

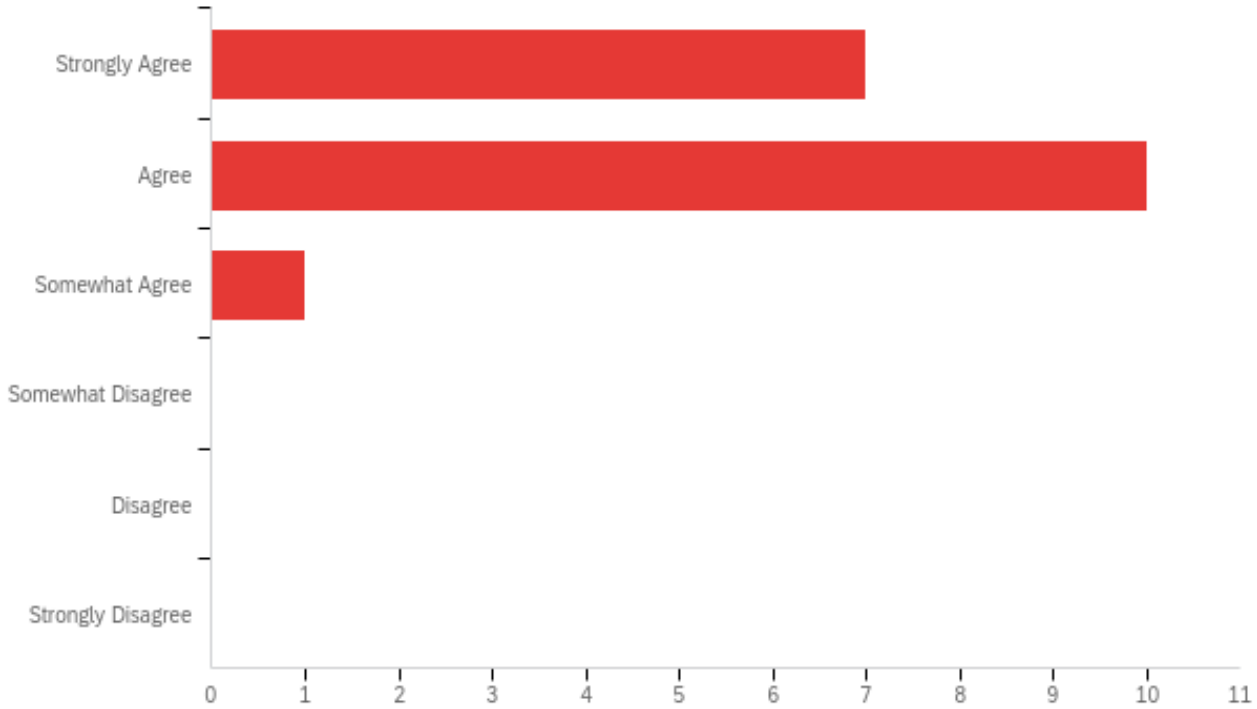
# Educator Preparation Program (EPP) 2019-2020

