

Dallas Baptist University

College of Education

Principal/Employer Survey 2018-2019

4.3 Indicator of Employer Satisfaction

Please respond to the following statements concerning the Educator Preparation Program at Dallas Baptist University for the completers at your campus.

| Statement | Not Prepared 1 | Not Sufficiently Prepared 2 | Sufficiently Prepared Target 3 | Well Prepared 4 | Total Average |
|--|-------------------|--------------------------------|-----------------------------------|--------------------|---------------|
| The completer from the Teacher Educator Preparation Program at DBU: | | | | | |
| -has strong knowledge in their content areas. | | | 3 | 10 | 3.8 |
| -utilizes effective teaching strategies based on current research. | | | 5 | 8 | 3.3 |
| -uses professional practice. | | | 2 | 11 | 3.8 |
| -exhibits a strong ability to teach all students. | | | 4 | 9 | 3.7 |
| -effectively implements discipline management procedures. | | | 9 | 4 | 3.3 |
| -communicates clear expectations for achievement and behavior that promotes and encourages self-discipline and self-directed learning. | | | 6 | 7 | 3.5 |
| -creates a learning environment that is student centered and work oriented. | | | 3 | 10 | 3.7 |
| -effectively works with diverse learning needs of the students based on formative data. | | | 5 | 8 | 3.6 |
| -understands and used the RtI process. | | | 10 | 3 | 3.2 |
| -understands the Special Education ARD process. | | | 10 | 3 | 3.2 |
| -regularly and effectively integrates available technology to enhance student learning. | | 1 | 4 | 8 | 3.5 |
| -regularly and successfully creates lesson plans that designs work for students that aligns to the cognitive level of the TEK/SE. | | | | 13 | 4.0 |
| -regularly designs formative assessments that align to the cognitive level of the TEK/SE. | | | 6 | 7 | 3.5 |
| -regularly designs summative assessments that align to the cognitive level of the TEK/SE. | | | 6 | 7 | 3.5 |

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|--|--|--|-----------|-----------|------------|
| -regularly uses the data from formative assessments in planning for instruction. | | | 10 | 3 | 3.2 |
| -regularly uses the data from summative assessments in planning for instruction. | | | 9 | 4 | 3.3 |
| -exhibit effective leadership within the campus. | | | 10 | 3 | 3.2 |
| -has positively impacted student learning. | | | 3 | 10 | 3.7 |
| -effectively communicates with parents/guardians | | | 7 | 6 | 3.4 |

The principals of the completers from Dallas Baptist University were pleased with the preparation the first-year teachers received from the Educator Preparation Program. All of the indicators were rated at the target of sufficiently prepared or well prepared. The indicator that the principals rated well prepared was in the area of lesson planning. They stated that lesson planning was a strength of all of the completers in their schools and in some cases the principals used the completers' lesson plans as examples for veteran teachers to use as a model.

The area one principal rated not sufficiently prepared was in the area of technology. The completer used what was available but did not expand on the technology to really enhance the learning. One of the goals for improvement in the educator preparation program is to focus on the use of technology to enhance learning by not accepting examples using technology as an electronic worksheet or constantly using the quiz type web-based programs. Professors are collaborating on creating examples and models of enhancing learning through technology. The teacher candidates will have expectations to use the type of technology used in the models during instruction.