

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.

In Fall 2023, the Administrator Satisfaction Survey was revised to better align with InTASC and the revised Completer Impact and Satisfaction Survey. The new survey was validated and piloted in Fall 2023. Administrators rate the completer on the InTASC standards, which are aligned with the SCTS 4.0 standards based upon their school's expectations of teachers with their level of experience. The same scale from the old survey is used by administrators to rate their satisfaction based on each standard and their overall satisfaction of the completer. Additionally, Administrators answer a question regarding technology, "The teacher effectively utilizes instructional technology to enhance and engage student learning and as a tool for data and assessment analysis."

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. Answering the survey is voluntary; therefore, a wide range of responses occur yearly. The survey was not sent in the 2020-2021 school year due to the pandemic.

EPP Data Analysis

In 2021-2022, 110 Administrator Satisfaction Surveys were sent out to administrators of public school teachers. The return rate was 38 responses or 35%. The mean scores of the indicators ranged from 3.26 to 3.59 on a 4-point scale. Areas for growth, as identified by administrators, include the ability to assess student learning and to analyze data to inform practice (3.26); the ability to monitor student learning and to differentiate according to student learning needs (3.26); and reflective decision-making based on student performance data (3.29). Although these were the lower areas, they are all above the EPP benchmark of 3.0. Administrators note three areas of strength, including personal and professional development (3.55), interpersonal relationships with students (3.54), and collaboration with peers and administration and support of the overall program of the school (3.59). The overall satisfaction of administrators with completers was rated on a 5-point scale. The EPP-wide Overall Satisfaction mean was 3.89, which is just below the Accomplished Teacher (4.0).

In 2022-2023, 76 Administrator Satisfaction Surveys were sent out to administrators of public school teachers. The return rate was 54 responses, 71%. The mean scores of the indicators ranged from 3.19 to 3.67 on a 4-point scale. Areas for growth, as identified by administrators, include the ability to assess student learning and to analyze data to inform practice (3.19); the ability to monitor student learning and to differentiate according to student learning needs (3.19); and reflective decision-making based on student performance data (3.20). Administrators note three areas of strength, including personal and professional development (3.59), interpersonal relationships with students (3.63), and collaboration with peers and administration and support of the overall program of the school (3.67). The overall

satisfaction of employees with teachers was rated on a 5-point scale. The EPP-wide Overall Satisfaction mean was 3.96, which is just below the Accomplished Teacher (4.0).

For the 2023-2024 school year, the new Administrator Satisfaction Survey was administered, delivering different sets of data. 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.” This standard aligns with the previous survey’s highest area of collaboration with peers and administration. 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. This standard aligns with the previous survey’s lowest areas. EPP-wide, the Overall Satisfaction rating is 3.48, and the overall satisfaction of preparation for candidates with effectively utilizing technology is 3.52.

For the 2024-2025 school year, 16 out of 60 surveys sent were completed with a return rate of 26.67%. Emails were sent multiple times to administrators to try and increase the return rate, which did improve from the previous year. Several administrators also replied with the news of the completer moving to a different school. Of the 10 InTASC standards, InTASC 9 had the greatest overall satisfaction of 3.63. 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.” This standard aligns with the previous survey’s highest area of collaboration with peers and administration. The lowest standard is InTASC 10 which is “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” with a score of 3.00, which meets the EPP expectations. EPP-wide, the Overall Satisfaction rating is 3.88, and the overall satisfaction of preparation for candidates with effectively utilizing technology is 3.50.

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 - 2025 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 - 2025 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.

Early Childhood Education

The survey data from 2021-2023 show that, on average, Administrators of Early Childhood completers express an overall satisfaction rating of 3.0 or higher, which is “A developing teaching demonstrating proficiency of a teacher who is developing teacher crafts,” throughout the two cycles. The indicator “collaboration with peers

and administration and support of the overall program of the school” is the highest with an average score of 3.46 while “classroom organization, management, and discipline” is the lowest with an average score of 3.03.

