



Natalie Rasmussen (as private and confidential)

Course Evaluation Report EDLD-673-82-Leadership of Special Programs

Natalie Rasmussen,

In the attachment you will find the evaluation results for your course evaluation EDLD-673-82-Leadership of Special Programs, Fall 2020.

The legend indicator is followed by the individual average values of the scaled questions. Student comments are included following the summary statistics.

If you have any questions please do not hesitate to contact Sharifun Syed of the Institutional Analytics and Strategic Effectiveness, Minnesota State University, Mankato.

Warmest regards,
Sharifun Syed

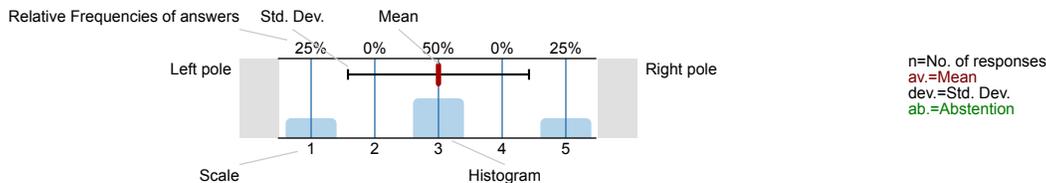


Natalie Rasmussen
 Fall 2020 20213-005494-Lecture-N. Rasmussen
 No. of responses = 21

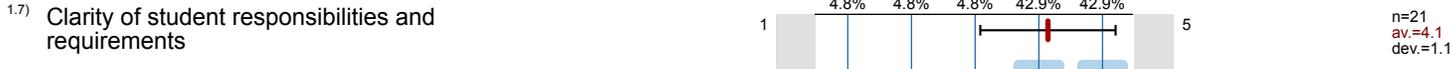
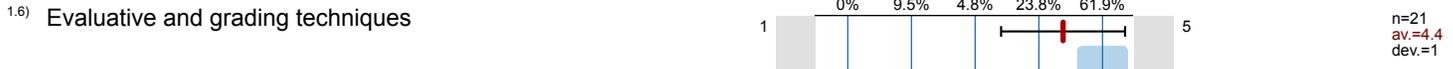
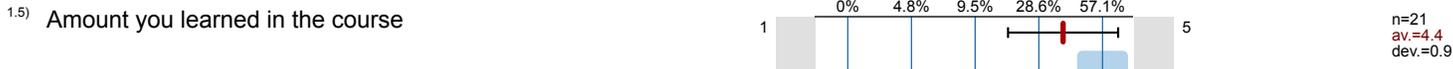
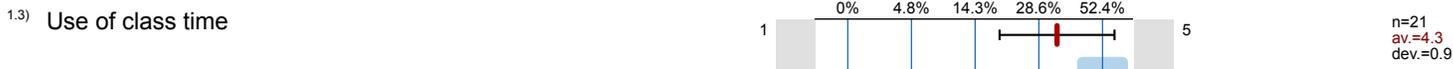
Survey Results

