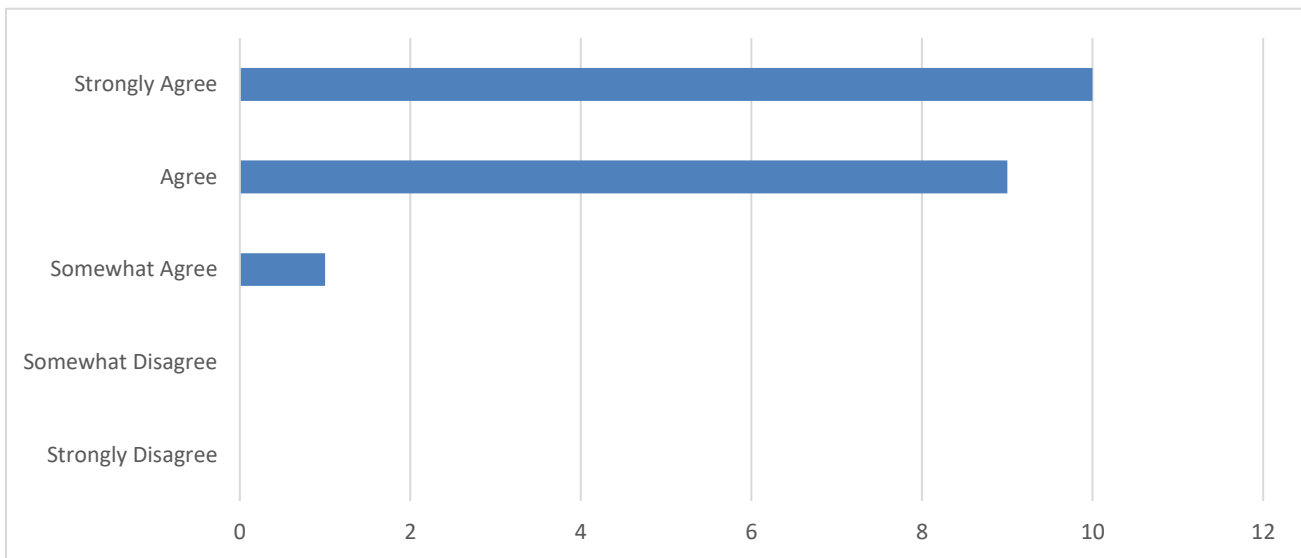


Dakota State University College of Education

Educator Preparation Program (EPP) 2022-23 One-Year Out EMPLOYER Satisfaction Survey
Results as of October 31, 2024