The 2023-2024 survey data indicate that Administrators of Early Childhood completers express an overall satisfaction rating of 3.63. InTASC 3 Learner and Learning: 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 InTASC 9 Professional Responsibilities: 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 scored the highest with an average score of 3.50. InTASC 2 Learner and Learning: 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 and InTASC 6 Instructional Practice: 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 were the lowest scoring standards with an average score of 3.25. The satisfaction of preparation for candidates with effectively utilizing technology is 3.63.

The 2024-2025 survey data indicate that Administrators of Early Childhood completers express an overall satisfaction rating of 4.14. InTASC 9 Professional Responsibilities: 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 scored the highest with an average score of 3.71. InTASC 10 Professional Responsibilities: 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 was the lowest scoring standard with an average score of 2.57. The satisfaction of preparation for candidates with effectively utilizing technology is 3.29.

Elementary Education

The survey data from 2021-2023 show that, on average, Administrators of Elementary completers express a satisfaction rating of 3.0 or higher, which is “A developing teaching demonstrating proficiency of a teacher who is developing teacher crafts,” throughout the two cycles. The indicator “Interpersonal relationships with students” is the highest with an average score of 3.63 while “Reflective decision-making based on student performance data” is the lowest with an average score of 3.03.

The 2023-2024 survey data indicate that Administrators of Elementary completers express an overall satisfaction rating of 3.67. InTASC 9 Professional Responsibilities: 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 scored the highest with an average score of 3.67. InTASC 10 Professional Responsibilities: 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 was the lowest scoring standard with an average score of 2.67. The satisfaction of preparation for candidates with effectively utilizing technology is 3.67.

The 2024-2025 survey data indicate that Administrators of Elementary completers express an overall satisfaction rating of 3.80. InTASC 3 Learner and Learning: 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 InTASC 9 Professional Responsibilities: 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 scored the highest with an average score of 3.80.

English Language Arts Education

The survey data from 2021-2023 show that, on average, Administrators of English Language Arts completers express a satisfaction rating of 4.0 or higher, which is “An accomplished teacher meeting the student's learning needs and managing the classroom.”

The 2023-2024 survey received one Administrator response, with each InTASC standard scoring a 3.00 except for InTASC 1 Learner and Learning: 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, which received a score of 4.00. The overall satisfaction rating and technology rating are also a 3.00.

The 2024-2025 survey received one Administrator response, with InTASC standards 1, 4, 5, 6, 7, and 8 scoring a 2.00 while InTASC standards 3, 9, and 10 scored a 3.00. The overall satisfaction rating was a 1.00 and the technology rating was a 4.00.

Mathematics Education

The survey data from 2021-2023 show that, on average, Administrators of Mathematics completers express a satisfaction rating of 3.0 or higher, which is “A developing teaching demonstrating proficiency of a teacher who is developing teacher crafts,” throughout the two cycles. The indicator “collaboration with peers and administration and support of the overall program of the school” is the highest with an average score of 3.66 while “The ability to assess student learning and to analyze data to inform practice” is the lowest with an average score of 2.84.

The 2023-2024 survey data indicate that Administrators of Mathematics completers express an overall satisfaction rating of 3.25. InTASC 3 Learner and Learning: 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, InTASC 5 Content: 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, and InTASC 10 Professional Responsibilities: 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 scored the highest with an average score of 3.25. InTASC 7 Instructional Practice: 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 was the lowest scoring standard with an average score of 2.50. The satisfaction of preparation for candidates with effectively utilizing technology is 3.25.

The 2024-2025 survey received one Administrator response with all InTASC standards receiving a score of 4.00. The overall satisfaction rating received was a 5.00 and the satisfaction of preparation for candidates with effectively utilizing technology is 4.00.

Music Education

The survey data from 2021-2023 show that, on average, Administrators of Music completers express a satisfaction rating of 4.0 or higher, which is “An accomplished teacher meeting the student's learning needs and managing the classroom,” throughout the two cycles. The indicator “Personal and professional development” is the highest with an average score of 3.88 while “The ability to monitor student learning and to differentiate according to student learning needs” is the lowest with an average score of 3.40.

