

Teacher Education Program Completer Survey – 28 Responses

Graduation Year

2023-24	9
2022-23	7
2021-22	5
2020-21	2
2019-20	1
Prior	4

Major(s)

ELED	14
EL/SPED	5
SPED	1
SEED	6
K12	1
EDST-SEC	1
Other	0

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	4.93
Design and implement developmentally appropriate and challenging learning experiences	4.75
Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	4.86
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	5.21
Understand the central concepts, tools of inquiry, and structures of the disciplines they teach	5.00
Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	4.89
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	5.04
Understand and use multiple methods of assessment to engage learners in their own growth	4.89
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	5.04
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	4.57
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	5.07
Engage in ongoing professional learning	4.96
Use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)	4.82
Adapt practice to meet the needs of each learner	5.14
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

Have you completed a Master's Degree program?

I am currently enrolled in a master's program at NSU	3
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No, and at this time, I do not intend to in the future	7
No, but I intend to in the future	8
Yes, at another institution	0
Yes, at NSU	10

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

Educational Studies	1
Instructional Design in E-Learning	1
Leadership and Administration	0
Special Education	4
Teaching and Learning	7

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

I am currently enrolled in an advanced/terminal degree program	0
No, and at this time, I do not intend to in the future	6
No, but I intend to in the future	4

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

Caring for a home/family full-time	1
Employed and continuing my education	0
Employed fulltime	27
Not employed and continuing my education	0

Did you work while you were attending the NSU?

Yes	26
No	2

Work type:

Full time off campus	7
Part time off campus	18
Work study on campus	6
Other	0

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

Less than 20	6
20-30	10
30-40	4
More than 40	2

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

AEYC	3
CEC	3
SDEA	4
NAfME	0
Other	2

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	5.43
Your interactions with NSU faculty/staff outside the School of Education	5.57
Your interactions with your academic advisor	4.89
Your participation in Field Experiences/Student Teaching	5.50

MSED LEAD Completer Survey – 2 Responses

Graduation Year

2023-24	1
2022-23	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	4.50
Lead improvement processes that include data use, design, implementation, and evaluation	5.00
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	5.00
Evaluate, communicate about, and advocate for ethical and legal decisions	5.00
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	5.00
Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student	4.50
Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff	5.00
Evaluate, develop, and implement high-quality, technology- rich curricula programs and other supports for academic and non- academic student programs	4.50
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	4.50
Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being	5.00
Collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	4.50
Collaboratively engage diverse families in strengthening student learning in and out of school	5.00
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	4.50
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	5.00
Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development	4.00
Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being	4.50
Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff	4.00
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	4.50
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	4.50
Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success	4.50

Employer Survey - 100 Responses

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	25
No	18
Yes, currently	57

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	11
No	77
Yes, currently	12

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:

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	5.11
Design and implement developmentally appropriate and challenging learning experiences	4.97
Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	5.03
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	5.19
Understand the central concepts, tools of inquiry, and structures of the disciplines they teach	5.24
Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	5.14
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	4.89
Understand and use multiple methods of assessment to engage learners in their own growth	5.00
Understand and use multiple methods of assessment to monitor learner progress	4.97
Understand and use multiple methods of assessment to guide their own and learner's decision making	4.89
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	4.92
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	4.97
Engage in ongoing professional learning	5.14
Use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)	4.92
Adapt practice to meet the needs of each learner	5.11
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	4.84

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:

Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities	4.83
Lead improvement processes that include data use, design, implementation, and evaluation	4.83
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	5.17

Evaluate, communicate about, and advocate for ethical and legal decisions	5.00
Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others	5.67
Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture	4.50
Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student	5.17
Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff	4.83
Evaluate, develop, and implement high-quality, technology- rich curricula programs and other supports for academic and non- academic student programs	5.00
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	5.00
Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being	4.50
Collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	4.83
Collaboratively engage diverse families in strengthening student learning in and out of school	4.17
Engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development	4.50
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	5.00
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	5.17
Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development	4.83
Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being	5.00
Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff	4.33
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	5.00
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	5.00
Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success	4.83

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	5.21
Your participation in Field Experiences/Student Teaching/Internship placement process	5.00
The teacher preparation programs overall	5.14

TEP Teacher Candidate Exit Survey – 35 Responses

Major(s)

