

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate and Employer Surveys



Graduate Results (pgs. 2-12)

Employer Results (pgs. 13-22)



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Office of Institutional Effectiveness, Assessment, and Policy

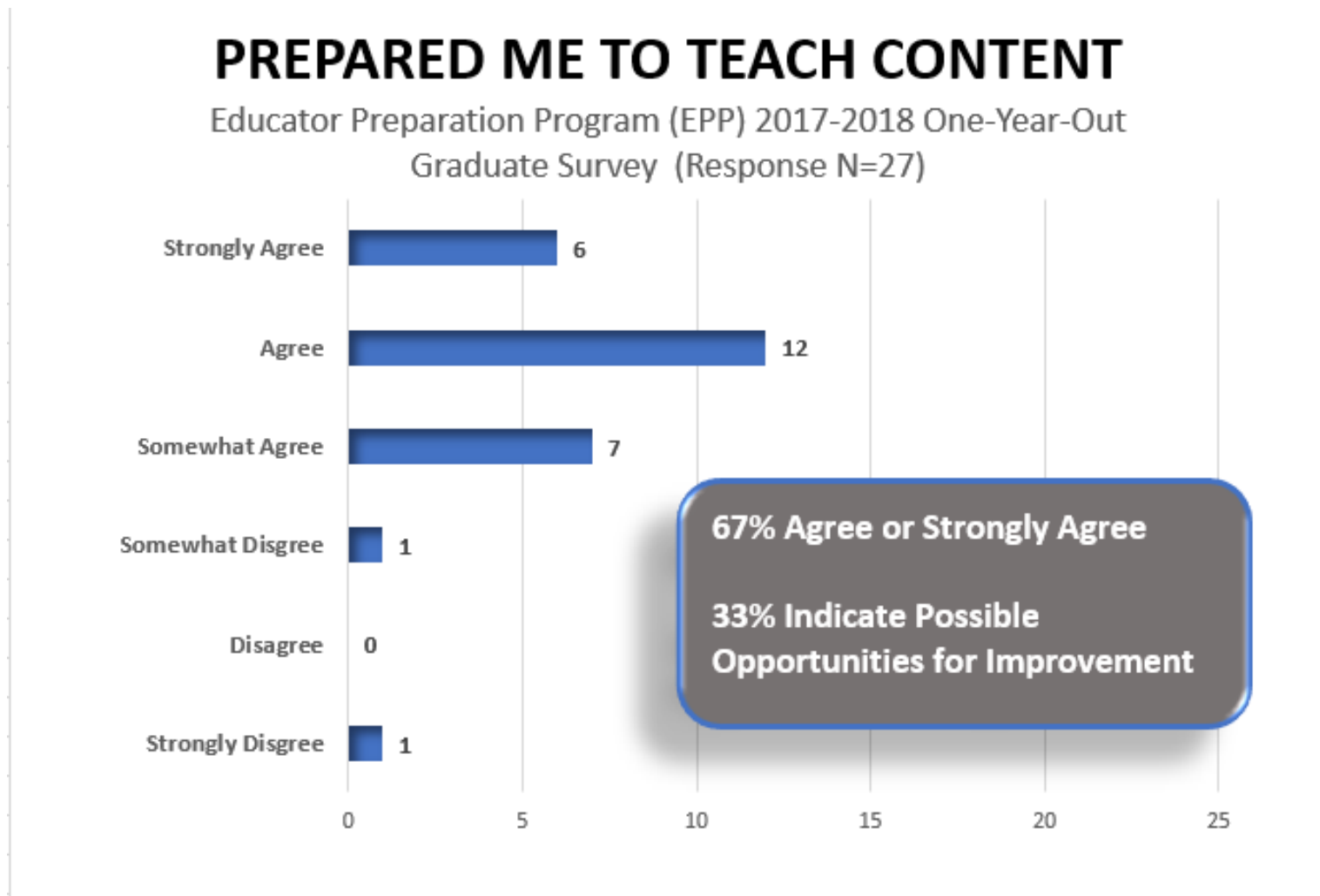
820 N Washington Ave, Heston Hall #309, Madison, SD 57042

EPP 2017-2018 GRADUATE ONE-YEAR OUT SATISFACTION

- **Step 1: VALID INFERENCES.** Determine the degree to which the College of Education can make *valid inferences* from a response of 27 graduates (2017-2018)—that these results are representative of the EPP graduate population.
- **Step 2: ADDITIONAL INFORMATION.** Determine additional information the College of Education may need in order to get to the root causes of the two lowest areas of Agree and Strongly Agree below. (See student and employer comments for a start.) What other program evaluation data sources/results inform student performance in **CONTENT** and **USE DATA FROM A VARIETY OF ASSESSMENTS**?
- **Step 3: BENCHMARKS.** As the College of Education gathers more years’ of EPP graduate satisfaction data in these seven areas, consider establishing internal benchmarks—how good is good enough for these results in each area? In total? What % of Agree and Strongly Agree is acceptable to the program?
- **Step 4: IMPROVEMENT FOCUS.** Target EPP improvement goals and actions on the root causes.

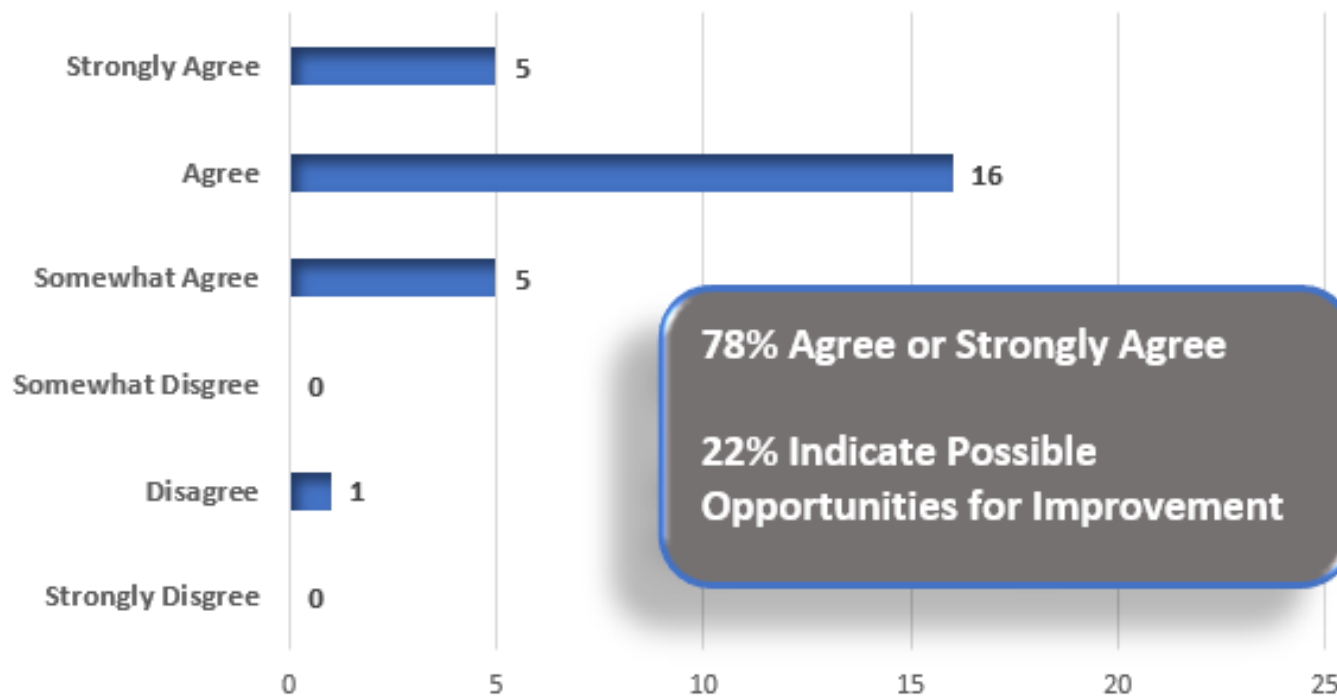
Data Source: Educator Preparation Program (EPP) 2017-2018 Graduate 1-Year Out Satisfaction Survey

