

## 2017 and 2019 Employer Survey

2017

2019

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 the graduate(s) to:

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

	2017	2019	2017	2019
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	3.93	78.60%	4.75	79.17%
design and implement developmentally appropriate and challenging learning experiences	3.86	77.20%	4.75	79.17%
use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	3.71	74.20%	4.75	79.17%
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	4.07	81.40%	5.00	83.33%
understand the central concepts, tools of inquiry, and structures of the disciplines they teach	4.00	80.00%	4.94	82.33%
create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	3.79	75.80%	4.75	79.17%
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	3.43	68.60%	4.67	77.83%
understand and use multiple methods of assessment to engage learners in their own growth	3.36	67.20%	4.48	74.67%
understand and use multiple methods of assessment to monitor learner progress	3.43	68.60%	4.61	76.83%
understand and use multiple methods of assessment to guide their own and learner's decision making	3.29	65.80%	4.48	74.67%
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	3.71	74.20%	4.65	77.50%
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	3.79	75.80%	4.61	76.83%
engage in ongoing professional learning	3.86	77.20%	5.19	86.50%
use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others learners, families, other professionals, and the community	3.36	67.20%	4.48	74.67%
adapt practice to meet the needs of each learner	3.64	72.80%	4.65	77.50%
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	3.57	71.40%	4.67	77.83%

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 faculty/staff from the Millicent Atkins School of Education	4.64	92.80%	5.10	85.00%
your participation in Field Experiences/Student Teaching placement process	4.29	85.80%	4.71	78.50%
the Millicent Atkins School of Education's teacher preparation program overall	4.57	91.40%	4.87	81.17%

**2017 Comments:**

As a student teacher he did very well just comes with experience

Encourage your pre-service teachers to get experience working with children outside their program requirements: daycares, after school programs, coaching, volunteering in schools, YDC, Boys and Girls Club, etc. The best prepared candidates have experience working with kids in non-school settings.

I find consistently that classroom management is an area where almost all new teachers struggle. Is there any way you can help to better prepare students in this area because it affects some of these other areas of teaching you are asking about in the questions above.

I have worked with 4 recent NSU graduates in my time in my current position and have been satisfied with their depth of knowledge and performance. They come open minded and the only things lacking have been those skills that come with experience. One caveat to new teachers is to never become complacent, and we all say that about teaching, but even when it comes to professionalism. Young teachers or old teachers sometimes begin to overlook the main reason we are here is for children. After a while in a position people become ingrained in the organization, which is natural, but the comfort level sometimes leads to a decline in professionalism in that the gossip, judgement of peers or supervisors, becomes as important as the primary job--educating children. I've seen people with great teaching skills fall victim to this workplace hazard. The day this happens some serious self-reflection should take place and it may be time to get away from the water cooler or out of the lounge because you and your organization are in trouble. Good bosses search out these types of employees and weed the garden before it's overrun. A great organization will always be a collaborative one, employees whether classroom teachers or supervisors should always do and have at the forefront of their mind--how can what we are doing or saying benefit children? If it can't, then it shouldn't be done or said.

It has been difficult to keep up with the ongoing changes in titles of Junior Field, Student teaching, sophomore field, etc and to get staff to volunteer. Communication efforts from your office are appreciated, but staff seems to just tune it out after a few emails.

Probably the area in greatest need of development for our beginning teachers from NSU is in the area of classroom management and discipline. I was surprised that it was not directly included in your survey. That could partially speak to the problem.

The process of placing student teachers has become cumbersome within the past two years.

**2019 Comments:**

I think Northern prepares well in giving the tools to learning. The rest only comes from experience.

I would like to give feedback specifically to the Special Education degree. I feel our hire that we have on staff (Alumni name) has done a great job working with our students and getting to know our staff. She has worked hard to instruct each student at their individual level.

Our particular recent NSU candidate has demonstrated strength in lesson planning, instructional planning, and classroom management. The candidate has also demonstrated the overall commitment necessary for a new teacher. Self-reflection is also a strength that this candidate possesses.

We appreciated (Alumni name)'s willingness to reflect, refine and adjust practices to meet the needs of all students. We also saw (Alumni name) lean into our learning. She was quick to make relationships with students, as well as the staff at (school name).

We have only had one teacher at (school name) from NSU the past three years and we feel she is excellent! Correspondence and assistance with your staff is always prompt, accurate, and professional.

The length of the emails sent to the principals and cooperating teachers were getting out of hand. I know there has been a change in the field experience department, and I already like it.

There was clear communication and quick responses whenever we needed anything or had questions.

Those last three were a little more difficult to assess as we haven't had a ton of interaction with the staff nor with students while they were student teaching. Based on the teacher we have hired, however, we feel the teacher preparation program is strong.