The 2023-2024 survey received one Administrator response, with InTASC standards scoring a 2.00 or 3.00. The standards that received a 3.00 rating include: InTASC Learner and Learning: 1 and 2, and InTASC Professional Responsibilities: 9 and 10. The standards that received a 2.00 rating include: InTASC Learner and Learning: 3, InTASC Content: 4 and 5, and InTASC Instructional Practice: 6, 7, and 8. The overall satisfaction rating received was a 2.00 and the satisfaction of preparation for candidates with effectively utilizing technology is 3.00.

There were no Administrator responses for 2024-2025.

Physical Education

The Physical Education program is relatively new and has only had completers since Spring 2021. No Administrators provided data for the completers in their schools.

The 2023-2024 survey received one administrator response, with each InTASC standard scoring a 4.00. The overall satisfaction rating is 3.00. The technology rating is 4.00.

The 2024-2025 survey received two administrator responses with InTASC standards 6, 8, and 9 receiving a score of 3.00 while the remaining standards received a rating of 3.50. The overall satisfaction rating received was a 4.00 and the satisfaction of preparation for candidates with effectively utilizing technology is 4.00.

Social Studies Education

The survey data from 2021-2023 show that, on average, Administrators of Social Studies completers express a satisfaction rating of 4.0 or higher, which is “An accomplished teacher meeting the student's learning needs and managing the classroom,” throughout the two cycles. The indicators “Interpersonal relationships with students, Sensitivity to student differences and cultures and ability to accommodate student differences, and Collaboration with peers and administration and support of the overall program of the school” are the highest with an average score of 4.00 while “The ability to monitor student learning and to differentiate according to student learning needs” is the lowest with an average score of 3.20.

The 2023-2024 survey data indicate that Administrators of Social Studies completers express an overall satisfaction rating of 3.33. InTASC 3 Learner and Learning: 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 scored the highest with an average score of 4.00. InTASC 6 Instructional Practice: 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; scored the lowest with an average score of 2.67. The satisfaction of preparation for candidates with effectively utilizing technology is 3.33.

There were no Administrator responses for 2024-2025.

Spanish Education

There was no survey data received for the 2021-2022 school year. The survey data from 2022-2023 show that, on average, administrators of Spanish completers express a satisfaction rating of 3.0 or higher, which is "A developing teaching demonstrating proficiency of a teacher who is developing teacher crafts." The indicators "Personal and professional development, Interpersonal relationships with students, and Collaboration with peers and administration and support of the overall program of the school" are the highest with scores of 3.50 while the remaining indicators all had scores of 3.00.

The 2023-2024 survey received two administrator responses, with InTASC standards scoring a 3.50 or 4.00. The standards that received a 4.00 rating include: InTASC Learner and Learning: 1, 2, and 3, InTASC Content: 4 and 5, InTASC Instructional Practice: 7 and 8, and InTASC Professional Responsibilities: 9. The standards that received a 3.50 rating include: InTASC Instructional Practice: 6 and InTASC Professional Responsibilities: 10. The overall satisfaction rating received was a 4.50 and the effectively utilizes technology rating is 4.00.

There were no Administrator responses for 2024-2025. The Spanish Education program has completed its teach-out process and is no longer admitting or enrolling candidates.

Theatre Education

The Theatre Education program is relatively new and has had only 1 completer. There are no administrator responses.

Data-Driven Continuous Improvement

The College of Education seeks to continually improve the quality of completers who are prepared for the classroom. The Administrator Satisfaction Survey provides us with areas of improvement for the program to better prepare completers for teaching in the local schools. The survey was combined with the Administrator Verification and Evaluation Survey in 2023-2024 to better align with InTASC and to reduce the number of surveys sent to administrators.

