**Comparison of Completer Perceptions by Program Spring 2024**

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| **After completing your NDMU program, how prepared were you to…** | **Secondary n=4** | **Elementary n=10** | **ECE n=10** | **SPEC Ed n=9** | **TESOL n=7** | **Reading n=5** | **Library n=2** | **Total n=47** |
| Understand the diverse needs of students? | 3.67 | 3.50 | 4.00 | 4.00 | 3.33 | 4.00 | 4.00 | 3.76 |
| Plan for the diverse needs of students? | 3.33 | 3.50 | 3.00 | 3.67 | 3.67 | 4.00 | 4.00 | 3.55 |
| Know the required content to teach? | 3.50 | 3.67 | 3.00 | 3.33 | 4.00 | 3.00 | 4.00 | 3.67 |
| Effectively teach the required content? | 3.50 | 3.17 | 3.00 | 3.33 | 2.67 | 3.00 | 4.00 | 3.24 |
| Create a respectful learning environment ? | 3.67 | 3.60 | 4.00 | 4.00 | 3.33 | 4.00 | 4.00 | 3.80 |
| Implement effect instruction to engage students? | 3.67 | 3.83 | 3.00 | 3.67 | 3.67 | 3.67 | 4.00 | 3.69 |
| Implement a range of assessments to measure progress? | 3.67 | 3.60 | 3.67 | 3.67 | 3.33 | 4.00 | 4.00 | 3.61 |
| Demonstrate professionalism with stakeholders? | 3.67 | 3.60 | 3.00 | 3.67 | 3.33 | 4.00 | 4.00 | 3.61 |
| Integrate technology to improve learning? | 3.50 | 3.20 | 3.00 | 3.67 | 3.67 | 4.00 | 4.00 | 3.67 |
| To positively impact student growth? | 3.67 | 3.40 | 3.00 | 3.33 | 3.00 | 4.00 | 4.00 | 3.49 |
| To differentiate instruction? | 3.33 | 3.40 | 3.00 | 3.67 | 2.67 | 4.00 | 4.00 | 3.44 |
| **Total Weighted Average** | 3.55 | 3.47 | 3.19 | 3.64 | 3.30 | 3.82 | 4.00 |  |

Summary Analysis:

The data from the NDMU program indicates varying levels of preparedness among graduates across different teaching disciplines. Overall, graduates feel well-prepared to understand the diverse needs of students, with Elementary, ECE, Special Education, and Library scoring the highest. However, TESOL graduates feel less confident, suggesting a need for improvement in this area. Planning for diverse needs also shows a high level of preparedness, particularly in Reading and Library, though ECE needs to catch up, indicating a need for enhanced training. Content knowledge is generally strong, especially in TESOL and Library, but ECE graduates feel they need more preparation, highlighting the need for better content training in early childhood education. The ability to effectively teach content shows variability, with Library graduates feeling confident and TESOL graduates less so, suggesting a critical area for program enhancement. Creating respectful learning environments is a strong point across most disciplines, though TESOL shows room for improvement.

Engaging instructional implementation is well-rated, except for ECE, indicating a need for better engagement strategies in early childhood education. Implementing assessments to measure progress is another area of strength, with slight variability across disciplines. Professionalism with stakeholders is generally well-regarded, though ECE and TESOL indicate the need for targeted professional development.

Technology integration shows confidence among graduates, with ECE again showing less preparedness, suggesting an area for tech-focused training. The impact on student growth is perceived positively in Reading and Library, while TESOL needs more focus on strategies for student growth. Differentiating instruction shows variability, with TESOL notably lower, indicating a need for robust training.

Actions Planned:

To address these findings, several action steps are recommended. Enhancing TESOL training should focus on effective teaching of content, understanding diverse needs, and differentiating instruction, incorporating more practical teaching simulations and resources on multicultural education strategies. Strengthening the ECE curriculum should include specialized modules on planning and engagement strategies for young children, hands-on training, and classroom management techniques. Professional development in technology integration should target ECE and TESOL disciplines, offering workshops on educational technology tools and practical sessions on lesson plan integration. Focusing on differentiation techniques across TESOL, Special Education, and ECE is crucial, with regular training sessions, case studies, and resource sharing. Increasing support for professionalism, particularly in ECE and TESOL, through mentorship programs, communication courses, and professional learning communities is essential. Finally, enhancing engagement strategies in ECE through play-based and student-centered teaching approaches will improve preparedness in this discipline.