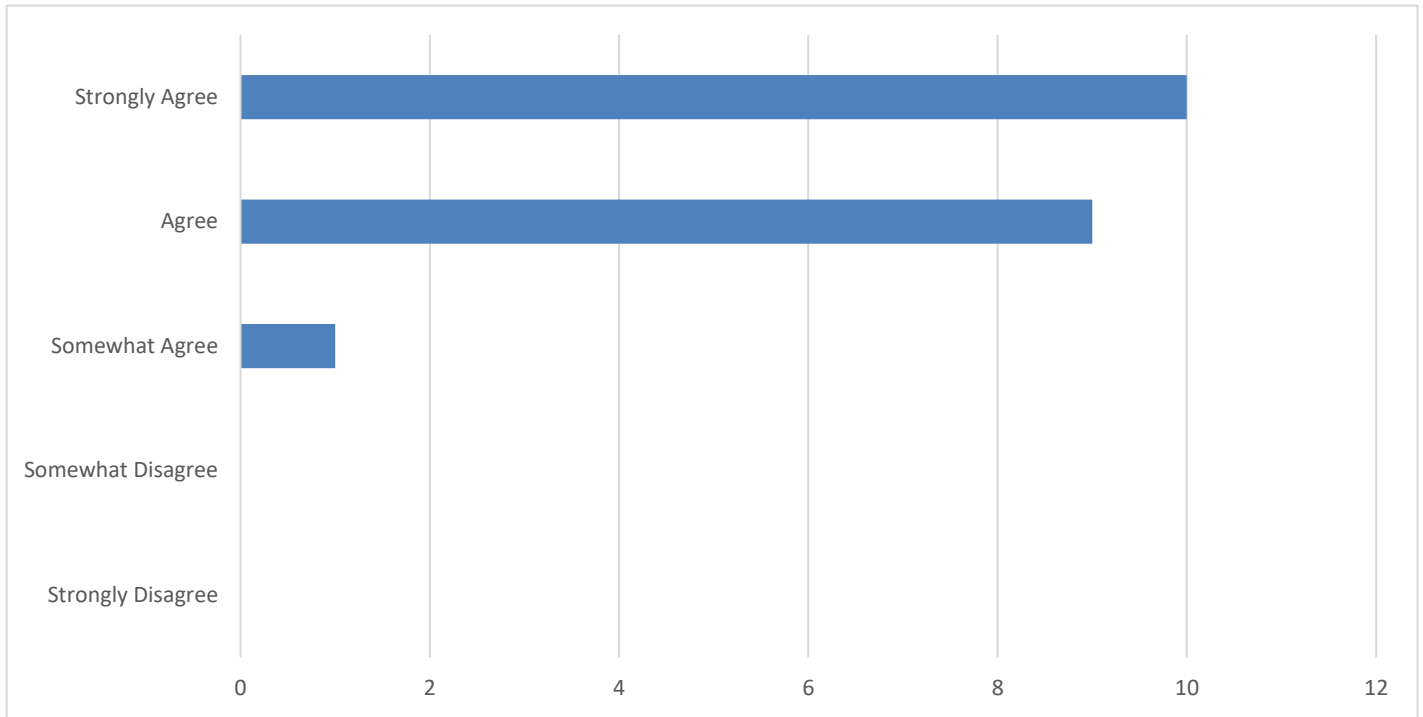
Response Rate: 50%

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



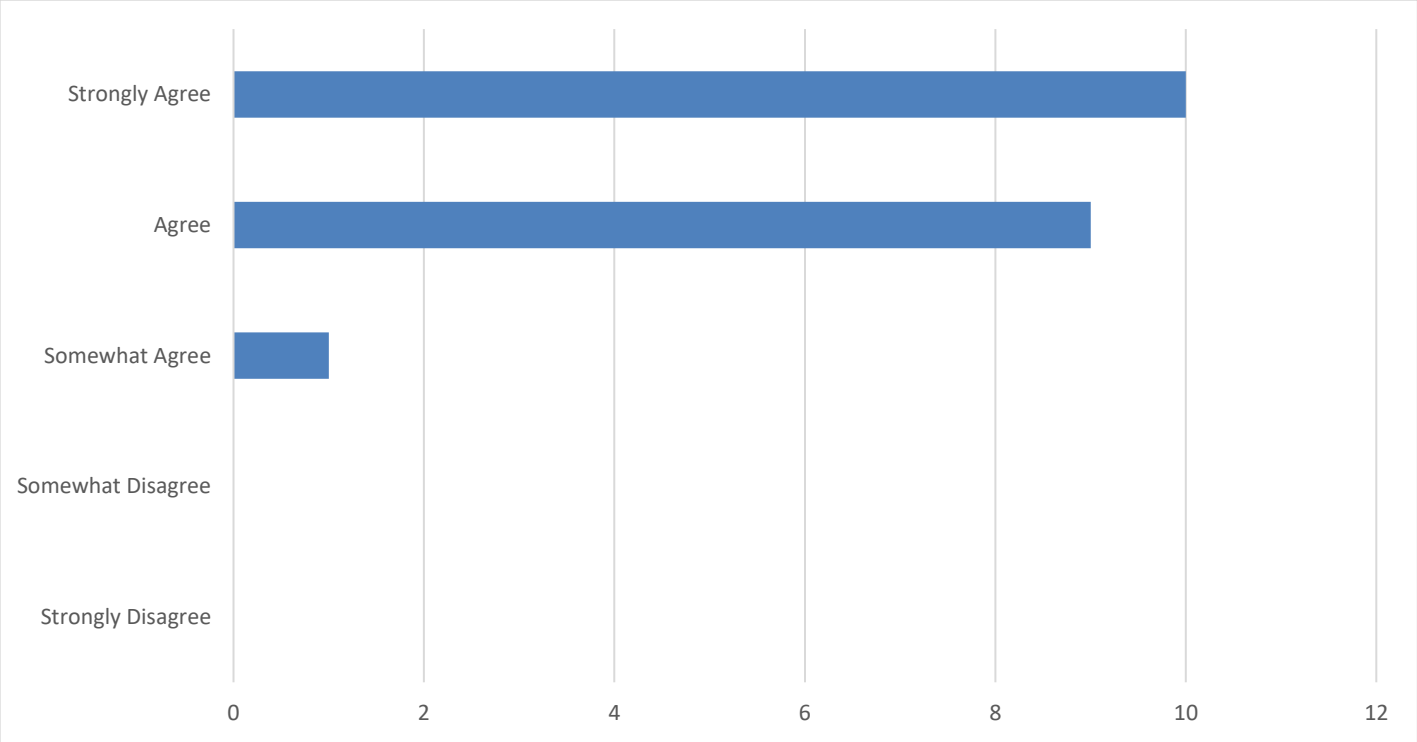
#	Answer	%	Count
1	Strongly Agree	50.0%	10
2	Agree	45.0%	9
3	Somewhat Agree	.05%	1
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	20