To continually improve, the EPP has implemented a formative assessment, the mini-Content Focused Unit Analysis (mini CFUA), in all programs before student teaching to address the lower areas reported on the surveys from 2021-2022 and 2022-2023, which include the ability to assess student learning and to analyze data to inform practice; the ability to monitor student learning and to differentiate according to student learning needs; and reflective decision-making based on student performance data; and to align with InTASC 6, which was identified as the lowest area in the 2023 - 2024 survey. The full CFUA is completed during student teaching for Key Assessment data. The purpose of the CFUA is for student teachers to plan and implement a content-focused unit that uses demographics for planning and analysis, to administer assessments, to analyze results across four demographic areas: male/female, multilingual learners, ethnicity/race, and exceptionalities (i.e., IEPs, 504s, resource, gifted, struggling learners), and to reflect on personal biases to increase their understanding and practice of diversity, equity, and inclusion. The EPP believes gaining practice with the assessment will help improve the completers' lower scores in their ability to assess student learning and to analyze data to inform practice; the ability to monitor student learning and to differentiate according to student learning

needs; and the ability to use reflective decision-making based on student performance data. All programs continue to use this assignment to ensure candidates are well prepared to assess student learning, analyze data to inform practice, and to differentiate instruction based on student needs.

Data Tables

****some scores are highlighted as highs and lows****

NGU EPP Total			
Questions - Administrators Rated Their Faculty who Graduated from NGU	2020-2021 n = 0	2021-2022 n = 38	2022-2023 n = 54
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	3.46	3.37
2. The ability to assess student learning and to analyze data to inform practice.	n/a	3.40	3.19
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	3.55	3.41
4. The knowledge of content and the management of instructional time in the classroom.	n/a	3.63	3.37
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	3.38	3.19
6. Classroom organization, management, and discipline	n/a	3.56	3.42
7. Personal and professional development	n/a	3.69	3.59
8. Interpersonal relationships with students	n/a	3.71	3.63
9. Reflective decision-making based on student performance data.	n/a	3.48	3.20
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	3.65	3.52
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	3.74	3.67
12. The ability to impact student learning as evidenced by student data.	n/a	3.41	3.26
Overall Satisfaction with NGU Graduate	n/a	4.02	3.96

NEW: NGU EPP Total		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 23	2024 - 2025 n = 16
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	3.50

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	3.44
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	3.38
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	3.31
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	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.	3.04	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.	3.18	3.19
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	3.43
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	3.63
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	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.	3.52	3.50
Overall Satisfaction with NGU Graduate	3.48	3.88

NGU Early Childhood Education Program			
Questions - Administrators Rated Their Faculty who Graduated from NGU	2020-2021 n = 0	2021-2022 n = 8	2022-2023 n = 21
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	3.00	3.29
2. The ability to assess student learning and to analyze data to inform practice.	n/a	3.00	3.24
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	3.00	3.52
4. The knowledge of content and the management of instructional time in the classroom.	n/a	2.88	3.33
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	2.88	3.29
6. Classroom organization, management, and discipline	n/a	2.63	3.43
7. Personal and professional development	n/a	2.88	3.62
8. Interpersonal relationships with students	n/a	3.29	3.57
9. Reflective decision-making based on student performance data.	n/a	3.00	3.29
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	3.00	3.48
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	3.25	3.67
12. The ability to impact student learning as evidenced by student data.	n/a	2.88	3.38
Overall Satisfaction with NGU Graduate	n/a	3.00	3.90

NEW: NGU Early Childhood Education Program		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 8	2024 - 2025 n = 7
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	3.57
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	3.43

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	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.	3.38	3.43
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	3.29
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	3.43
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	3.14
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	3.67
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	3.71
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	2.57
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	3.29
Overall Satisfaction with NGU Graduate	3.63	4.14

NGU Elementary Education Program			
Questions - Administrators Rated Their Faculty who Graduated from NGU	2020-2021 n = 0	2021-2022 n = 15	2022-2023 n = 15
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	3.47	3.40
2. The ability to assess student learning and to analyze data to inform practice.	n/a	3.13	3.07
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	3.53	3.33
4. The knowledge of content and the management of instructional time in the classroom.	n/a	3.47	3.33
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	3.20	3.13
6. Classroom organization, management, and discipline	n/a	3.64	3.47
7. Personal and professional development	n/a	3.67	3.47
8. Interpersonal relationships with students	n/a	3.60	3.67
9. Reflective decision-making based on student performance data.	n/a	3.13	2.93
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	3.47	3.67
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	3.50	3.60
12. The ability to impact student learning as evidenced by student data.	n/a	3.33	3.07
Overall Satisfaction with NGU Graduate	n/a	3.93	4.13