**Feedback from Employers by Initial and Advanced Completers (n=9) 2023-2024**

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| **Item** | **Initial Programs** | **Advanced Programs** |
| Q2. How prepared was the NDMU graduate to understand the diverse needs of students in the classroom? (InTASC 1, 8; CAEP 1, 4) | 4.00 | 4.00 |
| Q3. How prepared was the NDMU graduate to plan for the diverse needs of students in the classroom? (InTASC 1, 7; CAEP 1,4) | 4.00 | 4.00 |
| Q4. How prepared was the NDMU graduate in knowing the required content to teach? (InTASC 4; CAEP 1, 4) | 3.70 | 3.86 |
| Q5. How prepared was the NDMU graduate to teach the required content? (InTASC 5, 8; CAEP 1, 4) | 3.80 | 3.76 |
| Q6. How prepared was the NDMU graduate to create a respectful environment that supports learning for all students? (InTASC 3, 7; CAEP 1, 4) | 4.00 | 4.00 |
| Q7. How prepared was the NDMU graduate to implement effective instruction that engages students in learning? (InTASC 1, 2; CAEP 1, 2, 4) | 3.70 | 3.86 |
| Q8. How prepared was the NDMU graduate to implement a range of assessments to measure progress of learners? (InTASC 6, CAEP 1, 4) | 3.80 | 3.76 |
| Q9. How prepared was the NDMU graduate to demonstrate professionalism with stakeholders? (InTASC 10, CAEP 2, 3) | 3.80 | 4.00 |
| Q10. How prepared was the NDMU graduate to use technology in ways that improve learning? | 4.00 | 3.67 |
| Q11. How prepared was the NDMU graduate to positively impact student growth? (InTASC 7; CAEP 1, 2, 4) | 3.70 | 3.76 |
| **Total** | **3.92** | **3.91** |

Summary:

The data reveals that graduates from the NDMU program, both initial and advanced, feel well-prepared in several critical teaching competencies. Graduates from both program levels report the highest preparedness in understanding and planning for the diverse needs of students, with perfect scores of 4.00. This indicates that the program excels in equipping graduates to recognize and address the varying needs of their students, aligning with standards set by InTASC and CAEP. Regarding content knowledge, initial program graduates rated their preparedness at 3.70. In contrast, advanced program graduates rated it slightly higher at 3.86, suggesting that while there is confidence in content knowledge, there is still room for improvement, especially at the initial program level.

Similarly, graduates feel relatively prepared to teach the required content, with scores of 3.80 for initial programs and 3.76 for advanced programs, indicating a slight disparity that could be addressed through targeted training. Creating a respectful learning environment received a perfect score of 4.00 across both program levels, reflecting the program's strong emphasis on fostering inclusive and supportive classroom climates. This aligns with the high ratings for understanding and planning for diverse needs and demonstrates a consistent strength in these areas. When implementing effective instruction that engages students, the initial programs scored 3.70, and advanced programs scored 3.86, suggesting that while advanced program graduates feel more prepared, there is still a need for ongoing development to ensure all graduates can consistently engage students effectively. Assessment implementation to measure learner progress also showed similar trends, with scores of 3.80 for initial programs and 3.76 for advanced programs, indicating that while graduates feel competent in this area, there is room for enhancement to ensure they are fully prepared. Professionalism with stakeholders was another strength, with initial program graduates scoring 3.80 and advanced program graduates scoring a perfect 4.00, highlighting the program's effectiveness in preparing graduates to interact professionally with parents, colleagues, and the broader community.

Regarding technology integration, initial program graduates rated their preparedness at 4.00. In contrast, advanced program graduates rated it slightly lower at 3.67, suggesting that while initial training covers technology integration effectively, there may be a need to update or enhance technological training in the advanced programs to keep pace with evolving educational technologies. Lastly, the ability to positively impact student growth was rated at 3.70 by initial program graduates and 3.76 by advanced program graduates, indicating a potential area for further focus to ensure that all graduates can maximize their impact on student learning and development.

Action Steps:

Overall, the average scores of 3.92 for initial programs and 3.91 for advanced programs suggest a high overall preparedness level among NDMU graduates. However, to address the areas with slightly lower scores, it is recommended to enhance content knowledge and teaching through targeted workshops and continuous professional development opportunities, strengthen instructional engagement by introducing advanced strategies for engaging diverse learners, and update technology training modules to include the latest educational technologies. Additionally, focusing on innovative assessment techniques and promoting professionalism through mentorship programs and real-world stakeholder interaction opportunities can ensure graduates maintain high standards. Finally, offering specialized sessions on strategies for boosting student growth, including differentiated instruction and individualized learning plans, will ensure that NDMU graduates are not only well-prepared but also continuously improving in their ability to meet the diverse needs of their students and excel in their teaching careers.

Actions Planned: Additional survey data will be collected in Spring 2023 and Fall 2023, in keeping with the Standard 4 Phase-In Plan, and results from the 3 data collections will be used to identify, develop, and implement course and clinical based interventions to improve those areas where employers perceived that completers were less consistently prepared.