

2017 and 2019 Alumni Survey

	2017		2019	
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Academic year graduated:

AY13-14	22	37.93%	1	2.50%
AY14-15	17	29.31%	1	2.50%
AY15-16	19	32.76%		
AY16-17			12	30.00%
AY17-18			15	37.50%
AY18-19			12	30.00%

Major(s):

Art Education	1	1.75%	1	2.50%
Biology Education	3	5.26%	2	5.00%
Chemistry Education			1	2.50%
English Education	2	3.51%	1	2.50%
History/Social Studies Education	4	7.02%	2	5.00%
Math Education	2	3.51%		
Music Education	10	17.54%	5	12.50%
Physical Education			1	2.50%
Spanish Education				
Elementary Education	24	42.11%	20	50.00%
Special Education	3	5.26%	2	5.00%
Elementary and Special Education	8	14.04%	6	15.00%

Minor(s):

Early Childhood Education	7	35.00%	7	46.67%
Reading	10	50.00%	7	46.67%
Special Education	2	10.00%		
Spanish	1	5.00%	1	6.67%

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:

*NOTE the rating scale changed from 1-5 to 1-6 from the 2017 version to the 2019 version.

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	3.91	78.26%	4.85	80.83%
design and implement developmentally appropriate and challenging learning experiences	3.89	77.82%	4.88	81.33%
use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	3.78	75.64%	4.54	75.67%
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	3.98	79.56%	5.12	85.33%
understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	3.85	76.96%	4.93	82.17%
create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	3.80	76.08%	5.05	84.17%

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	3.70	73.92%	4.88	81.33%
understand and use multiple methods of assessment to engage learners in their own growth	3.94	78.70%	5.10	85.00%
understand and use multiple methods of assessment to monitor learner progress	3.85	76.96%	5.05	84.17%
understand and use multiple methods of assessment to guide the teacher's and learner's decision making	3.76	75.22%	4.83	80.50%
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	3.87	77.40%	5.02	83.67%
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	3.96	79.20%	4.95	82.50%
engage in ongoing professional learning	3.91	78.20%	4.73	78.83%
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)	3.89	77.80%	4.68	78.00%
adapt practice to meet the needs of each learner	3.98	79.60%	4.95	82.50%
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	4.00	80.00%	4.76	79.33%

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

*NOTE the rating scale changed from 1-5 to 1-6 from the 2017 version to the 2019 version.

your interactions with NSU faculty/staff within the Millicent Atkins School of Education	4.37	87.40%	5.24	87.33%
your interactions with NSU faculty/staff outside the Millicent Atkins School of Education	4.37	87.40%	5.32	88.67%
your interactions with your academic advisor	4.07	81.40%	5.27	87.83%
your participation in Field Experiences/Student Teaching	4.49	89.80%	5.27	87.83%

The following questions were optional and many respondents chose not to answer. The percentages represent the percent of total respondents who answered that question.

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

AEYC	7	50.00%	9	25.00%
CEC	5	35.71%	7	19.44%
SDEA	2	14.29%	20	55.56%

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

Cross Country or Track	1	25.00%	2	25.00%
Softball	1	25.00%	2	25.00%
Football or Soccer	1	25.00%	1	12.50%
Basketball			1	12.50%
Volleyball			1	12.50%
Dance or Cheerleading	1	25.00%	1	12.50%

Did you work while you were attending the NSU Millicent Atkins School of Education?

Part time off campus	*Question added for 2019 version		17	50.00%
Part time on campus, not work study			2	5.88%
Work study on campus			11	32.35%
Work study off campus			3	8.82%
Work study and Part time off campus			2	5.88%

Approximate hours per week worked while school was in session:

10 or less	*Question added for 2019 version		6	17.14%
More than 10, less than 20			9	25.71%
20 or more			21	60.00%

Gender:

Female	35	81.40%	37	92.50%
Male	7	16.28%	4	10.00%
Prefer to not answer	1	2.33%		

Ethnicity (choose all that apply):

Asian			1	2.50%
Hispanic	1	2.33%		
White	41	95.35%	40	100.00%
Prefer to not answer	1	2.33%		

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

Caring for a home/family	1	2.33%		
Continuing my education	1	2.33%		
Employed and continuing my education	1	2.33%	2	5.00%
Employed full-time	35	81.40%	34	85.00%
Employed part-time	3	6.98%	3	7.50%
Self-employed (full or part-time)			1	2.50%
Unemployed and looking for employment	2	4.65%		
Other			1	2.50%

How closely related is your current occupation to your education major(s)?

