

Administrator Satisfaction Survey Overview, Analysis, and Data

Overview

The Administrator Satisfaction Survey is sent to administrators of completers of the NGU EPP for the first three years of teaching post-graduation. Administrators rate the completer on their level of satisfaction based upon the school's expectations of teachers with their experience level. The following scale is used by administrators to rate their satisfaction: 4-Exceeds school expectations, 3-Meets school expectations, 2-Making good progress towards school expectations, 1-Does not meet school expectations for the level of experience. The administrator also rates the overall satisfaction of the completer teaching in the school using the following scale: 5-A master teacher who meets high expectations in all areas, 4-An accomplished teacher meeting the student's learning needs and managing the classroom, 3-A developing teaching demonstrating proficiency of a teacher who is developing teacher craft, 2-A beginning teacher who is performing at the appropriate level of a novice teacher, 1-Performing below the expected standard for years of experience.

The EPP collects and analyzes the data to see if any updates should be made to enhance completers' abilities to complete their assigned responsibilities well.

EPP-wide Data Analysis

Twenty-three out of 90 surveys sent were completed with a return rate of 25.56%. Of the 10 InTASC standards, InTASC 3 and 9 had the greatest overall satisfaction of 3.48. Standard 3 is "the teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation" and Standard 9 is "The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner." The lowest standard is InTASC 6 which is "The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making" with a score of 3.04, which is still above the 3.0 level of meets EPP expectations. EPP-wide, the Overall Satisfaction rating is 3.48, and the overall satisfaction of preparation for candidates with effectively utilizing technology is 3.52.

While the survey gathers numerical data, comments are also collected from administrators on areas of improvement needed for the EPP to prepare graduates and areas of strengths. The Assessment Coordinator analyzes and codes the comments and assigns categories. Of the 58 comments collected for the 2020 - 2023 school years for areas of improvement, the categories with the greatest need for improvement were Classroom Management and Using Data to Drive Instruction. Of the 60 comments collected for the 2020 - 2023 school years for the areas of strengths, the categories with the greatest strengths include Well Prepared Graduates, Graduates that Build Excellent Rapport with Students, and Willingness to Learn and Receive Feedback.

See below for Administrator Satisfaction Survey Data Tables.

Data Tables

NGU EPP Total	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 23
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	3.30
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.26
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3.48
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.30
5. The teacher understands 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.	3.30
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	3.04
7. The teacher plans 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.	3.18
8. The teacher understands and uses 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.	3.22
Professional Responsibilities	
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.48
10. The teacher seeks 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.	3.26
Technology	

1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	3.52
Overall Satisfaction with NGU Graduate	3.48

NGU Early Childhood Education Program	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 8
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	3.38
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.25
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3.50
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.38
5. The teacher understands 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.	3.38
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	3.25
7. The teacher plans 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.	3.38
8. The teacher understands and uses 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.	3.38
Professional Responsibilities	
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.50
10. The teacher seeks 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.	3.38

Technology	
1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	3.63
Overall Satisfaction with NGU Graduate	3.63

NGU Elementary Education Program	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 3
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	3.00
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.00
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3.33
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.00
5. The teacher understands 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.	3.00
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	3.00
7. The teacher plans 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.	3.00
8. The teacher understands and uses 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.	3.33
Professional Responsibilities	
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.67
10. The teacher seeks 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.	2.67

Technology	
1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	3.67
Overall Satisfaction with NGU Graduate	3.67

NEW: NGU English Education Program	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 1
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	4.00
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.00
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3.00
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.00
5. The teacher understands 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.	3.00
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	3.00
7. The teacher plans 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.	3.00
8. The teacher understands and uses 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.	3.00
Professional Responsibilities	
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.00

10. The teacher seeks 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.	3.00
Technology	
1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	3.00
Overall Satisfaction with NGU Graduate	3.00

NGU Mathematics Education Program	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 4
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	3.00
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.00
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3.25
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.00
5. The teacher understands 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.	3.25
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	2.75
7. The teacher plans 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.	2.50
8. The teacher understands and uses 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.	2.75
Professional Responsibilities	

