**Fall 2021 Completer Survey Response**

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| **Completer Item** | **Consistently** | **Inconsistently** | **Minimally** | **Not at All** |
| How prepared were you as a result of your NDMU program to… | **Initial n=13** | **Adv****n=5** | **Initial n=13** | **Adv****n=5** | **Initial n=13** | **Adv****n=5** | **Initial n=13** | **Adv****n=5** |
| Understand diverse needs of students | 84.62 | 80.00 | 7.69 | 0 | 7.69 | 20.00 | 0 | 0 |
| Plan for diverse needs of students | 69.23 | 80.00 | 23.08 | 0 | 9.69 | 20.00 | 0 | 0 |
| Knowing the required content to teach | 76.92 | 60.00 | 15.38 | 40.00 | 0 | 0 | 7.69 | 0 |
| Effectively teach the required content | 69.23 | 40.00 | 23.08 | 40.00 | 0 | 0 | 7.69 | 20.00 |
| Create a respectful environment | 91.67 | 80.00 | 0 | 0 | 8.33 | 20.00 | 0 | 0 |
| Implement effective instruction | 76.92 | 80.00 | 23.08 | 20.00 | 0 | 0 | 0 | 0 |
| Implement a range of assessments to measure progress | 83.33 | 60.00 | 8.33 | 40.00 | 8.33 | 0 | 0 | 0 |
| Demonstrate professionalism with stakeholders | 83.33 | 60.00 | 8.33 | 20.00 | 8.33 | 20.00 | 0 | 0 |
| Integrate technology to improve learning | 75.00 | 80.00 | 8.33 | 20.00 | 8.33 | 0 | 0 | 0 |
| Positively impact student growth | 75.00 | 60.00 | 16.67 | 20.00 | 8.33 | 20.00 | 0 | 0 |
| Differentiate instruction | 75.00 | 60.00 | 16.67 | 20.00 | 0 | 0 | 8.33 | 20.00 |

Fall 2021 Completer Survey Respondent Characteristics

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| **Characteristics** | **Initial (n=5)** | **Advanced (n=13)\*** |
| Years as a Teacher | 60% 4-6 years; 40% 7 or more years | 23% 4-6 years; 77% 7 or more years |
| ACT Program | 23.08% | N/A |
| MAT Program | 38.46% | 20% |
| Master’s Program | 14.38% | 40% |
| TESOL Program | N/A | 40% |
| Reading Program | N/A | 20% |
| Library Media Program | N/A | 20% |
| Bachelor’s Program | 15.38% | N/A |
| Other Program | 7.69% | 40% |

*\*May select more than one program*

**Initial Program Completers**

In which areas have you most impacted student growth?

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| * 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.
 |

What are your areas of strength?

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| * 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 positively
 |
| * 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

In which areas do you feel you could improve?

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| * 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
 |

What additional comments would you like to offer?

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| * 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.
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**Advanced Program Completers:**

How have you impacted student growth?

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| * 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
 |

What are your areas of strength?

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

What areas for improvement do you feel you need?

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| * 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.
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What additional comments do you have?

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| * 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.
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