Legend

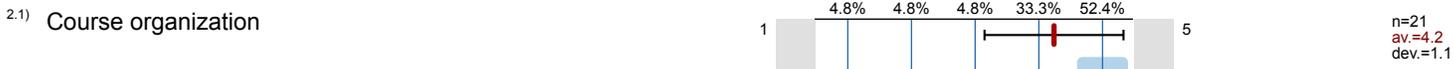
Question text

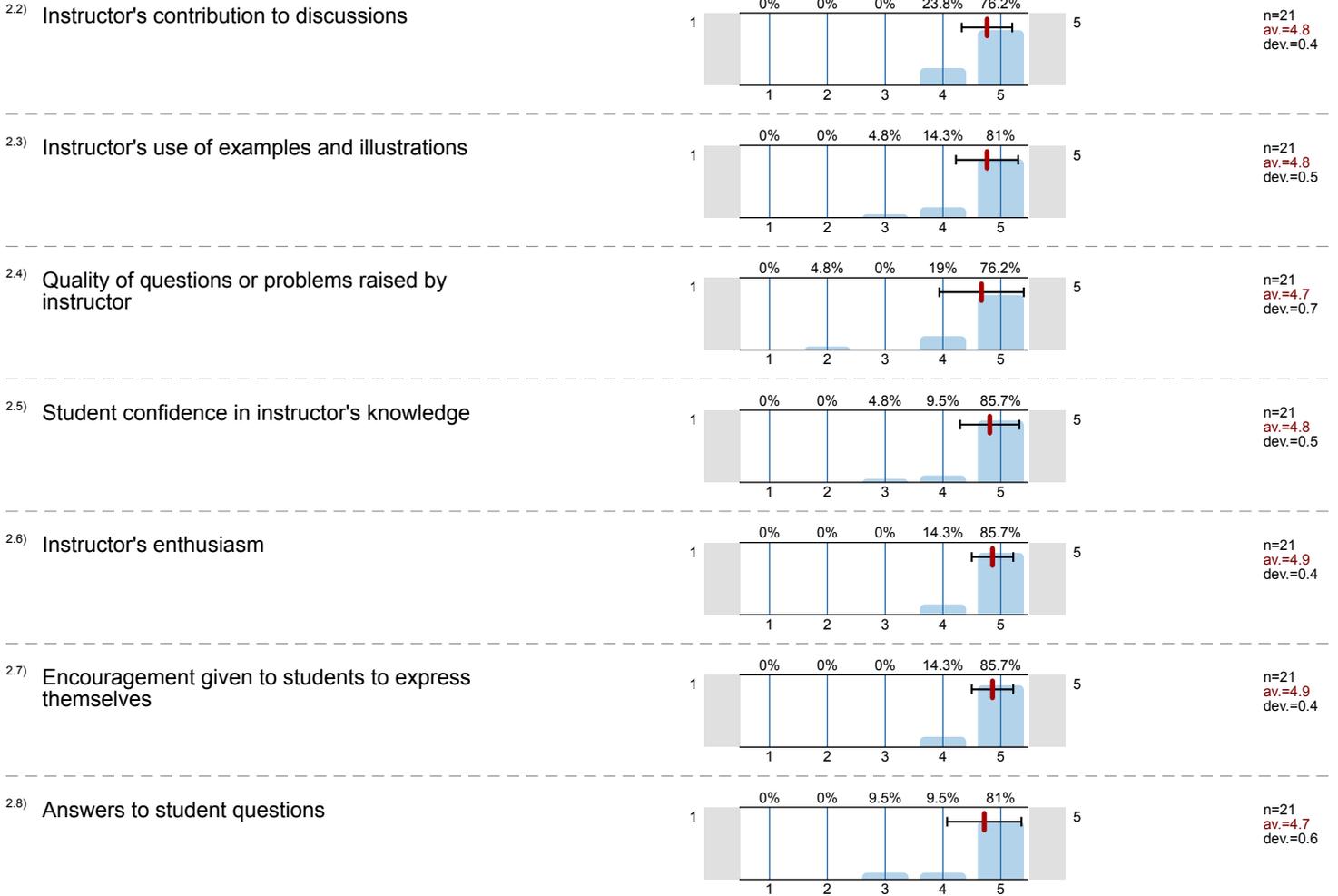


1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)