Highly related	*Question added for 2019 version		28	73.68%
Moderately related			7	18.42%
Slightly related			2	5.26%
Not related			2	5.26%

What is your primary reason for continuing your education?

Obtain a license or certification	5	18.52%	1	50.00%
Improve teaching practice/self-improvement	14	51.85%		
Increase earning power	5	18.52%	1	50.00%
Change occupation	2	7.41%		
Other (please specify)	1	3.70%		

Overall, how well did the NSU Millicent Atkins School of Education prepare you to be a teacher?

Scale 1-5, 1 = not well at all, 5 = very well prepared	4.3	86.00%	*Question removed for 2019 version	
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All Comments (2017):

<p>I had to participate in a rural and city student teaching and I wish I would have been told to try to get an assignment at the specific school you would like to work at. I learned that is the more common way of getting hired in the Aberdeen Public School District. I did my rural experience last and now wished I would have done it the semester I graduated.</p>
<p>(faculty name) and (faculty name) instilled a love for kids and a passion for teaching that I didn't realize I had. If it wasn't for their encouragement and support, I wouldn't have made it through my difficult student teaching experience. They are a huge reason why I was able to continue pursuing teaching and was able to enjoy my first 2 years as a teacher even after my confidence was shaken. Thank you to both of them!</p>
<p>(faculty name) is a blessing to that school! (faculty name) is a well educated man who has a lot to offer to the world of education.</p>
<p>Get perspective teacher candidates out practicing in the classroom ASAP. The more hands-on experience, the more prepared they will be for that first year.</p>
<p>I am very thank and very satisfied with the teacher education program at NSU. I felt fully prepared by participating in the year-long student teaching. The only area I felt unprepared in was dealing with professional organizations in my school and with Negotiations. I understand all schools do this differently and it would be difficult to include in a teacher preparation program.</p>
<p>I would say that the grading scales used by professors should be all the same and to get rid of the 5% grading scale that makes you and your classmates fail two weeks before finals. Certain professors are bad teachers and fail to teach according to their syllabus or even show up to class to teach and the school of ed leaves the students hanging. I got 3 C's that should have been B's or A's in any other class as the faculty teaching had an attitude and all used this 5% grading scale. As a teacher in training and as a student I feel that is only right to be judge by one set of rules. Also it would be nice if students that have grievances toward certain staff would be take more seriously. I can not believe that certain professors that have a checked past and a standing history of about failing entire classes over a ten year history should still hold a job, especially when they pull material to be tested on that was not stated in print in the syllabus. We as a class had to spark note a book just to make some kind of a grade, as we had no book bought to read from as it wasn't required. This one incident, another was making test questions that were quite broad and could have been answered many different ways, but were wrong, because they didn't fit the interpretation of the professor. We had some heated debate in class were students would come to the aide of classmate that had a good answer that fit the question but was deemed wrong by this certain professor. Also the lack of hands on activities or visual aides hinders the learning of students, and should be looked at.</p>
<p>Moving to Minneapolis and being a part of the Minneapolis Public School district, I have realized how sheltered Aberdeen, SD is. I think it is incredibly important for students to explore their cultural bias and work to be culturally sensitive. In addition, Being in schools now and having a younger sister who is on an IEP, I have realized that MANY general education teachers have no idea how to modify or change assignments/tests/activities for children. It is very important for special educators to feel comfortable in teaching general educators how to do this. I think there should be much more hands on practice of this in class, in addition to writing measurable goals and doing IEPs.</p>
<p>My results are directed towards the music education department, not the entire education department.</p>