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate Satisfaction Survey	Agree or Strongly Agree
My learning experiences at DSU prepared me to create a POSITIVE LEARNING ENVIRONMENT (classroom procedures, physical spaces, engaged behavior).	85%
My learning experiences at DSU prepared me to COLLABORATE with a variety of people to improve my students' learning.	81%
My learning experiences at DSU prepared me to use a VARIETY OF INSTRUCTIONAL STRATEGIES appropriate to my students' diverse learning needs.	78%
My learning experiences at DSU prepared me to INTEGRATE TECHNOLOGY into my teaching.	78%
OVERALL, Dakota State University's Teacher Preparation Program provided me with what I needed to a successful first-year teacher.	74%
My learning experiences at DSU prepared me to teach the CONTENT of my discipline/field.	67%
My learning experiences at DSU prepared me to USE DATA FROM A VARIETY OF ASSESSMENTS to make adjustments, as needed, in my communications, my instruction, and/or curriculum.	56%
74% Average Satisfaction	



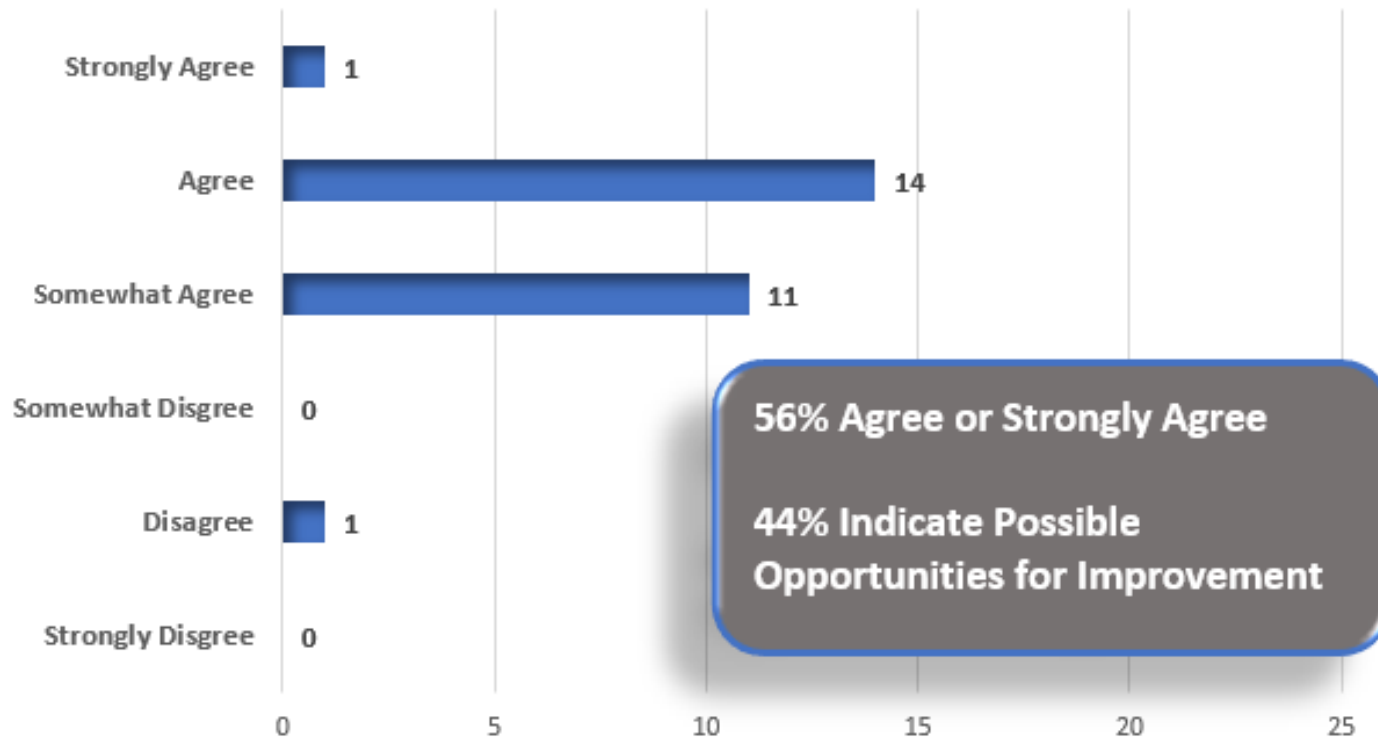
PREPARED ME TO USE INSTRUCTIONAL STRATEGIES

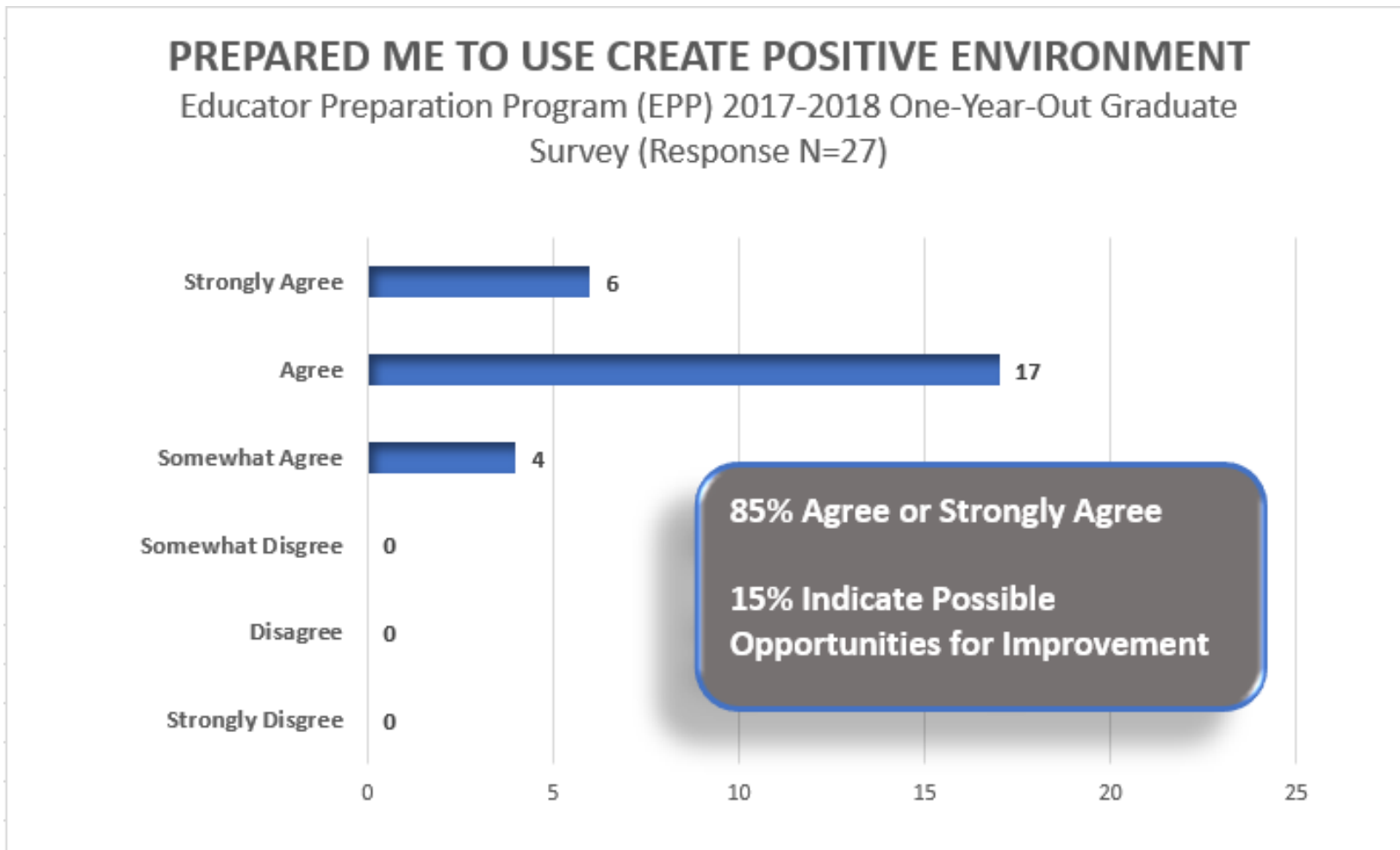
Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate Survey (Response N=27)