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.



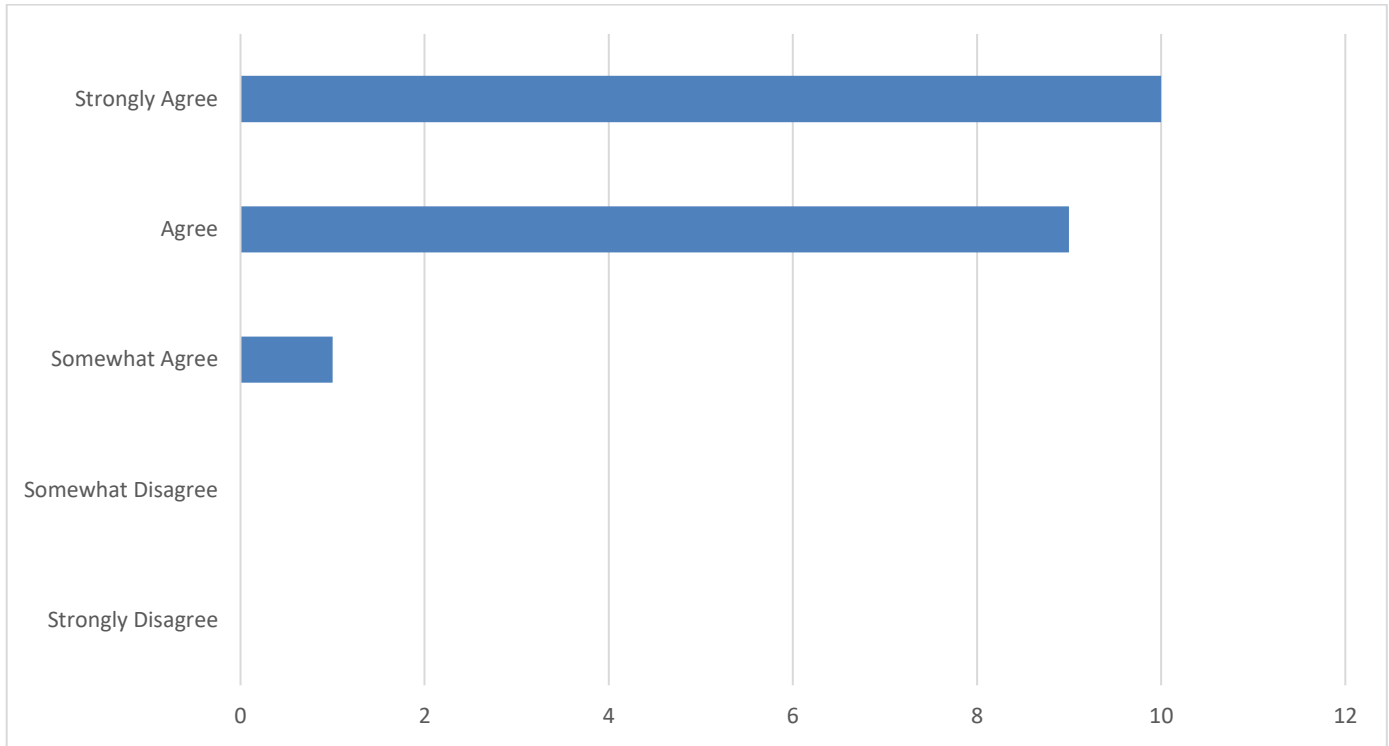
#	Answer	%	Count
1	Strongly Agree	40.0%	8
2	Agree	45.0%	9
3	Somewhat Agree	15.0%	3
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	20