NEW: NGU Elementary Education Program		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 3	2024 - 2025 n = 5
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	3.60
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	3.40
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active	3.33	3.80

engagement in learning, and self-motivation.		
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	3.20
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	3.20
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	3.20
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	3.20
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	3.50
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	3.80
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	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.	3.67	3.80
Overall Satisfaction with NGU Graduate	3.67	3.80

NGU English Education Program			
Questions - Administrators Rated Their Faculty who Graduated from NGU	2020-2021 n = 0	2021-2022 n = 1	2022-2023 n = 2
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	4.00	4.00
2. The ability to assess student learning and to analyze data to inform practice.	n/a	4.00	4.00
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	4.00	4.00
4. The knowledge of content and the management of instructional time in the classroom.	n/a	4.00	4.00
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	4.00	4.00
6. Classroom organization, management, and discipline	n/a	4.00	4.00
7. Personal and professional development	n/a	4.00	4.00
8. Interpersonal relationships with students	n/a	4.00	4.00
9. Reflective decision-making based on student performance data.	n/a	4.00	4.00
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	4.00	4.00
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	4.00	4.00
12. The ability to impact student learning as evidenced by student data.	n/a	4.00	4.00
Overall Satisfaction with NGU Graduate	n/a	4.00	4.50

NEW: NGU English Education Program		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 1	2024 - 2025 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	2.00
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	3.00
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	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	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.	3.00	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.	3.00	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.	3.00	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.	3.00	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	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	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	4.00
Overall Satisfaction with NGU Graduate	3.00	1.00

NGU Mathematics Education Program			
Questions - Administrators Rated Their Faculty who Graduated from NGU	2020-2021 n = 0	2021-2022 n = 7	2022-2023 n = 5
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	3.29	3.20
2. The ability to assess student learning and to analyze data to inform practice.	n/a	3.29	2.40
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	3.29	2.60
4. The knowledge of content and the management of instructional time in the classroom.	n/a	3.43	3.00
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	3.43	2.60
6. Classroom organization, management, and discipline	n/a	3.29	2.75
7. Personal and professional development	n/a	3.57	3.40
8. Interpersonal relationships with students	n/a	3.57	3.40
9. Reflective decision-making based on student performance data.	n/a	3.43	2.80
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	3.43	2.80
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	3.71	3.60
12. The ability to impact student learning as evidenced by student data.	n/a	3.43	2.60
Overall Satisfaction with NGU Graduate	n/a	4.29	3.20

NEW: NGU Mathematics Education Program		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 4	2024 - 2025 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	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	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.	3.25	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.	3.00	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.	3.25	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.	2.75	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.	2.50	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.	2.75	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.	3.00	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.	3.25	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.	3.25	4.00
Overall Satisfaction with NGU Graduate	3.25	5.00

NGU Music Education Program			
Questions - Administrators Rated Their Faculty who Graduated from NGU	2020-2021 n = 0	2021-2022 n = 5	2022-2023 n = 4
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	4.00	3.25
2. The ability to assess student learning and to analyze data to inform practice.	n/a	4.00	3.25
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	4.00	3.50
4. The knowledge of content and the management of instructional time in the classroom.	n/a	4.00	3.50
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	3.80	3.00
6. Classroom organization, management, and discipline	n/a	3.80	3.33
7. Personal and professional development	n/a	4.00	3.75
8. Interpersonal relationships with students	n/a	3.80	3.50
9. Reflective decision-making based on student performance data.	n/a	3.80	3.50
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	4.00	3.50
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	4.00	3.50
12. The ability to impact student learning as evidenced by student data.	n/a	3.80	3.50
Overall Satisfaction with NGU Graduate	n/a	4.40	4.00

NEW: NGU Music Education Program		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 1	2024 - 2025 n = 0
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	n/a
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	n/a
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	n/a