## 1-Year-Out EMPLOYER Satisfaction Survey

Overall Response Rate: 39%

December 15<sup>th</sup>, 2021, 1:47 pm CST

**Q3 - DSU prepared the graduate to teach the CONTENT of his/her discipline/field assignment.**

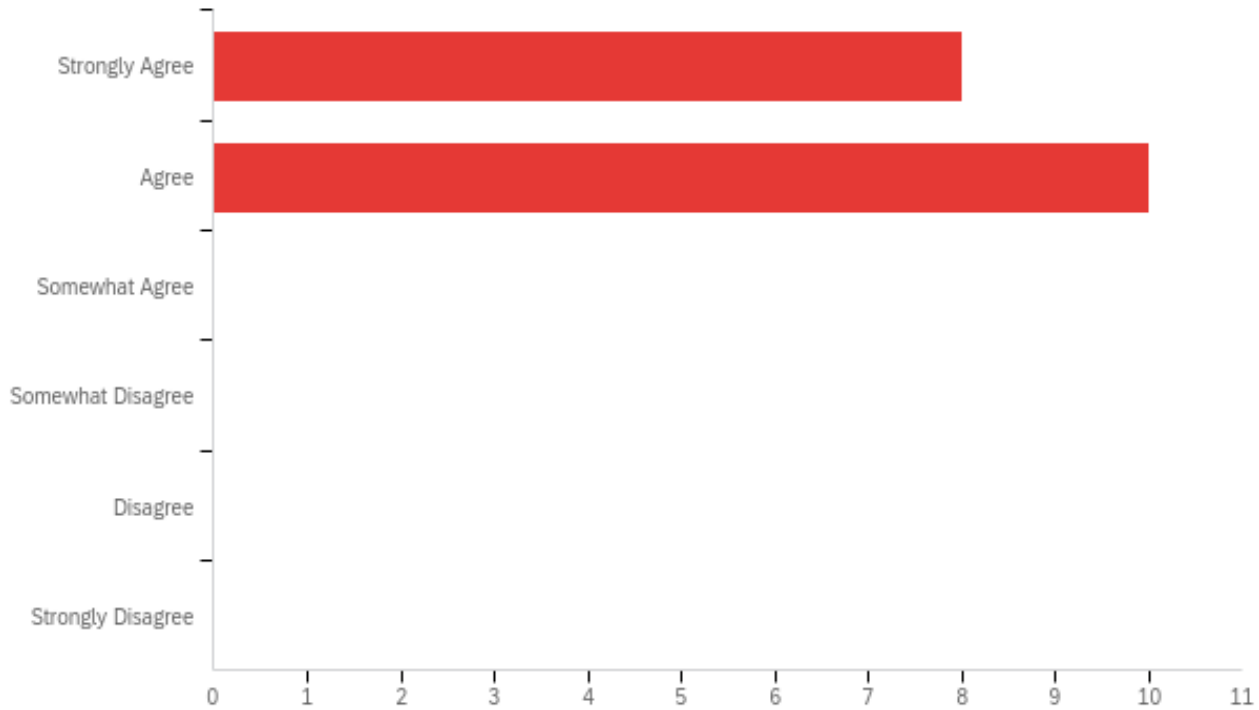


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	DSU prepared the graduate to teach the CONTENT of his/her discipline/field assignment.	1.00	3.00	1.67	0.58	0.33	18

#	Answer	%	Count
1	Strongly Agree	38.89%	7

2	Agree	55.56%	10
3	Somewhat Agree	5.56%	1
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	18

**Q4 - As a first-year teacher, DSU prepared the graduate to use a VARIETY OF INSTRUCTIONAL STRATEGIES appropriate to his/her students' diverse learning needs.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As a first-year teacher, DSU prepared the graduate to use a VARIETY OF INSTRUCTIONAL STRATEGIES appropriate to his/her students' diverse learning needs.	1.00	2.00	1.56	0.50	0.25	18