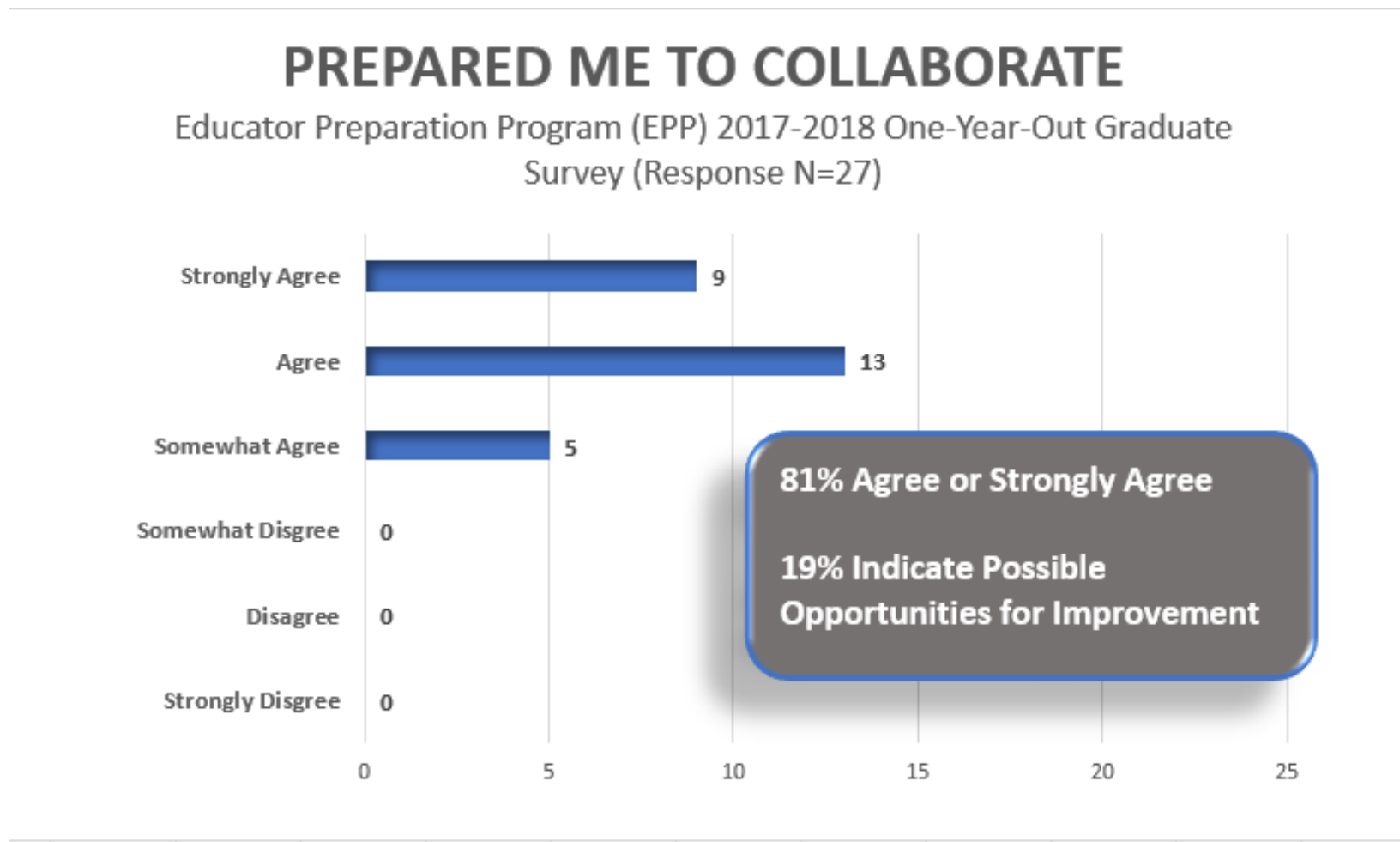


PREPARED ME TO USE DATA FROM ASSESSMENTS

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate Survey (Response N=27)