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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
Overall Satisfaction with NGU Graduate	2.00	n/a

*No Physical Education data from the old survey

NEW: NGU Physical Education Program		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 1	2024 - 2025 n = 2
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	3.50
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	3.50
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	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.	4.00	3.50
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	3.50
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	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.	4.00	3.50
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.	4.00	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.	4.00	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.	4.00	3.50
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	3.00
Overall Satisfaction with NGU Graduate	3.00	4.00

NGU Social Studies Education Program			
	2020-2021	2021-2022	2022-2023
Questions - Administrators Rated Their Faculty who Graduated from NGU	n = 0	n = 2	n = 5
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	3.00	3.80
2. The ability to assess student learning and to analyze data to inform practice.	n/a	3.00	3.80
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	3.50	3.80
4. The knowledge of content and the management of instructional time in the classroom.	n/a	4.00	3.80
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	3.00	3.40
6. Classroom organization, management, and discipline	n/a	4.00	3.80
7. Personal and professional development	n/a	4.00	3.80
8. Interpersonal relationships with students	n/a	4.00	4.00
9. Reflective decision-making based on student performance data.	n/a	3.50	3.60
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	4.00	4.00
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	4.00	4.00
12. The ability to impact student learning as evidenced by student data.	n/a	3.00	3.60
Overall Satisfaction with NGU Graduate	n/a	4.50	4.60

NEW: NGU Social Studies Education Program		
Questions - Administrators Rated Their Faculty who Graduated from NGU	2023 - 2024 n = 3	2024 - 2025 n = 0
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a

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	n/a
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	n/a
Overall Satisfaction with NGU Graduate	3.33	n/a

NGU Spanish Education Program			
	2020-2021	2021-2022	2022-2023
Questions - Administrators Rated Their Faculty who Graduated from NGU	n = 0	n = 0	n = 2
1. The ability to plan for instruction and align to the standards and meet the needs of the students.	n/a	n/a	3.00
2. The ability to assess student learning and to analyze data to inform practice.	n/a	n/a	3.00
3. Holding high expectations for all learners and creating learning opportunities based on student needs and abilities.	n/a	n/a	3.00
4. The knowledge of content and the management of instructional time in the classroom.	n/a	n/a	3.00
5. The ability to monitor student learning and to differentiate according to student learning needs.	n/a	n/a	3.00
6. Classroom organization, management, and discipline	n/a	n/a	3.00
7. Personal and professional development	n/a	n/a	3.50
8. Interpersonal relationships with students	n/a	n/a	3.50
9. Reflective decision-making based on student performance data.	n/a	n/a	3.00
10. Sensitivity to student differences and cultures and ability to accommodate student differences.	n/a	n/a	3.00
11. Collaboration with peers and administration and support of the overall program of the school.	n/a	n/a	3.50
12. The ability to impact student learning as evidenced by student data.	n/a	n/a	3.00
Overall Satisfaction with NGU Graduate	n/a	n/a	3.00

NEW: NGU Spanish Education Program	
	2023 - 2024
Questions - Administrators Rated Their Faculty who Graduated from NGU	n = 2

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.	3.50
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.	3.50
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	4.50

*no longer offer Spanish program with graduates

Comments Categorized 2021-2022

Question 1: Where do we need to improve our program? (Optional)	n = 19	%
Nothing; Keep preparing them like NGU does	6	31.60%
Increase number of graduates	1	5.30%
Better prepared in teaching guided reading and math	2	10.50%
Better classroom management skills	3	15.80%
More techniques taught to deal with ACEs	1	5.30%
Building confidence in the teachers to "own" the classroom.	1	5.30%
Understanding how to speak to different types of students i.e. from poverty	1	5.30%
More training in workshop model	1	5.30%
More training in prescriptive learning programs like iReady	1	5.30%
Using data to drive instruction	2	10.50%
Improved instruction on best practices related to SEL	1	5.30%
Backwards design assessment strategies	1	5.30%
More work on reflection of lessons and making changes to meet student needs	1	5.30%
Increase knowledge of PLCs	1	5.30%
Use the entire 4.0 rubric	1	5.30%

