachable, and friendly. He provided good feedback to the TC and answered any questions I had in a timely manner.
US was very open to letting TC get the most out of the experience and I feel that the TC did get the best experience we could have offered. TC received a more robust and varied experience then many are able to get when assigned to one classroom.
Very easy to work with. Provided good feedback to the TC.

Teacher Candidate Survey on Cooperating Teacher (33 responses)

Please rate CT on the scale: 1 Poor, 2 Below Average, 3 Average, 4 Above Average, 5 Excellent

RESPONSIBILITY: To facilitate the transition from being a student teacher to a teacher, time left alone with the class is very important. The amount of time you were left alone was...	4.67
EXPECTATIONS: In terms of what was expected of you as a student teacher, the direction given by your cooperating teacher, throughout the experience, was...	4.64
CREATIVITY: Using one's own ideas is important. The opportunity to utilize your ideas was....	4.61
DECISION MAKING: Teacher Autonomy (i.e. decision making) is a vital part of teacher growth. The amount of decision making afforded to you was...	4.61
FREQUENCY: The frequency of your observations by the Cooperating Teacher, it was:	4.64
EFFECTIVENESS: The overall effectiveness of the Cooperating Teacher was:	4.85

Comments about Responsibility:

After the first week, I was pretty much left alone.
CT communicated when she would leave the room and asked TC what she was comfortable with. TC was left alone at least a couple times a day.
CT did not receive much time to be alone with the class.
CT started giving TC responsibility early in the student teaching process. She left the room at times to go test students, so I got the full teaching experience on my own. I also subbed for her a few times.
I taught many lessons without my teacher in the room. I was also sent to gen ed classes alone to assist the students.
I was able to have a good amount of time alone teaching the students.
I was pretty much the teacher.
my CT started to leave the room when she knew I was ready to take things over by myself. At first I was nervous but I knew that if she left then that meant she trusted me. It started to get more frequent at the end of my STE and sometimes she would still be in the room but just in the back doing her own thing which was nice. I am glad I was given all of that time to lead things by myself.
My Ct was great at helping me and teaching me the responsibilities I would have in the classroom.
My CT was usually in the room but always gave me the responsibility of running the classroom and teaching lessons.
My CT went above and beyond to encourage my independence. Even when she was in the classroom, it was as if she wasn't.
Right away, CT started having me take over small groups and writing lessons so I could get as integrated as possible by the end of my experience. She would often have to leave to help with other students, so the responsibility fell on me often.
She was very flexible and let me take over a group my first day I was there. She the let me gradually take over the classroom but also stayed in the room to support me when different behavior arrive.
She would always put me in a place to succeed where I had supports to fall back on if I were to struggle.
There were many time she had to handle other situations so I would continue in the classroom alone for hours at a time. I felt very comfortable.

We did a gradual transition which I believed was very helpful
When I was teaching my CT would be working on her own things. Every now and then she would leave the room completely to allow me to fully understand the feel of having a classroom to myself. When my CT was in the room, she tried to do her own thing but was always there to answer my questions or help me get a point across when teaching if needed.
When taking over CT's duties, she often left TC alone to go work with other students. Sometimes, however, she sat in and

Comments about Expectations:

Any time I had a question, my CT was always there to answer them and give me great direction.
At the beginning of this experience we talked about what my role is and what her expectations are. The expectation were very clear and concise and helped with the different things I needed help with.
CT had high expectations and provided feedback to TC in a timely, respectful manner.
CT had high expectations for TC and gave feedback and advice often.
CT had high expectations of TC and pushed her to be the best possible.
CT had very high expectations of me and started challenging me before school even started. This allowed me to grow a lot.
Everything that my CT expected of me was reasonable and even pushed me further out of my comfort zone to be the best possible teacher I could be.
Expectations about time were not communicated by CT until a couple of weeks into the experience after TC had arrived a few minutes late. This could have been the fault of the TC as well.
I had high expectations for myself and my CT also held me to those expectations. She pushed me and allowed me to more than what was expected.
I think that she held me to high expectations, but also was there to aid me in any way I needed. When I was in my full take over she didn't jump in, but she would show me notes and comments about the day afterwards which was very helpful.
I was allowed a lot of free reign which I greatly appreciated.
I was given very good guidance.
My CT was great at helping me and holding me accountable to the expectations.
She always explained everything well.
She expected me to do my best and accepted nothing less. She pushed me to take on the classroom and think on my own while teaching.
She had clear expectations and gave good direction
She was very clear with her expectation of how I am to work in the classroom.
The expectations during my experience was very clear and I was able to communicate with my cooperating teacher about whatever I needed in order to be successful during my time of teaching.

