

NDMU New Teachers Survey Results from 2017-18 Completers Compared with 2016-17 Completers and Compared With Employers' Perceptions

Notes

⁴ During the 2017-18 academic year, IHE's in Maryland formed the MS Assessment Collaborative. The Collaborative developed a core set of 9 employer survey questions and agreed to share responses in an attempt to establish benchmarks against which individual IHE's would reflect on their data. NDMU also surveyed the new teachers (completers) to compare their responses with those of their employers. The 10th item was added by NDMU to assess how our completers are impacting P-12 student achievement.

2018-2019 Employer Survey Responses vs. New Teacher Survey Responses of 2017-2018 Completers									
This beginning teacher...	NDMU Employers of Grads N=18				NDMU New Teachers (Completers) N= 19				
	Mean	Mode	Median	Mean Previous Yr 2016-17 Completers	Mean	Mode	Median	Mean Previous Yr 2016-2017 Completers	
1. understands the diverse needs of students	3.67	4	4	4.00	3.74	4	4	3.92	
2. plans for the diverse needs of students.	3.61	4	4	3.78	3.74	4	4	3.82	
3. knows the required content.	3.72	4	4	NA	3.72	4	4	NA	
4. effectively teaches required content	3.50	4	4	4.00	3.53	4	4	3.25	
5. creates a respectful environment that supports learning for all students.	3.67	4	4	4.00	3.84	4	4	4.00	
6. implements effective instruction that engages students in learning.	3.67	4	4	4.00	3.63	4	4	3.67	
7. implements a range of assessments to measure the progress of learners to improve instruction.	3.50	4	4	3.89	3.58	4	4	3.50	
8. demonstrates professionalism.	3.83	4	4	4.00	3.79	4	4	3.83	
9. uses technology in ways that improve student learning.	3.83	4	4	4.00	3.42	4	3	3.33	
10. positively impacts student growth	3.67	4	4	----	3.79	4	4	----	

- N of 18 = 39.13% (18 of 46 employers respondents); N of 19 = 41.3% (19 of 46 new teacher respondents);
- Previous year: N of 9 = 38% (9 of 24 employers respondents); N of 12 = 50% (12 of 24 new teacher respondents)

Other Relevant Information from 2017-2018 NDMU Graduates (as New Teachers in 2018-2019)

ANALYSES:

The first take-away from this comparative analyses is that NDMU completers perceive that they are as prepared or better prepared than their employers perceive them to be on seven of ten criterion. The three criterion upon which employers' perceptions were higher were: implementing effective instruction that engages students in learning (mean score of 3.67 compared to 3.63), demonstrates professionalism (mean score of 3.83 compared to 3.79), and uses technology in ways that improve student learning (mean score of 3.83 compared to 3.42). While the first two comparisons are not statistically significant, the latter one is; clearly employers hold a higher regard for the use of technology than do the completers themselves. This may be based on the reality that the next generation of new educators is more facile with technology, a skill that employers respect but which new educators knowingly hold themselves to a higher standard and yearn to become even more proficient. Anecdotally, we often observe this next generation helping their mentor teachers with new technologies.

The second observation is that completers' perceptions surveyed in 2018-19 were comparable to completers' perceptions in 2017-18; i.e., there was no statistically significant difference from one year to the next. Because this is a new survey instrument and procedure, there are only two cycles of data gathered thus far; a third cycle will be generated in June 2020, surveying completers from 2018-19. The number of completers responding increased from 12 in Year One to 19 in Year Two and in both years represented a strong response rate.

Finally, the third takeaway is that mean scores amongst these 10 criterion ranged from a low of 3.53 for 'effectively teaches required content' to a high of 3.84 for 'creating a respectful environment for learning.' With the expectation that a mean score of '3.5' be obtained, it is clear that, except for technology, completers meet or exceed this benchmark goal.

