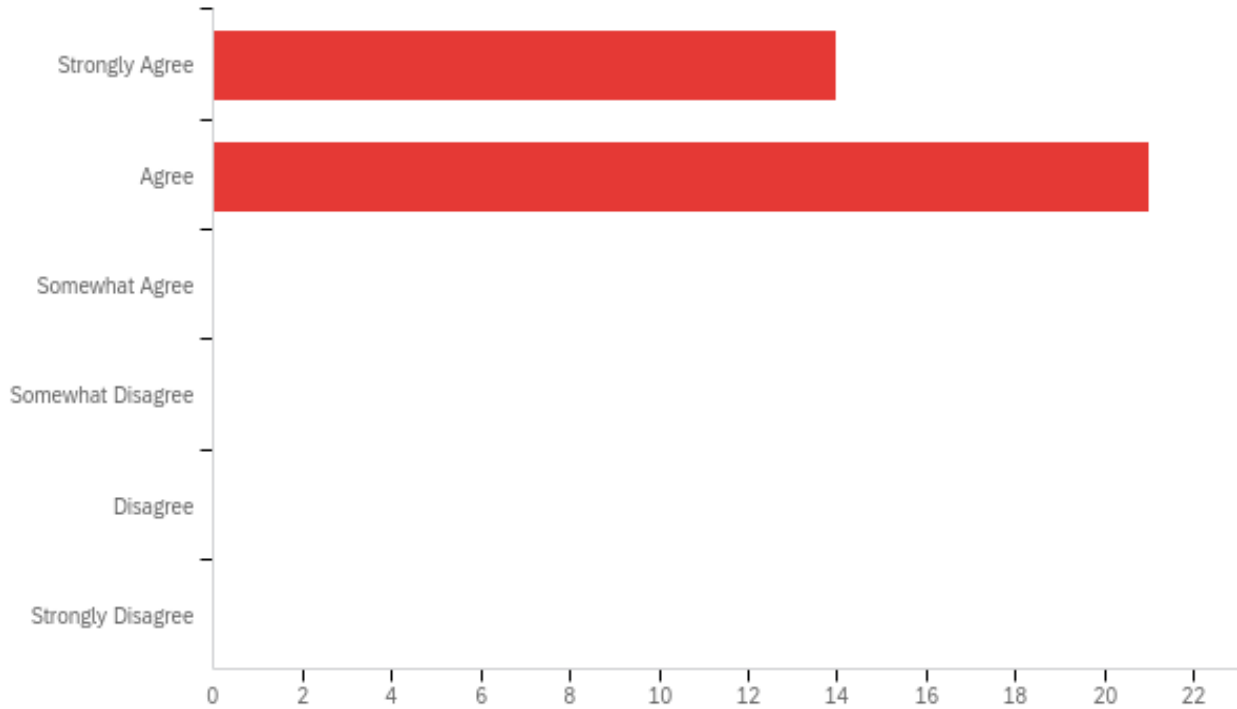


Dakota State University College of Education

Educator Preparation Program (EPP) 2020-21 1-Year Out EMPLOYER Satisfaction Survey – 2020-2021