Provide more classroom management strategies as well as how to deal with students who struggle with behavioral or emotional disorders
The number one reason I felt as prepared as I could possibly be to enter the education field outside of college was my participation in the year-long student teaching program. I truly hope this is considered to be continued as an option for students. I would highly recommend spending a year in a classroom to any undergraduate student.
The secondary students are treated as second rate students to elementary ed and special edu students. Thus in discussion many of us feel highly unprepared after graduation.
Amp up (course name). The reason I felt more prepared was because I was also a SPED major. All teachers have to teach to all different kinds of learners, including students with special needs.
By having more opportunities to talk about classroom management and implement it in a few settings. Also by starting earlier in the fall semester with doing the student teaching.
Continue to find ways and resources to connect with the secondary education students. Having more tools and resources to look into to help with lesson planning would've made the first year of teaching transition go a little more smooth.
(faculty name) over in the school of music is doing a wonderful job of helping music majors relate to education majors.
I am very thankful for the year-long student teaching residency I was able to participate in!
I would have enjoyed having more say in the specific grade that I did my student teaching practicum. I understand that a
I would have liked even more classroom experience. I would have loved to see how other teachers work with students with behavior issues and strategies to help those kids.
IEP writing!!!! Students should have an entire class devoted to assessing, report writing and iep writing
In music education we learned about only one teaching method- Music Learning Theory. We also did not discuss teacher evaluation protocol, music evaluation with technology, or technology at all.
Look into schools and see what they are using for assessments to increase the method learning instead of the basic ones. Also, please have the Special Education department use actual IEP forms from the South Dakota Department of Education website instead of made up ones. I had to relearn everything about IEP forms, also, please have students complete an actual PPWN, pior written notice, meeting notice, and other forms. This was something that was never bought up in class.
Make it more real world. I felt unprepared for my first year.
More direct/Earlier intervention with secondary edu majors
More emphasis on classroom management strategies/practices/examples, IEP/Special Education practices for general education majors without Sped
More time spent in actual classrooms
Provide more instruction, preparation, and practice in the IEP and special education process. Also provide more intense study of the different disability categories.
Secondary ed majors need more support. We double major with our content areas, but are left to our own devices when it comes to applying that content to the classroom.
The music department did not prepare me whatsoever to teach.
There should be more hands on activities for writing IEPs, showing general educators how to modify assignments, tests, activities. There should be much more exposure to perspectives of different cultures.
There was always confusion on what was exactly wanted on the TWS and it got better as I finished out with my fourth TWS. There were quite a few changes made to the TWS in the 3 years I was exposed to it. I feel that once they find the TWS and common lesson plan format they like and stick with will help out immensely just because consistency helps.
When I graduated, I wish I would have received more practice with the common core state standards, guided reading, and the concepts of a balances literacy schedule. I have noticed a shift in the SOE's teacher prep course through facebook and email updates.

All Comments (2019):

After graduation my husband and I moved to bush Alaska. I am the fourth teacher in my district to come up from South Dakota. My superintendent and principal have said several times that they would higher someone from SD any day. They say the teachers that come out of these schools are prepared.

During my undergrad the program was structured in a way that meant I had zero teacher training until my junior year. During this time I took classes that were focused toward elementary teachers. In my senior year I finally took SEED classes which were actually useful to me as a teacher. The program needs some differentiation for different types of teachers. There was also a lack of modeling in the classrooms-- many professors would tell us the many different ways to teach but only do so via powerpoint slides that they read directly off of (not the best teaching strategy).

For a secondary major, I had little to no interaction with anyone from the school of education.

For the most part, I truly believe the School of Education did a wonderful job preparing me for my job after college.

I believe the individual responses cover all. I sincerely hope you consider adding content specific teaching course make into the major. I believe it existed prior to my senior year. I also highly suggest you find a way to move classroom management into the fall or another year. That is the one concept I'm most struggling with 2 years after graduation.

I felt very prepared about the actual teaching aspect of teaching, but I feel like there were some "real life" types of things we should have been taught. Things like: how to use a copier and laminator correctly, how to fill out grants and other types of documents, how to run Infinite Campus or some other grading system, etc. Those were the things that really floored me when I got out into actual school systems.

I needed more classroom management and discipline strategies to know what to do when confronted with misbehavior and defiance in the classroom.