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.



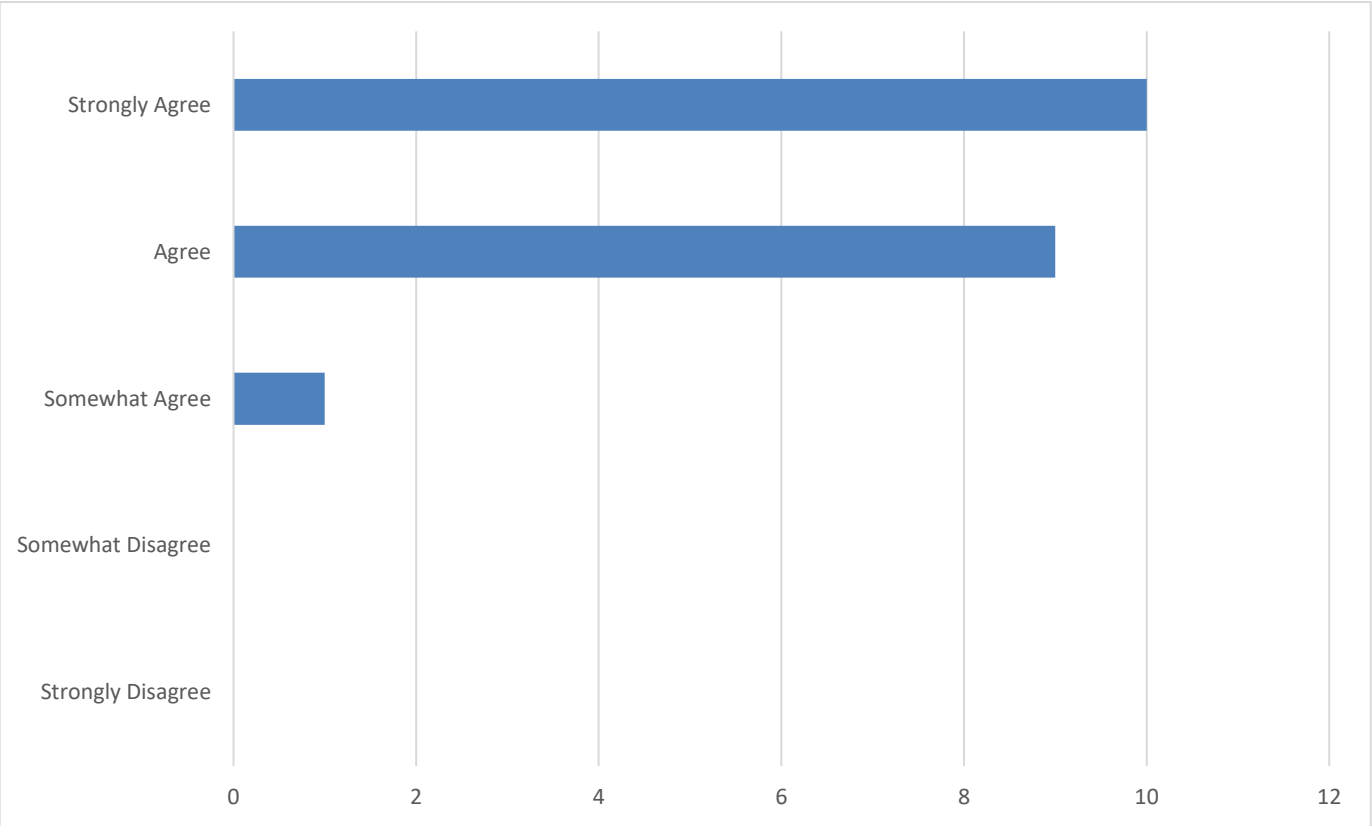
#	Answer	%	Count
1	Strongly Agree	30.0%	6
2	Agree	40.0%	8
3	Somewhat Agree	30.0%	6
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	20