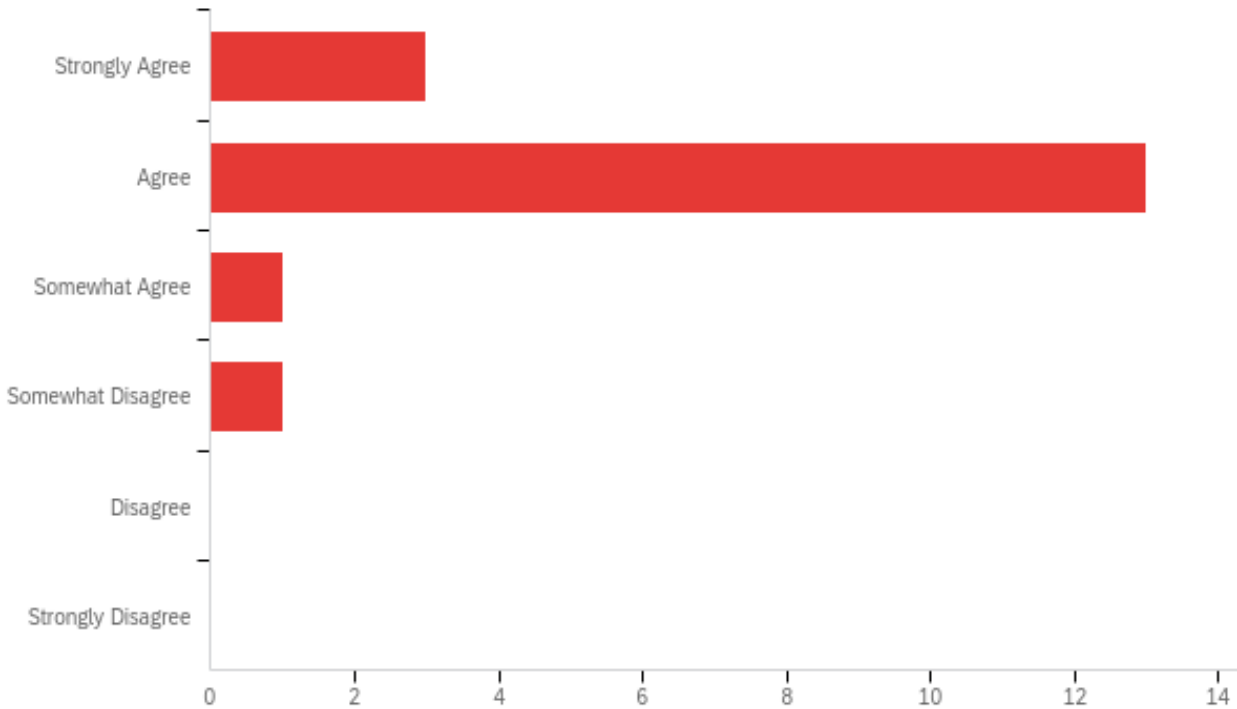
#	Answer	%	Count
1	Strongly Agree	44.44%	8
2	Agree	55.56%	10
3	Somewhat Agree	0.00%	0
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

18

**Q5 - As a first-year teacher, DSU prepared the graduate to USE DATA FROM A VARIETY OF ASSESSMENTS to make adjustments, as needed, in his/her communications, instruction, and/or curriculum.**