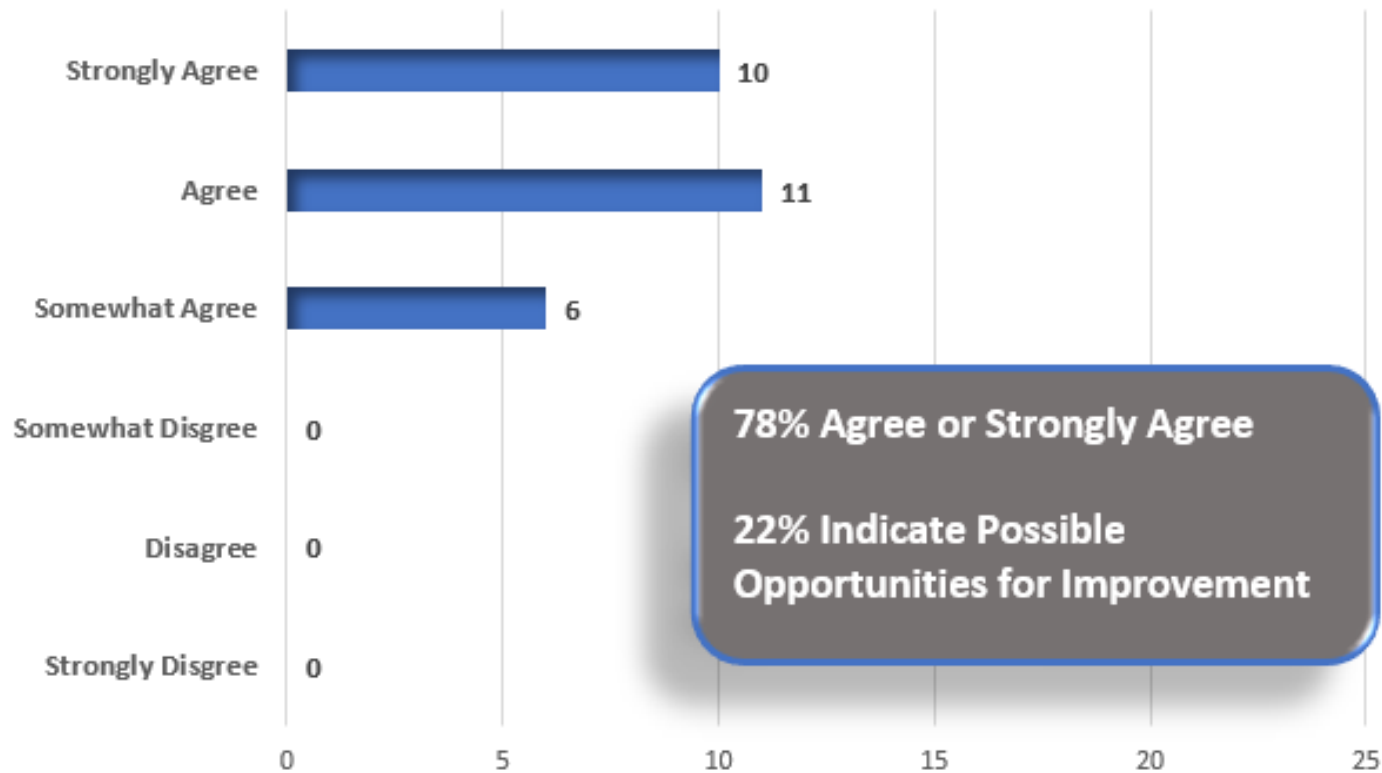






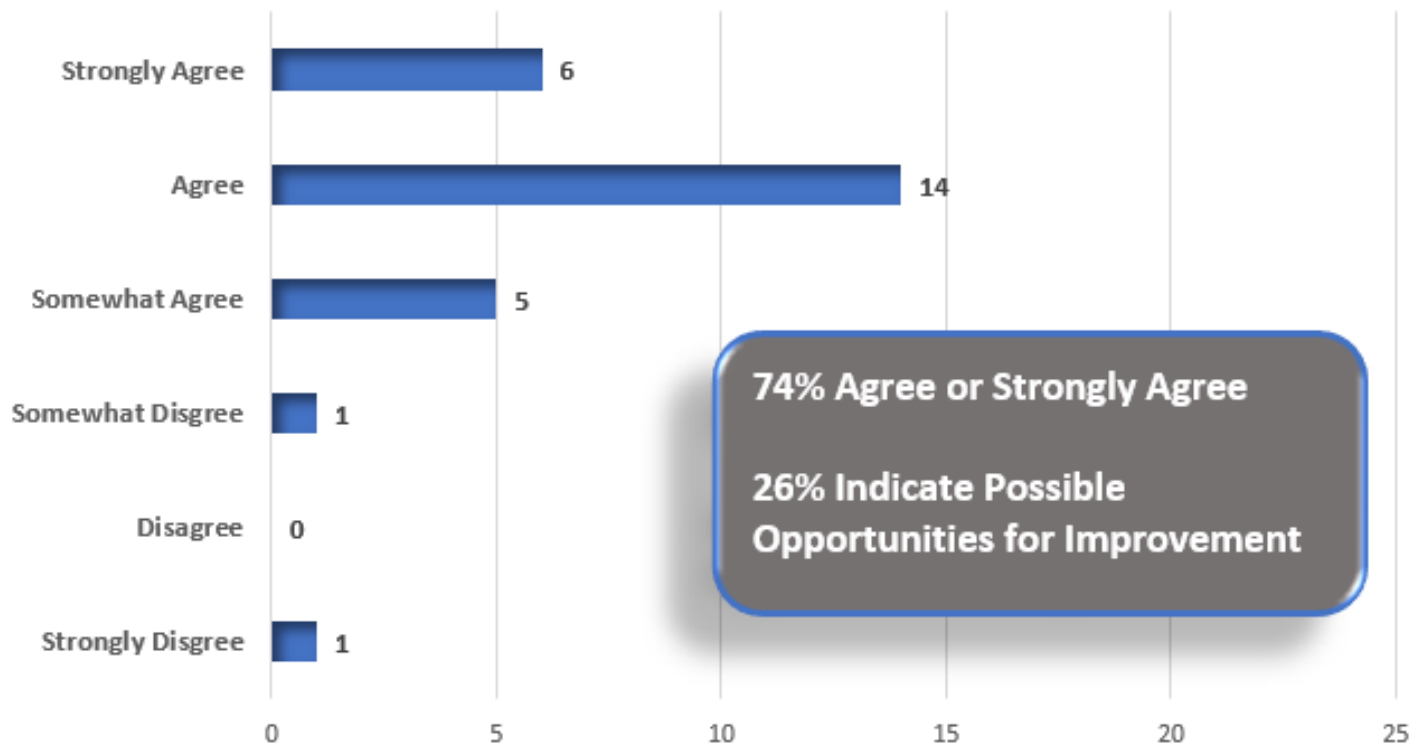
PREPARED ME TO INTEGRATE TECHNOLOGY

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate Survey (Response N=27)



PREPARED ME TO BE SUCCESSFUL 1ST-YEAR TEACHER

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate Survey
(Response N=27)



What did Dakota State University's Educator Preparation Program provide that has HELPED YOU THE MOST in your first-year teaching?

1. Collaboration.
2. DSU provided real classroom experiences.
3. Teaching in a variety of environments with diverse groups of students.
4. A safe space to collaborate with other teachers and connections to help with that first-year teaching.
5. Classroom experiences - we had to observe and participate in the classroom during our courses.
6. Having all the different field experiences and being able to work with teachers in various settings and grade levels.
7. Technology integration and how to have a PLN.
8. Confidence and resources.
9. Feeling comfortable with the technology, relationships (building with students) and keeping in touch with past professors.
10. I think the knowledge of different ways to teach in a multitude of areas really helped me. DSU made me a teacher who had a lot of innovative ideas.
11. I felt prepared to teach reading with multiple strategies. There were plenty of reading methods courses.
12. I learned many strategies that I am now using with my students. The math strategies that I learned from DSU carried smoothly to working with students in the classroom. The strategies that I learned at DSU for reading did the same as well.
13. Great professors who love their job!
14. The greatest strength was providing me with a variety of tools to assess, use, and create a positive learning environment. I also really like that I can still contact my professors for resources to use in my classroom.
15. The professors teaching the upper level courses are very passionate and bring new and exciting techniques in to teach.
16. I think the strongest asset I learned from DSU was a vast arrangement of Ed tech tools to use to help make a fun learning environment.
17. Observation and suggestions from student teaching.
18. We were prepared for a wide variety of grades.
19. They are always up on the newest technology.
20. I believe the greatest strength is exposing us to a lot of opportunities in use of strategies, technologies, and usage of items.
21. Having tech in the classroom.
22. The greatest strength in DSU's program is that it teaches us so many ways to use technology in the classroom not only for our students but also for our personal use. The only downside to this is that, when I am in a school that is not one-to-one with technology, it is harder to find ways to teach without technology because we spent so much time learning how to incorporate it.
23. There was a lot of information pertaining to reading. I felt much more prepared to teach reading.
24. Being able to go to the different classrooms (field experience) throughout the entire program allowed me to see a variety of schools and helped with the variety of students and parents I work with now.
25. The professors and the information they provide is the best resource.

26. Extremely helpful when we need resources or answers pertaining to any questions that we have. I loved that I was able to always get an answer from the staff.
27. Hands-on learning. The professors use tools or techniques to teach content, while also giving us a chance to get comfortable with it and see it from the student side. The college of education was very personable and brought in a lot of real-life experiences.
28. Hands-on learning. The professors use tools or techniques to teach content, while also giving us a chance to get comfortable with it and see it from the student side. The college of education was very personable and brought in a lot of real-life experiences.

What is the MOST IMPORTANT IMPROVEMENT that Dakota State University can make in its Educator Preparation Program?