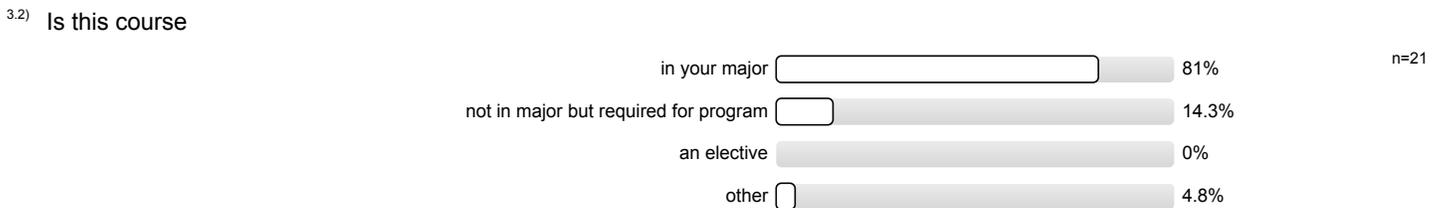
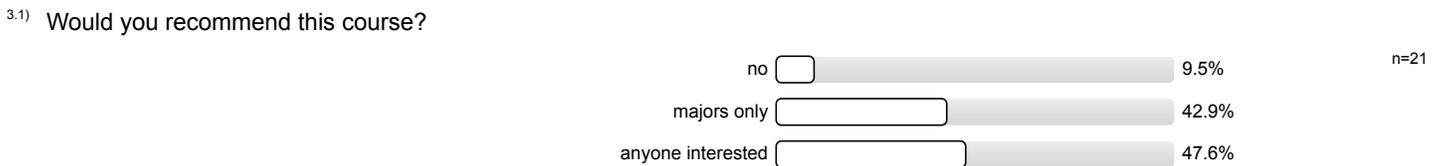


2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)

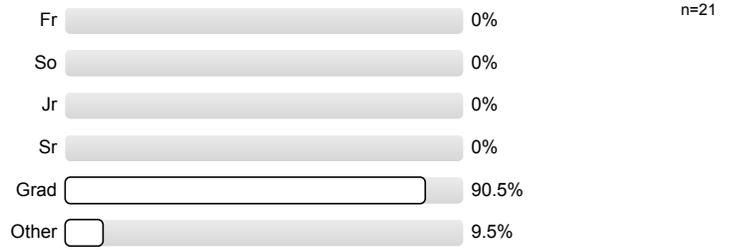




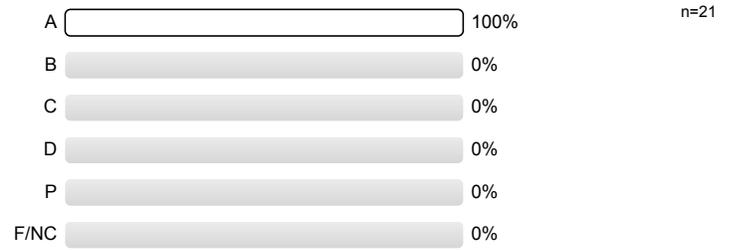
3. Background information



3.3) Class



3.4) What grade do you expect to receive?