Report Run January 25th, 2023, 1:25 pm CST

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

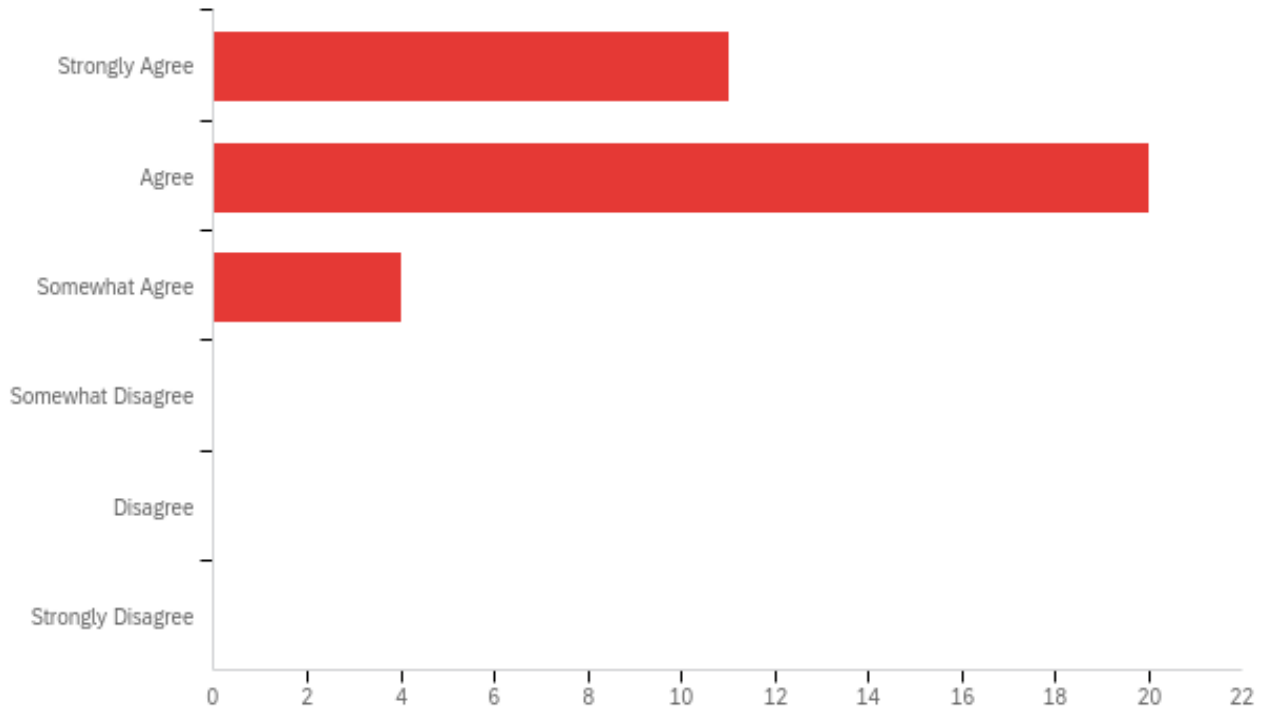


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	DSU prepared the graduate to teach the CONTENT of his/her discipline/field assignment.	1.00	2.00	1.60	0.49	0.24	35

#	Answer	%	Count
1	Strongly Agree	40.00%	14

2	Agree	60.00%	21
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%	35

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	3.00	1.80	0.62	0.39	35

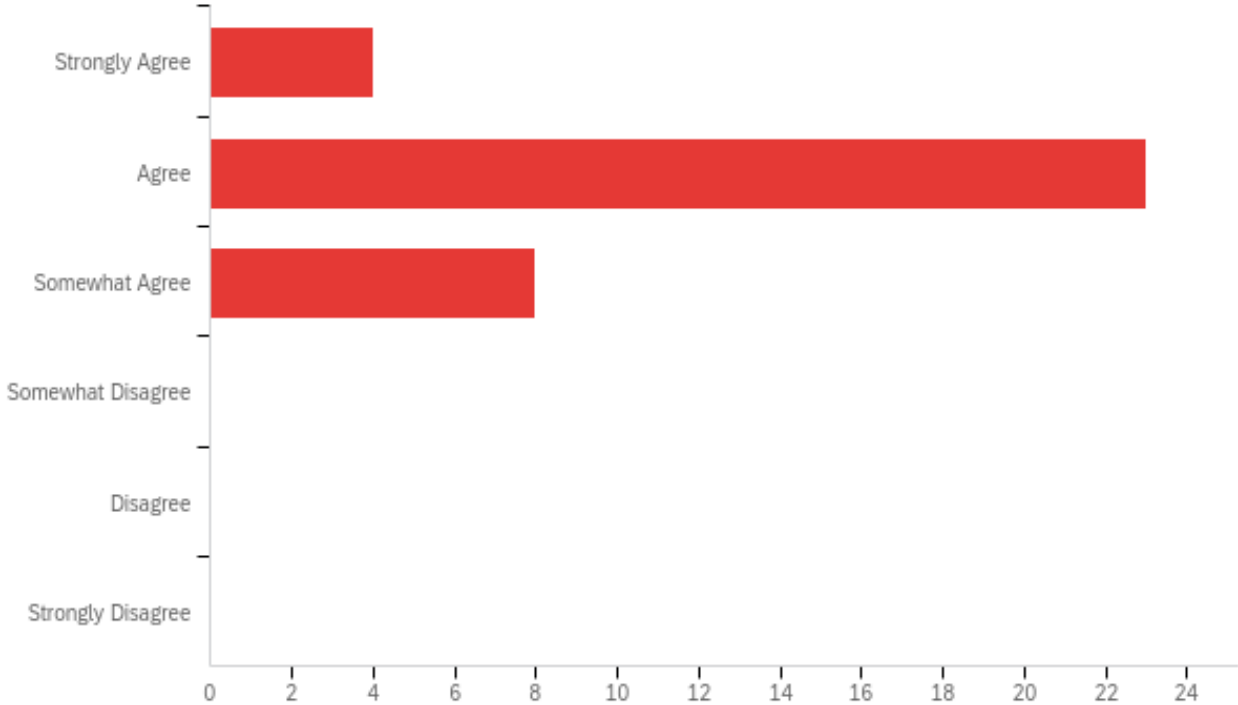
#	Answer	%	Count
1	Strongly Agree	31.43%	11
2	Agree	57.14%	20
3	Somewhat Agree	11.43%	4
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