I was not prepare enough in classroom management.

I would not trade my time spent at Northern for anything. The staff was excellent and I always knew I could go to anyone with any question I had whether it be about school or just life in general. I learned so much during my time there that has shaped me into the teacher I am today. I'm so grateful for every experience I had.

NSU did a great job of keeping track of students during the student teaching experience. My cooperating teachers were in contact with my advisor on a normal basis. I believe we had high expectations to meet during student teaching and our intended roles and responsibilities were clearly defined for student teachers and cooperating teachers. The teacher job fair was beneficial to get used to talking to school administrators before I entered into the interview process with school districts. Of course, there are many things for a new teacher to learn once they have their own classroom, but overall I felt prepared to start my job.

One thing I would recommend is that you teach special education majors how to work effectively with paraprofessionals. This topic wasn't introduced very much and when I left school I was expected to run a SPED classroom with 3 paraprofessionals and a teacher's assistant underneath me. Also teach tips to elementary and secondary majors on how to work with the special education teachers or the paraprofessional that will be in their classroom since a lot of schools are moving to inclusion co-teaching. NSU was a great school and I can't wait to come back for my masters!

The school of Ed needs to be more involved in secondary Ed majors. That includes all four years! My first time in the school of Ed was the spring semester of my junior year. This is WAY to late. I did not have the correct guidance that I should have. My senior year and then the last semester was unnecessarily stressed. During my senior year, I didn't even have enough credits to be NCAA academically eligible. I had to declare another major to bypass that rule. I felt so unprepared after graduation. I learned everything from the LTS position in Minnesota. If I wasn't given the opportunity, I would have for sure have left The educational world. I also think that all we majors should have a special Ed class Or two.

While doing lesson plans in college, I understand stand the need to have students develop the way they think as a teacher while lesson planing and I think the lesson plan template is a great way to do that. However, at some point I really wish we would have learned how to actually fill out a lesson plan that is more realistic to what teachers actually submit. It has been hard for me to break away from wanting to fill out a whole template and simply things so it just take all the longer to lesson plan.

I do not recommend having students take instruction classes while they are completely Senior Field.
Don't have students take an assessment class while they are on their Senior Experience. I didn't retain or learn any concepts from this course other than the professor saying "Grade all papers all at once or don't do it" essentially. Which I learned quickly isn't practical.
Did not have an ELA content teaching class. It was a general MS-HS content teaching, and it didn't assist much in the classroom.
I needed more help with middle school stage of development
Need more on emotional needs of students
Most of the faculty/staff within the School of Education were easy to get along with, very personable, easy to talk to, and were very helpful. There were a few faculty/staff members who I did not enjoy having as my teacher though. They seemed kind of cold, rude, not willing to help unless you agreed with them on everything. Also, they expected you to teach the way they told you and if you disagreed then they would get upset. Like I said, there were only a few staff who were like that. Fortunately, a majority of the staff were great.
My interactions with (faculty name) and (faculty name) were phenomenal. I didn't have any opportunities to interact with other staff.
The staff at NSU is wonderful!
The staff at NSU were great! I loved going to class everyday. They were easy to talk to and helped with any question that I had.
Some professors that I had outside of the teaching program were good but others didn't really care about me. It was almost as if they only taught you because they had to. I enjoyed professors who wanted to help and saw the efforts that I put into my work. It seemed as if some I was just a number to them.
(faculty name) did. well with my science classes. But I didn't have one within the educational world. Then senior year when I was expected to do stuff for the school if Ed I had no clue what was going on..
My academic advisor was super helpful and so easy to get along with! She was great!
This one is tricky I had (staff name) (I think was his name) for my first few semester. He was terrible and left me crying a few times. He didn't seem to want to work with me. Meaning one class wasn't offered in the spring and it conflicted with another class in the fall. He told me I was going to have to figure out if I wanted to keep my minor or drop it. I then talked to (faculty name) because of my frustration and asked what she would do. She was also the professor of the class. She said we can offer it online- so we did. Another in counter I had with him was I asked if there was any way I could do a year long student teaching program since I graduated in December. He told me that was not an option (I was in the second semester of the program) since I hadn't come to him a semester sooner. He said it took a lot of paperwork and he didn't think that I was driven to do it. So we left it at that, I left his office in tears. The next year he was no longer an advisor. (staff name) was then my advisor for the remainder and she was great!
(staff name) was great but seemed confused kn some aspects.
(staff name) and (staff name) are great. They even just recently helped with my certification in another state. These ladies work hard and I don't think are appreciated enough.
My Field Experience placement was marvelous. I learned so much from my CT. My supervisor provided by NSU (the one who watched lessons) did not give me helpful input. I wish I would have had a course kn hoe to teach ELA along with assessment and classroom management prior to my FE.
I felt that NSU Millicent Atkins School of Education very much prepared me for my career. Field experiences were valuable, effective and real life experiences. The experiences were very close to daily life in a classroom.