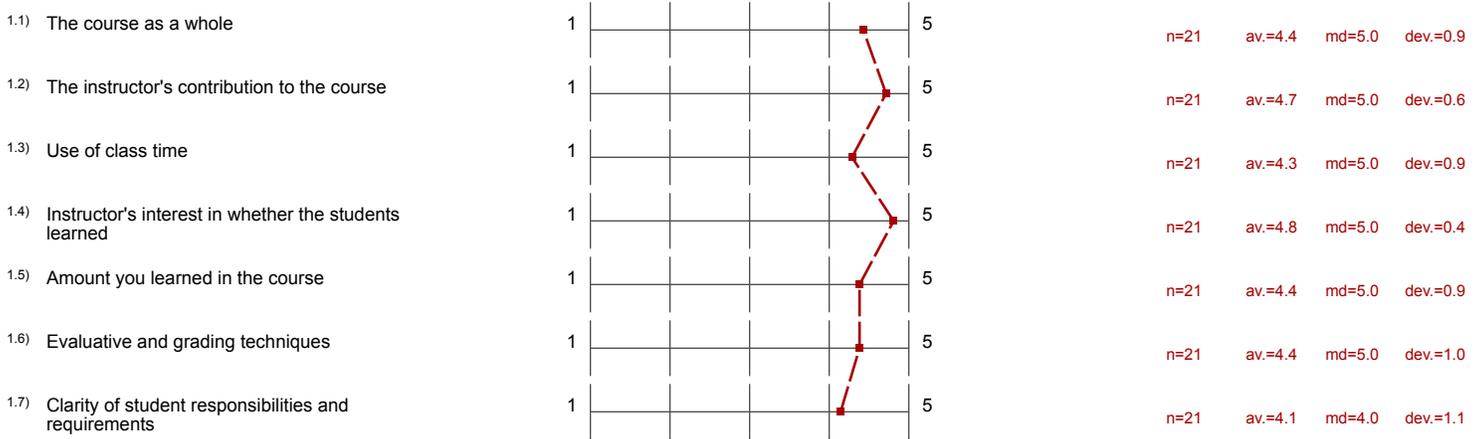


Profile

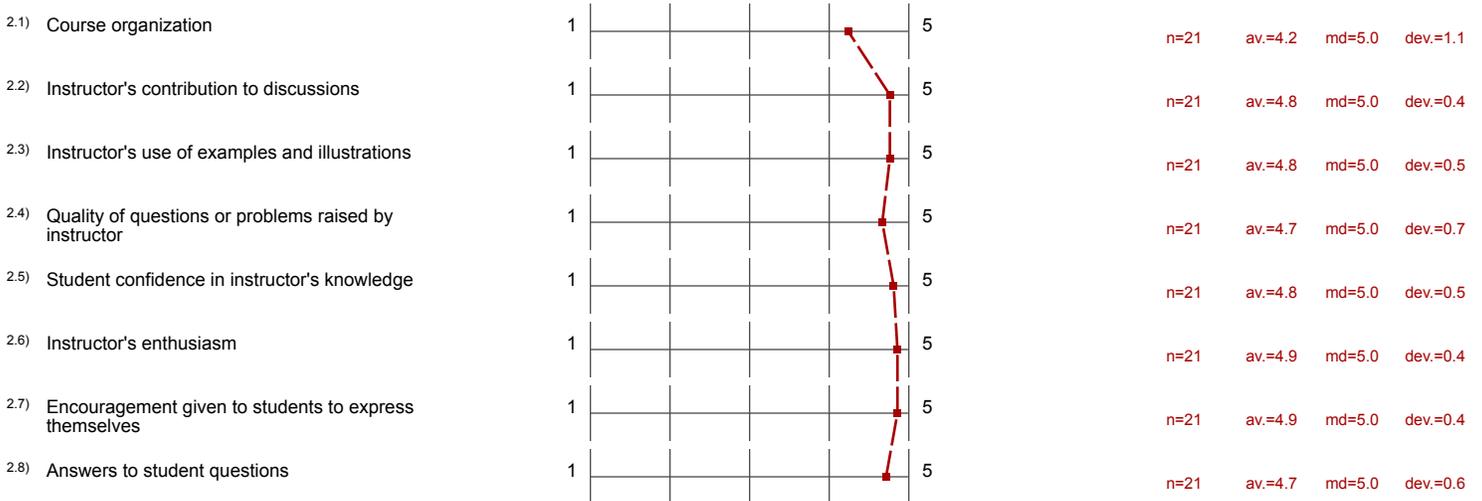
Subunit: Department of Educational Leadership
 Name of the instructor: Natalie Rasmussen,
 Name of the course: EDLD-673-82-Leadership of Special Programs
 (Name of the survey)

Values used in the profile line: Mean

1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)



2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)



Comments Report

4. Please comment on the following items...

4.1) What are the major strengths and weaknesses of the instructor?

- A tremendous amount of real-life application from the instructors in this course. Putting content into situational circumstances that students could imagine was helpful in gaining an understanding of its applicability.
- Both professors are incredibly knowledgeable and pushed the students to get the most out of this class. The topics were relevant and able to be applied immediately in my school setting. I am thankful for the experience.
- Dr. Rasmussen models bringing up challenging conversations really well. She is honest and points out where our views may have holes in them. She was able to share a lot of her own experience as a school leader. There were no major weaknesses. If there was ever a lack of clarity for an assignment, she would always follow up with us and directly answer our questions.
- Instructors were knowledgeable and clearly cared about the students. Content taught was not very robust, seemed to talk about the same topics but without action items of how to address issues. Time management within the seminars was an issue
- Leading dialogue about equity was a huge asset of these instructors. Facilitating deep conversations that pushed thinking was a major strength. Technology was sometimes tricky but they didn't let it impact their sessions.
- Strengths: Knew the content well, encouraged us to dive deeper into the discussion, allowed students to express feelings even if they didn't always agree.

weakness: Sometimes not responding back to emails even when initiated by the instructor.