We have had 3 teachers come from NSU in the last 3 years. We have (Alumni name) (married name) who is AWESOME and would score high marks in all of these areas. We had (Alumni name) a couple years ago who said a lot of the right things but she really had a tough time of implementing them and sticking to her plan. We also have (Alumni name) who is kind of in between these other two ladies. At times, I feel like she gets it and is going to be a great teacher. At other times, I don't think she understands what it takes to be a good teacher.

Developing teacher leaders

I'm not sure if in their preparation, the Charlotte Danielson model is explained to them in regards to teacher coaching/evaluations? This would be good to study because a lot of districts in SD use this form to assist in teacher growth.

It helps that I am a Northern grad with my BS and MS degree.

Our new teachers are not prepared to deal with EL students in the classroom. We have had an increase in the EL student population, and it has been hard for our teachers due to their lack of training.

Really working with students on PBIS strategies to use with their students.

Some early teachers lack knowledge and practice with simple items like taking attendance, using an electronic gradebook (Infinite Campus for most schools) and dealing with someone challenging their authority. They struggle to develop some the 'soft' skills necessary to be a good teacher; they understand the content, teaching strategies, etc, but have difficulty connecting with students.

Thank you for providing our students with a great teacher and ongoing learner!

The only concern that I have experienced in recent years as a hiring administrator falls in the music teacher preparation area. Unfortunately, we have experienced a few candidates that overall were ill-prepared for the varying levels that we require with our positions...K-12 Vocal and Elementary Vocal/Secondary Instrumental combinations. Otherwise, I believe NSU prepares their teacher candidates very well. Thank you for that!

## 2015 EMPLOYER SURVEY (UNDERGRADUATE)

Surveys were sent to 77 Principals or Superintendents; placement data from the Field Placement Office was used to identify employers. The data reflects initial teacher education graduates from 2009-2011. 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: 62.34% (48/77)**

Knowledge of Self as an Individual					
<b>Use appropriate verbal and non-verbal techniques to promote inquiry.</b>			<b>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).</b>		
	answered question	48		answered question	48
	skipped question	0		skipped question	0
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	29.20%	14	Very prepared	33.30%	16
Prepared	50.00%	24	Prepared	45.80%	22
Somewhat prepared	16.70%	8	Somewhat prepared	16.70%	8
Poorly prepared	4.20%	2	Poorly prepared	4.20%	2
Not Observed	0.00%	0	Not Observed	0.00%	0
Knowledge of Content					
<b>Accurately present primary concepts and vocabulary in his or her major subject area.</b>			<b>Organize central concepts and principles around curricular goals and state/professional standards.</b>		
	answered question	48		answered question	48
	skipped question	0		skipped question	0
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	39.60%	19	Very prepared	35.40%	17
Prepared	45.80%	22	Prepared	45.80%	22
Somewhat prepared	10.40%	5	Somewhat prepared	18.80%	9
Poorly prepared	4.20%	2	Poorly prepared	0.00%	0
Not Observed	0.00%	0	Not Observed	0.00%	0
Knowledge of the Learner					
<b>Respond to the developmental levels and needs of all students.</b>			<b>Assist students in understanding diversity by providing a variety of experiences and information.</b>		
	answered question	48		answered question	48
	skipped question	0		skipped question	0
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	25.00%	12	Very prepared	27.10%	13
Prepared	50.00%	24	Prepared	54.20%	26
Somewhat prepared	16.70%	8	Somewhat prepared	16.70%	8
Poorly prepared	8.30%	4	Poorly prepared	2.10%	1
Not Observed	0.00%	0	Not Observed	0.00%	0

## Knowledge of Pedagogy

### Plan lessons appropriately through the following:

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

	answered question	47
	skipped question	1
	Response Percent	Response Count
Very prepared	38.30%	18
Prepared	38.30%	18
Somewhat prepared	17.00%	8
Poorly prepared	6.40%	3
Not Observed	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	48
	skipped question	0
	Response Percent	Response Count
Very prepared	31.30%	15
Prepared	41.70%	20
Somewhat prepared	18.80%	9
Poorly prepared	8.30%	4
Not Observed	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	48
	skipped question	0
	Response Percent	Response Count
Very prepared	27.10%	13
Prepared	50.00%	24
Somewhat prepared	16.70%	8
Poorly prepared	6.30%	3
Not Observed	0.00%	0

### Use assessment to evaluate learning:

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

	answered question	48
	skipped question	0
	Response Percent	Response Count
Very prepared	29.20%	14
Prepared	41.70%	20
Somewhat prepared	20.80%	10
Poorly prepared	8.30%	4
Not Observed	0.00%	0