2015 ALUMNI SURVEY (UNDERGRADUATE)

Surveys were sent to 61 alumni; placement data and institutional records were used to identify graduates and for contact information. Candidates were initially emailed the survey; a paper copy of the survey was also mailed to the preferred address on file. The data reflects initial teacher education graduates from 2009-2012. Survey items are reported in terms of the Northern State University School of Education's Conceptual Framework. The sending of this year's survey was delayed as we are in the process of creating a new one based on the new CAEP standards.

Response Rate: 24.59% (15/61)

Knowledge of Self as an Individual					
Use appropriate verbal and non-verbal techniques to promote inquiry.			Communicate in a variety of ways to demonstrate respect and concern for all students, as well as sensitivity to student diversity (e.g., culture, gender, socioeconomic status).		
	answered question	15		answered question	15
	skipped question	0		skipped question	0
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	13.33%	2	Very prepared	40.00%	6
Prepared	66.67%	10	Prepared	53.33%	8
Somewhat prepared	20.00%	3	Somewhat prepared	6.67%	1
Poorly prepared	0.00%	0	Poorly prepared	0.00%	0
Knowledge of Content					
Accurately present primary concepts and vocabulary in your major subject area.			Organize central concepts and principles around curricular goals and state/professional standards.		
	answered question	13		answered question	14
	skipped question	2		skipped question	1
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	23.08%	3	Very prepared	21.43%	3
Prepared	53.85%	7	Prepared	50.00%	7
Somewhat prepared	15.38%	2	Somewhat prepared	21.43%	3
Poorly prepared	7.69%	1	Poorly prepared	7.14%	1
Knowledge of the Learner					
Respond to the developmental levels and needs of all students.			Assist students in understanding diversity by providing a variety of experiences and information.		
	answered question	13		answered question	14
	skipped question	2		skipped question	1
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	46.15%	6	Very prepared	14.29%	2
Prepared	23.08%	3	Prepared	64.29%	9
Somewhat prepared	23.08%	3	Somewhat prepared	14.29%	2
Poorly prepared	7.69%	1	Poorly prepared	7.14%	1

Knowledge of Pedagogy

Plan lessons appropriately through the following:

- identifies learner outcomes
- bases learning on students' needs, interests, & abilities
- makes connections across the curriculum
- sets the stage for learning (e.g. anticipatory set, motivation, prior knowledge)

	answered question	14		
	skipped question	1		
	Response Percent		Response Count	
Very prepared	35.71%		5	
Prepared	57.14%		8	
Somewhat prepared	7.14%		1	
Poorly prepared	0.00%		0	

Implement a lesson by relating lessons to prior knowledge, using a variety of teaching methods and techniques, and providing opportunities for students to construct new knowledge about their world.

	answered question	14		
	skipped question	1		
	Response Percent		Response Count	
Very prepared	35.71%		5	
Prepared	64.29%		9	
Somewhat prepared	0.00%		0	
Poorly prepared	0.00%		0	

Use assessment to evaluate learning:

- by the objective
- with a variety of instruments
- prior to, during and after instruction

	answered question	14		
	skipped question	1		
	Response Percent		Response Count	
Very prepared	28.57%		4	
Prepared	57.14%		8	
Somewhat prepared	14.29%		2	
Poorly prepared	0.00%		0	

Manage and organize the classroom by:

- preparing students for transition at the close of a lesson
- designing a positive learning environment
- using preventative, supportive, and corrective management techniques

	answered question	15		
	skipped question	0		
	Response Percent		Response Count	
Very prepared	26.67%		4	
Prepared	46.67%		7	
Somewhat prepared	13.33%		2	
Poorly prepared	13.33%		2	

Integrate technology into the curriculum

	answered question	15		
	skipped question	0		
	Response Percent		Response Count	
Very prepared	6.67%		1	
Prepared	60.00%		9	
Somewhat prepared	33.33%		5	
Poorly prepared	0.00%		0	

Select appropriate, non-biased instructional materials.

	answered question	14		
	skipped question	1		
	Response Percent		Response Count	
Very prepared	14.29%		2	
Prepared	64.29%		9	
Somewhat prepared	21.43%		3	
Poorly prepared	0.00%		0	

Knowledge of Self as a Teacher and Member of the Learning Community

Use community and parental resources in the classroom.

	answered question	15		
	skipped question	0		
	Response Percent		Response Count	
Very prepared	13.33%		2	
Prepared	40.00%		6	
Somewhat prepared	46.67%		7	
Poorly prepared	0.00%		0	

Demonstrate professionalism and act in a reliable way.

	answered question	15		
	skipped question	0		
	Response Percent		Response Count	
Very prepared	33.33%		5	
Prepared	66.67%		10	
Somewhat prepared	0.00%		0	
Poorly prepared	0.00%		0	

Community:			Community:		
	answered question	14		answered question	15
	skipped question	1		skipped question	0
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	21.43%	3	Very prepared	46.67%	7
Prepared	64.29%	9	Prepared	46.67%	7
Somewhat prepared	14.29%	2	Somewhat prepared	6.67%	1
Poorly prepared	0.00%	0	Poorly prepared	0.00%	0
Receive and use constructive criticism to improve and refine teaching.					
	answered question	15			
	skipped question	0			
	Response Percent	Response Count			
Very prepared	40.00%	6			
Prepared	40.00%	6			
Somewhat prepared	20.00%	3			
Poorly prepared	0.00%	0			
General Information					
Gender:					
	answered question	14		skipped question	1
	Response Percent	Response Count		Response Percent	Response Count
Female	85.71%	12	Male	14.29%	2
Ethnicity (choose all that apply):					
	answered question			15	
	skipped question			0	
	Response Percent			Response Count	
Non-Resident Alien (Temporary Resident)	0.00%			0	
Hispanic/Latino (of any race)	0.00%			0	
American Indian/Alaskan Native	0.00%			0	
Asian	0.00%			0	
Black/African American	0.00%			0	
Native Hawaiian/Other Pacific Islander	0.00%			0	
White	100.00%			15	
Two or More Races	0.00%			0	
Race/Ethnicity Unknown	0.00%			0	
No Response	0.00%			0	

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

	answered question	15
	skipped question	0
	Response Percent	Response Count
Employed full-time	86.67%	13
Employed part-time	0.00%	0
Self-Employed (full/part-time)	6.67%	1
Serving in the armed forces	0.00%	0
Continuing my education	6.67%	1
Employed and continuing my education	0.00%	0
Caring for a home/family	0.00%	0
Unemployed	0.00%	0
Other (please specify)	0.00%	0
Substitute Teaching	0.00%	0

What is the primary reason you have continued your education?

	answered question	1
	skipped question	14
	Response Percent	Response Count
Obtain a license or certification	0.00%	0
Increase earning power	0.00%	0
Change occupation	0.00%	0
Improve teaching practice/self-improvement	100.00%	1
Other (please specify)	0.00%	0
Obtain license or cert & Improve teaching practice	0.00%	0

How closely related is your current occupation to your education major(s)?

	answered question	14
	skipped question	1
	Response Percent	Response Count
Highly related	100.00%	14
Moderately related	0.00%	0
Slightly related	0.00%	0
Not related	0.00%	0
Not Applicable	0.00%	0

How well did the NSU School of Education prepare you for your current occupation?

	answered question	14
	skipped question	1
	Response Percent	Response Count
Very Well	28.57%	4
Well Prepared	71.43%	10
Poorly	0.00%	0
Not at All	0.00%	0
Not Applicable	0.00%	0

Comments (Knowledge of Self as an Individual):

• NSU prepared me very well in the area of knowledge of self. I was able to find and practice the type of educator I wanted to be in the classroom and community. Methods classes and experiences were a huge help in identifying knowledge of self as an individual.