35

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.

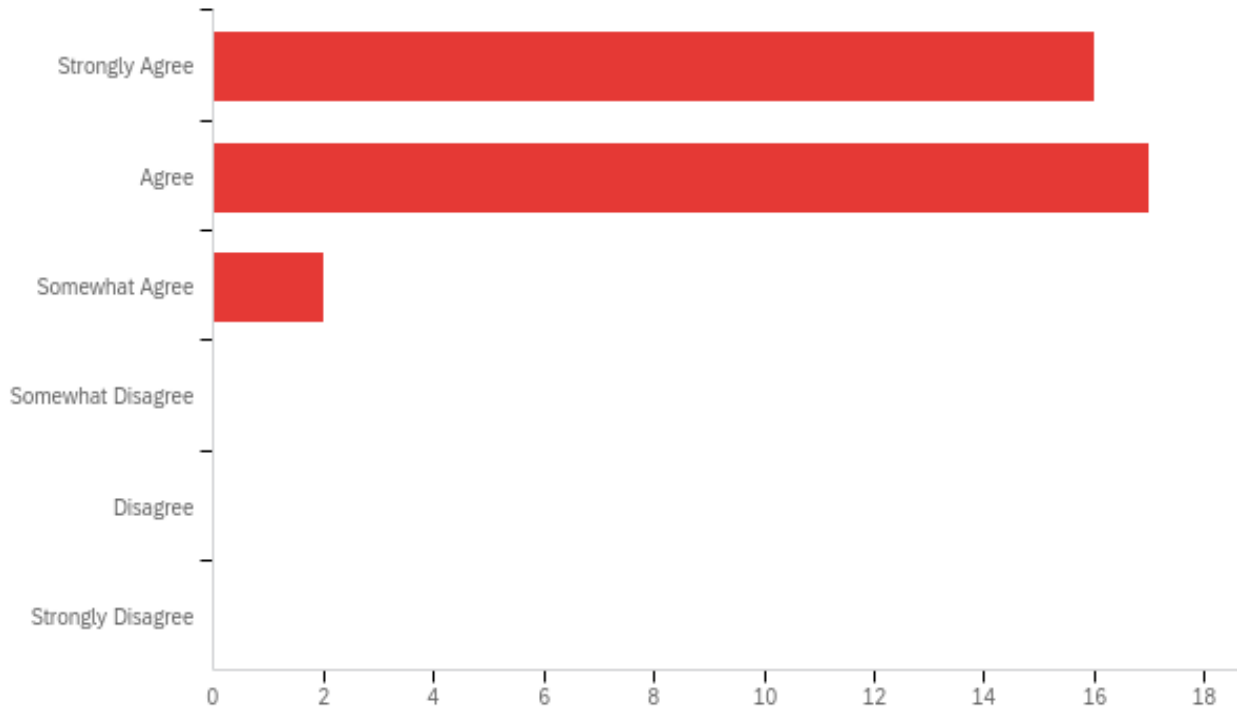


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As a first-year teacher, DSU prepared the graduate to USE DATA FROM A VARIETY OF ASSESSMENTS to make adjustments, as needed, in his/her communications, instruction, and/or curriculum.	1.00	3.00	2.11	0.57	0.33	35