ELED	13
EL/SPED	10
SPED	3
SEED	6
K12	3
EDST-SEC	0
Other	0

On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", please select the rating that best communicates your level of preparation as a result of your Teacher Education Coursework/Field Preparation at NSU:

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	5.17
design and implement developmentally appropriate and challenging learning experiences	5.31
use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	5.40
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	5.43
understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	5.20
create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	5.17
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	5.17
understand and use multiple methods of assessment to engage learners in their own growth	5.26
understand and use multiple methods of assessment to monitor learner progress	5.17
understand and use multiple methods of assessment to guide the teacher's and learner's decision making	5.09
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	5.14
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	5.20
engage in ongoing professional learning	5.14
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)	5.06
adapt practice to meet the needs of each learner	5.34
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	5.23
your interactions with NSU faculty/staff within the Millicent Atkins School of Education	5.51
your interactions with NSU faculty/staff outside the Millicent Atkins School of Education	5.31
your interactions with your academic advisor	5.11
your participation in Field Experiences/Student Teaching	5.66

Which of the following best describes your future plans

I have obtained a teaching position	11
in South Dakota	10
out of South Dakota	1
I have plans to apply for teaching positions	16

in South Dakota	14
out of South Dakota	1
Both	1

On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", rate how prepared you feel you are to do each of the following technology related tasks:

Engage students in exploring real-world issues using digital tools and resources	4.91
Customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	5.11
Model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning	5.03
Promote and model digital etiquette and responsible social interactions related to the use of technology and information	5.14
Collaborate with students, peers, and parents using digital tools and resources to support student success	5.23
Frequently reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning	4.26

Cooperating Teacher Survey - 21 Responses

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

4 Weeks	2
6 Weeks	3
12 weeks	16

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

In-Person	11
Virtual	10

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

In-Person	9
Virtual	9
NA	3

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

In-Person	11
Virtual	9
NA	1

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

Yes	19
Somewhat	2
No	0

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

Yes	20
Somewhat	0
No	1

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

Yes	20
Somewhat	0
No	1

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

Yes	17
Somewhat	4
No	0

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

Yes	20
Somewhat	0
No	1

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

Yes	20
Somewhat	1
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?	3.52
Please rate (on a scale of 1 to 4) your assigned candidate's US on his/her overall effectiveness:	3.57

Teacher Candidate Survey on Cooperating Teacher - 44 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...	4.50
EXPECTATIONS: In terms of what was expected of you as a student teacher, the direction given by your cooperating teacher, throughout the experience, was...	4.50
CREATIVITY: Using one's own ideas is important. The opportunity to utilize your ideas was....	4.45
DECISION MAKING: Teacher Autonomy (i.e. decision making) is a vital part of teacher growth. The amount of decision making afforded to you was...	4.41
FREQUENCY: The frequency of your observations by the Cooperating Teacher, it was:	4.39
EFFECTIVENESS: The overall effectiveness of the Cooperating Teacher was:	4.84

Teacher Candidate Survey on University Supervisor - 43 Responses

Please indicate the length of your experience:

4 Weeks	1
Two, 6-Week placements	13
12 weeks	29

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

0	7
1	3
2	31
3	1
4 or more	1

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

0	24
1	3
2	11
3	3
4 or more	2

Did your US contact you at least once a week?

Yes	43
No	0

What was the format for your Initial Triad Meeting?

In-Person	24
Virtual	18
NA	1

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

In-Person	26
Virtual	15
NA	2

What was the format for your Final Consensus Meeting?

In-Person	24
Virtual	19
NA	0

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

Yes	43
Somewhat	0
No	0

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

Yes	43
Somewhat	0
No	0

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

Yes	43
Somewhat	0
No	0

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

Yes	43
Somewhat	0
No	0

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

Yes	41
Somewhat	2
No	0

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

Yes	42
Somewhat	1
No	0

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

Yes	42
Somewhat	1
No	0

Feedback was provided in the following format(s):

In person/Face-to-face	38
Phone/Virtual conference	5
Email notes (follow up)	20
Written observation notes	18

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:	3.05
How beneficial was the feedback (at Mid-Point discussion) to your professional growth?	3.33
How beneficial was the Final Consensus discussion to your goal setting:	3.33
How beneficial was the feedback (at Final discussion) to your professional growth?	3.53
How beneficial was the direction and feedback provided on your Teacher Work Sample?	3.16
Please rate your US on his/her overall effectiveness:	3.63