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



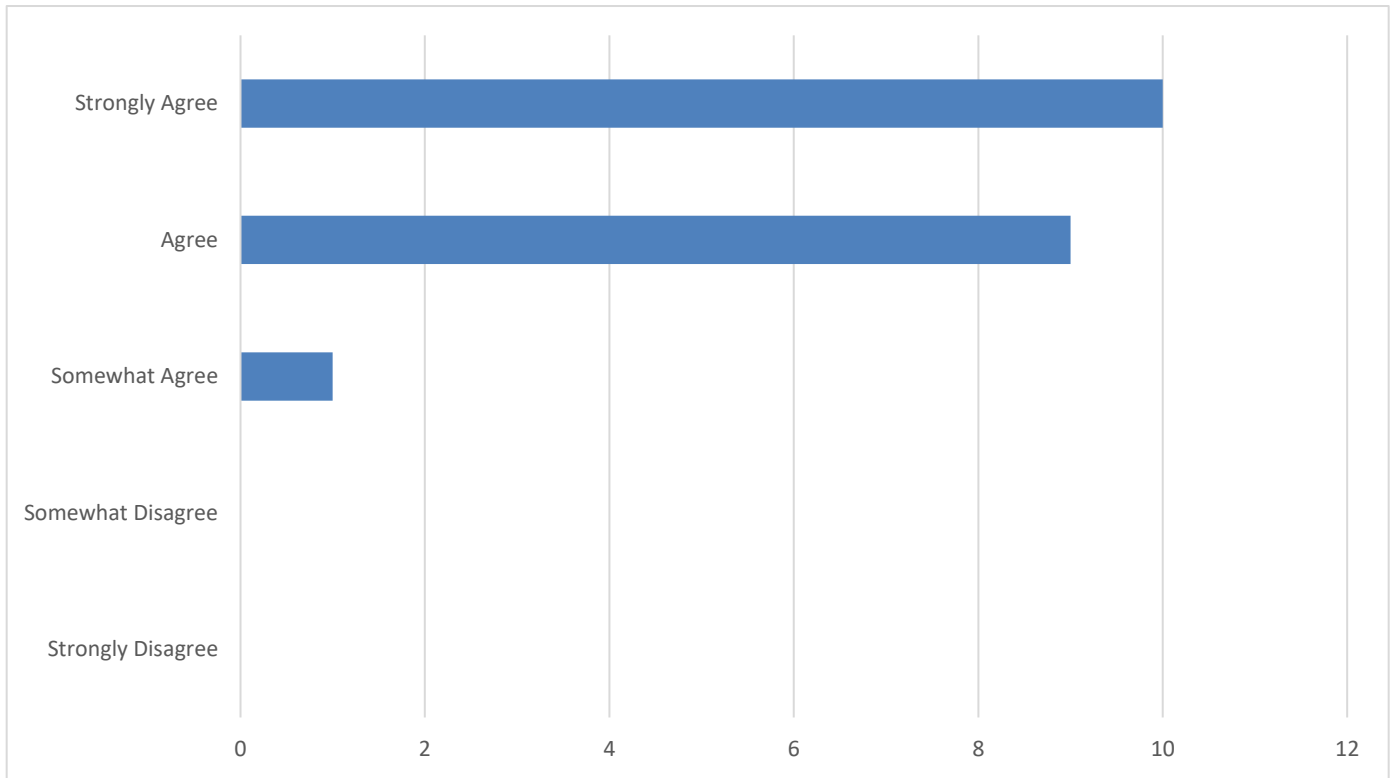
#	Answer	%	Count
1	Strongly Agree	55.00%	11
2	Agree	40.00%	8
3	Somewhat Agree	5.00%	1
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	2

