VALLEY CITY STATE UNIVERSITY

Evidence Item:	**74**	Employer Survey Instrument and Analyses

CAEP Standard:	**4**
Component:	**4.2**
Location for the Evidence:	**4.2.1**

The Purpose for the Evidence: This evidence displays one type of meaningful data gathered by the EPP. Receiving feedback from the employers of the EPP's first-year completers about their preparation is important. Receiving feedback from employers in the spring of the completer's first year of teaching is extremely important. The data gathered in a new teacher's first year can identify some important aspects of a completer's readiness. Surveys completed after multiple years of mentoring from peers, administrator guidance, and additional professional development might not give the same perceptions.

The EPP had representation in the development of this Employer Survey through its partnerships in the Network for Excellence in Teaching (NExT). The EPP participated in the pilot studies and shared multiple suggestions for improvement of the NExT Common Metrics assessment instruments. The data is not used as an isolation collection of assessment data. The voice of the EPP's employer data is shared alongside the data gathered from cooperating teachers, student teachers, and completers in their first year of teaching. The EPP looks for trends over time and trends across multiple assessments gathered from multiple sources.

The EPP gathers and analyzes its Employer Survey data through Qualtrics surveys and the efforts of the EPP's Assessment Coordinator and the SEGS Administrative and Assessment Assistant. The EPP shares multiple years of Employer Survey data. Employer Survey data are shared annually with the EPP and many stakeholders in data sharing sessions and additional communications.

The EPP shares its data with the Network for Excellence in Teaching (NExT). The EPP receives a report like the evidence provided. This piece of evidence will allow reviewers to see all the assessment items, responses, and the validity/reliability analysis.

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School of Education and Graduate Studies
Conceptual Framework
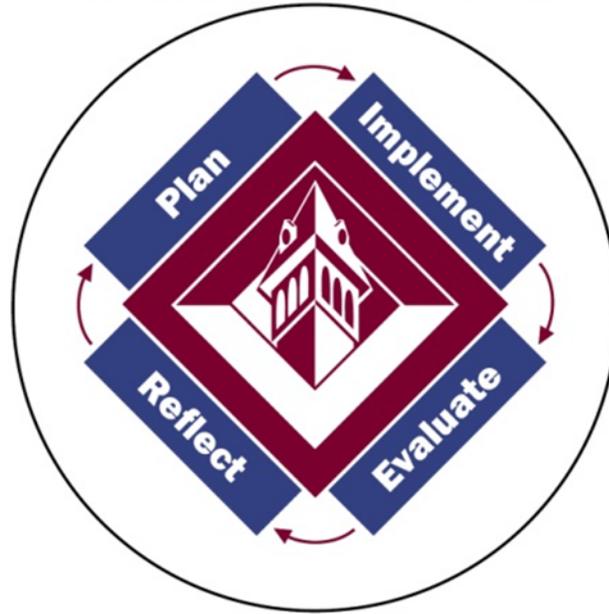
Teacher as a Knowledge-based Decision Maker

Employer Survey Data

Supervisor Survey (SS) – Data gathered from employers of 1st Year Teachers: 2012–2021

These survey data are gathered from the principals who supervised the 2019-2020 VCSU first-year teachers in the spring of 2021. *The Network for Excellence of Teaching (NExT) referred to this completer survey as the Supervisor Survey.*

