



Bernadeia Johnson (as private and confidential)

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

Bernadeia Johnson,

In the attachment you will find the evaluation results for your course evaluation EDLD-673-82-Leadership of Special Programs, Spring 2021.

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

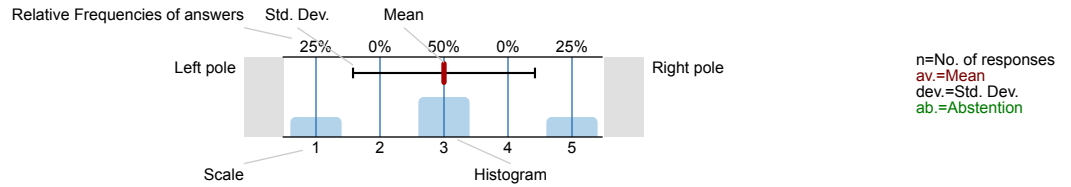


Bernadeia Johnson
 Spring 2021 20215-005884-Lecture-B Johnson
 No. of responses = 13

Survey Results

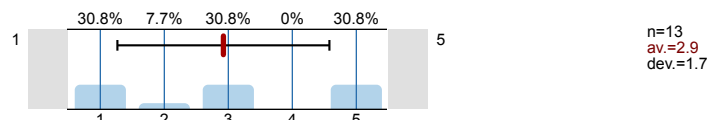
Legend

Question text

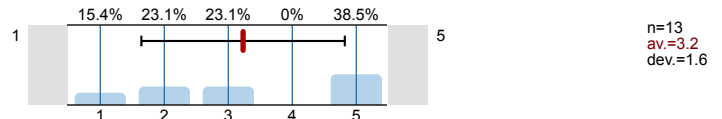


1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)

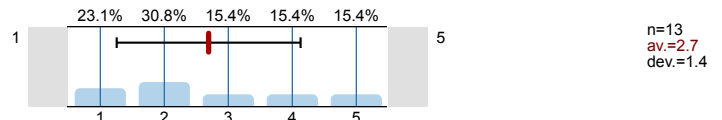
1.1) The course as a whole



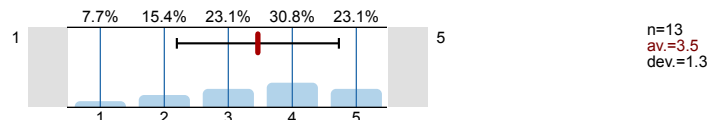
1.2) The instructor's contribution to the course



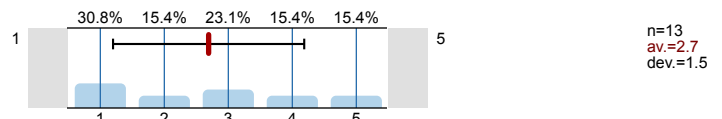
1.3) Use of class time



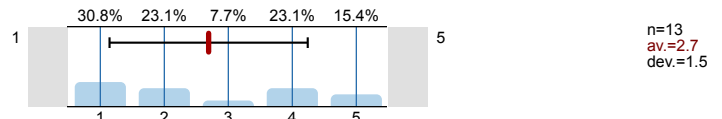
1.4) Instructor's interest in whether the students learned



