### First Year Teachers' Satisfaction with WMU Teacher Preparation

(from MDE survey of 2015-2016 program completers)

<table>
<thead>
<tr>
<th></th>
<th>EPI Percent Efficacy</th>
<th>State Percent Efficacy</th>
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</thead>
<tbody>
<tr>
<td>Designing High Quality Learning Experiences</td>
<td>91.4%</td>
<td>90.5%</td>
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<tr>
<td>Applying Critical Thinking</td>
<td>82.8%</td>
<td>84.8%</td>
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<tr>
<td>Connecting Real-World Problems and Local and Global Issues</td>
<td>81.8%</td>
<td>79.7%</td>
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<tr>
<td>Addressing the Needs of Special Populations</td>
<td>73.9%</td>
<td>69.0%</td>
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<tr>
<td>Organizing the Learning Environment</td>
<td>85.9%</td>
<td>86.2%</td>
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<tr>
<td>Using Technology to Maximize Student Learning</td>
<td>73.1%</td>
<td>80.5%</td>
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<tr>
<td>Effective Use of Assessments and Data</td>
<td>84.4%</td>
<td>79.3%</td>
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<tr>
<td>Field Experiences and Clinical Practices</td>
<td>82.5%</td>
<td>83.0%</td>
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<tr>
<td>Support for Your Job Search from Your Education Program</td>
<td>74.3%</td>
<td>77.5%</td>
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</tbody>
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First Year Teachers' Satisfaction with WMU Teacher Preparation in Designing High Quality Learning Experiences

- **93.0%** use instructional strategies to help students understand key concepts in my content area(s).
- **94.3%** use my knowledge of my content area(s) to design high-quality learning experiences.
- **94.3%** use instructional strategies to help students connect their prior knowledge and experiences to new concepts.
- **94.3%** use multiple ways to model and represent key concepts in the content area(s) I teach.

EPI-Percent Efficacy vs. State-Percent Efficacy
First Year Teachers' Satisfaction with WMU Teacher Preparation in Applying Critical Thinking

- Question and challenge assumptions within my content area(s): 75.8%
- Apply various perspectives to analyze complex issues and solve problems: 84.4%
- Interpret and evaluate information in my content area(s): 87.9%

EPI-Percent Efficacy vs. State-Percent Efficacy
First Year Teachers' Satisfaction with WMU Teacher Preparation in Connecting Real-World Problems and Local and Global Issues

- Connect content knowledge in LOCAL issues within my teaching: 84.8%
- Connect content knowledge in GLOBAL issues within my teaching: 75.8%
- Develop meaningful learning experiences which help students apply content knowledge to real-world problems: 86.5%
First Year Teachers' Satisfaction with WMU Teacher Preparation in Addressing the Needs of Special Populations

- Adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds: 81.8%
- Adapt instructional strategies and resources to support English language learners: 78.9%
- Apply modifications and accommodations based on legal requirements for supporting English language learners: 60.6%
- Apply modifications and accommodations based on Individualized Education Plans (IEPs): 63.6%
- Adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities): 70.4%
- Adapt instructional strategies and resources to support English language learners: 84.8%
First Year Teachers' Satisfaction with WMU Teacher Preparation in Organizing the Learning Environment

- Create learning environments to support individual and collaborative learning: 90.9%
- Establish and communicate explicit expectations with colleagues and families to promote individual student growth: 84.9%
- Manage the learning environment to promote student engagement and minimize loss of instructional time: 81.8%

EPI-Percent Efficacy vs. State-Percent Efficacy
First Year Teachers' Satisfaction with WMU Teacher Preparation in Using Technology to Maximize Student Learning

- Facilitate the creation of digital content by students: 71.9%
- Create an online learning environment for students which includes digital content, personal interaction, and assessment: 62.5%
- Integrate digital content into my teaching which is pedagogically effective: 70.2%
- Use technology tools to organize my classroom, assess student learning and my own teaching, and communicate: 75.0%
- Practice high ethical standards in my use of technology: 78.1%
First Year Teachers' Satisfaction with WMU Teacher Preparation in Effective Use of Assessments and Data

- Design or select assessments to help students make progress toward learning goals: 87.5%
- Analyze assessment data to understand patterns and gaps in learning for each student, and for groups of students: 78.1%
- Differentiate instruction based on student assessment data: 87.5%

EPI-Percent Efficacy
- State-Percent Efficacy
was positively affected by the field experiences and clinical practice I had through my preparation program (87.5%)

included the ability to work with diverse students at my certificate grade level, including students with disabilities and English language learners, because of the preparation I received (84.4%)

was shaped by the regular constructive feedback provided by my college or university supervisor (78.1%)

was better because of the opportunities I had to voice concerns and issues to my college or university supervisor (78.1%)

was a product of the high expectations for my clinical practice and field experiences held by my college or university supervisor during my preparation (84.4%)

First Year Teachers' Satisfaction with WMU Teacher Preparation in Field Experiences and Clinical Practices

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EPI-Percent Efficacy

State-Percent Efficacy
My program prepared me well for the teaching job market.

My program supported me in my job search.

My program provided opportunities for resume building.

My program provided opportunities for interview preparation.

My program holds a positive reputation among prospective employers.

My program provided good advice on job placement opportunities.

My program promoted networking for new teachers.

First Year Teachers' Satisfaction with WMU Teacher Preparation in Support for Your Job Search from Your Education Program