

**Dallas Baptist University**

**College of Education**

**DBU Completer Survey 2018-2019**

**4.4 Indicator of Completer Satisfaction**

Please respond to the following statements based on how well the initial teacher preparation program at Dallas Baptist University prepared you for the classroom.

<b>Statement</b>	<b>Not at all Prepared</b>	<b>Not Sufficiently Prepared</b>	<b>Sufficiently Prepared Target</b>	<b>Well Prepared</b>	<b>Total Average</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>The DBU teacher Preparation Program prepared me to:</b>					
-work and communicate with parents effectively.	1	7	10	14	3.2
-work and communicate with colleagues effectively.			8	22	3.7
-work and communicate with supervisors effectively.		1	7	22	3.7
-plan and design engaging student work aligned to the cognitive level and grade level content of the Texas Essential Knowledge and Skills/Student Expectations.			1	29	3.9
-effectively implement discipline management procedures	2	5	13	11	3.06
- communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning.		1	11	18	3.6
-integrate technology into my design of work to enhance student learning.		2	12	18	3.6
-understand and effectively use the process for RtI,	6	10	11	4	2.4
-plan for and work with diverse needs of the students.		4	14	11	3.2
-understand the special education IEP process.	3	10	9	6	2.6
-design formative assessments that align with		1	8	22	3.7

the cognitive level of the TEK/SE.					
-design summative assessments that align with the cognitive level of the TEK/SE.			8	21	3.7
-use data from formative assessments to provide timely, high quality feedback and to design lesson plans to guide my instruction.		3	8	19	3.5
-use data from summative assessments to provide timely, high quality feedback and to design lesson plans to guide my instruction.		2	7	19	3.6
The preparation that I received from the program was relevant and effective to the responsibilities that I confront on the job.			9	21	3.7

The completers from Cohort III completed this survey on their perceptions of their preparation for the classroom. The rating of 3 is the qualifying score for this survey for the 2018-2019 school year. The completers gave each indicator except for two either sufficiently prepared or well prepared. They were very prepared in their ability to lesson plan engaging work for their students. This aligned with what the principals saw as well.

The areas that were below the rating of 3 were the understanding and use of the Response to Intervention (RtI) process and the special education process. Even though there is a presentation for an entire class period on the RtI process, it is based on one school district's very specific program that was implemented seven years ago. Each school district's process is different based on their interpretation of the federal requirements. The professors of this course will be discussing ways to improve their confidence in this area in the Special Populations course during their field based II experience.

The other area that the completers needed more preparation in is the special education process from referral to Individual Education Plan (IEP) meetings to implementing accommodations. During one of the classes during the Special Populations course there is a mock Admittance Review Dismissal (ARD) meeting to show the students what these meetings look like. The students have to create a lesson plan listing each accommodation for a student in special education. A suggestion was for the students to use a real IEP of a student and write the lesson plan using the accommodations listed in their plan. This suggestion is currently being considered as part of the lesson planning process.