- Strengths: Passion, welcoming perspectives and voice from all

Weakness: Confusion on expectations, inconsistent postings and messages, timing on feedback.

- Strengths: very knowledgeable and provided real examples.

Weaknesses: communicating expectations from the start. Focusing on APA in papers and not necessarily content.

- Strong communication

Passion for and commitment to the content

- The class was very interesting and the material presented was relevant to the program.

- The instructor is very knowledgeable of course content. She did well at making the lesson interactive and full of rich discussion. Expectations for this class were VERY unclear. It was hard to know if what was being written was the expectation for the assignment. Each assignment was graded differently and very inconsistent. I was marked on paper D for things that I should do differently that were that same as what I had been doing since paper A with no remarks. Many times our class seemed to be an after thought for the instructor with post made late Friday evening about how class would proceed on Saturday. Additionally, having to sign up for a group each time made it feel a little like wanting to get picked for elementary recess. I would appreciate if the instructor would have just assigned the groups.

- The instructor was extremely organized and encouraging. I cannot identify any weaknesses.

- The instructor was well organized. She made sure that she was always prepared for students and their learning and provided learners and future leaders with a robust content knowledge.

- These instructors helped me grow so much as a leader. They have high expectations and help me to become better.

- They require engagement. They are very knowledgeable of the content and bring a wealth of knowledge to the coursework.

- This course was well developed and meaningful. The instructors were clear and knowledgeable. There is not anything that I can say as far as weaknesses for this course.

- This was an outstanding class. I feel very lucky to have had both Prof Jones and Dr. Rasmussen lead us. One aspect that would have helped me is to have had an example of what you both wanted to have the first case study look like.

- Very engaging and incorporating current events and issues relevant to being in education and administration.

4.2) What aspects of this course were most beneficial to you?

- Ability to talk about and unpack serious and beneficial topics.

- All aspects were beneficial except the time spent online in lecture. I believe the course could benefit from students not spending 3 hours

online and working on more, smaller group projects.

- Analyzing case studies with group members.
- Building a framework for working through cases that have the likelihood of occurring during our leadership. Understanding the 7 Step process and working through it multiple times in various scenarios was good practice.
- Class discussions and topics
- Discussion
- Getting to examine the case studies and discuss them as a group.
- I enjoyed the case studies and evaluating how I would administer in these topics. However, I do not feel equipped to running an ELL or gifted program. I feel okay running a special education department as this is my specialty, yet I feel my peers missed out on how are only general education educators. I feel I am more equipped in providing social justice throughout all populations.
- I felt that the feedback given throughout assignments were helpful to help me grow.
- I like whenever there are breakout rooms. I feel like with the format of being only on zoom, I found it really difficult to have those small group discussions that would happen naturally when you are in person.
- I loved collaborating with the other group members for each paper because we all have different experiences and we could share them out and/or share out how they were handled/addressed. If I just did the papers by myself, I feel like I would not have learned and gained as much.
- Insights from the professors and peer dialogue. I appreciated how frequently we were able to breakout into smaller groups.
- Reading the case studies and providing research to support my opinions regarding my point of view on the case studies.
- The case study focus was an outstanding and appropriately challenging way to advance our learning with regard to a wide variety of topics.
- The different perspectives especially related to culturally diverse topics
- The experiential knowledge she shared with us. I wrote down many quotes and synopses of stories that she told.
- The grounding work at the beginning of each course really helped me. Making that commitment prior to each course made me accountable to my pledge and allowed to risk being vulnerable and get the most out of this work.
- The most beneficial aspect of the course was discussing the case study scenarios outlined in our book. The time spent with other students in the course was very valuable and I appreciated hearing about the perspectives of other people.
- The real-life examples were phenomenal. They pushed us to think critically and put ourselves in the mindset of school leaders. This was challenging at times, but they did not back down on critiquing out thoughts and helping us further develop them.

4.3) What would you suggest to improve this course?

