

Completers' Assessments Regarding their Impact on P-12 Learning and Development Fall 2021, Spring 2020, and Fall 2020 Semesters

Below are three cycles of recent qualitative data assessing completers' perceptions about their impact on P-12 learning and development.

Initial Program Completers

When asked in which areas have they have most impacted student growth, initial program completers shared the following:

- When I was a teacher, I consistently demonstrated above average growth with my students with special needs. Because of my preparation, I was able to obtain Model Teacher status within 4 years.
- Highly specific proficiency charts to track student growth. Students became engaged in their own learning and progress.
- N/A
- Using formative data to guide instruction.
- I have seen the improvement in student performance as a result of my instruction on several occasions.
- I have assisted countless students with disabilities access the general education curriculum.
- In writing.

When asked about their areas of strength, initial program completers reported the following

- Building relationships with all members of my school community, synthesizing sources to create well-rounded, inclusive lessons, leadership.
- Data analysis. Determining root cause for student lack of success. Differentiating instruction and behavioral supports for exceptional learners. Programmatic leadership for students with exceptionalities from students on 504 plans to gifted learners.
- Relationships and rapport, timeliness, reliability, optimism and positivity
- Patience working with special Ed students. Highly organized.
- Building relationships with students, using student data to guide instruction
- Empathy
- student relationships, instructional planning, developing IEPs and communication with parents.
- Growth in student's outcome

When responding about which areas in which they felt they could improve, initial program completers responded:

- Knowledge of the neuroscience of learning. Deeper understanding of the biological mechanisms for student learning differences.
- Consistency and organization

- Classroom management and more training for behavior issues that occur.
- Time management, organization
- Flexibility and thinking quickly in the moment
- Time management

When asked to share additional comments, initial program completers wrote:

- I am graduating with my Masters in May and will complete my reading specialist certification next fall. I appreciate NDMU for providing me with the opportunity to pursue my dream career and would not be half of the teacher that I am without the guidance of all of those that I have encountered during my time at NDMU.
- Better foreign language methods courses
- Keep up the good work. Excellent program
- Make sure the teachers that are placed with an intern have at least 7 years of experience as well as an advanced degree. I was placed in an inner-city school with a teacher beginning her second year for Teach for America. Notre Dame courses taught me to help out in the classroom as much as I could, but this teacher didn't want any help with anything. She complained about me left and right when all I was trying to do was help. She said she just did the program for the \$500 for classroom supplies. It was a misfortunate experience.

Advanced Program Completers:

Advance program completers were asked similar questions as initial completers. When responding to how they impacted student growth, advanced program completers said:

- The program enhanced my skills of interpreting the data to create effective goals and plans for students. It also allowed me to creative interventions that aligned with the student's data.
- My work supports student voice and agency as part of a larger emphasis on literacy in urban education.
- Increased upper body and cardio strength

When asked about areas of strength, advanced program completers reported that:

- Analyzing student's needs, data, and creating effective plans that align.
- Communication and collaboration
- Relatability

When asked what areas they needed to improve, advanced program completers stated:

- Curriculum continues to change, so that would be my area to always align with the standards.
- I need to broaden my scope of interest to include statistical and mathematical content. I tend to focus interest more on the arts and humanities.

When asked for any additional feedback or comments, advanced program completers wrote:

- I was in the CASE program, and I am learning that all the coursework didn't align with me to get my reading specialist in my county. So, that is my disappointment with the program and university. I held them to be knowledgeable so that I wouldn't waste my time.
- While the growth of the education program is largely due to strength in leadership, certain leadership groups are insular and could benefit from more diverse input in the leadership team.
- There has to be more exposure to teaching, planning, developing effective lesson plans that will address the needs of all students. Also, a more consistent plan on developing strategies to help support schools with diverse populations and a better understanding of how to better support content area teachers. Deeper knowledge of language acquisition and grammar is necessary to identify students' and school needs to implement a program that will help implement an ESOL program and support that will ensure growth.