Comments (Knowledge of Content):

- Would have been nice to be introduced to common core standards
- Going to graduate school made me realize how ill-prepared I was to write a scholarly thesis-driven papers of high quality. It was a steep learning curve.
- NSU prepared me in the area of content in the state of South Dakota. Being an educator in Minnesota, I did not feel as prepared in my first year of teaching in a different state.
- I think it would benefit teacher candidates to work with common curriculum materials (e.g. textbooks, supplemental CDs and DVDs, writing curriculums, and novels with suppl. materials) in order to model common scenarios in teaching.

Comments (Knowledge of the Learner):

- There isn't much cultural diversity in the curriculum or faculty at NSU.
- I felt very prepared to understand the knowledge of each diverse learners in my classroom. I currently teach special education and feel I have the background knowledge to be successful. I am able to teach to all students.
- Need more time in the classroom.

Comments (Knowledge of Pedagogy):

none

Comments (Knowledge of Self as a Teacher and Member of the Learning Community):

none

Other comments on teacher preparation:

- The Education department is fantastic; the English department did not prepare me well for continuing education.
- I think Northern should prepare all teachers no matter what state they decide to teach in.

Leadership and Administration Alumni Survey

This survey is sent every two years to MSED Leadership and Administration program completers. Due to the low N for each year (2015: 8; 2017: 6; 2019: 7) the results have been aggregated below.

How satisfied are you with how the NSU Millicent Atkins School of Education Leadership and Administration program prepared you to do the following:

understanding of my role as an educator or administrator		
Very Well Prepared	14	66.67%
Adequately Prepared	7	33.33%
Fairly Well Prepared	0	0.00%
Poorly Prepared	0	0.00%
create curriculum that reflects an in depth understanding of learner needs (e.g., cognitive, social, physical, emotional), learning theory, diversity, and state and national content standards		
Very Well Prepared	7	33.33%
Adequately Prepared	10	47.62%
Fairly Well Prepared	4	19.05%
Poorly Prepared	0	0.00%
regularly analyze and reflect on a variety of assessment tools to inform decisions at the classroom, school, or district level so that all students can learn		
Very Well Prepared	8	38.10%
Adequately Prepared	12	57.14%
Fairly Well Prepared	1	4.76%
Poorly Prepared	0	0.00%
assess using a variety of strategies (e.g., formative, summative, direct, and indirect) to improve student learning at the classroom, school, or district level		
Very Well Prepared	12	57.14%
Adequately Prepared	5	23.81%
Fairly Well Prepared	4	19.05%
Poorly Prepared	0	0.00%
accurately convey technical classroom, school, or district information to students, parents, school personnel, and members of the community		
Very Well Prepared	8	38.10%
Adequately Prepared	10	47.62%
Fairly Well Prepared	3	14.29%
Poorly Prepared	0	0.00%
utilize community resources and collaborate with colleagues and other professionals to develop strategies, policies, and environments that support student learning		
Very Well Prepared	11	52.38%
Adequately Prepared	10	47.62%
Fairly Well Prepared	0	0.00%
Poorly Prepared	0	0.00%
use appropriate classroom or human management techniques to create and maintain a positive and equitable classroom or school environment		
Very Well Prepared	10	47.62%
Adequately Prepared	10	47.62%
Fairly Well Prepared	1	4.76%
Poorly Prepared	0	0.00%