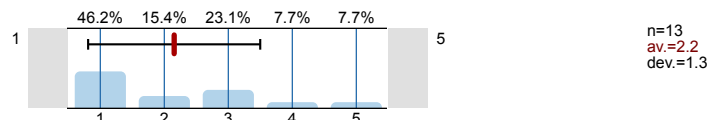
1.5) Amount you learned in the course



1.6) Evaluative and grading techniques

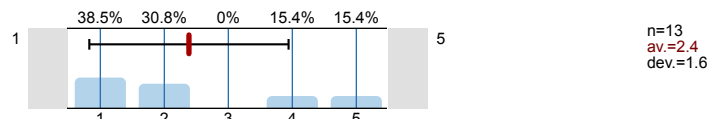


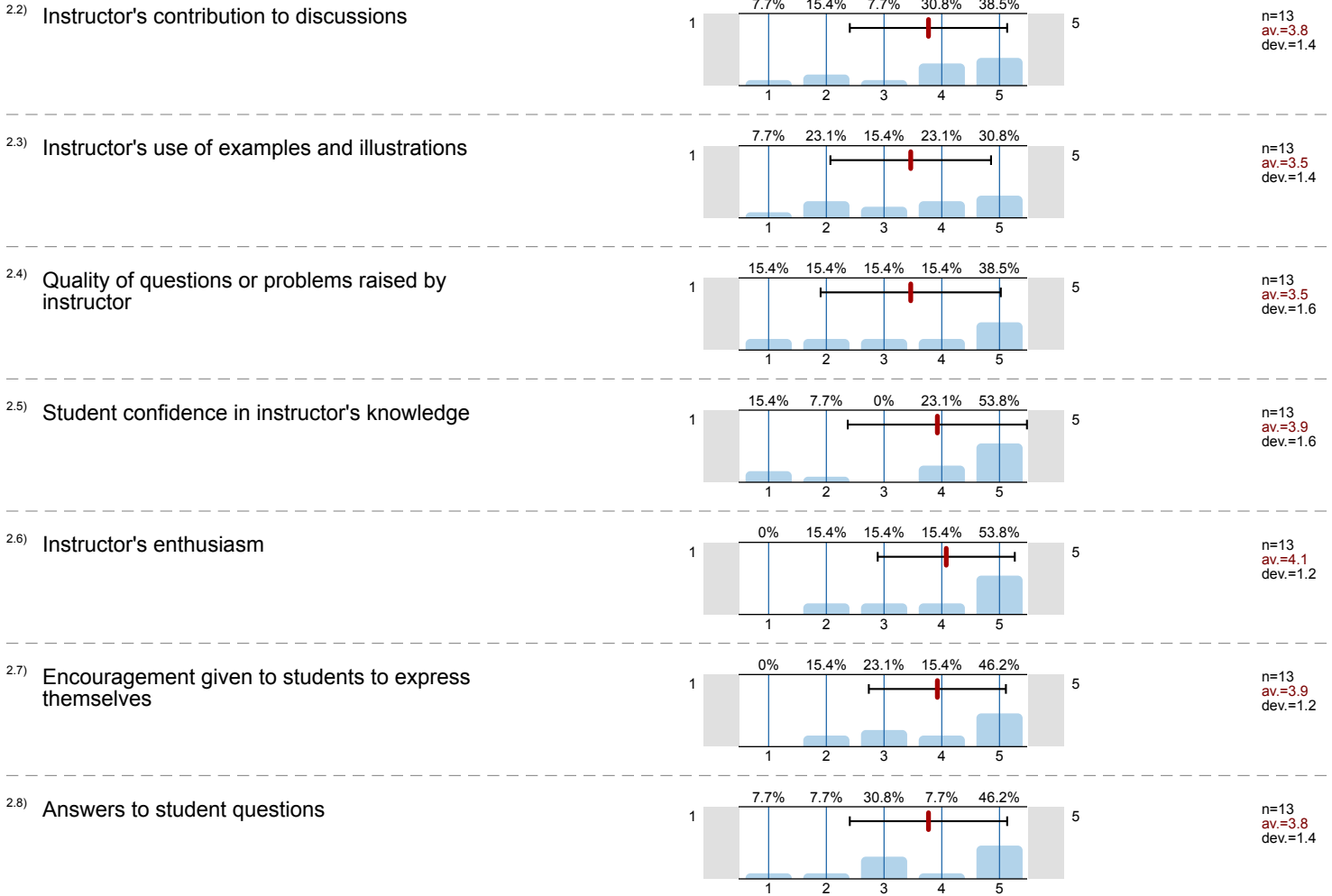
1.7) Clarity of student responsibilities and requirements