Comments about Creativity:

Any time I had a question on how things could be done I was met with "this is your chance to make the lesson what you want. Try new things!"
--

As I said previously, I was writing the lesson plans for many of the small groups, this allowed me to be creative and come up with ideas often.
CT allowed TC to be creative with lessons and encouraged creativity often.
CT allowed TC to have full creative responsibility when creating TC's own lessons.
CT gave TC many opportunities to use their own ideas.
I asked her for her advice for many things, but whenever I asked to try something she hasn't done before she was very open to the idea and never said no.
I was able to incorporate some of my own ideas into lesson. I would take what she had but then put my own ideas and creativity into it to make it more my own.
I was aloud to teach my lessons based on what I felt would be beneficial for the students.
I was given creative liberty a lot during this experience. My CT wanted me to share my ideas with her and it made me feel seen throughout this experience. I was able to lead art project, specific lessons that I created alone, etc.
CT always let me make suggestions about student lessons. She let me create and design my own lessons.
My CT did a great job at listen to what I would suggest and implement the different things I would suggest.
My CT was very helpful in letting me use my own ideas and giving me ideas on how to incorporate them.
My CT was very open to any ideas that I had and would allow me to use my ideas.
She did a good job at letting me be me when creating lesson and leading the class when I was in control.
She was always promoting me to use my own ideas
Since I was in a math classroom, coming up with different ideas instead of just lecture is very difficult. Any time I had an idea, I was able to utilize it however I wanted.
TC was able to bring in new ideas to use with the students with the permission of the CT.
They helped me a lot to come up with ideas, but when it was my own they helped me make it great.

Comments about Decision Making:

CT allowed TC to make decisions on how to deal with behaviors and how to teach lessons.
CT guided me at first, but a lot of the time gave TC the responsibility to deal with the negative behaviors and assign appropriate consequences.
CT guided me at first, but a lot of the time she gave me the responsibility to deal with the negative behaviors and assign appropriate consequences.
Every route we went was up to me. She asked my input from day one until my last day in the classroom.
I got to make decisions every single day of my STE. The amount of decisions I got to make became more frequent at the end of my STE when I was full time teaching but it helped show me how to turn things around.
I was allowed to make the test, teach the content and review however I wanted as long as it met the standards/schedule.
My CT guided me well in decision making and when appropriate I was able to make the decision.

My CT really pushed me in this area. She would ask me how I would solve this problem or respond to that situation and we would always talk through how to properly handle each situation. The willingness to talk through decision making was very helpful.
She gave me full opportunity to make decisions for the class in terms of the lesson, discipline, and rewards. She was making sure to help guide me throughout whenever I had questions.
She let me make decisions with lessons and handling certain behaviors as well
This classroom was a great place to develop my autonomy as a teacher. When working with behaviors things would happen fast so you had to trust the process of the program.
When creating and teaching lessons, CT allowed TC to make her own decisions and gave her many opportunities to deal with behaviors and consequences independently.
When I was in charge she would trust my decisions with what ever came up and backed me up with it.
Within all of my classes that I taught, I was the primary decision maker and my CT supported me every time.

Comments about Frequency:

CT was often in the room observing TC. CT asked questions about the lessons after observations and provided feedback.
I felt like he wasn't in the room much
I got to see her teach a lot which was helpful especially seeing the beginning of the year
I received feedback every day. Sometimes in the moment of teaching as students were transitioning she would give me feedback with simple thumbs up or smile.
I was constantly being observed. Even when it wasn't a formal observation she would just sit in the back of the room at watch me. After she would give me feedback on how it went and what I could do differently next time to help make the lesson be more effective.
I was observed often and she gave suggestions to improve.
In the beginning of my student teaching experience I would spend more time observing and then we transitioned into doing a lot of team teaching and working together. She would allow me to watch and then teach which helped me in my delivery of the lessons and using my time wisely.
My CT was always there to observe and always gave me appropriate and supportive feedback.
My CT would often sit in on the lesson that I gave and we would team teach different times as well, she was always great at providing feedback to me in places where I can improve and where I did good in.
Probably 75% of the time that the TC was teaching, the CT was observing.
She was always in the classroom during my lessons, she was just observing from her desk. She frequently took notes to share with me during free time.
She would always watch the lessons I would give or have another highly qualified teacher watch them. I had the great opportunity to see almost all the different types of classes and work with those students along with the teachers and teachers assistants. This gave me a step a head of other teacher candidates and I couldn't be more thankful for that.
They observed me a lot and gave me a lot of good feedback.
When she wasn't working with or helping with another student, CT was usually in the classroom observing me teach the lessons, jumping in if necessary.

