**Comparison of Completer Perceptions by Program Spring 2024 (source:** [**Spring 24 Intern Perception of Teacher Preparedness Program)**](https://www.surveymonkey.com/create/?sm=tetPOTssBwJorKedQULUxOGzIlEMzf3g2i0dy8Kr1iY_3D?ut_source=lihp)

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| --- | --- | --- | --- | --- | --- | --- |
| **After completing your NDMU program, how prepared were you to…** | **ElEd n =2** | **ElEd/ECE n=5** | **SpEd n = 3** | **Secondary n=8** | **TESOL n =1** | **Total n=19** |
| Understand the diverse needs of students? | 3.5 | 3 | 3.66 | 3.50 | 4 | 3.53 |
| Plan for the diverse needs of students? | 3 | 2.8 | 3.33 | 3.50 | 4 | 3.33 |
| Know the required content to teach? | 3.5 | 3 | 3.33 | 3.63 | 4 | 3.49 |
| Effectively teach the required content? | 4 | 3.6 | 3.33 | 3.63 | 4 | 3.71 |
| Create a respectful learning environment ? | 4 | 4 | 3.66 | 3.88 | 4 | 3.91 |
| Implement effect instruction to engage students? | 4 | 3.6 | 3.33 | 3.50 | 4 | 3.69 |
| Implement a range of assessments to measure progress? | 4 | 3.4 | 3.33 | 3.63 | 4 | 3.67 |
| Demonstrate professionalism with stakeholders? | 3.5 | 3.6 | 3.66 | 3.88 | 4 | 3.73 |
| Integrate technology to improve learning? | 4 | 3.4 | 3.33 | 3.50 | 4 | 3.65 |
| To positively impact student growth? | 3.5 | 3.6 | 3.66 | 3.50 | 4 | 3.65 |
| Attend to the whole child? | 3.5 | 3.2 | 4 | 3.63 | 4 | 3.67 |
| To vary my instructional strategies? | 3.5 | 3.2 | 3.66 | 3.63 | 4 | 3.60 |
| Use higher order thinking skills? | 3.5 | 3.6 | 3.66 | 3.63 | 4 | 3.68 |
| To employ motivational strategies? | 4 | 3.8 | 3.66 | 3.50 | 4 | 3.79 |
| Employ classroom management strategies? | 3.5 | 3.6 | 3.33 | 3.50 | 4 | 3.59 |
| Display verbal and nonverbal communication? | 4 | 4 | 3.66 | 3.63 | 4 | 3.86 |
| Design standards-based Unit Planning? | 3.5 | 3.6 | 3.66 | 3.50 | 4 | 3.65 |
| Design standards-based Lesson Planning? | 3.5 | 3.6 | 3.66 | 3.50 | 4 | 3.65 |
| Design formative assessments? | 4 | 3.6 | 3.33 | 3.75 | 4 | 3.74 |
| Design summative assessments? | 4 | 3.6 | 3.33 | 3.75 | 4 | 3.74 |
| Use multiple approaches to assessment to inform future instruction? | 3.5 | 3.6 | 3.33 | 3.63 | 4 | 3.61 |
| Demonstrate ongoing self-reflection? | 4 | 3.8 | 3.33 | 3.75 | 4 | 3.78 |
| Engage in professional growth opportunities? | 4 | 3.8 | 3.66 | 3.50 | 4 | 3.79 |
| Develop positive teacher-parent connections? | 4 | 3.6 | 3 | 3.38 | 4 | 3.60 |
| Collaborate with the school community? | 3.5 | 3.6 | 3 | 3.38 | 4 | 3.50 |
| Demonstrate mutual respect with students? | 4 | 4 | 4 | 3.88 | 4 | 3.98 |
| Teach to the Maryland College and Career Readiness Math Standards? | 4 | 3.8 | 3.66 | 3.40 | 3 | 3.57 |
| Teach to the Maryland College and Career Readiness Reading Standards? | 4 | 3.8 | 4 | 3.40 | 4 | 3.84 |
| Employ the Danielson Framework for Teacher Effectiveness (used in most teacher evaluations in MD)? | 3.5 | 4 | 4 | 3.43 | 3 | 3.59 |
| Understand standardized assessments? | 3.5 | 3.6 | 3.66 | 3.50 | 4 | 3.65 |
| Develop your own Student Learning Objectives? | 3.5 | 3.6 | 3 | 3.50 | 3 | 3.32 |
| **Total Average** | **3.73** | **3.58** | **3.52** | **3.58** | **3.90** |   |

