

Update, Spring 2022:

As the TEP planned to launch our Teacher Effectiveness and P-12 Impact Project last fall, the state informed all EPPs that the summer mentor academy event was being designed to provide for focus group forums for each EPP and its completers. Seeing an opportunity to approach the launch in a more structured format, the pilot was put on hold to occur this coming summer.

Two months before the June event, the organizers of the mentor academy event contacted all EPPs to inform us that due to an unexpectedly high number of registered event attendees, the structure of the event was being completely changed. This meant that there would no longer be time or space set aside for EPPs to meet with completers and conduct focus group interviews.

In response to this change, a group of EPPs, led by us and including public BOR, private, and tribal institutions, has designed a two-part survey process to collect both completer feedback and completer performance data via their Student Learning Outcomes annual assessment reports. The first survey, to be accessed via QR code by any and all event attendees, is a completer survey in which the respondent is asked to identify their preparing institution, degree information, and completion date before answering a series of questions about their preparation.

The preparation survey questions are based directly on the InTASC standards and ask respondents to rate how well they feel their program prepared them to teach in South Dakota. That survey mirrors the Employer Survey we have used in the past and will use in conjunction with focus group interviews beginning later this summer.

One of the final questions on the completer survey asks whether they are willing to share their SLO assessment data with us. What we are asking for is the same data teachers already have to send to the state DOE so it is something they will have already completed/created. Were it not prohibited by current state codified law, this is the same data the state would provide to EPPs, if modeled after what many states do share P-12 performance data with EPPs .

We wanted to get away from sending surveys as we have suffered diminishing response rates in recent years, but due to the sudden change in plans for the mentor academy event, we had to pivot quickly and work with what is possible in the short time we have to completely change plans. In order to help increase response rates for both surveys, the EPP group collaborating on this effort intend to offer prize drawings for completer survey submissions and a grand prize for SLO data survey submissions.

After all data is collected from both surveys, the survey administrator will disaggregate the data by preparing institution and create an aggregate summary. Each cooperating EPP will receive it's completer responses as well as aggregate summaries of each data point for comparison. An MOU between the participating EPPs currently is in construction to define the collaboration and data sharing arrangement.

[ Explain purpose of survey and collaboration among EPPs ]

Preferred email for prize notification and future surveys: \*



## Your Teacher Education Preparation

Undergraduate Preparing Institution \*

Undergraduate Graduation Date \*

Month and Year

Undergraduate Major 1 \*

Undergraduate Major 2

Undergraduate Minor 1

Undergraduate Minor 2

Have you obtained a Masters level graduate degree? \*

Endorsements - please list any endorsements you have earned since completing your undergraduate degree:

**On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did your undergraduate teacher education program prepare you to:**

understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

design and implement developmentally appropriate and challenging learning experiences\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation \*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches \*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content \*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

understand how to connect concepts and use differing perspectives to engage learners in critical thinking

understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

understand and use multiple methods of assessment to engage learners in their own growth\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

understand and use multiple methods of assessment to monitor learner progress\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

understand and use multiple methods of assessment to guide the teacher's and learner's decision making\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways\*

- 1
- 2
- 3
- 4
- 5
- 6

Comments:

engage in ongoing professional learning \*

 1 2 3 4 5 6

Comments:

use evidence to continually evaluate his or her practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community) \*

 1 2 3 4 5 6

Comments:

adapt practice to meet the needs of each learner \*

 1 2 3 4 5 6

Comments:

seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession \*

 1 2 3 4 5 6

Comments:

## Teacher Effectiveness and P-12 Student Impact Project

[ Explain the purpose and scope of the data request; emphasize anonymity for respondents ]

Are you willing to participate in the SD EPP Teacher Effectiveness and P-12 Student Impact Project by sharing your SLO data with us? \*

 Yes Maybe Not at this time

## Demographic info (optional)

Gender:

 Female Male Nonbinary Decline to answer

Ethnicity (choose all that apply):

 Nonresident Alien (Temporary Resident)



<input type="checkbox"/> Hispanic/Latino (of any race)
<input type="checkbox"/> American Indian/Alaskan Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Black/African American
<input type="checkbox"/> Native Hawaiian/Other Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> Race/Ethnicity Unknown
<input type="checkbox"/> No Response
<input type="checkbox"/> Other:

Which of the following best describes what you are currently doing?