What follows next are qualitative commentary obtained from completers (and employers). There are several additional takeaways gleaned from these data points:

1. Completers (as well as their employers) were able to articulate multiple ways in which student achievement is improved, e.g., using math fact fluency, reading comprehension assessments, F&P progress, running records,
2. Completers provided specific examples as to how they have (or have not) impacted student learning, e.g., all students moved up Reading levels, Honors Biology students reached higher levels (but standard Biology did not), students improved in social, emotional, intellectual and fine and gross motor skills.
3. In terms of identified needs, completers expressed more often than not a need to improve their classroom management skills. This is the most frequently cited concern by new educators, not only at NDMU but across the nation. Such feedback has been used over recent years to strengthen course content in classroom management and to develop a website where relevant resources for teacher candidates are maintained.

COMPLETERS' PERCEPTIONS

11. Please explain how you have impacted student growth?

- Students who had very little knowledge on the subject left the class more confident in their skills.
- I utilized a variety of means to motivate students, I provided consistent praise, worked with students during challenging times, and reward students for their growth.
- I created a positive environment for students to feel comfortable and built confidence in them. This motivated the students to overcome academic challenges without slowing the pace of the curriculum.
- I have had student growth in all areas of development, from social/emotional, to intellectual, to fine and gross motor.
- By teaching our reading curriculum with fidelity as well as using student data to differentiate as necessary, I was able to help students make progress in their reading comprehension and fluency. Also, by co-planning and co-teaching with grade level teachers, I was able to impact students' ELD in the mainstream classroom.
- Met the needs of diverse learners. By the end of the year all students moved up reading levels.
- My answer depends on the level of student. I feel like my standard academic level students did not perform as well as I would have liked, but my Honors Bio and Bio 2 upperclassmen were able to reach higher.
- I have used my knowledge of differentiation to apply skills to diverse students' educational needs.
- I have continued to learn and grow in my studies. I am always researching the best ways to impact my students in academics and life skills.
- By fostering an environment that allows student trust and investment into the learning process. Ideally this carries on to future classes.

12. What do you perceive are your areas of strength as a new teacher?

- Relationships with the students and peers.
- Organization skills, building relationships with students, clear communication, multitasking
- Being humble, and understanding that teaching is a forever learning process. Letting my students know that i am learning as they are to be a better teacher.
- Developing creative learning centers to ensure hands-on learning with my preschool students.
- Being better than veteran teachers at my particular school
- Being flexible and optimistic, in both student and teacher interactions. For example, if I see that students are not grasping concepts, I am always ready and willing to, for example, change my delivery of instruction or assessment.
- Building relationships, creating a loving/ safe learning environment. My motto has always been love them first, teach them second. Due to my students feeling loved, success in their academics followed.
- approachable personality- I had several students who came to my room at lunch just to talk My background in biological careers (teaching is my second/third career) made my teaching more relevant to the students.
- Preparation and dedication
- Relationship building
- Positivity, continuing to learn and ready for change.
- Building strong rapport with students, and a comfortable learning environment.

13. What areas for improvement do you think you need further development in as a new teacher?

- Bringing in more forms of technology and fully utilizing the 1 to 1 laptops.
- How to make lessons more engaging, incorporating different technology applications, and supporting/accommodating struggling students.
- Planning lessons and activities that are engaging to all students. That are easy to understand from any point of view or learning level.
- Better time management for assessments.
- Strategies for classroom/behavior management
- Classroom management, dealing with undesired behaviors.
- planning!!! I always felt like I operated day to day which added stress to myself Better organizational skills
- Time management and classroom management
- Planning
- Classroom management and curriculum.
- Diversifying my planned activities to reach a broader spectrum of interests and preferred learning methods.

14. Please provide any additional comments that you believe would help improve the teacher preparation program provided by NDMU.