#	Answer	%	Count
1	Strongly Agree	11.43%	4
2	Agree	65.71%	23
3	Somewhat Agree	22.86%	8
4	Somewhat Disagree	0.00%	0

5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0
	Total	100%	35

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	3.00	1.60	0.60	0.35	35

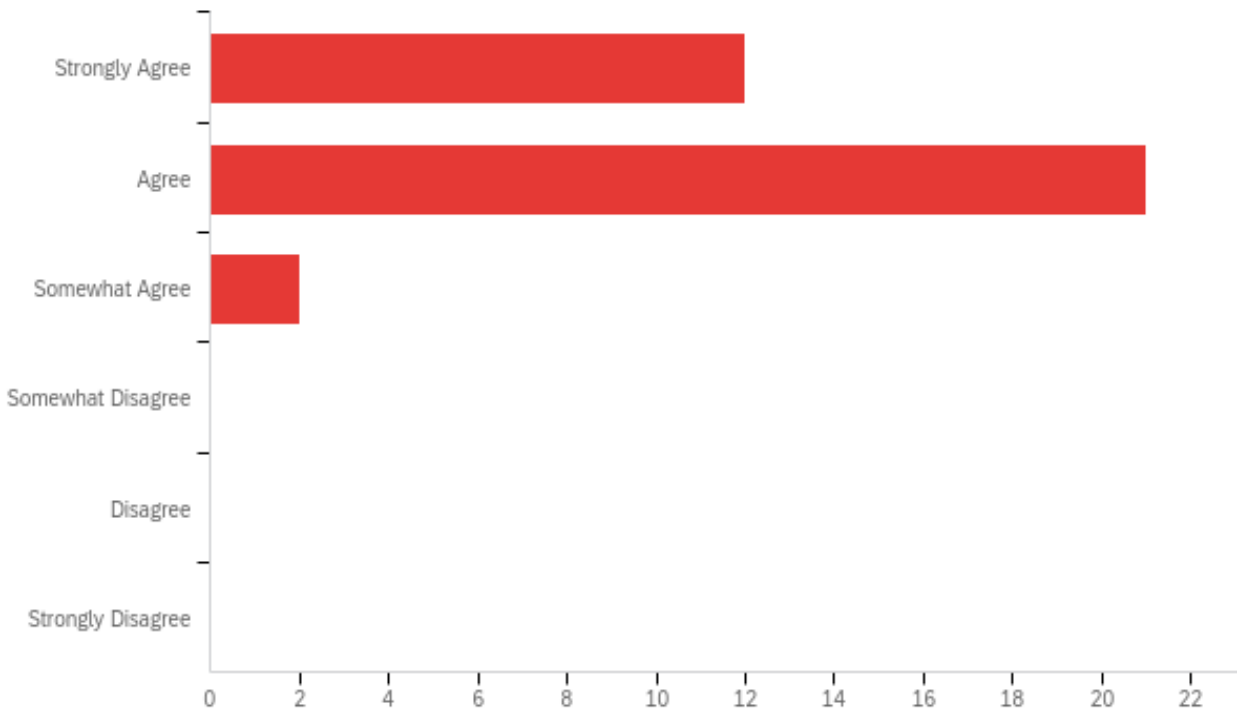
#	Answer	%	Count
1	Strongly Agree	45.71%	16
2	Agree	48.57%	17
3	Somewhat Agree	5.71%	2
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