<input type="radio"/> Employed full-time
<input type="radio"/> Employed part-time
<input type="radio"/> Self-employed (full or part-time)
<input type="radio"/> Serving in the armed forces
<input type="radio"/> Not employed but continuing my education
<input type="radio"/> Employed and continuing my education
<input type="radio"/> Caring for a home/family
<input type="radio"/> Unemployed
<input type="radio"/> Other:

**Thank you for taking the time to complete this survey. Your feedback is greatly appreciated!**

Submit Form

# SD EPP Teacher Effectiveness and P-12 Student Impact Project Survey

## Student Learning Objectives Survey for In-Service South Dakota Teachers

This survey is being administered through a collaborative effort among all teacher education programs in the state of South Dakota. The purposes of this survey are to:

- gather information regarding the undergraduate teacher preparation of South Dakota teachers
- gather information regarding the impact of teachers on the P-12 learners of South Dakota
- use the information gathered to build a repository of impact data for the use and analysis of South Dakota educator preparation programs to aid in continuous improvement efforts

Our promise to you regarding the use and privacy of any and all information gathered by this survey:

***All information gathered by this survey will be used specifically and exclusively for the purposes of measuring and improving the effectiveness of South Dakota educator preparation programs. Any potentially identifying data will be scrubbed from the results by the survey administrator before dissemination to universities for analysis. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).***

Please tell us about your teacher preparation

Undergraduate Preparing Institution \*

Augustana University

Undergraduate Graduation Date \*



Month and Year

Undergraduate Major 1 \*

required

## Undergraduate Major 2

optional

## Undergraduate Minor 1

optional

## Undergraduate Minor 2

optional

## Have you obtained a Masters level graduate degree?\*

no

yes

intend to in future

Endorsements - please list any endorsements you have earned since completing your undergraduate degree:

***Please tell us about your current district, school, and grade/subject area.***

**Please note: this information will be used for demographic data collection and to ensure a variety of schools and districts participation. All SLO results will be severed from this information and kept in a separate data file. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).**

## School District\*

Aberdeen 06-1

## Years in service at this district\*

Years at any school in this district

## School name\*

Abbott House Elementary - 06

## Years in service at this school\*

Years in any subject area or grade level at this school

## School City\*

City

## Grade level taught this year\*

Early Childhood (Pre-K and K)

## Subject taught this year\*

Early Childhood (Pre-K and K)

## Years in service at this grade level/subject\*

Years at any school or district in this subject area or grade level

***Please tell us about your students, using your best approximation, based upon your experience with your students.***

What is the approximate percentage of students in your class that would be categorized as English Language Learners? \*

Less than 5%

More than 5% but less than 10%

More than 10% but less than 25%

More than 25% but less than 50%

More than 50%

Unknown

What is the approximate percentage of students in your class that would be categorized as Special Education students (currently on an IEP)? \*

Less than 5%

More than 5% but less than 10%

More than 10% but less than 25%

More than 25% but less than 50%

More than 50%

Unknown

What is the approximate percentage of students in our class that would be categorized as gifted or advanced? \*

Less than 5%

More than 5% but less than 10%

More than 10% but less than 25%

More than 25% but less than 50%

More than 50%

Unknown

What is the approximate percentage of students in your class that would be categorized as Native American? \*

Less than 5%

More than 5% but less than 10%

More than 10% but less than 25%

More than 25% but less than 50%

More than 50%

Unknown

What is the approximate percentage of students in your class that would be categorized as members of an ethnic minority (other than Native American)? \*

Less than 5%

More than 5% but less than 10%

More than 10% but less than 25%

More than 25% but less than 50%

More than 50%

Unknown

***Please tell us about your Student Learning Objectives by writing a brief description and/or uploading the assessment instrument and rubric used.***

Please describe your Student Learning Objectives assessment:

Or you may upload the assessment and/or rubric below

Pre-test date \*



Post-test date \*



Please upload your SLO Assessment and/or Rubric (if applicable)

Choose File Remove File No File Chosen

File uploads may not work on some mobile devices.  
Please upload Excel, CSV, Word, or PDF file

What was the Expected Average Growth (%) Goal that you set for your students? \*

Please paste a simple table of pre and post scores for your class  
(remove any names or other identifiers)

Student	A	B	C
Pretest	74	66	58
Posttest	81	76	72

Or you may upload file below

## SLO Pre and Post Test Scores

Choose File Remove File No File Chosen

File uploads may not work on some mobile devices.

Please upload Excel, CSV, Word, or PDF file of your Student Learning Outcomes pre- and post-test scores

What was your students' Actual Average Growth (%)? \*

Please use this section to briefly describe why, in your professional opinion, your students did not meet, met, or exceeded the average growth goal identified above: \*

[Save and Resume Later](#)