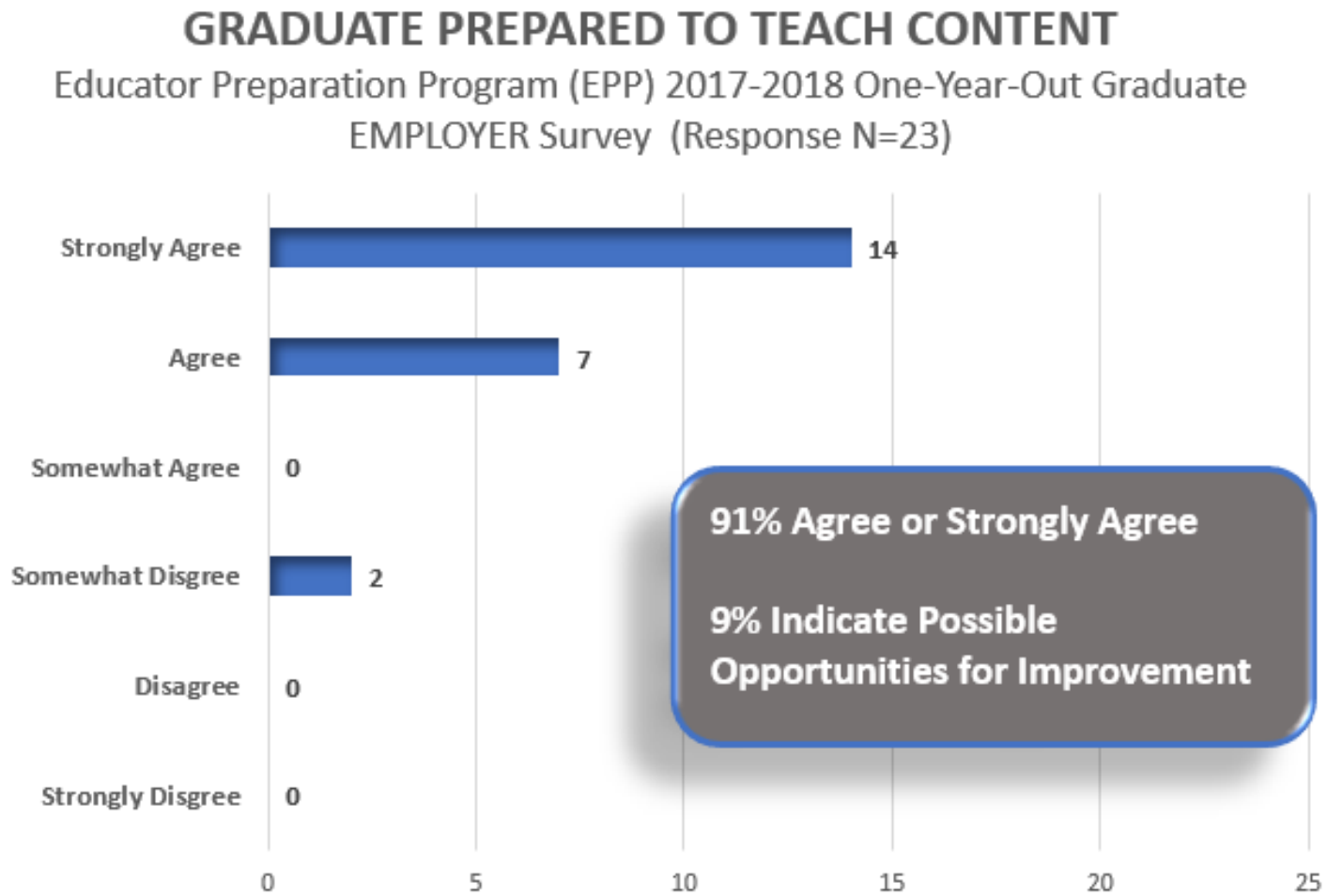
1. Help with post graduate job placement.
2. Assessment training.
3. Make sure professors aren't using the same recorded lectures year after year. Things change in the world of education so lectures should change too.
4. I think it would be beneficial to have recent graduates come in and speak to what happened for a first year/second year teacher.
5. The organization and logistics of the program. No one seemed to know what I needed to do, classes to take, and requirements to meet.
6. More field experience for sped placements if possible.
7. Classroom management strategies.
8. Classroom Management.
9. Behavior & having a large, difficult class.
10. I think the biggest thing I needed more help with are classroom management strategies and what to do when it isn't working. I also think realistic implementation ideas would of been helpful.
11. More math methods courses. Less learning about math content and more about different strategies and how to teach math in the classroom.
12. Teaching students that are majoring in Special Education about the IEP process and how to properly fill out documentation needs to be covered better. I struggled, and still struggle in filling out my Parental Prior Written Notices and what all is needed in an IEP. I think this can be covered a little bit better in the classes that DSU provides.
13. Classroom Management classes.
14. I have been hired to teach sixth grade health and science. I feel prepared for science, but I do not feel that the health class was informational enough to provide me with what I need to successfully create and teach health lessons relevant to what students are going through today.
15. Spend more time covering how to apply for the teaching certification. It was glossed over very quickly and nothing was mentioned about having to continue earning credits to renew it down the road.
16. I thought more could be taught on classroom management skills or how to deal with behavior problems. Real life problems that occur in the classroom everyday.
17. Making the meetings during student teaching worthwhile and full of content that I can use.

18. I think you need more about the behaviors you will see in the classroom. That was the biggest shock I received. The severe behaviors are very prominent within the classroom now a days!
19. Not sure.
20. I believe students need more discussion on implementation of materials and how to do that successfully when you're a busy first year teacher.
21. More hands on, in the classroom work right away. The only way you are going to get useful experiences is by being in the classroom with the kids. The book/content areas taught me very little for how to handle behaviors in the classroom. Students need to have structure before they can learn the content. I would have rather went into classes and saw different classroom management skills teachers have with real student experiences.
22. The most important improvement that DSU can make is to offer more time to look at curriculum and learn how to plan from a teachers edition. It would also be helpful to practice more backwards planning and how that can be used to create a curriculum map.
23. More math preparation. I was only provided one math methods course where in reading I had multiple. The course was more about setting up a classroom and less about different math strategies, how to incorporate strategies to match common core standards. I think they could also help students understand the standards and what they mean in terms of what students need to learn. Also, that it is okay to stray from the basal curriculum!
24. If possible, give sped more time in the sped classroom.
25. Becoming more educated on different disabilities and how to work with them in the classroom.
26. Allowing the student teachers to work through an IEP process from start to finish if they are in the SPED program. This was something that I was still unsure about when starting my first year. I think if I had a chance to took the process over with my cooperating teacher then I think I would have felt more confident.
27. Behavior and classroom management. I have heard a lot about VALE, unfortunately I was never able to use it.