successfully integrate research, technology, and theory into practice to enhance and extend learning in the classroom, school, or community		
Very Well Prepared	12	57.14%
Adequately Prepared	9	42.86%
Fairly Well Prepared	0	0.00%
Poorly Prepared	0	0.00%
design and use a variety of instructional strategies or management skills to address the needs of students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools		
Very Well Prepared	8	38.10%
Adequately Prepared	7	33.33%
Fairly Well Prepared	6	28.57%
Poorly Prepared	0	0.00%
establish respectful and productive relationships with diverse groups by clearly incorporating global and multiple perspectives into communications, subjects taught, supervisory interactions, or services provided		
Very Well Prepared	10	47.62%
Adequately Prepared	6	28.57%
Fairly Well Prepared	5	23.81%
Poorly Prepared	0	0.00%
actively engage in professional education experiences, taking on the role of leader or mentor when appropriate		
Very Well Prepared	13	65.00%
Adequately Prepared	4	20.00%
Fairly Well Prepared	3	15.00%
Poorly Prepared	0	0.00%
demonstrate the ability to design a personal professional growth plan which positively impacts student learning		
Very Well Prepared	13	65.00%
Adequately Prepared	4	20.00%
Fairly Well Prepared	1	5.00%
Poorly Prepared	2	10.00%
implement and uphold laws, policies, rules, and regulations related to the rights and responsibilities of students, educators, families, and the community		
Very Well Prepared	11	52.38%
Adequately Prepared	4	19.05%
Fairly Well Prepared	4	19.05%
Poorly Prepared	2	9.52%
demonstrate the ability to address behavioral, emotional, or social issues in the classroom or school through appropriate intervention, including referral when necessary		
Very Well Prepared	8	38.10%
Adequately Prepared	11	52.38%
Fairly Well Prepared	2	9.52%
Poorly Prepared	0	0.00%
perform my duties in an ethical manner with integrity, professionalism, and consideration for students, parents, school personnel, and members of the community		
Very Well Prepared	12	57.14%
Adequately Prepared	6	28.57%
Fairly Well Prepared	2	9.52%
Poorly Prepared	1	4.76%

All Comments

I enjoyed my learning experiences very much and found that I was a better student than during my undergrad. Regarding a future job as an admin, school law and budget are an area I will need to give attention too.

I answered # as very well, even though I have not applied, haven't been working as a principal yet. I feel very well prepared. I currently use what I learned in my career as middle school teacher. I take on leadership with great confidence and enthusiasm outside of work. The online option for master's in leadership/principal was outstanding.

Nice use google docs, pp, real time, podcast, internet communication All school are researching information about interventions for students with behavioral/social/emotional needs. During the past 8 + year, the DOE has been trying to work through the state and federal laws regulations the surround this need and how it translates into the classroom/schools. Supports, interventions, accountability, needs and buy in

I thoroughly enjoyed working with NSU to earn my degree. I am thankful for the guidance I received from my professors and my advisor.

I am very pleased with my decision to complete my Masters degree through Northern State University. The overall experience was fantastic. Thank you!

Unfortunately, as a whole, I feel that my graduate experience was a means to an end. Although I had a few great classes, the majority of my courses covered topics I had studied during my undergraduate education and various professional development activities. I do not regret my decision to earn my master's through NSU, but I would not describe the education as rigorous. Some of my professors did a great job, while others seemed to assign mindless tasks. Often times those same professors failed to provide timely feedback. The courses that dealt strictly with leadership were beneficial, and I hope some day to be able to put those to use in a career in leadership. For now, I am pleased to remain in my current teaching position.

The different types of leadership needs more enhancement. More focus on Sped Law- if I was going into a small school I would not be prepared to oversee the implementation of IEP's especially helping write it. More focus on English Language Learners. Had great internship experiences especially at the elementary level.

I enjoyed the program. In my experience, I did not receive enough information on budgeting (capital outlay, not a great variety same teacher over and over again. Felt like the same class again and again

I loved continuing my education and getting my graduate degree at Northern. I did my undergraduate teaching program there and knew that when I went back for a graduate degree, it had to be Northern State University!!

Great program! Enjoyed all the classes and professors!

Although I feel I learn best when I collaborate with others in person, this program allowed me to share ideas and thoughts, ask and answer questions and collaborate with professors in order to better prepare to become administrators.

Since I have graduated with my Masters Degree in Leadership and Administration I have started on my Specialist Degree. I have completed 4 classes out of 10 and so far I do not believe I have learned anything new from what I learned with my Masters Degree from Northern State University.