### Integrate technology into the curriculum.

	answered question	48
	skipped question	0
	Response Percent	Response Count
Very prepared	31.30%	15
Prepared	45.80%	22
Somewhat prepared	16.70%	8
Poorly prepared	4.20%	2
Not Observed	2.10%	1

### Select appropriate unbiased instruction materials.

	answered question	48
	skipped question	0
	Response Percent	Response Count
Very prepared	22.90%	11
Prepared	60.40%	29
Somewhat prepared	14.60%	7
Poorly prepared	2.10%	1
Not Observed	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	48
	skipped question	0
	Response Percent	Response Count
Very prepared	20.80%	10
Prepared	31.30%	15
Somewhat prepared	33.30%	16
Poorly prepared	10.40%	5
Not Observed	4.20%	2

### Demonstrate professionalism and act in a reliable way.

	answered question	48
	skipped question	0
	Response Percent	Response Count
Very prepared	50.00%	24
Prepared	37.50%	18
Somewhat prepared	10.40%	5
Poorly prepared	2.10%	1
Not Observed	0.00%	0

Establish positive relationships with students, faculty, staff, and community.			Act ethically and appropriately maintain student confidentiality.		
	answered question	48		answered question	48
	skipped question	0		skipped question	0
	Response Percent	Response Count		Response Percent	Response Count
Very prepared	35.40%	17	Very prepared	43.80%	21
Prepared	43.80%	21	Prepared	45.80%	22
Somewhat prepared	16.70%	8	Somewhat prepared	8.30%	4
Poorly prepared	4.20%	2	Poorly prepared	2.10%	1
Not Observed	0.00%	0	Not Observed	0.00%	0
Receive and use constructive criticism to improve and refine teaching.					
	answered question	48			
	skipped question	0			
	Response Percent	Response Count			
Very prepared	39.60%	19			
Prepared	45.80%	22			
Somewhat prepared	12.50%	6			
Poorly prepared	2.10%	1			
Not Observed	0.00%	0			

Comments (Knowledge of Self as an Individual):
• [Graduates] are very well prepared for the educational workforce. They have been a welcome addition to our school and community.
• [Graduate] seems self confident (yet not over confident) in all aspects of her teaching.
• Very concerned with her students and seeks and accepts constructive criticism.
• [Graduate] is working at a colony school and has gone to extra training to help her students acquire the English language.
• [Graduate] has an excellent understanding of herself and knows her strengths and weaknesses, she is open to constructive critiques and seeks to improve her craft.
• I don't know that all students are as prepared as[Graduate]. He is an exceptional individual with a total understanding of the education system as a whole. He uses that understanding in the classroom with the students and in his relationship with other teachers and parents. As he matures and becomes more experienced, I believe that he will make an excellent administrator some day.
• [Graduate] was a very, very nice man. Language and cultural barriers were extremely difficult to overcome. I dealt with dissatisfied and unhappy students and parents throughout the year. If a student was ready and willing to learn - then [Graduate] was quite good. If a student needed motivation - [Graduate] did not have the skills in this area
• This is very much dependent upon one's personality and one's ability to see themselves as others see them.
• This teacher puts in the time and effort needed and is working towards being a master teacher. She is very respectful of students and staff.
• This teacher seemed very unaware of how her classroom appeared and was run when compared to her grade level teaching colleagues. She seemed very unaware of her surroundings and her need to improve.
• Off to a rough start, but was quickly able to adjust to meet the needs of all/most students.
• Lacked confidence in student management techniques.
• [Graduates] are truly collegial and fit well into our collaboration model. They are advocates for their students and are highly engaged.

**Comments (Knowledge of Content):**

- Special Education and its ever changing rules makes it difficult to be completely prepared.
- [Graduate] has a solid knowledge base that I believe will enhance with experience.
- [Graduate's] understanding of math and reading content is superficial. [Graduate] is unable to determine the foundation principles and concept of both reading and math in order to prepare effective lessons and meet student needs.
- As is the case with most beginning teachers, knowledge of content is a work in progress. [Graduate] is improving with the experience of each year.
- [Graduate] is working hard to get her students into the Proficient level on Dakota Step Testing.
- [Graduate] has been very well prepared. She took over a struggling music department and it has improved each year she has been year, I do not see this trend slipping as she sets high goals for herself and her students.
- As a special ed teacher, [Graduate] has to have a wide variety of content knowledge. He focuses on becoming more
- [Graduate] knows her standards and connects learning across subjects. Lesson design is excellent and technology is seamlessly incorporated into learning.
- Thank goodness for our district adopted materials.
- No concerns.
- [Graduates] are very knowledgeable in their content areas and present their material in various ways to meet the individual learning styles of their students.