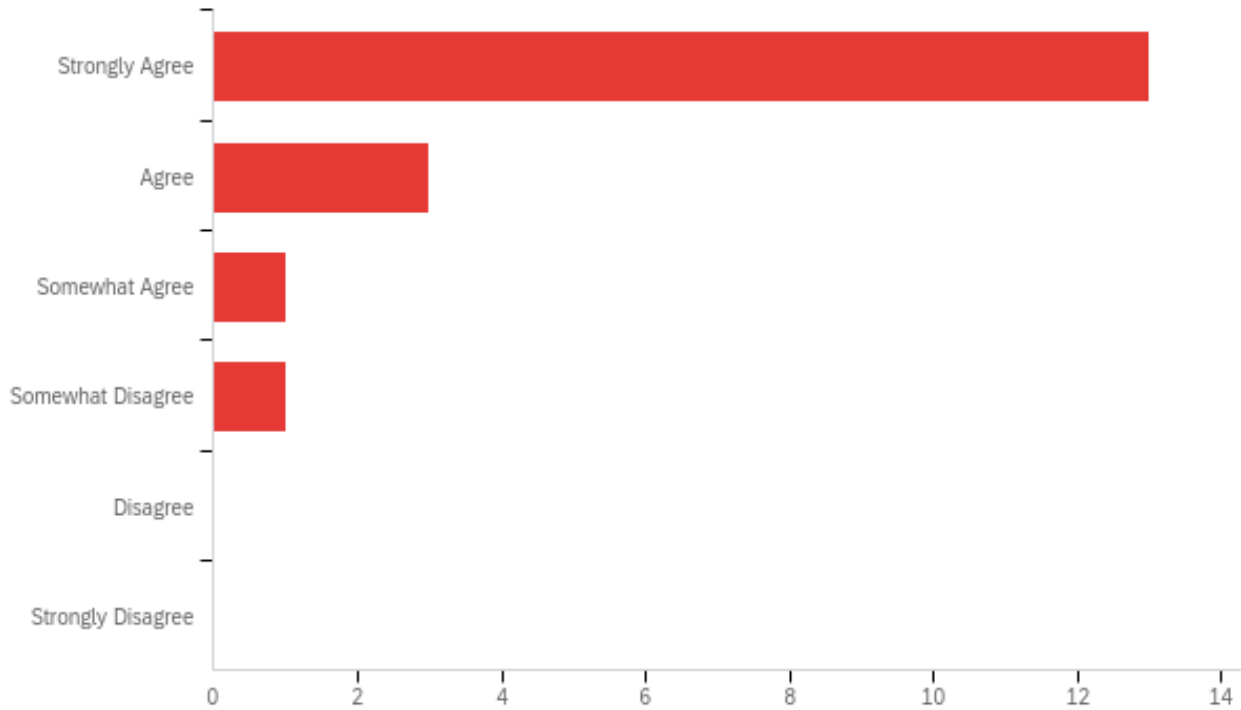


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As a first-year teacher, DSU prepared the graduate to USE DATA FROM A VARIETY OF ASSESSMENTS to make adjustments, as needed, in his/her communications, instruction, and/or curriculum.	1.00	4.00	2.00	0.67	0.44	18

#	Answer	%	Count
1	Strongly Agree	16.67%	3
2	Agree	72.22%	13
3	Somewhat Agree	5.56%	1
4	Somewhat Disagree	5.56%	1

5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	18

**Q6 - As a first-year teacher, DSU prepared the graduate to create a POSITIVE LEARNING ENVIRONMENT (classroom procedures, physical spaces, engaged behavior).**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As a first-year teacher, DSU prepared the graduate to create a POSITIVE LEARNING ENVIRONMENT (classroom procedures, physical spaces, engaged behavior).	1.00	4.00	1.44	0.83	0.69	18

#	Answer	%	Count
1	Strongly Agree	72.22%	13
2	Agree	16.67%	3
3	Somewhat Agree	5.56%	1
4	Somewhat Disagree	5.56%	1
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