EPP 2017-2018 GRADUATE ONE-YEAR OUT EMPLOYER SATISFACTION

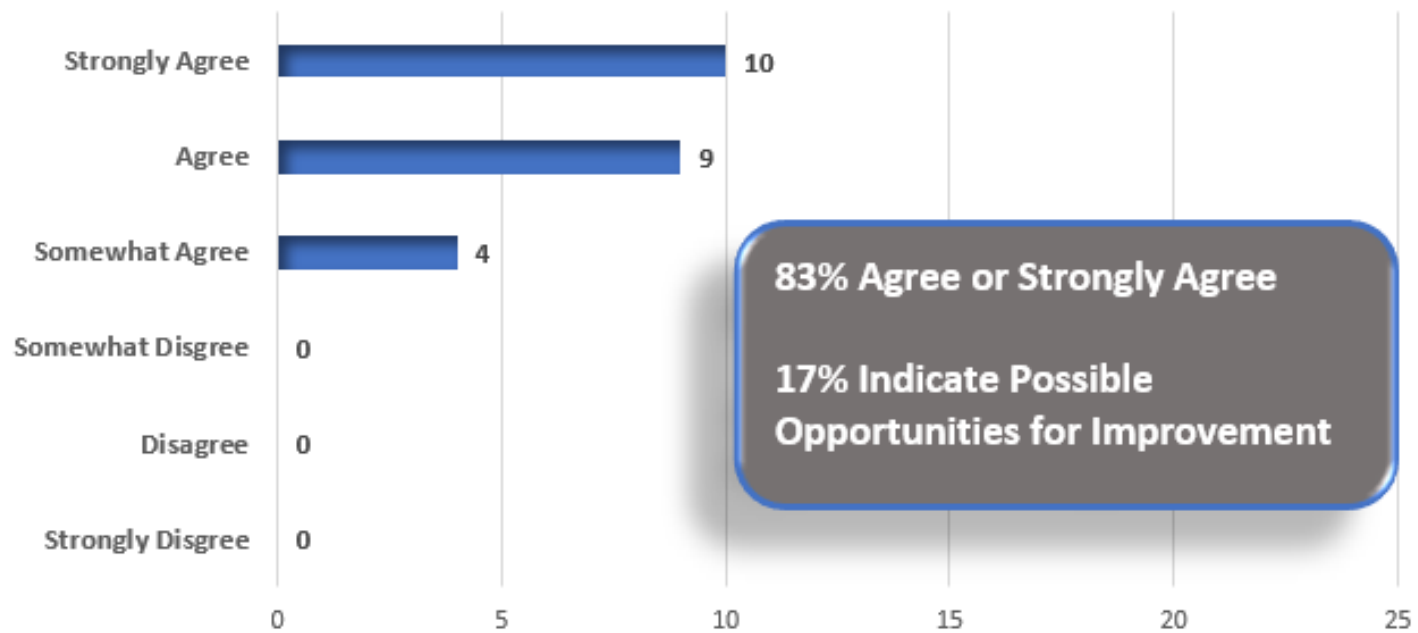
Note that the lowest satisfaction for employers is the same area as that of graduates: **USE DATA FROM A VARIETY OF ASSESSMENTS**.

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate Satisfaction Survey	Agree or Strongly Agree
DSU prepared the graduate to teach the CONTENT of his/her discipline/field assignment.	91%
As a first-year teacher, DSU prepared the graduate to INTEGRATE TECHNOLOGY into his/her teaching.	91%
OVERALL, Dakota State University's Teacher Preparation Program provided your school a with successful first-year teacher.	91%
As a first-year teacher, DSU prepared the graduate to create a POSITIVE LEARNING ENVIRONMENT (classroom procedures, physical spaces, engaged behavior).	87%
As a first year teacher, DSU prepared the graduate to COLLABORATE with a variety of people to improve his/her students' learning.	87%
As a first-year teacher, DSU prepared the graduate to use a VARIETY OF INSTRUCTIONAL STRATEGIES appropriate to his/her students' diverse learning needs.	83%
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.	70%
86% Average Satisfaction	



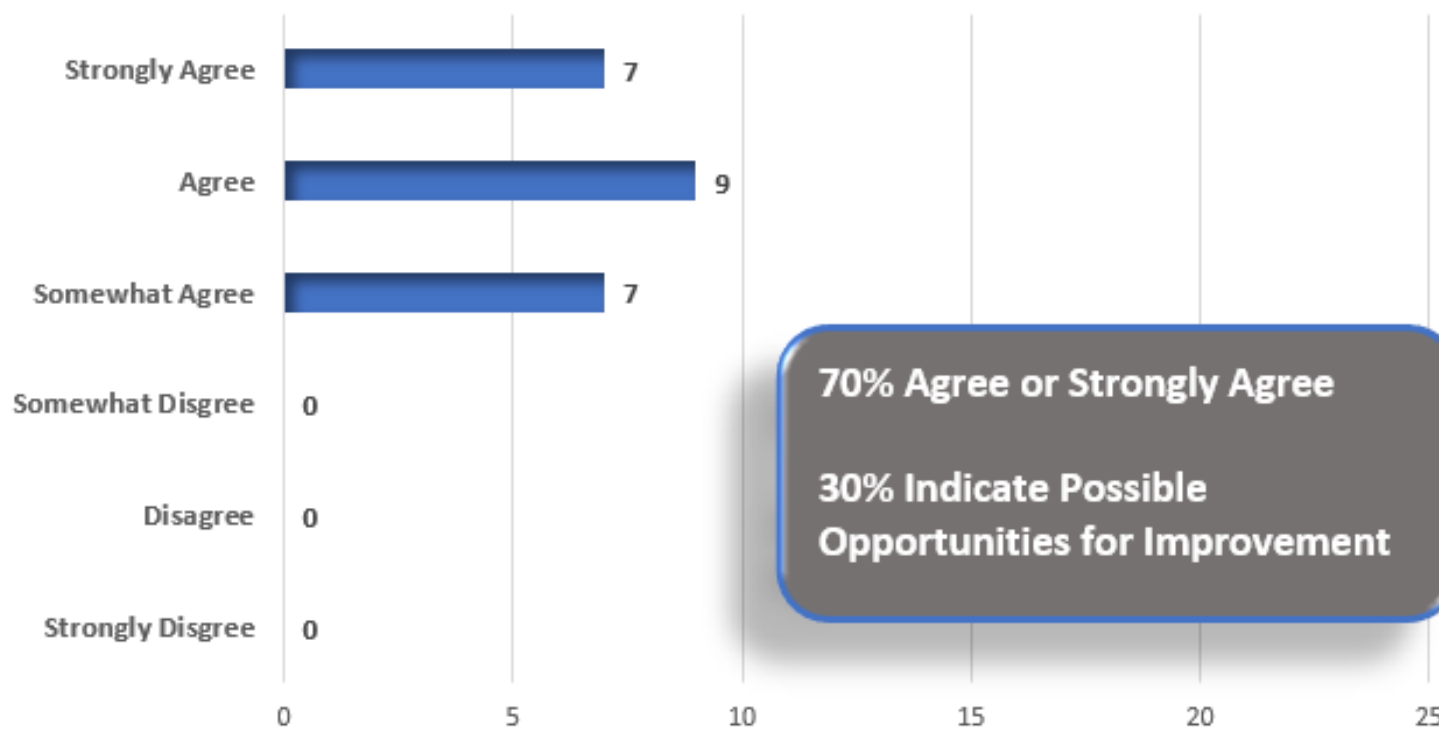
PREPARED GRADUATE TO USE INSTRUCTIONAL STRATEGIES

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate
EMPLOYER Survey (Response N=23)