**Summary Analysis**: In reviewing the disaggregated data by program completed for the 19 respondents to the Spring 2024 Completer survey, all respondents felt, for the most part, consistently prepared to have an impact on student learning in their classrooms. When asked how prepared they felt to plan for the diverse needs of students, TESOL and Secondary completers felt most consistently prepared, with ElEd and ECE (combined) feeling less consistently prepared. Special Education results were in the middle range. In general, SpEd completers felt less consistently prepared on the majority of items, and TESOL felt the most consistently prepared. With those exceptions, the responses from all other completers demonstrated consistent preparation in some areas, with less consistent preparation in others. When looking at an overall weighted average, completers felt most consistently prepared to create a respectful learning environment and less consistently prepared to plan for the diverse needs of students and to know the required content. Students reported feeling the least confident in their abilities to develop their own student learning objectives across all program areas.

**Actions Planned:** Additional survey data will be collected in the Fall of 2024 and Spring of 2025, in keeping with the Standard 4 Phase-In Plan, and results from the data collections will be used to identify, develop, and implement course and clinical based interventions to improve those areas where completers perceived they were less consistently prepared.

**Feedback from Employers by Initial and Advanced Completers for 23-24 Completers**

**Feedback from Employers by Initial and Advanced Completers (n=17)**

|  |  |  |
| --- | --- | --- |
| **Item** | **Initial Programs** | **Advanced Programs** |
| Q2. How prepared was the NDMU graduate to understand the diverse needs of students in the classroom? (InTASC 1, 8; CAEP 1, 4) | 3.87 | 4.0 |
| Q4. How prepared was the NDMU graduate in knowing the required content to teach? (InTASC 4; CAEP 1, 4) | 3.87 | 4.0 |
| Q5. How prepared was the NDMU graduate to teach the required content? (InTASC 5, 8; CAEP 1, 4) | 4.0 | 4.0 |
| Q6. How prepared was the NDMU graduate to create a respectful environment that supports learning for all students? (InTASC 3, 7; CAEP 1, 4) | 4.0 | 4.0 |
| Q7. How prepared was the NDMU graduate to implement effective instruction that engages students in learning? (InTASC 1, 2; CAEP 1, 2, 4) | 3.93 | 4.0 |
| Q8. How prepared was the NDMU graduate to implement a range of assessments to measure progress of learners? (InTASC 6, CAEP 1, 4) | 3.86 | 4.0 |
| Q9. How prepared was the NDMU graduate to demonstrate professionalism with stakeholders? (InTASC 10, CAEP 2, 3) | 3.93 | 4.0 |
| Q10. How prepared was the NDMU graduate to use technology in ways that improve learning? | 4.0 | 4.0 |
| Q11. How prepared was the NDMU graduate to positively impact student growth? (InTASC 7; CAEP 1, 2, 4) | 3.93 | 4.0 |
| **Total:** | 3.93 | 4.0 |

The Fall 2023 and Spring 2024 administration of the Employer Feedback survey yielded 17 responses, a significant increase from the 7 responses yielded in the last cycle (Fall 2021). Disaggregated only by initial and advanced designation, the data show that for both program levels, employers are consistently highly satisfied with NDMU’s educator preparation programs. On a scale of 4 ranging from not at all prepared (1) to consistently prepared (4), the overall mean score for the initial programs was 3.93 and for the advanced programs it was 4.0.0. Employers of initial program completers found that completers were most consistently prepared to teach the required content, to create a respectful environment, and to use technology to improve learning. Areas not quite as strong in preparation were found to be: knowing the required content, understanding the diverse needs of students in the classroom, and implementing a range of assessments. Advanced program feedback was unanimously positive, with a consistent score of 4.0 (consistently prepared) for all evaluation areas. In comparison to the Fall 2021 survey results, an increase was observed across both types of programs. Initial programs increased from 3.9 to 3.93. Advanced programs increased from 3.9 to 4.0.

**Actions Planned:** Additional survey data will be collected in Fall 2024 and Spring 2025 to assess completer effectiveness by employers. Results from the next two data collections will be used to identify, develop implement course and clinical based interventions to improve those areas where employers perceived that completers were less consistently prepared.