- An exemplar for the reaction papers.
- Consistency in grading. Talking about all special populations of students and not just a select few.
- I believe that online course are a bit hard to sit through and a quick stretch break may help with focus.
- I think the fact that they were not in person hurts, but the adjustments the professors made in the online version were great!
- I wish it were longer to delve into more topics.
- I would have liked to learn more about other aspects of special programs. There are a lot of issues with SPED programs in schools that I have been in, so I thought this course would touch more on that, so I could gain more knowledge in that aspect. As a future principal, I feel confident in addressing GEN ED issues, but not so much for the SPED department.
- If it were to be a joint teaching effort again, it would be nice to see more things more cohesive, it felt a bit clunky.
- It was sometimes difficult to share during class. I know that class participation is valued and I often had things to contribute but with 26 students all trying to share their thoughts and ideas it was challenging to also remain on track with the length of the session. I wonder if various sharing protocols might give all students more opportunities to share?
- Less class, and more smaller group projects and presentation.
- More clear objective of what the course is teaching. More action items of how to address specific issues. Clear agenda and sticking to it for content being taught during seminars.

- More content loaded ahead of time. Exemplars and slides prior to or at the start of our sessions would have allowed for greater ease for following content.
- My only suggestion would be the timeline of the papers. Especially since it required meeting with people before writing the paper. I always felt rushed to get it done.
- Nothing
- One more coffee break but otherwise an excellent use of time. It rarely felt like a three hour class because the content was so engaging.
- Provide more training on how to run specific special programs, also APA grading be the same throughout all the papers.
- Providing alternative ways to practice the 7 Step process other than framing the situations, analyzing, and writing papers about each one. Perhaps provide us with other methods of walking through the process in more real-life situations, and role-playing with peers. Recording conversations and dialogue about approaches to handling the situations etc.
- Share an example of an appropriate well-done case study paper prior to the first paper. Provide how to write a paper using APA citation with a video to help people learn besides sending them to a website to figure out on their own.
- Sometimes the rubrics didn't align. Always having clarity around the assignments and rubrics.

4.4) Comment on the grading procedures and exams.

- A few times I did not get feedback on the reaction paper until close to the due date for the next one. It was difficult at times to address the issues I was making if I was unaware of them. It was very helpful and I appreciated the ability to resubmit any papers that I wanted to. I waited until I received feedback for all of them, and fixed all the mistakes at once.
 - At times the grading felt inconsistent between the instructor. However, I truly valued feedback received on papers and the ability to refine writing.
 - Clear expectations and rubrics.
 - Feedback was very detailed but seemed to take a while to receive feedback.
 - Grading procedures were straight forward and understandable.
 - Grading was not consistent between the two professors.
 - I appreciate that there were several assignments. It took my two or three papers to feel clear about exactly what you were looking for.
 - I appreciate the timeliness and detail of the feedback. I also appreciated the opportunity to go back and rewrite if we wanted to improve our score.
 - I feel grading from the two instructors was varied of what aspects of APA were correct or now. I also felt most of my scores were deducted based on APA and not the content of the assignments.
 - I felt that they were fair and you both helped me grow with your specific feedback.
 - I really enjoyed this class. I learned so much as well. I love what the professors brought to this class: their experiences, perspectives, attitudes, etc. This was a class that I will always reflect upon as a great learning experience that pushed me to dive into courageous conversations and to believe in myself as a leader.
 - I think it was fair
 - Inconsistent grading between instructors and even when graded by same instructor. Was expressed that grading was on content of what was learned but lots of points removed for APA style, which is important, but in case study reflections answering questions given in the book, writing is different than writing a scholarly paper. Returning of assignments seemed to take a while and resubmissions not acknowledged until individual emails sent.
 - The class grading system was very clear, fair, and supportive of student learning.
 - The grading has been fair and timely. I appreciate the feedback and opportunities to resubmit assignments in order to improve my learning as well as my grade.
- Thank you!
- The grading was firm, but it was also fair. The focus was on developing our thinking and understanding.
 - Very fair!
 - Very inconsistent even when graded by the same instructor.

- Well put together.