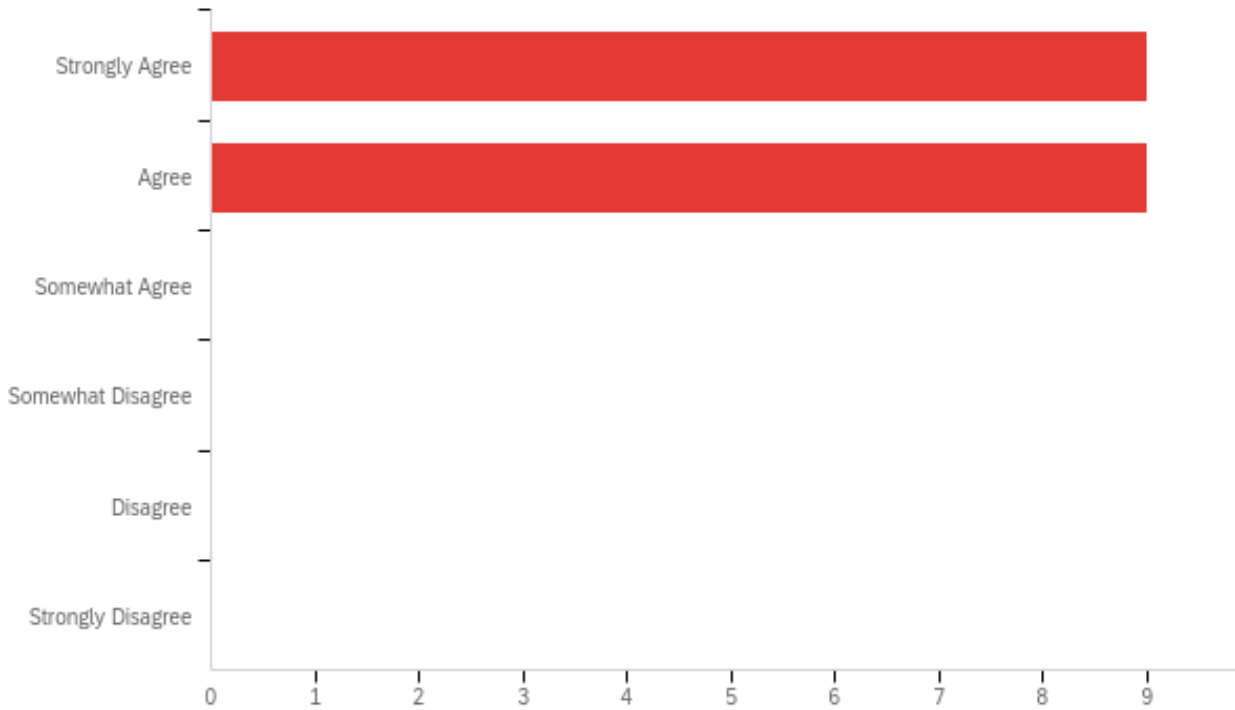
Total

100%

18



**Q7 - As a first year teacher, DSU prepared the graduate to COLLABORATE with a variety of people to improve his/her students' learning.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As a first year teacher, DSU prepared the graduate to COLLABORATE with a variety of people to improve his/her students' learning.	1.00	2.00	1.50	0.50	0.25	18

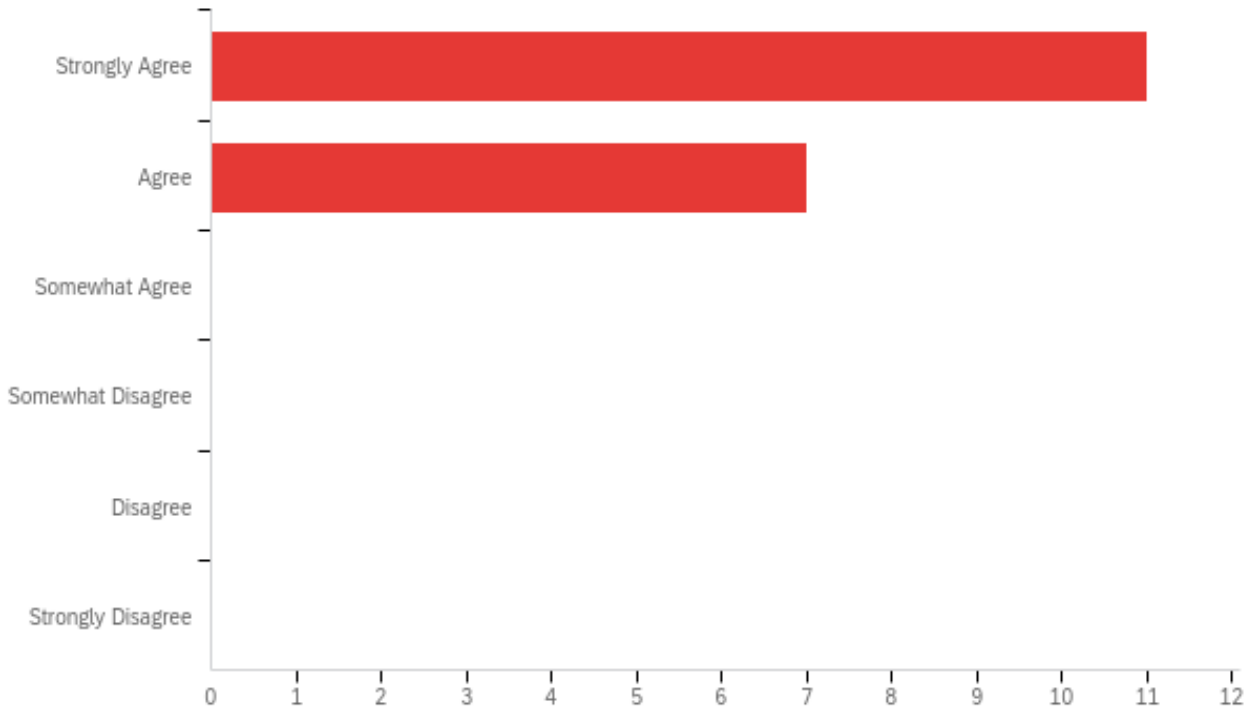
#	Answer	%	Count
1	Strongly Agree	50.00%	9
2	Agree	50.00%	9
3	Somewhat Agree	0.00%	0
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