- Technology that can be utilized on the laptop like online notes, discussion boards, drawing pads, online annotation, etc. More of these should be taught in the technology class.
- Incorporating more curriculum and practical resources you would see in a classroom. Behavior management strategies.
- More opportunities for observing teachers in a variety of schools, not just the 2 in your internship.
- Make interns learn the ropes of LRE-F schools, not just comprehensive schools.
- I think that it would've been very helpful to learn about instructional strategies and guidelines for areas outside of ESOL (I was in the MATESOL program). This year, I had to co-plan and co-teach 3rd and 4th grade math and core (science, social studies), and while I had a handle on how to look at the content with an ESOL perspective, there were many times when I wished that I had more knowledge of best practices for teaching math, science, or social studies. Maybe there can be opportunities to take a class in an area outside of one's designated program or opportunities to collaborate with preservice teachers / teachers who specialize in other content areas?
- Due to each school being different and expectations being different it is tough to fully feel prepared going in as a new teacher. More time in the actual classroom would be helpful. A classroom management class would be great, where teachers share new ideas what's working for work load, behaviors, etc. it would be great if a class could go together to watch a teacher teaching, then discuss in class what we observed regarding lesson delivery, classroom and time management, how undesired behaviors are addressed, flow of the day, etc.
- I would appreciate training specifically for NGSS. I just attended APSI, and it was very helpful in understanding the material and labs that I need to cover during the upcoming year. I would have loved to have gone over Biology topics and activities with the same level of detail as the AP training. I feel much better mentally prepared for the year ahead having gone over the curriculum and bounced questions off other teachers.
- Classroom management, positive reinforcement and engaging students is something I need to work on more.
- More class management course work

15. Please identify any additional comments regarding how NDMU could best support you as a new teacher during your early years of teaching.

- keeping in touch to make sure our certification/renewal process especially since I am out of state but would like to keep my MD certificate active.
- Further information on the next steps of our careers (sustaining our license, Masters??).

- My time interning as well as my support from my supervisor helped prepare me as a new teacher.
- More Saturday classes available at the Higher Education Center in California, MD More online course options
- Material on building relationships with students and helping them control emotions.

EMPLOYERS' PERCEPTIONS

11. Please explain how this new teacher has positively impacted student growth.

- The students teacher brought new ideas and current techniques that positively impacted the students.
- She targeted students with identified needs and generated individual plans to support their progress and kept parents engaged and informed
- The teacher cared for her students first and foremost. She sought out feedback as it was needed, and made adjustments each time it was offered.
- She focused on student growth and worked to support each student based on their needs.
- She has been awesome. She truly understands student needs.
- She had a very difficult first year. Although she was provided with a support team of resource teachers, she failed to demonstrate growth with planning and implementing lessons as well as classroom management.
- This teacher is a career changer who has raised her own children, and came to the classroom with more life experience than many new educators. Her classroom climate and ability to manage student behavior was a strength, and enabled her to teach content effectively, which positively impacted student growth.
- She was able to use student assessment (informal & formal) data to make solid instructional decisions.
- She has impacted student growth through hard work, a deeply engaged attitude and approach to her profession, and by working in collaboration with her colleagues to discover the needs and strengths of students and encourage them academically and socially-emotionally to meet the highest standards.
- Her desire to teach and the care she has for students came through and was well received by her students.
- She worked very hard and was very dependable. She is working hard to consistently impact student growth.
- Careful planning and a willingness to learn has resulted in student academic growth. Students have improved in math fact fluency and in the area of reading fluency/comprehension
- Students made progress in her classroom. F&P results showed progress. She was able to jump right in and teach based on the Guided Reading Model. Through running records and conferencing with students, she was able to identify skills students need to grow their reading. In Math, students were appropriately challenged and had good success developing number sense.
- She was prepared to plan and provide instruction for her students. She worked collaboratively with her team.
- She has helped several new students get set up and established at our school. She has developed parent relationships.
- She has differentiated instruction to meet student needs
- Her ability to offer diverse lessons that meet individual student's needs helped to foster growth within her classroom.
- She formed great relationships with students and parents.

12. What are the areas of strength of your new teacher?

- The student teacher is creative and brings a high level of professionalism to her new teacher role.

