The Michigan Department of Education administers a survey to first year teachers and shares results with each institution. The return rates have been pretty low [n=40 (2016-17) and n=34 (2017-18)], which limits conclusions we can draw from the data. It appears that 2018 first year teachers from WMU were less satisfied with their preparation overall than their 2017 WMU and statewide peers. The data suggest several areas of strength and several areas for continuous improvement. Areas of strength include preparation in designing high quality learning experiences, critical thinking about content knowledge, connecting content knowledge to local issues, and creating learning environments that support individual and collaborative learning. Areas for continuous program improvement include addressing the needs of special populations and using technology to maximize PK-12 student learning.

**First Year Teacher’s Satisfaction with WMU Teacher Preparation**

(from MDE surveys of 2016-17 and 2017-2018 program completers)

<table>
<thead>
<tr>
<th>Area of Preparation</th>
<th>WMU 2018</th>
<th>WMU 2017</th>
<th>State 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing High Quality Learning Experiences</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Applying Critical Thinking</td>
<td>80%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Connecting Real-World Problems and Local and Global Issues</td>
<td>72%</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Addressing the Needs of Special Populations</td>
<td>54%</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>Organizing the Learning Environment</td>
<td>81%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Using Technology to Maximize Student Learning</td>
<td>58%</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Effective Use of Assessments and Data</td>
<td>75%</td>
<td>84%</td>
<td>79%</td>
</tr>
<tr>
<td>Field Experiences and Clinical Practices</td>
<td>73%</td>
<td>83%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Note: Statewide efficacy data was not provided for 2018
Designing High Quality Learning Experiences

- Use multiple ways to model and represent key concepts in the content area(s) I teach: 88% 88% 86% 88%
- Use instructional strategies to help students connect their prior knowledge and experiences to new concepts: 94% 90% 88%
- Use my knowledge of my content area(s) to design high-quality learning experiences: 94% 92% 90%
- Use instructional strategies to help students understand key concepts in my content area(s): 93% 92% 91%

Note: Statewide efficacy data was not provided for 2018
Applying Critical Thinking

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

Note: Statewide efficacy data was not provided for 2018
Note: Statewide efficacy data was not provided for 2018
Addressing the Needs of Special Populations

- 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)

- Apply modifications and accommodations based on Individualized Education Plans (IEPs)

- Apply modifications and accommodations based on legal requirements for supporting English language learners

- Adapt instructional strategies and resources to support English language learners

- Adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds

Note: Statewide efficacy data was not provided for 2018
Organizing the Learning Environment

- manage the learning environment to promote student engagement and minimize loss of instructional time
- establish and communicate explicit expectations with colleagues and families to promote individual student growth
- create learning environments to support individual and collaborative learning

Note: Statewide efficacy data was not provided for 2018
Using Technology to Maximize Student Learning

- Practice high ethical standards in my use of technology
- Use technology tools to organize my classroom, assess student learning and my own teaching, and communicate
- Integrate digital content into my teaching which is pedagogically effective
- Create an online learning environment for students which includes digital content, personal interaction, and assessment
- Facilitate the creation of digital content by students

Note: Statewide efficacy data was not provided for 2018
Note: Statewide efficacy data was not provided for 2018
was a product of the high expectations for my clinical practice and field experiences held by my college or university supervisor during my preparation.

was better because of the opportunities I had to voice concerns and issues to my college or university supervisor.

was shaped by the regular constructive feedback provided by my college or university supervisor.

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.

was positively affected by the field experiences and clinical practice I had through my preparation program.

**Note:** Statewide efficacy data was not provided for 2018.