18

**Q8 - As a first-year teacher, DSU prepared the graduate to INTEGRATE TECHNOLOGY into his/her teaching.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As a first-year teacher, DSU prepared the graduate to INTEGRATE TECHNOLOGY into his/her teaching.	1.00	2.00	1.39	0.49	0.24	18

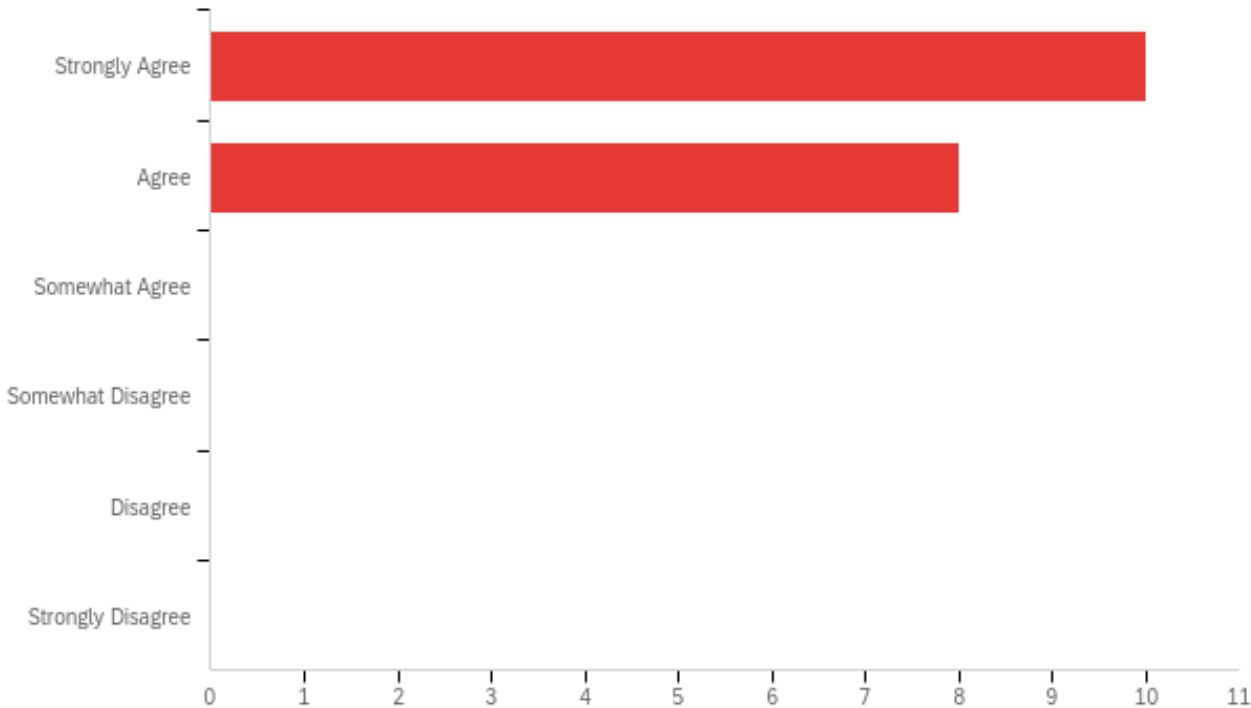
#	Answer	%	Count
1	Strongly Agree	61.11%	11
2	Agree	38.89%	7
3	Somewhat Agree	0.00%	0
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