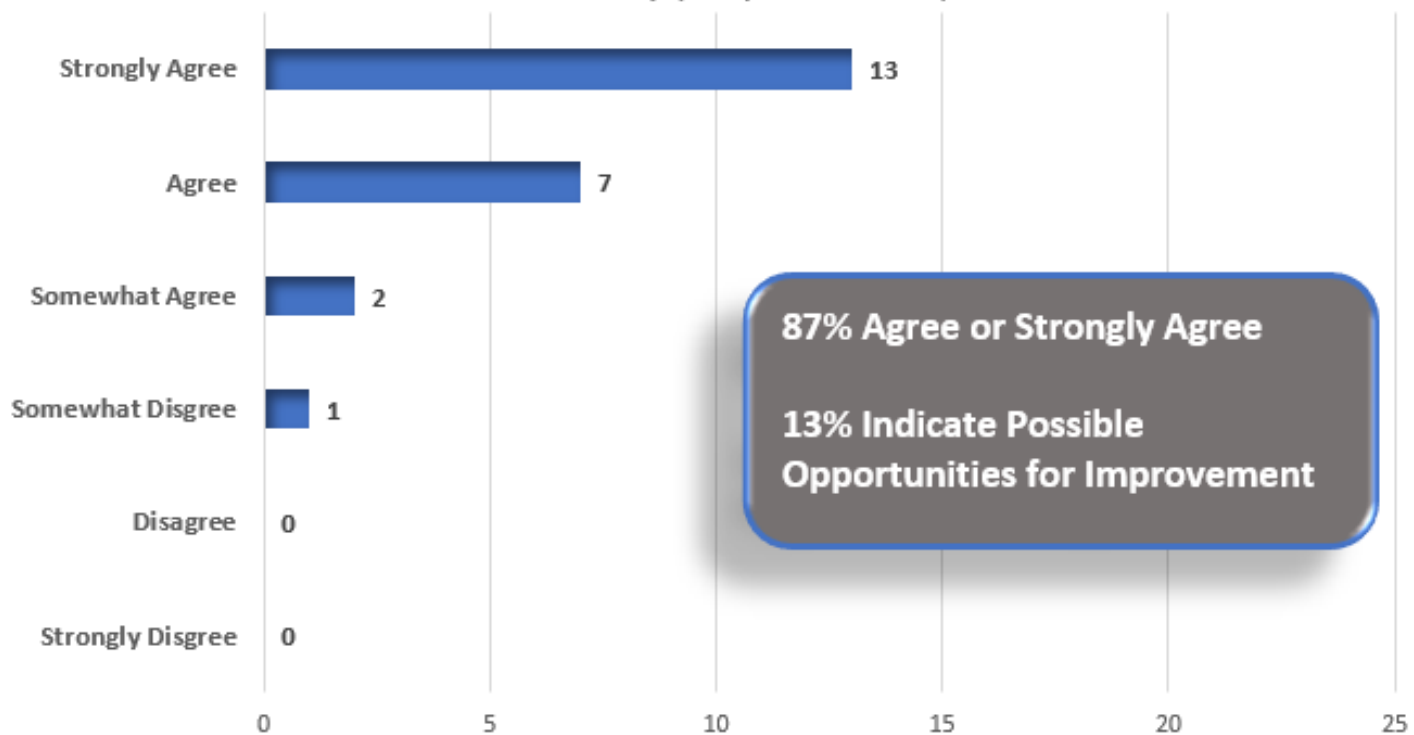
PREPARED GRADUATE TO USE DATA FROM ASSESSMENTS

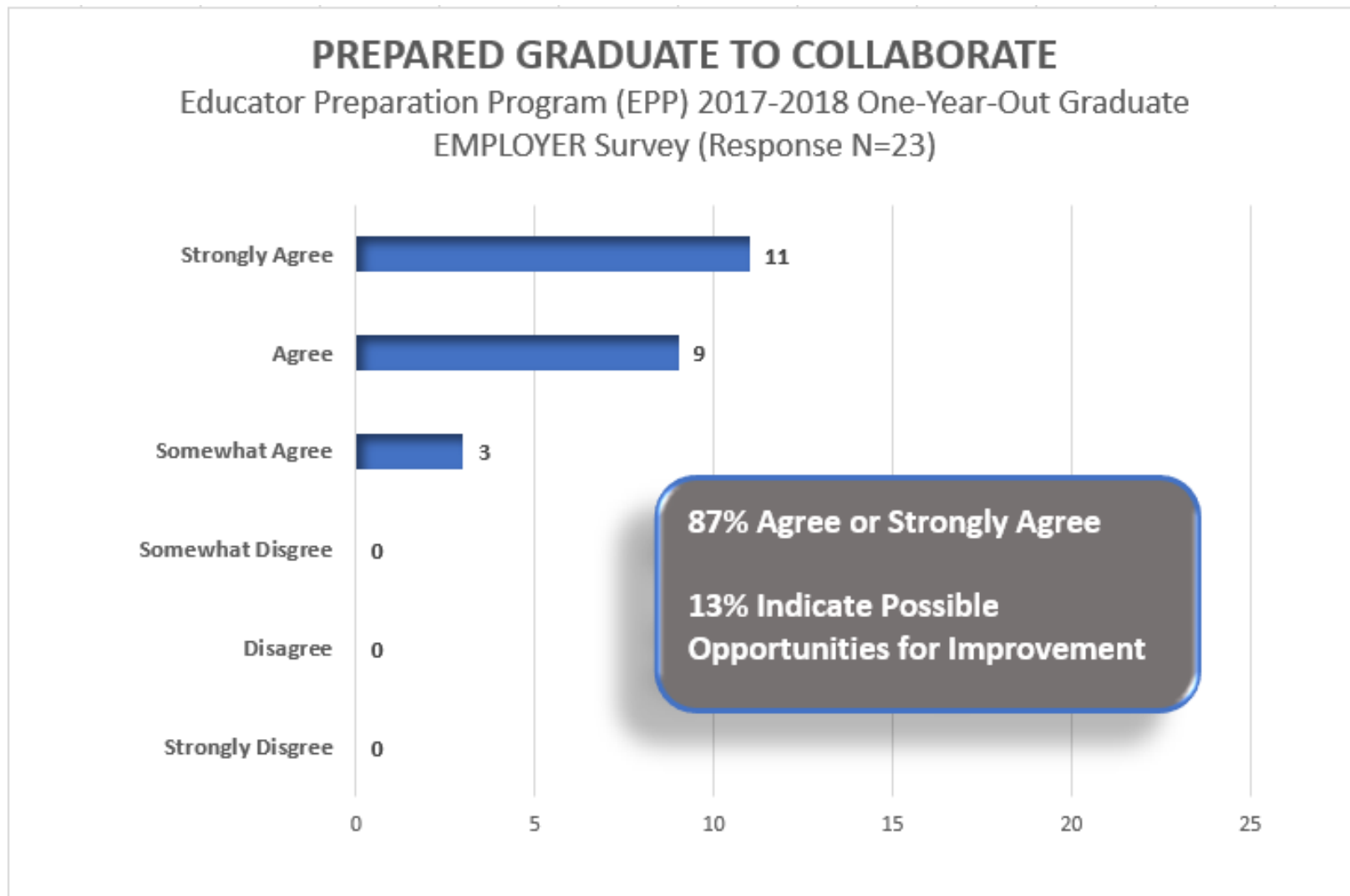
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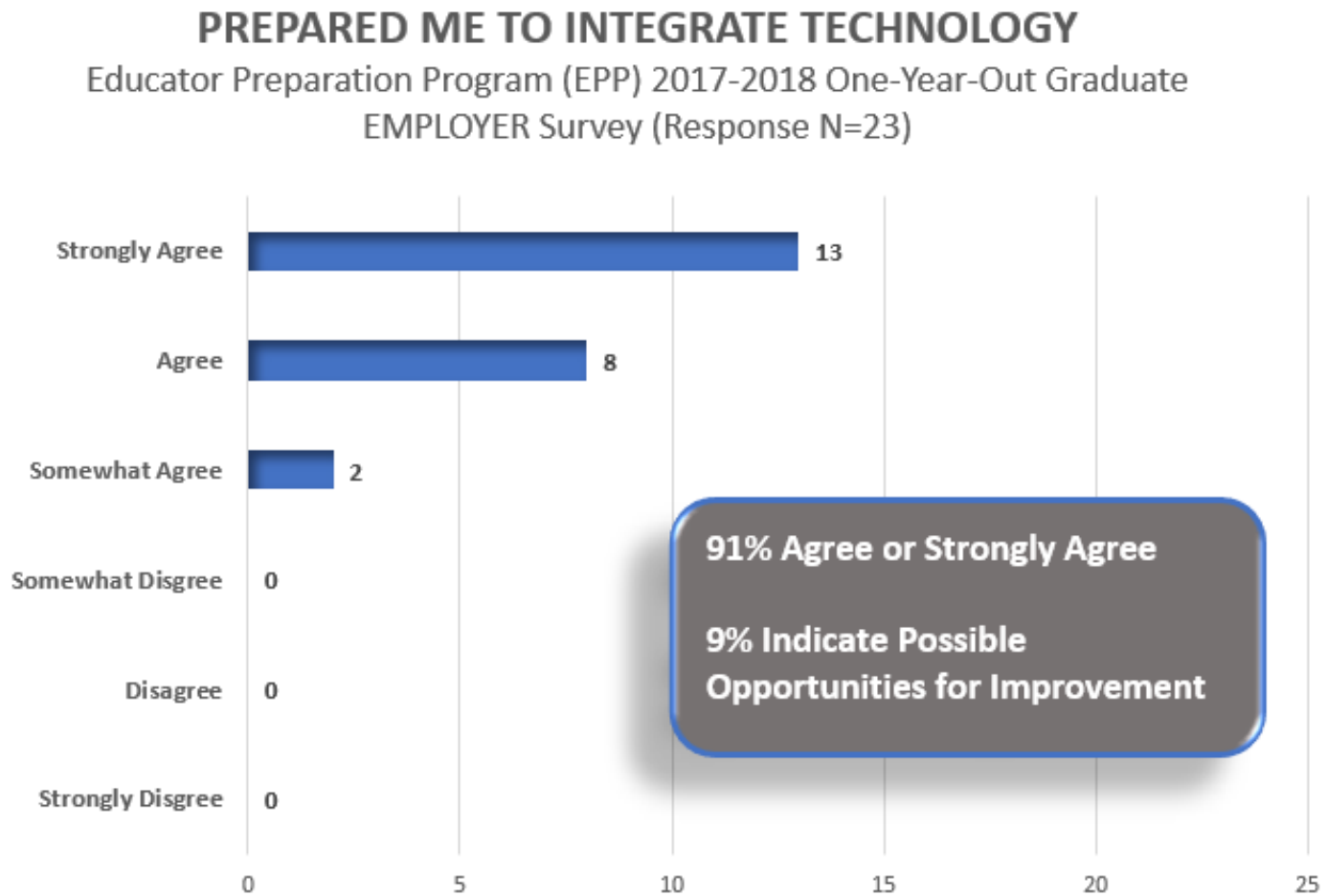