35

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	3.00	1.71	0.56	0.32	35

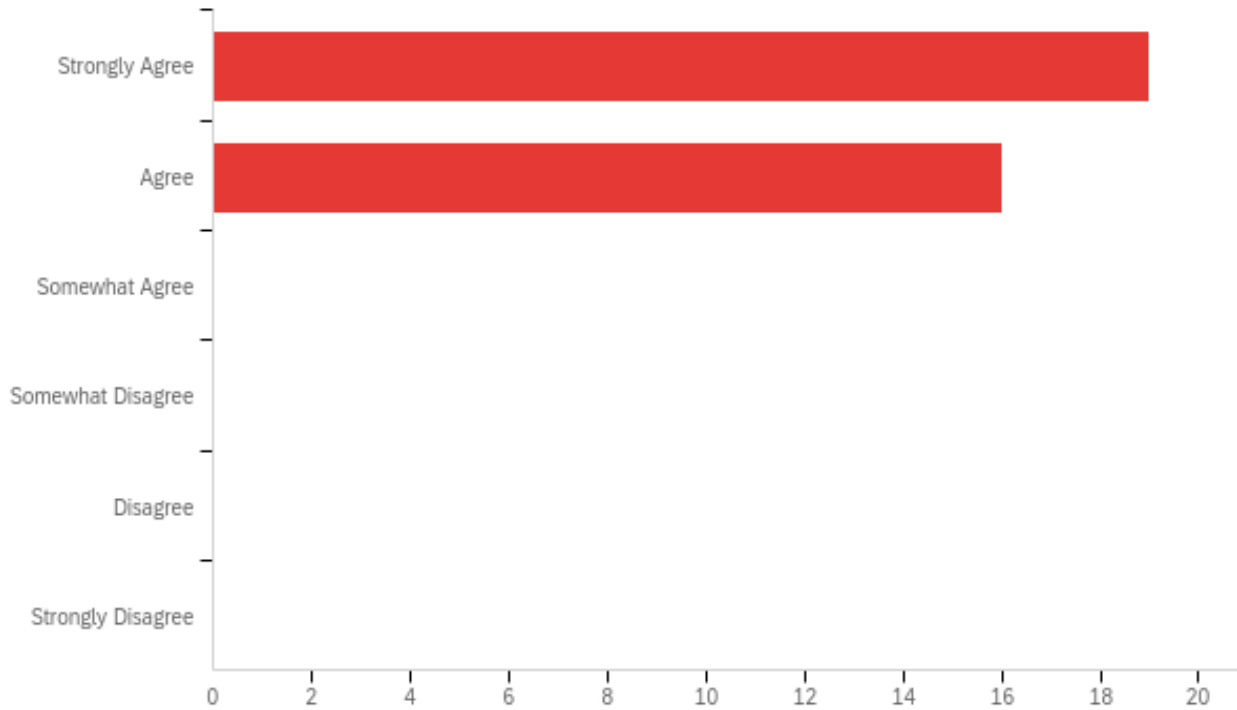
#	Answer	%	Count
1	Strongly Agree	34.29%	12
2	Agree	60.00%	21
3	Somewhat Agree	5.71%	2
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

35

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	1.46	0.50	0.25	35

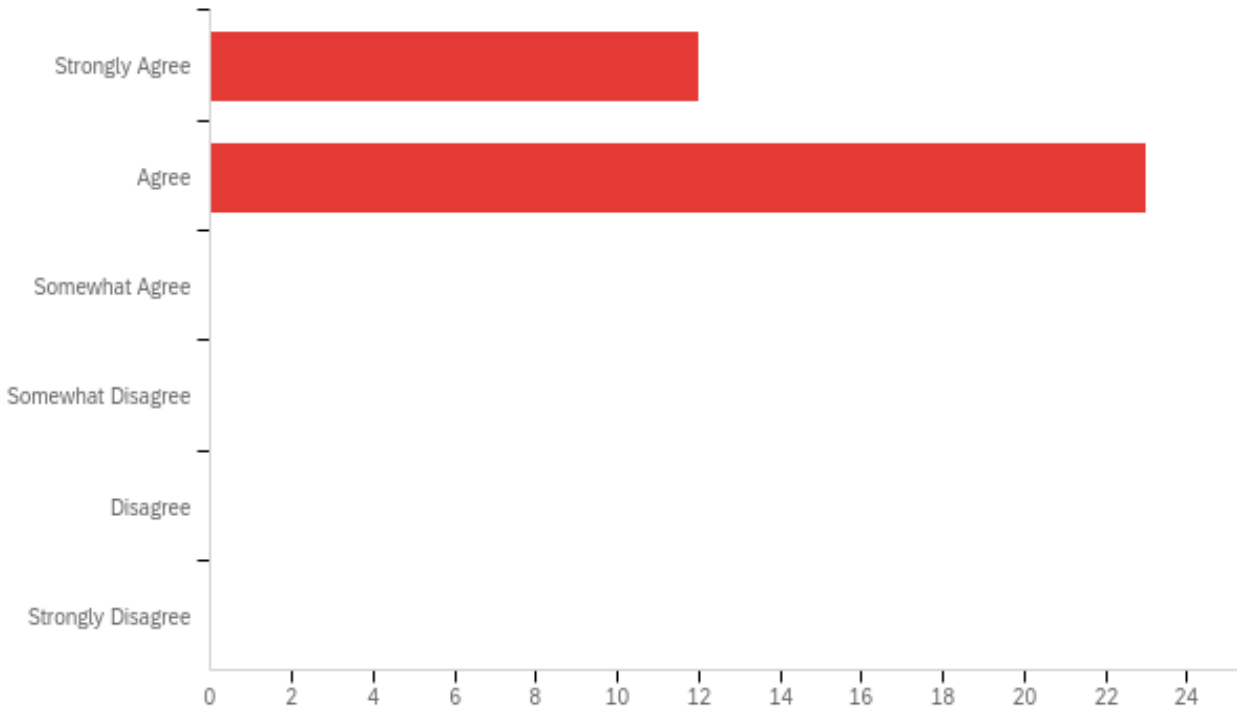
#	Answer	%	Count
1	Strongly Agree	54.29%	19
2	Agree	45.71%	16
3	Somewhat Agree	0.00%	0
4	Somewhat Disagree	0.00%	0
5	Disagree	0.00%	0
6	Strongly Disagree	0.00%	0