9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.00
10. The teacher seeks 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.	3.25
Technology	
1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	3.25
Overall Satisfaction with NGU Graduate	3.25

NGU Music Education Program	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 1
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	3.00
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.00
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	2.00
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2.00
5. The teacher understands 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.	2.00
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	2.00
7. The teacher plans 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.	2.00
8. The teacher understands and uses 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.	2.00
Professional Responsibilities	

9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.00
10. The teacher seeks 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.	3.00
Technology	
1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	3.00
Overall Satisfaction with NGU Graduate	2.00

NEW: NGU Physical Education Program	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 1
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	4.00
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	4.00
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	4.00
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4.00
5. The teacher understands 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.	4.00
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	4.00
7. The teacher plans 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.	4.00
8. The teacher understands and uses 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.	4.00
Professional Responsibilities	

9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	4.00
10. The teacher seeks 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
Technology	
1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	4.00
Overall Satisfaction with NGU Graduate	3.00

NGU Social Studies Education Program	
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 3
Learner and Learning	
1. The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.	3.00
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.33
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	4.00
Content	
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.67
5. The teacher understands 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.	3.33
Instructional Practice	
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	2.67
7. The teacher plans 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.	3.33
8. The teacher understands and uses 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.	3.00

Professional Responsibilities	
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.67
10. The teacher seeks 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.	3.33
Technology	
1. The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis.	3.33
Overall Satisfaction with NGU Graduate	3.33

Comments Categorized 2021-2022

Question 2: What are the strengths of our graduates? (Optional)	n = 23	%
Brings new ideas	1	5.00%
Excellent work ethic	4	20.00%
Good program	1	5.00%
Positive	3	15.00%
Dedication to craft	4	20.00%
Professionalism	3	15.00%
Attention to student needs	4	20.00%
Well prepared	5	25.00%
Classroom Management	2	10.00%
Confident	2	10.00%
Christ followers	1	5.00%
Communication	1	5.00%
Content Knowledge	3	15.00%
Differentiation and data	2	10.00%
Makes content relevant	1	5.00%
Solid literacy instruction	1	5.00%

Comments Categorized 2023-2024

Question 1: Where do we need to improve our program? (Optional)	n = 10	%
Classroom management practice and strategies	2	20.0%
Practice writing lesson plans for whole day/week/unit; not just stand alone lesson plans	1	10.0%

Great job	2	20.0%
PLC process, Universal Design for Learning	2	20.0%
Mock parent communication	1	10.0%
Planning lessons that are coherent with a beginning, middle, and end.	1	10.0%
Use of assessment to guide instructional planning would be helpful, to include progress monitoring.	1	10.0%
We are seeing more extreme behaviors in our students that our new graduates often struggle with how to support. Providing more feedback and options on emotional and behavioral support for this generation of learners will be helpful for them as they start their career.	1	10.0%
Assessing student proficiencies and providing appropriate intervention	1	10.0%
Spend more time focusing on instructional planning strategies with learning targets	1	10.0%
Diversity of Instructional strategies	1	10.0%

Question 2: What are the strengths of our graduates? (Optional)	n = 14	%
We've hired several NGU graduates and all of them have been top notch.	2	14.30%
Teacher cares about students well-being; rapport with students	3	30.0%
Outstanding moral character and an understanding of their mission	1	7.10%
Passionate, committed to the profession	1	7.10%
The strength of the program is the long placement for NGU students. Gives students a chance to see the culture and environment of the school	1	7.10%
Positive attitude	1	7.10%
Desire to work collaboratively with her team to support student learning.	1	7.10%
Willingness to learn and receive feedback.	3	30.0%
Content knowledge and interpersonal skills	1	7.10%
Rapport with Students	1	7.10%
There is a clear alignment with focusing on diversifying the delivery of instruction to include student experiences.	1	7.10%
Strong emphasis on the use of technology in the classroom. As we continue to make shifts to engage students, we are seeing that NGU candidates are grasping this area quickly and effectively.	1	7.10%