Comments about Effectiveness:

CT was a great teacher and TC learned a lot from her. TC thoroughly enjoyed her time in CT's classroom.
CT was very effective and helpful during the entire experience. I really enjoyed my time in their classroom.
CT was very effective and TC learned a lot during the experience.
I have learned more from her than any other CT I have had the opportunity of working with. My classroom management and lesson planning has developed and propelled by my CT.
I learned so much and was given a lot of opportunities to teach in my own style
I learned so much while working with my CT. She gave me numerous opportunities for growth and gave me feedback often. I was pushed to become independent, while also learning how to collaborate with other teachers and staff. I thoroughly enjoyed my experience with her and feel that I will be a better teacher because of it.
I loved my time here and learned a lot
I thought my CT was very effective. She taught with intention and was always pushing me to step out of my comfort zone. She is a phenomenal teacher and I learned so much from her.
Mrs. Johnson was the best cooperating teacher I've had.
My CT and I worked really well together and I learned a lot from her.
CT runs her classroom very well. She has an amazing balance between the kids respecting her but also being able to have fun with them. You can really see how much the students enjoy her and her class.
My CT was amazing! She provided me with all the support and guidance I needed to be successful in her classroom. She was open to any ideas I had and gave constructive feedback.
My CT was great and I enjoyed my time with her, she helped me grow a lot in the short time I was there.
My CT was very effective in all the things she had me do. During the experience I had the opportunities to see all kinds of different meetings relating with IEP, case reviews, SNT, and many more. Working with the CT it was the most beneficial experience I have had in my time at northern.
She was amazing and I got so lucky to have a loving and experienced teacher like her for my Student Teaching. She has helped prepare me so much for my future career and for that I am so grateful.
TC learned a lot from the CT and felt that the experience was very beneficial.
They are both really effective teachers
This was the best STE experience I have ever had. She was absolutely amazing and has helped change the way I look at education and teaching. this was an effective and incredible experience and I wouldn't change a single thing.

Teacher Candidate Survey on University Supervisor (27 responses)

Who was your University Supervisor?

Cutler	5
Hinds	2
Kline	1
Meyerink	1
Miller	1
Nipp	11
Opp	2
Wold	3
Wu	1

Please indicate the length of your experience:

Two, 6-Week placements	5
12 weeks	22

How many total formal in-class observations were conducted by your US?

0	7
1	2
2	16
3	2

How many total formal virtual/video observations were conducted by your US?

0	16
1	0
2	9
3	2

Did your US contact you at least once a week?

Yes	18
No	9

What was the format for your Initial Triad Meeting?

In-Person	14
Virtual	13

What was the format for your Mid-Point Consensus Meeting?

In-Person	14
Virtual	13

What was the format for your Final Consensus Meeting?

In-Person	14
Virtual	13

Were the perspectives of each member taken into consideration at Midpoint Triad?

Yes	27
Somewhat	0
No	0

Were all parties prepared with specific evidence to support ratings at Midpoint Triad?

Yes	27
Somewhat	0
No	0

Were the perspectives of each member taken into consideration at Final Triad?

Yes	27
Somewhat	0
No	0

Were all parties prepared with specific evidence to support ratings at Final Triad?

Yes	27
Somewhat	0
No	0

Was your US responsive to your communication attempts within a reasonable timeframe?

Yes	26
Somewhat	1
No	0

Did your US work with you to develop a schedule for your observations and meetings?

Yes	26
Somewhat	1
No	0

Was the quality/quantity of the feedback provided by your US appropriate?

Yes	27
Somewhat	0
No	0

Feedback was provided in the following format(s):

In person/Face-to-face	21
Phone conference	6
Email notes (follow up)	14
Written observation notes	16

Please rate using the scale: 1 Not beneficial, 2 Somewhat beneficial, 3 Beneficial, 4 Very beneficial

How beneficial was the Mid-Point Consensus discussion to your goal setting:	3.33
How beneficial was the Mid-Point Consensus discussion to your Student Learning Objectives?	3.19
How beneficial was the feedback (at Mid-Point discussion) to your professional growth?	3.41

How beneficial was the Final Consensus discussion to your goal setting:	3.37
How beneficial was the Final Consensus discussion to your Student Learning Objectives?	3.11
How beneficial was the feedback (at Final discussion) to your professional growth?	3.70
How beneficial was the direction and feedback provided on your Teacher Work Sample?	3.48
How beneficial was the direction and feedback provided on your Student Learning Objectives?	3.26
Please rate your US on his/her overall effectiveness:	3.63

Please provide overall comments on your assigned US in the space below:

She was very nice and easy to talk to. She also was supportive and made sure I improved in my weaker areas.
I have absolutely loved my US. I would recommend her to any future teaching candidates. She is such a kind person and has a genuine love for education that just shines through. You can tell how much she wants us to succeed. I am so blessed to have had her as my US as I know others have struggled in the past.
I loved my US! She is so nice and she gave me a lot of great critiques and ideas. I definitely wouldn't be as prepared for teaching as I am now if it weren't for her help.
Overall, my CT and US were very supportive throughout my experience and the completion of my TWS. I am proud to say I had the chance to work with and receive feedback from these great educators!
US was great and thoroughly explained everything, while taking into account CT and TC feedback. Feedback provided from US was timely and constructive. US was very kind and great to work with.
My US was very thorough and supportive when I had any questions and always responded the day that I had a question. He was also very supportive and gave me very good written and verbal feedback during our triad meetings.
She did a great job, I am happy I got to work with her before I graduated.
I had the same US for all three of my student teaching experiences at NSU. I am very grateful for this because I was able to become familiar and comfortable with how they conducted tasks, lesson plans, observations, etc. I am very pleased with how my experience went and am glad I had the US I did.
My US was very helpful in all areas of my student teaching experience. He always gave really good advice and was always quick to answer all my questions. His feedback was useful and effective. I appreciated all his help and was very fortunate to have a great US.
US is a great supervisor. He always provided me with good feedback that was easy to implement. I enjoyed working with him!
US was great to work with.
My US was great to work with. He always answered my emails in a timely manner and answered all of the questions I had.
Very helpful throughout the entire experience.
<name> did a great job of supporting me and giving me confidence.
Super positive, excited to see students growing out in the field, great communication, timely communication/feedback, helpful, knowledgeable, reliable, and overall amazing!
I wish my supervisor knew more about the SLO but once again I do not feel this her fault.
I appreciated the support of my US in my student teaching experience.

I thought my US could have done a better job of communicating with my CT and I. Right away in the beginning of the experience she was easy to reach and the communication was good, but as it went on it got more sparse. We (my CT and I) found ourselves having to constantly reach out to ask questions on clarification for requirements or even to check in and make sure everything was on track. For the future, I would say the US should do a better job of communicating with the student and CT more frequently and laying out clearer guidelines for the requirements of both the CT and the Student teacher throughout the experience.

Please provide overall comments on the Supervision Process in the space below:

I felt it was good considering the distance and she was helpful and available when I needed something

I think that my CT and US did an amazing job helping me through my STE experience. Whenever I had questions I would email my US and she was always quick to respond. And when I was being formally observed I could tell that they were genuinely paying attention because of the feedback that I was getting.

I think the process worked really well. I liked all of our meetings and I think it made it all go smoothly.

Throughout the duration of my experience both my CT and US had access to my teacher work sample. This allowed them to follow my progress and provide any necessary feedback. My US was not able to attend any of the lessons in-person; however, I had support from my CT during the Zoom sessions which allowed for my US to observe the whole classroom. Although this didn't allow her to truly experience the lesson in-person, she still provided specific feedback and advice on strategies and resources available to enhance my lessons. In the classroom whenever I had questions or needed support my CT was right there to help if necessary; however, that isn't to say she didn't encourage and push me to my highest potential. My US was available through email and for Zoom meetings throughout my experience to provide feedback.

The only qualm was having a US without a background in sped while TC was doing a sped experience. It would've been even more beneficial if US could've provided a sped point of view as well.

She was very easy to work with and provided a ton of different skills that I will use in my future teaching career. She was over the perfect student teacher.

I believe the supervision process throughout my student teaching experience went well. Having two lessons observed and meeting three times with my CT and US was good.

My CT and US were both great, I really enjoyed getting to work with them both.

I thought it was great and helpful. My CT was amazing and always gave great advice.

US was a great supervisor and guided the TC and CT throughout the student teaching experience. All questions were answered in a timely manner and feedback was high quality as well.

It is a useful process.

Both my CT and US were very great to work with. If I ever had any questions or concerns, they answered right away and both gave great advice on what to do!

Even though my US wasn't able to observe me or meet in person due to distance, she was super involved and used amazing communication throughout the 12 weeks.

I felt <name> was so great and supportive. She answered all my questions that she could and helped transfer me to someone else if she didn't have the answer.

For the first six week placement, TC wished that the CT provided more detailed feedback when TC asked questions. Instead, TC heard "it was good" or "yeah, it works", along those lines. The second six weeks was very beneficial although there was not a lot of CT supervision.

I feel for the US to get a better understanding of the TC's teaching abilities it might be beneficial for more than two formal observations. Otherwise I have no comments on supervision.