Total

100%

35

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	1.66	0.47	0.23	35

#	Answer	%	Count
1	Strongly Agree	34.29%	12
2	Agree	65.71%	23
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%

35

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?

Technology

relationships

The teacher works well with othe staff members.

Independence while still willing to ask questions, reflect, and make adjustments

technology

Technology use in the classroom

Integration of Technology and delivery of instruction

Concern for the whole child

Her use of technology in the classroom and her ability to create relationships with her students.

Versatile Certification; Enthusiastic about continuous improvement and professional growth

Teaching strategies, empathy for students, technology in classroom

Vast qualified areas to teach.

adaptability

Collaborating with other teachers.

Overall preparation

Lesson design

Content, differentiation, technology, confidence

Very good at using technology and using techniques to assess students.

Content preparation and using technology to enhance instruction

Joy does a wonderful job collaborating with her job-alikes and uses data to guide her instruction.

The added technology piece is great!

Creating an positive environment for learning. Asking for help from others.

McKenzie is not a first year teacher. We teach in dens and her three colleagues did a great deal of the prep work for McKenzie to be successful. I have coached her for two years and she is very moldable and willing to try new ideas.

Still getting to know the teacher

Teachers are properly licensed.

Kindness in the teacher

Positional Flexibility; Strong Tech Skills; Meets Diverse Student Needs with the SPED Preparation

technology

Use of technology in the classroom, meeting variety of students' learning needs

The ability to take on almost every situation that may arise within a classroom.

Mr. Garry's greatest area of strength was in the area of assessment. He had a strong understanding of assessment using a variety of methods. His rubrics were done very well.

technology

DSU has lead on the technology side of things in education for a while. Continued evolution will need to continue the separation from other universities. Go Trojans!

Students build positive relationships

Variety of certifications to place them in multiple areas and grade levels in our small school.

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?

I think students could always use support in behaviors.

instructional moves

Teaching them to do a variety of assessments and how to read test scores.

Parent communications

classroom management

Understanding the curriculum mapping process and possible discipline programs available (PBIS)

Classroom Management- transition cues- management techniques- behavior plans-parent communication

CORE Reading Techniques

Increasing the knowledge of teachers ability to use data to drive their instruction.

Strategies and supports for Tier 2 and Tier 3 academic and behavioral needs

Reinforce collaboration with other teachers, share ideas, understanding of school administration

Technology used to be at the top of the list, however, others have caught up.

Viana's first year went very well. No improvements recommended

Classroom Management

Acting mature and professionalism

Classroom Management

recruit, recruit, recruit!

The teacher that we have from Dakota State is prepared in all areas. Maybe work on how to communicate with parents..

Classroom management class for teacher preparation

Continuing to encourage teachers to use the PLC model to use data to guide their instructional practices.

Continued efforts/focus on classroom management.

Classroom management. I'm not quite sure if a first year teachers are ready for the unexpected in student behavior.

One suggestion would be to go through mock parent/teacher conferences - what to prepare and how to effectively communicate.

Unsure

None.

Managing a classroom

Any and all training for foundational skills - classroom management, student engagement, behavioral management, delivery of a basic lesson

formative and summative assessments

Having an open mind with dealing with school leadership on the operation of the school

I have nothing specific at this time.

Really focus on classroom management Tier I. This is an area I saw a lot of year 1 teachers struggle with. The simple things like voice tone, body language, re-direction focusing on expected behavior, specific praise, modeling/practicing/reinforcing behavior, etc.

classroom management

Applicable work related items: Student Learning Objectives, Teacher Evaluation, Special Education Processes.

None

Classroom Management