18

**Q9 - OVERALL, Dakota State University's Teacher Preparation Program provided your school a with successful first-year teacher.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	OVERALL, Dakota State University's Teacher Preparation Program provided your school a with successful first-year teacher.	1.00	2.00	1.44	0.50	0.25	18

#	Answer	%	Count
1	Strongly Agree	55.56%	10
2	Agree	44.44%	8
3	Somewhat Agree	0.00%	0
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

18

## Q10 - What is the GREATEST STRENGTH in Dakota State University's Educator Preparation Program that meets your school's needs?

What is the GREATEST STRENGTH in Dakota State University's Educator Preparation Program that meets your school's needs?

Unsure

Instructing your teacher candidates on a variety of instructional strategies.

Well rounded educator experience.

collaboration with other teachers. DSU's program prepares teachers to work together for the betterment of students.

Positive learning environment.

Technology related content

I think that Paige did a fantastic job with our students and we made a tremendous hire with her! Very professional, dedicated, and willing to grow! Great hire for us!

Overall preparation and teacher confidence.

Ms. Yount demonstrated a strong understanding of the value of relationships and knowing her students.

I can't speak for the program but what I observed from Taylor was a unique ability to handle classroom management. Her skills were far superior to most first year teachers.

Teaching Assignment Versatility

Technology and ability to collaborate with peers. Also graduates have been good at seeking feedback from supervisors.

technology skills

Technology Education

The ability to integrate technology into the curriculum and adjust lessons to meet students learning needs.

Assertiveness and open to feedback

Technology integration

I believe her student teaching experience enhanced what she learned during her college years.

**Q11 - What is the MOST IMPORTANT IMPROVEMENT that Dakota State University can make in its Educator Preparation Program to meet your school's needs?**

What is the MOST IMPORTANT IMPROVEMENT that Dakota State University can make in its Educator Preparation Program to meet your school's needs?

Unsure

None

Continue to prepare students in using best practices in the classroom. In conversations with my teacher, she felt there were some gaps due to the pandemic that limited some of the experiences she may have had otherwise.

I feel DSU could better prepare teachers on how to develop professional relationships with students before delving into differentiation and technology.

Classroom management.

Recruit more educators

I notice most recent graduates do not get enough training in classroom management. I don't think that teachers just need the strategies, but they need the confidence in their strategies. They also need preparation in dealing with difficult behaviors and interventions for behaviors they see. I think this is the biggest area for growth for new teachers in every Educator Preparation program in the state. We are seeing behaviors in classrooms now that never existed before as well as a need for SEL training. I hope we can see more skills from graduates in that area.

N/A

Provide the first year teachers with a strong understanding of the SD evaluation process and the SD student assessment system.

Ensuring that graduates understand the SD assessment system as well as the SD teacher evaluation program.

Classroom Management Support

Help prepare students to deal with the students that do not want to work for an education.

classroom management skills

Differentiated instruction to meet the various levels within one classroom.

Keep teaching students to think outside of the box, collaborate with others, and infuse hands-on learning into their classrooms.

Nothing I can think of

Continued instruction on current best practices in education

Get them into classrooms as soon as you can to get real life experiences.