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%
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Comments Categorized 2022-2023

Question 1: Where do we need to improve our program? (Optional)	n = 29	%
Outstanding job; very pleased	9	31.00%
Very prepared	1	3.40%
Struggled with classroom management of "big behaviors." Improve strategies and confidence in this area. Classroom management of trauma-filled students.	2	6.90%
Struggled with parent communication and "bedside manner" with parents, especially with behavior issues. Increase strategies	2	6.90%
Students need to understand data and how it directs instruction. Use of formative assessments to determine student mastery. Gradual release model	6	20.70%
More direction in working with students with disabilities.	1	3.40%
Use 4.0 and Eleot Observations	1	3.40%
PLC Process	2	6.90%
Improve knowledge of planning instruction for students.	1	3.40%
Overall struggling	1	3.40%
More instruction in the Reading and Math workshop model which we use in D1.	1	3.40%
Teachers need to plan from the standards and know how to determine if the assessment is actually aligning with the standard.	1	3.40%
Continue to develop strong work ethic and an understanding that education is a field of service.	1	3.40%
Seeks out help (coaching), but then often doesn't implement the suggestions/ideas, struggles with time management	1	3.40%
More information on how to help with interventions when a student isn't special ed but isn't progressing as they should.	1	3.40%
Provide opportunities for students to do clinicals in a variety of grade levels.	1	3.40%
Organization of everyday classroom routines and pacing of the lessons	1	3.40%
Increasing student achievement for students who have lower skill or motivation levels	1	3.40%
GROW--send more teachers our way, please	1	3.40%

Question 2: What are the strengths of our graduates? (Optional)	n = 23	%
Classroom management	5	21.70%
Rapport with students	7	30.40%
Friendly and caring people; positive attitude	6	26.10%
Open and willing to take feedback	5	21.70%
Awesome pacing and time management	1	4.30%

Wonderful addition	3	13.00%
Assertive	1	4.30%
Organized	1	4.30%
Strong planning	2	8.70%
Positive classroom environment	1	4.30%
Professionalism	4	17.40%
Well trained in the delivery of instruction	3	13.00%
Team Player; great collaboration with team	5	21.70%
Work ethic	2	8.70%
Communication	1	4.30%
Technology integration	1	4.30%

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%

Comments Categorized 2024-2025

Question 1: Where do we need to improve our program? (Optional)	n = 5	%
Discipline	1	20%
N/A	1	20%
Not an improvement need, but be sure to teach about science of reading, teaching phonics, and how to teach handwriting. The teaching of reading requirements have changed and the graduates need to be exposed to the new curriculums and expectations they may face within districts.	1	20%
Use of data, especially in early childhood; ability to take and implement feedback; ability to work with and communicate with parents; grit/ability to handle difficulties of the job	1	20%
All of your graduates (and we've had a few) have been about as well prepared as a first year teacher could be. Overall, I think a lot of graduates, not just yours, don't fully realize how much work the first few years will be. I think they graduate and think the work is over, but you have to put a lot into education the first few years before you get the hang of it and things start to smooth out. The right expectation from the gate would help that.	1	20%

Question 2: What are the strengths of our graduates? (Optional)	n = 6	%
Knowledge of the developmental needs of students	1	16.70%
Ms. ** has done an excellent job as a beginning teacher. Many people last year did not realize she was a first year teacher. This year she stepped up and was even more involved in her grade level. She was very active in PLC meetings and would offer to create resources to support areas where students needed more practice. She worked well with her team and utilized flexible groupings with two other teachers to provided targeted support for students. We are lucky to have Ms. ** as part of our school family!	1	16.70%
They are confident and willing to jump right in to teaching! I have loved all of our NGU graduates!	1	16.70%
Organization	1	16.70%
We have loved all of our NGU graduates.	1	16.70%
Mr. ** has been a tremendous asset to our staff here at Woodmont. He has taught Geometry and Algebra 1 (state EOC). His students have performed exceptionally well on state testing. Beyond academics he's a great teammate and great leader in our school.	1	16.70%