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



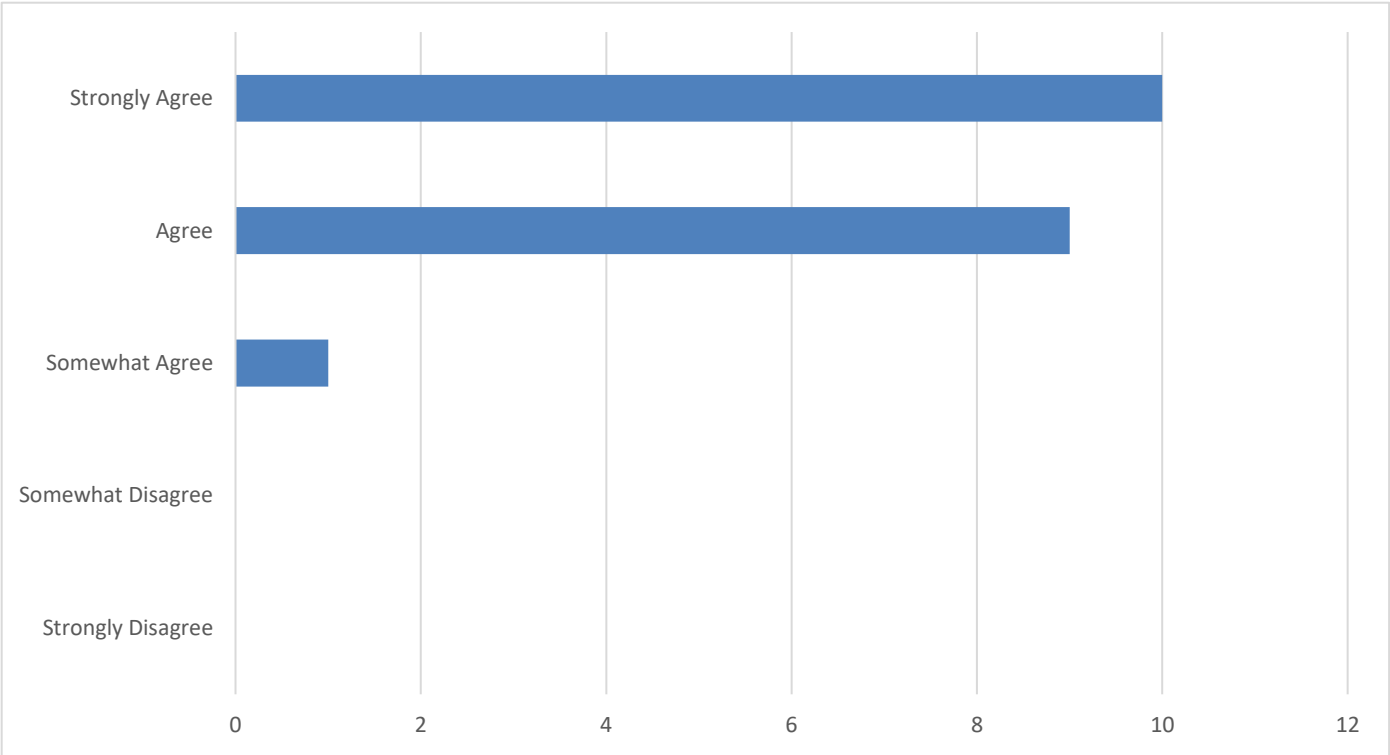
#	Answer	%	Count
1	Strongly Agree	52.38%	11
2	Agree	28.57%	6
3	Somewhat Agree	9.52%	2
4	Somewhat Disagree	4.76%	1
5	Disagree	0.00%	0
6	Strongly Disagree	4.76%	1
	Total	100%	21