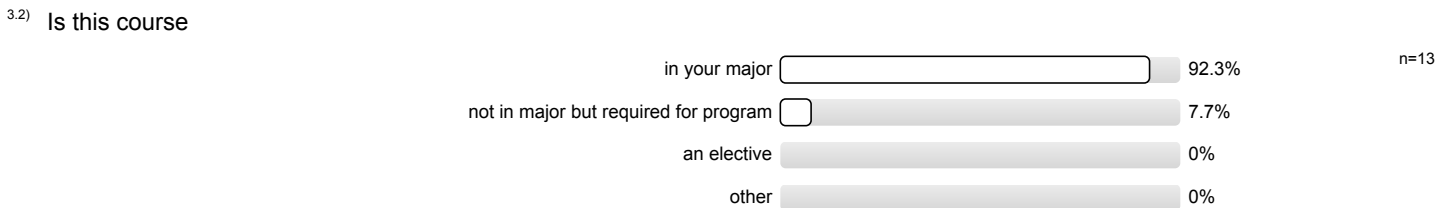
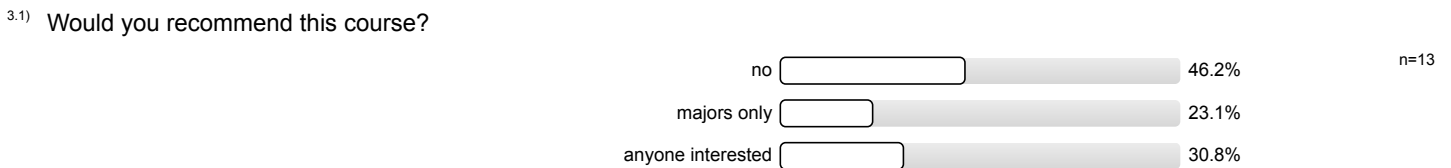
2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)

2.1) Course organization

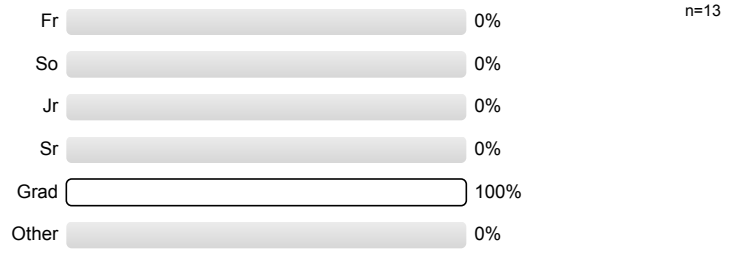




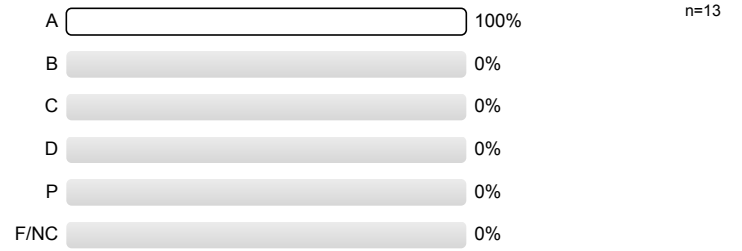
3. Background information



3.3) Class



3.4) What grade do you expect to receive?