**Comments (Knowledge of the Learner):**

- [Graduate] considers different learning types and makes a strong effort to include a variety of teaching/learning methods to address them.
- [Graduate] needs to be more aware of individual differences in her students and be able to repel any acts of bullying by her students.
- I think potential teachers need a more expansive foundation in special education programs and accomodating students with disabilities (as well as providing a differentiated curriculum for students who aren't on IEPs). I expect staff to be able to provide basic accommodations to students with disabilities, and that is difficult for our new teachers.
- [Graduate] has the constant struggle of getting the curriculum to be relevant for her colony students.
- I feel that [Graduate] understands students development levels. I observe that [Graduate] treats each student as an individual, but I question her understanding of some cultural differences, and socioeconomic struggles of some students.
- This is a fairly strong area--meeting the needs of a variety of learners
- [Graduate] knows where each student is at in their learning and provided individualized instruction for all students.
- [Graduate] knew some things about her students, but when compared to her teaching colleagues she didn't have near the infomation they had. She also didn't see that the other teachers knew much more about their students than she did.
- Seemed to have to "discover" strategies that are most successful for middle school students as well as an understanding of how they are different from elementary and high school learners.
- Could have had more knowledge / better understanding of early adolescent learners as well as strategies most appropriate for this age group.
- [Graduates] do a nice job of accommodating the needs of their students and in working with the Special Education Department to ensure that students on an IEP are having all areas taken care of. With the different levels of diversity in our district [Graduates] have done a nice job of integrating studies, teaching, and discussion into their lessons that are relevant in the area of diversity.

**Comments (Knowledge of Pedagogy):**

- [Graduate] has implemented technology adequately and appropriately. She has requested a Promethean Board to increase technology integration. I am confident that she will continually improve in this area as new devices, software, etc are introduced.
- Uses "laminated lesson plans".
- [Graduate] was exposed with the Promethean board this year. She seemed to adapt to the technology easily and thus able to be present a more varied lesson to her students.
- Ongoing formative assessments to guide instruction need to be better used.
- I wish our new teachers had more experience in working with Smartboard technology.
- [Graduate] is well prepared in this area. I believe the size constraints of her physical space has taken time to get used to, and a change of office arrangements has been somewhat troublesome for her, deservedly so in my opinion! But, I believe she dealt with the situation professionally.
- Just an excellent teacher. She will be in the top 10%
- Not happening.
- As far as Special Education goes, I think [Graduate] could have been a bit more prepared to write IEP's. She wrote them fine, but I had to guide her through her first few.
- Strong in all areas at his beginning with the exceptions of appropriate strategies for early adolescents and classroom management techniques. This individual eventually became strong in both of these areas, but struggled with each at the beginning to the extent I was not sure he would be back the next school year.
- Strong in all areas other than classroom management. This improved very well with time, but it is my opinion the teacher could/should have been prepared with more strategies rather than discover them and trial and error.

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

- Strong in all areas other than classroom management. This improved very well with time, but it is my opinion the teacher could/should have been prepared with more strategies rather than discover them and trial and error.
- As is the case with most beginning teachers [Graduate] was placed under the community microscope on numerous occasions. I believe she learned from each experience and became a better teacher for it.
- [Graduate] is learning how important relationships are in education. She is good about contacting parents, and I encourage her to keep a cooperative attitude when working with Title I staff, school counselor, etc.
- No issues in this area, she is competent
- These comments are very honest. [Graduate] was a non-trad student that we took a chance on. It did not work out. The lack of understanding the informal language made relationship building very difficult.
- I think this is generally a strength of NSU education grads.
- Confidentiality was somewhat of an issue...know who to communicate with and what to share with staff and others. Stress the importance of building relationships with students, staff members, and parents.
- This teacher is always willing to discuss lessons and make changes. She wants and works to be a great teacher.
- Like so many adults from this generation of 20-something-year olds, this teacher is entitled to many things. She was receptive to feedback and gave the impression that she wanted to get better as a teacher. There just wasn't any follow through. This teacher was non-renewed and has moved out of state.
- [Graduate] stepped into a self-contained behavior classroom and was able to develop the program from scratch. She was great and we are sorry to lose her to [another district].
- [Graduate] would at times attempt to circumvent policies he did not support. Not in a deceptive way, but openly with the understanding that it was appropriate if he did not agree with the policy.
- Community involvement is used very little. Teacher education could spend more time developing realistic strategies to appropriately access this resource. Community involvement is important, but there is a fine line between insulting them with token membership and involving them beyond what is appropriate.
- [Graduates] have done an excellent job for us here in the [X School District]. [Graduates] have been willing to do whatever is asked of them and are true professionals.