

Satisfaction of Employers and Employment

Supervisor Survey of New Teachers: Davis & Elkins Graduates

Along with the Exit Survey and the Transition to Teaching, the Supervisors Satisfaction Survey from the North Dakota State University NExT supports accreditation and program approval at both the state and national level through their alignment with both InTASC and CAEP accreditation standards. The items in the surveys are aligned with the InTASC standards, and therefore, support the state program approval and CAEP standard 1.1. In particular, the Supervisor Survey results provide strong evidence for CAEP standard 4.3. The NExT surveys meet validity and reliability standards.

Employers were asking to complete the survey regarding the D&E graduate completing his/her first year of teaching. The completion of the survey was voluntary. The indicators were taken from the NExT North Dakota University Survey.

Supervisor Survey of New Teachers: 2019					
	Not Applicable	Disagree	Tend to Disagree	Tend to Agree	Agree
Professionalism					
Seeks out learning opportunities that align with professional development goals					100%
Actively engages with parent/guardian/advocate about issues affecting student learning.					100%
Collaborate with teaching colleagues to improve student performance					100%
Use colleague feedback to support my development as a teacher					100%
Uphold laws related to student rights and responsibility					100%
Act as an advocate for all students					100%
Learning Environment					
Clearly communicate expectations for appropriate student behavior				33.3%	66.7%
Use effective communication skills and strategies to convey ideas and information to students					100%
Connect core content to students' real-life experiences					100%
Help students work together to achieve learning goals.					100%
Develops and maintain a classroom environment that promotes student engagement					100%
Professionalism					
Respond appropriately to student behavior				33.3%	66.7%
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.					100%
Help student regulate their own behavior				16.7%	83.3%
Effectively organize the physical environment of the classroom for instruction					100%
Diverse Learners					
Effectively teach students from culturally and ethnically diverse backgrounds and communities					100%
Differentiate instruction for a variety of learning needs					100%

Differentiate for students at varied developmental levels					100%
Differentiate instruction for students with IEPs and 504 plans					100%
Differentiate instruction for students with mental health needs					100%
Differentiate instruction for gifted and talented students					100%
Differentiate instruction for English-language learners				16.7%	83.3%
Access resources to foster learning for students with diverse needs				16.7%	83.3%
Effectively teach the subject matter in my licensure area.					
Effectively teach the subject matter in my licensure area.				16.7%	83.3%
Select instructional strategies to align with learning goals and standards				16.7%	83.3%
Design activities where students engage with subject matter from a variety of perspectives				16.7%	83.3%
Account for students' prior knowledge or experiences in instructional planning					100%
Design long-range instructional plans that meet curricular goals				16.7%	83.3%
Regularly adjust instructional plans to meet students' needs					100%
Plan lessons with learning objectives/goals in mind					100%
Design and modify assessments to match learning objectives.					100%
Provide students with meaningful feedback to guide next steps in learning.					100%
Engage students in self-assessment strategies				33.3%	66.7%
Use formative and summative assessments to inform instructional practice					100%
Professionalism					
Identify issues of reliability and validity in assessment				16.7%	83.3%
Analyze appropriate types of assessment data to identify student learning needs				16.7%	83.3%
Differentiate assessment for all learners				16.7%	83.3%
Use digital and interactive technologies to achieve instructional goals.					100%
Engage students in using a range of technology tools to achieve learning goals.					100%
Help students develop critical thinking processes				16.7%	83.3%
Help students develop skills to solve complex problems				16.7%	83.3%
Make interdisciplinary connections among core subjects				16.7%	83.3%
Know where and how to access resources to build global awareness and understanding.				16.7%	83.3%
Help students analyze multiple sources of evidence to draw sound conclusions				16.7%	83.3%
Average				8%	92%
Supervisor Comments (optional):					
<p>Comments (Optional):</p> <p>The teacher's name was replaced with "teacher's name" for confidentiality.</p> <p>We have had an exceptional experience with our teacher this year. She has become a part of the school family.</p> <p>(Teacher's name) has done well this year. She continues to grow professionally and is always open to learning experiences.</p> <p>(Teacher's name) has been an amazing addition to our school. Her enthusiasm is quite contagious. She has handled the reality of large class size and "not so motivated" students well. Fortunately, the class size will be decreased in the future and (Teacher's name) will be able to better utilize her instructional strengths.</p> <p>(Teacher's name) utilizes a variety of activities with her students that are creative and allow students flexibility in expressing their knowledge of the content.</p> <p>Data Analysis: There were eleven graduates with licensure during the 2017-2018 school year. Of these graduates, two enrolled in masters' programs upon graduation. There were six principals who completed the supervisor survey for a return rate of 6/9 (66.7%) of the principals with D&E graduates hired in their schools as teachers.</p> <p>Clearly communicates expectations for appropriate student behavior and engages students in self-assessment strategies were the two lowest rated indicators with 33.3% of principals rating them at the "tend to agree" level. There were no ratings at the "disagree" or "tend to disagree level".</p> <p>During the fall 2019 EPPAC (advisory committee) meeting, the supervisor's survey information will be shared with the EPPAC. EPPAC members, which includes teacher candidates, and principals will be invited to attend the meeting to give input and make recommendations for improving indicators rated below "agree". The plan will be implemented during the fall or spring 2019-2020 terms. Survey data from next year's first year teachers will be compared with the previous year and reported during the spring 2020 EPPAC meeting. Results will be used to guide continuous improvement of the D&E teacher education program.</p>					