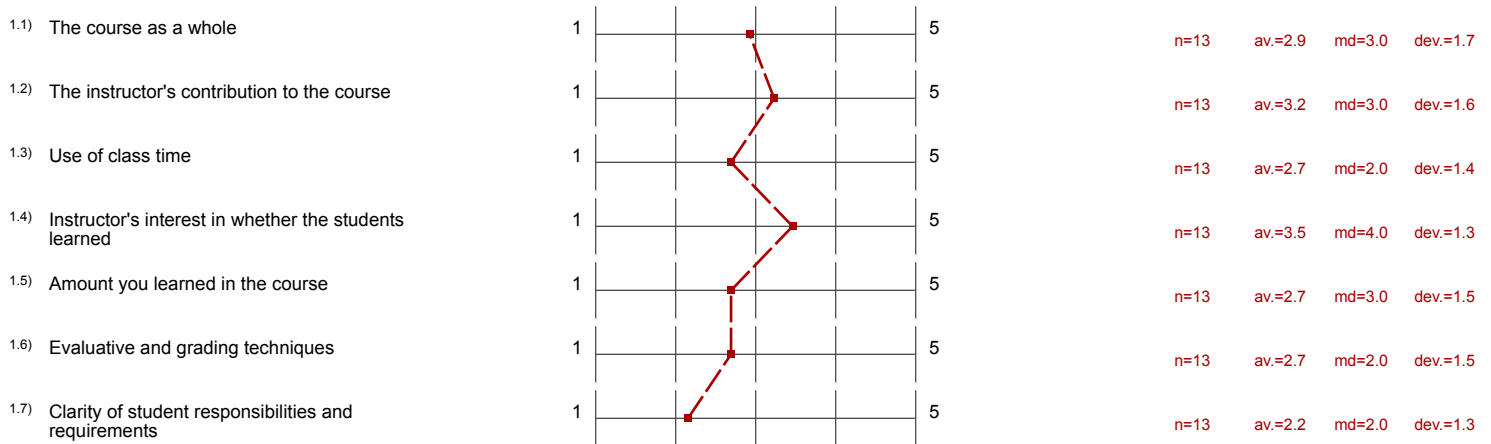


Profile

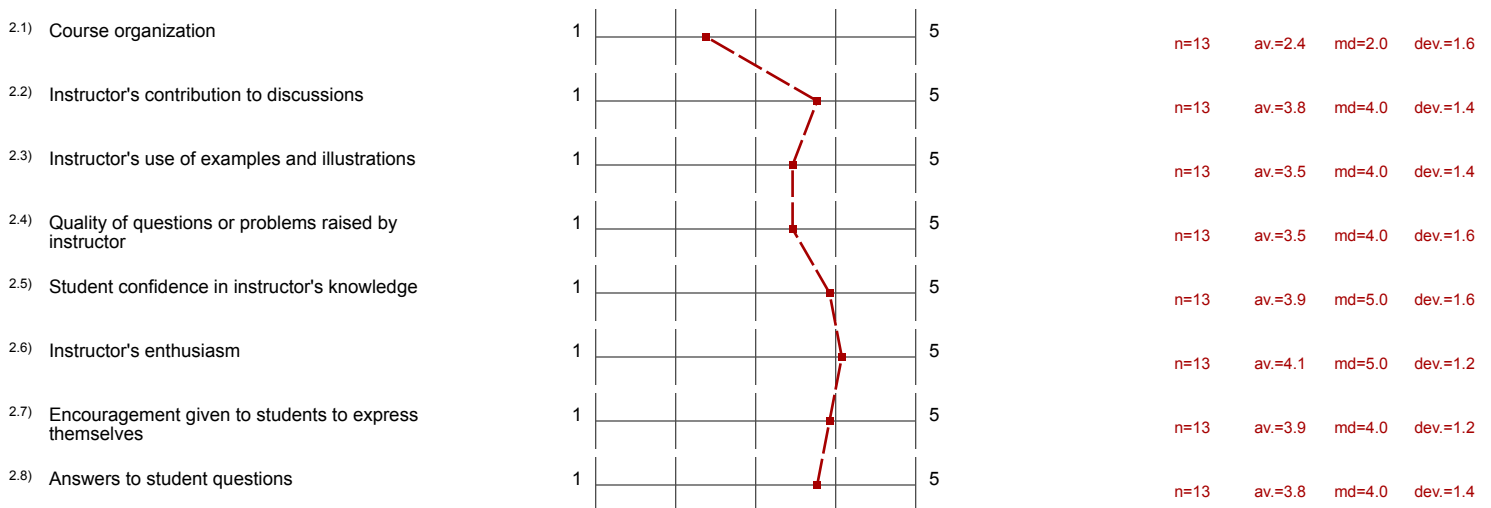
Subunit: Department of Educational Leadership
 Name of the instructor: Bernadeia Johnson,
 Name of the course: EDLD-673-82-Leadership of Special Programs
 (Name of the survey)

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?