PREPARED GRADUATE TO CREATE POSITIVE ENVIRONMENT

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate
EMPLOYER Survey (Response N=23)

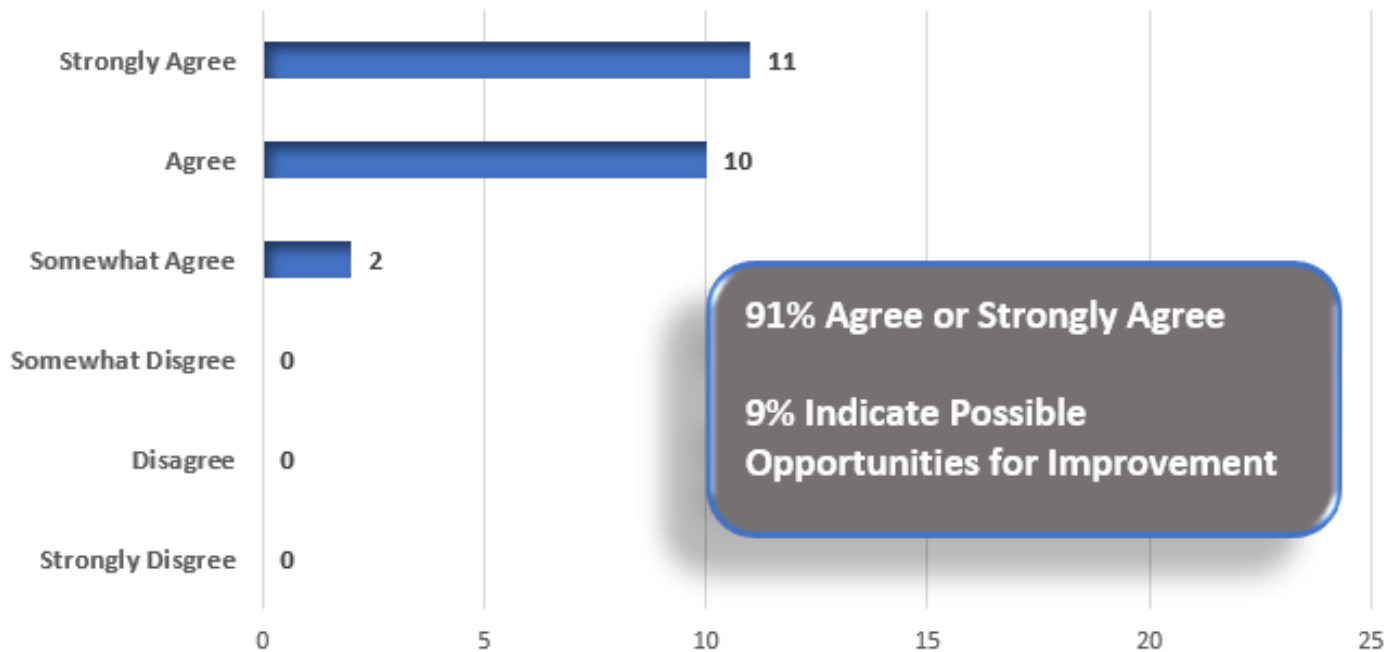






PREPARED GRADUATE TO BE SUCCESSFUL 1ST-YEAR TEACHER

Educator Preparation Program (EPP) 2017-2018 One-Year-Out Graduate
EMPLOYER Survey (Response N=23)



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

1. Interest in collaboration.
2. Keep enrolling wonderful teachers like _____!*
3. Providing instructional strategies.
4. _____ is very confident in what she is doing. This tells me that DSU prepared her well.
5. Understanding of the many different tasks associated with teaching.
6. Technology background.
7. Use of technology.
8. Teachers are prepared to teach the content.
9. Using data to create personalized learning for each child.
10. Student's content knowledge and pedagogy is strong.
11. This particular teacher (recent DSU graduate) is one of the strongest educators I have worked with. She is confident, knowledgeable, and tries to improve herself to bring the best out of her students.
12. Planning and implementation of state standards.
13. Technology skills.
14. Technology integration.
15. Time in classroom.
16. Ability to analyze data.
17. Building Positive Relationship with students and collaborating with colleagues.
18. Classroom design, management and lesson delivery.
19. Technology I believe is the greatest strength.
20. The use and knowledge of technological resources to enhance instruction was most noted. Also, her knowledge of content was impressive.
21. Use of technology.
22. Technology.
23. Innovative teaching.

**Names are redacted to protect confidentiality.*

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

1. Try to instill importance regarding showing up ready to teach. (Might be a generational thing, but first-year teachers oftentimes don't understand they should be at school prior to students arriving.)
2. Brain research and mental health struggles students experience.
3. Preparing them to teach in a personalized learning environment.
4. I have been very pleased with how she has adapted as a first-year teacher.

5. Recognition and strategies on how to handle the diverse social/emotional/mental health needs of students.
6. I am undecided about this question?
7. Classroom management techniques for all learning styles.
8. Classroom management and differentiated instruction.
9. Behavior is the greatest challenge our educators face - traditional classroom management is not always effective - how do we personalize classroom management to specific children.
10. Prepare students to complete student learning objectives.
11. I am so happy with DSU's teacher preparation program that I am going to be recommending this university to my high school students who are interested in becoming teachers.
12. Professionalism.
13. As much experience in the classroom as possible.
14. N/A
15. Na
16. Classroom management.
17. Use technology within instruction and use data to drive to instruction.
18. Skill based assessments for eligibility determinations.
19. Classroom management skills.
20. Classroom management, establishing an environment for learning.
21. Procedures to communicate with parents and the confidence to do so, classroom management and building a classroom environment that is student centered with an atmosphere of respect and rapport.
22. Classroom management. Content strategies.
23. Diversity- working with students who have experienced Trauma.