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



#	Answer	%	Count
1	Strongly Agree	70.00%	14
2	Agree	30.00%	6
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%	20

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



#	Answer	%	Count
1	Strongly Agree	50.00%	10
2	Agree	45.00%	9
3	Somewhat Agree	5.00%	1
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	20

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?

The variety of skills/certifications that students can perform or fill.

Excellent communication

Very strong instructional knowledge on how to differentiate and use the standards to guide her instructional decisions.

Well versed in the use of technology to enhance learning and instruction.

Integrating Technology in Learning

classroom management

Knowledge

Sidney is AMAZING! She is a high quality teacher. Grateful she is part of our school.

Hard-working, dedicated, eager, and a willingness to learn and to adapt to new things.

This graduate does a great job of using a variety of instructional strategies to meet student needs.

Collaboration around assessments and data to drive instruction

ability to use a variety of teaching strategies

Data driven and strong content knowledge and understanding of standards

Flexibility of what and who they can teach.

Exposure to various grades during practicum hours.

Coachability

Student showed much initiative to get things accomplished. Student had great ideas.

Creating a positive learning environment and building relationships with students.

The candidates from DSU have a broad knowledge of educational best practices.

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?

Classroom management, working through adversity

This isn't specific to DSU, however with the rise in behavior we've seen I believe there needs to be more emphasis put on behavior and classroom management in teacher prep programs. I've seen many young educators that can't get to the great instruction as often as they'd like due to lack of ability in managing student behavior.

Serenity is the best 1st Year teacher we have ever had in my 8 years in administration!

Collaboration with others and leadership responsibility.

Dealing w/ significant behaviors & more depth into SPED accommodations & modifications.

reading instructional strategies

N/A

NA

Behavioral leadership training, how to work with peers (grade-level teachers and staff), and content that correlates to the Science of Reading and research

As with any/all educator preparation programs, graduates needs more opportunities to learn behavior management techniques as well as techniques for working with students with disabilities.

Not just at DSU, but more about teaching reading, specifically the Science of Reading and all of the components that go into teaching it

You're doing great- just continue to encourage students to go into education!

parent communication and confidence with face to face and phone calls, email/texting is not always the best way

Classroom management - behaviors.

Intervention tools and resources

Understanding certification and increased classroom management skills

Getting kids in the field and learning from good teachers.

Providing a stronger elementary literacy foundation for those seeking the K-12 endorsement.

I would like to see on-going improvements with young teacher candidates on dealing with students at a social emotional level. Schools are seeing continued concerns with students struggling with trauma, anxiety, stress- many of these items are linked to social media and other exterior forces. New teachers also struggle with communicating with

parents- practice and interactions with parents may help some younger teachers understand their role in working with parents and students.