- Bernadeia cares about students and enjoys hearing from everyone. However, Bernadeia demonstrates difficulty with time management. One 3-hour lecture was canceled last minute, and I understand things will come up with the COVID Pandemic. However, we were given a 20-minute assignment which was not equitable to the content that we lost in a 3-hour cancelled lecture. Two other lectures ended 20-30 minutes early. We had a group presentation assignment and 3 groups (9 of the 24 graduate students) did not have to present because we ran out of class time (even though 2 of our 4 lectures ended 30 minutes early). The second area of growth would be for the professor to teach more content. The student presentations regarding difficult case studies were somewhat intriguing, but this class should be more than just teaching what to do when students protest the pledge of allegiance or what to do when there is an Islamophobic debate in a class. A majority of the students are going for a principal license. Let's say one student in this cohort has only taught a high school honors English. He may have never had an EL student or a SPED student in his class. This was the class that was supposed to educate him on special programming, and unfortunately, we did not learn content related to special programming at all. Many of the students will leave this class without knowing how students qualify for EL services or common SPED terms like: due process, PBIS, secondary transition, or manifestation determination meeting. I would hope Mankato would want students to feel prepared to be part of an administration team rather than making them feel like they don't know any of this terminology walking into internship placements this summer.
- Bernadeia is a wealth of knowledge. Her experiences and wisdom are unmatched. She has a great personality and deep care for education as a whole.

However, she struggles to connect with her students. Three months into the semester and I truly don't think she knows my name.

In addition, she has yet to give any written feedback on any assignments (even on assignments turned in well over a month ago).

This semester, we only meet five total times on Saturdays. One of the classes she just put us in breakout rooms to work for a bit while she left.
- Bernadeia is an enthusiastic and caring instructor. I believe that she wanted students to learn and was passionate about the content. However, class time was not used wisely. The classes focused heavily on student participation without clear expectations for how to do so and without much direct instruction. The assignments were confusing and not always provided with clear rubrics and instructions.
- Bernadeia is extremely knowledgeable in her content area and is a joy to listen to. She has a lot of wisdom to offer. She struggles with technology and organization. More timely feedback on assignments would be helpful.
- Her strengths and experiences as a leader in education really add to this course. It was wonderful to hear about her own experiences, both positive and negative, in her journey as an educator and she brought in some amazing guest speakers. Her weakness may be her time management of the classes, however, she was flexible and the class was too.
- Major strengths include use of storytelling as well as experience in the field. Weaknesses include organization and time management.
- Strengths:
Knowledgeable and enthusiastic about the course content.
Passionate and committed to social justice
Encourages real and meaningful dialogue among educators
Committed to preparing future leaders for the workforce

Weakness:
Organization
Technology
- The instructor incorporated racial equity into every class, which will help us as future leaders. She was very disorganized. No assignments were graded prior to the last class. We did not learn anything about special programs such as special education. This is the only class devoted to special education.
- The instructor is incredibly intelligent in her field and has so much insight to offer.
- The organization of D2L is lacking. There are assignments in the syllabus that are not on the submission page, there are assignments on D2L that are not in the syllabus, and when there are directions/expectations for assignments, they are unclear. I in no way doubt that the instructor has valuable experience to teach from, but it has been difficult to follow the expectations of the course.

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

- Bernadeia has a lot of knowledge to pass on and I enjoy listening to her.
- I appreciated the opportunity to see the equity framework to consider practices through the lens of equity.
- I enjoyed listening to stories in class.