- Excellent rapport established with her students, parents and faculty
- reflective, perseverance, collaborative
- Developed very positive relationships with students and remained flexible. She also quickly engaged in extracurricular activities such as the school newspaper.
- Diversity, instruction and assessment
- She is friendly and approachable.
- classroom management working with a team following curriculum
- Implementation of instruction
- She brings a deep dedication to finding the "Next Best Plan" to grow student performance and success. She is engaged in discovering her active role in that process and is constantly questioning and learning to make that happen.
- She is a hard worker and put in the time to meet with others in order to grow as a teacher.
- Dependability -Communication -reflecting on teaching practices
- Professional, calm, fair.
- She is confident and always prepared. She fit right in with her grade level team. She is open to feedback and seeks discussions to improve teaching.
- Classroom management was an area that stood out the past year. She had a rough group of 4th grade students and managed her classroom with respect and efficiency.
- She is flexible and open to suggestions.
- She is well-planned and prepared
- She is positive, professional, and able to adapt.
- Her ability to be collaborative with her team mates.

13. What areas for improvement do you think need further development for your new teacher?

- Like all new educators, the student teacher needs to continue their grow to become a master educator.
- Over time, she needs to improve her familiarity with the county curriculum to be taught
- continue to grow using strengths listed above
- Continuing to set goals for students and utilizing assessment data to guide instruction and support.
- Classroom management Planning and implementing instruction Differentiating instruction for all learners
- differentiating for the gifted learner using data to drive instruction Teaching guided reading Administration and scoring of F&P benchmarks
- Provide strategies for students coming from Trauma Center/Poverty Center homes
- Just experience. She is still a new teacher and is working ever day to deepen her repertoire of tools, strategies and approaches to helping students succeed.
- How to work with a team, parent communication, and professionalism. How to handle stressful situations and at times to be humble. With that being said, she was in an unusually challenging position. Working with the Conscious Discipline program that explains the importance of teachers keeping a consistent calm is helping her some now.
- consistency with implementing technology and preparation of students for PAARC -differentiation and targeted small group instruction
- Classroom management and assertiveness in the classroom.

- She is on a good path - she was rated as an effective teacher for her first year and I am confident that she will continue to develop into a highly effective teacher.
- Curriculum and depth of instruction. This will come with experience. She did very well for her first year
- More structure for instructional blocks.
- She will continue to gain experience and grow as a teacher.
- As she grows and develops within her career, I would like to see her become more assertive with her students in implementing her classroom expectations.
- Behavior management.

14. Please provide any additional comments that you believe would help improve the teacher preparation program provided by Notre Dame of Maryland University.

- I am pleased with the student teachers Notre Dame is preparing and hope they continue to set high expectations for their teachers.
- Offer courses related to systemic racism in the public school system, and how trauma affects brain growth and development.
- Continue to encourage positive classroom management techniques and student empathy
- She was significantly lacking in the ability to manage students in her classroom. She struggled with accessing curriculum and planning lessons to engage learners.
- This teacher candidate was strong and needed little direction to work with her team.
- I think that this may be a unique situation but I do see parent communication to be a common challenge for newer teachers. Whitaker's book, Dealing with Difficult Parents or the book Crucial Conversations may be good resources for early/student teachers.
- Help with the concept of backward mapping from assessments to carefully plan instruction.
- I am a firm believer that teacher prep programs should ensure that student teachers have the opportunity to participate in a classroom at the beginning Of the year. Quite often when I interview, beginning teachers have a difficult time talking about how they would establish routines, expectations, rule and a sense of community because they have not been in a school at the start of the year.
- sHE was an asset to her tea and students!
- Prepare for student behaviors.
- There remains a need to highlight the importance of making connections with students.

15. Please identify any additional comments regarding how Notre Dame of Maryland University can best support new teachers during their early years of teaching.

- New teachers can benefit with question and answer surveys through the University. Having a "sounding" board to help them negotiate problems/concerns about their current teaching position.
- We need more teachers like the ones you prepare
- Remind them that even veteran teachers are learning. Learning is part of teaching.
- New teachers would benefit from follow-up from their supervisors as well as additional support with management skills.
- Scenarios of effective parent communication - how new teachers should communicate with parents (responding to emails in a timely manner, seeking advisement from teammates and resource staff, etc.)
- Nothing to add. Thanks so much for checking in!!

- Emphasizing teachers to focus on the skills and standards while planning instruction. Creating engaging activities around the skills and standards to promote relevancy and rigor, not just necessarily every item in the curriculum.
- Provide mentoring and follow-up support during the first year. Come to give them feedback at the 4 month and 6 month points.