- It is beneficial to start looking at special programs through an equity lens, and I do feel like that is something I am getting in the habit of doing through this course.
- Listening and learning from the valuable experience of others.
- Overall, I'm frustrated by the course. I think the most beneficial aspect of the course has been reading the book "Case Studies on Diversity and Social Justice Education" and discussing the case studies with peers.
- Racial Equity
- The conversations about race, social justice, and current events
- Unfortunately, this class was not beneficial to me. The only content taught was when 4 groups presented on case studies of "difficult situations" that arise. Bernadeia had 2 guest speakers come in to present to the class. One person came to promote her business and how her business works with districts to train teachers. One SPED coordinator came to answer questions. Over half of the class does not have a background in SPED, so they did not know some of the acronyms discussed. This would be the perfect class to teach SOME SPED content and then have someone come to answer questions. The book, "Special Education Leadership: Building Effective Programming in Schools" by David Batemen and Jenifer Cline would have been a great resource for this class.

4.3) What would you suggest to improve this course?

- A grad student to help her out with organization and technology would be extremely helpful.
- Because so many of the cohort members are also working/teaching full time, it would be better if D2L were more organized and laid out in a way that allows us to work ahead/ work around our personal schedules.
- Better class organization, timely grading, actual content related to the course.
- I believe this course needs to be more well organized with clear content outcomes. If the Professor is not comfortable with the technology, then there needs to be a TA to help run online classes.
- Improvements to the rubric to assist in clarity surrounding coursework and expectations.
- N/A
- Organization (syllabus)
 - Clear expectations (syllabus and assignments--examples)
 - Usage of class time
- The course is not well organized and assignment expectations are not clearly outlined.
- The course needs to be designed to ensure that it includes all special programs, including EL. The course needs to also include opportunities for direct instruction and learning. I do not feel that I learned anything helpful or specific about special programs throughout.
- There are many ways in which this class could improve. Grade assignments in a reasonable time. Nothing was graded at all during the semester, so we did not have feedback on any assignments to apply to future assignments. This class did not have any academic rigor, and maybe some students enjoyed the easy A. However, I don't think that is what Manako would like to see for a graduate level course. There was very little content taught. For example, here are the syllabus outcomes numbered 1-4 and what we learned about them.
 1. "Understand the leadership required to lead for Special Populations". The first day of class we listed special populations as the following: special education, English learners, talent development, and reading recovery. We did not learn anything about these special populations or how students qualify/graduate from these programs.
 2. "Introduction to The Public Education Leadership Project PELP developed by Harvard". There is a journal article on D2L. We were told to read it, but we did not have any class assignments or lecture content on the topic.
 3. "Learn about the Case Study Method as a means of understanding school-related challenges". Small groups have presented case studies on contentious school topics: religious parties planned by parent volunteers, Islamophobic read aloud issue, protesting the pledge of allegiance, the N-word in books/classrooms. No other D2L or lecture content was provided by the professor.
 4. "Develop targeted observation skills of students in their classroom environment". We have not had any D2L material, class assignments, or lecture content on this topic.

4.4) Comment on the grading procedures and exams.

- Each time I submit an assignment, I am not sure if it is in the correct spot. Thankfully, this has not appeared to impact my grades on the assignments.
- I have had nothing graded currently. The class ended last Saturday.
- More timely grading procedures would be helpful.
- N/A

- Only one assignment was graded during the course. I received minimal feedback on the one assignment that was graded.
- Professor Johnson was flexible and understanding about all assignments.
- She treats us as professionals who are in charge of their own learning. That being said, we have not received any feedback on any assignments thus far.
- The expectations for assignments were unclear.
- Unfortunately, the grading procedure was non-existent because nothing was graded the entire time we were enrolled in the course. There was a lack of time management skills through the semester. We had a group presentation assignment and 3 groups (9 of the 24 graduate students) did not have to present because we ran out of class time (even though 2 of our 4 lectures ended 30 minutes early).