InTASC Standard	Employers / Principals of 2019-2020 Completers "To what extent do you agree or disagree that this first-year teacher does the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students' prior knowledge or experiences in instructional planning.	23	57.5%	13	32.5%	3	7.5%	1	2.5%	3.45	40
1	Differentiate for students at varied developmental levels.	23	60.5%	10	26.3%	3	7.9%	2	5.0%	3.42	38
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	24	63.2%	12	31.6%	1	2.6%	1	2.6%	3.55	38
2	Differentiate instruction for a variety of learning needs.	27	67.5%	9	22.5%	3	7.5%	1	2.5%	3.55	40
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	22	53.6%	13	33.3%	3	7.7%	1	2.6%	3.44	39
2	Differentiate instruction for students with IEPs and 504 plans.	22	56.4%	15	38.5%	1	2.6%	1	2.6%	3.49	39
2	Differentiate instruction for students with mental health needs.	17	47.2%	16	44.4%	2	5.6%	1	2.8%	3.36	36
2	Differentiate instruction for gifted and talented students.	17	51.5%	14	42.4%	1	3.0%	1	3.0%	3.42	33
2	Differentiate instruction for English-language learners.	14	48.3%	11	37.9%	3	10.3%	1	3.4%	3.31	29
2	Access resources to foster learning for students with diverse needs.	22	61.1%	8	22.2%	4	11.1%	2	5.6%	3.39	36
3	Develop and maintain a classroom environment that promotes student engagement.	25	62.5%	11	27.5%	1	2.5%	3	7.5%	3.45	40
3	Respond appropriately to student behavior.	22	56.4%	13	33.3%	2	5.1%	2	5.1%	3.41	39
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	26	66.7%	10	25.6%	2	5.1%	1	2.6%	3.56	39
3	Help students regulate their own behavior.	20	51.3%	14	35.9%	3	7.7%	2	5.1%	3.33	39
3	Effectively organize the physical environment of the classroom for instruction.	25	67.6%	9	24.3%	1	2.7%	2	5.4%	3.54	37
3	Clearly communicate expectations for appropriate student behavior.	23	59.0%	13	33.3%	1	2.6%	2	5.1%	3.46	39
4	Effectively teach the subject matter in my licensure area.	30	75.0%	9	22.5%	0	0.0%	1	2.5%	3.70	40
5	Design activities where students engage with subject matter from a variety of perspectives.	27	67.5%	10	25.0%	1	2.5%	2	5.0%	3.55	40
5	Help students develop critical thinking processes.	22	59.5%	10	27.0%	4	10.8%	1	2.7%	3.43	37
5	Help students develop skills to solve complex problems.	22	59.5%	10	27.0%	4	10.8%	1	2.7%	3.43	37
5	Make interdisciplinary connections among core subjects.	12	35.3%	15	44.1%	6	17.6%	1	2.4%	3.12	34
5	Know where and how to access resources to build global awareness and understanding.	17	48.6%	11	31.4%	6	17.1%	1	2.9%	3.26	35
5	Help students analyze multiple sources of evidence to draw sound conclusions.	17	47.2%	15	41.7%	3	8.3%	1	2.8%	3.33	36
5	Connect core content to students' real-life experiences.	22	61.1%	10	27.8%	2	5.6%	2	5.6%	3.44	36
5	Help students work together to achieve learning goals.	23	59.0%	11	28.2%	4	10.3%	1	2.6%	3.44	39

InTASC Standard	Employers / Principals of 2019-2020 Completers "To what extent do you agree or disagree that this first-year teacher does the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
6	Design and modify assessments to match learning objectives.	26	65.0%	9	22.5%	3	7.5%	2	5.0%	3.48	40
6	Provide students with meaningful feedback to guide next steps in learning.	20	51.3%	14	35.9%	4	10.3%	1	2.6%	3.36	39
6	Engage students in self-assessment strategies.	18	47.4%	11	28.9%	5	13.2%	4	10.5%	3.13	38
6	Use formative and summative assessments to inform instructional practice.	23	59.0%	11	28.2%	3	7.7%	2	5.1%	3.41	39
6	Identify issues of reliability and validity in assessment.	11	39.3%	12	42.9%	3	10.7%	2	7.1%	3.14	28
6	Analyze appropriate types of assessment data to identify student learning needs.	16	47.1%	15	44.1%	1	2.9%	2	5.9%	3.32	34
6	Differentiate assessment for all learners.	16	44.4%	11	30.6%	6	16.7%	3	8.3%	3.11	36
7	Design long-range instructional plans that meet curricular goals.	24	61.5%	10	25.6%	3	7.7%	2	5.1%	3.44	39
7	Regularly adjust instructional plans to meet students' needs.	29	72.5%	8	20.0%	0	0.0%	3	7.5%	3.58	40
7	Plan lessons with clear learning objectives/goals in mind.	27	67.5%	12	30.0%	0	0.0%	1	2.5%	3.63	40
8	Select instructional strategies to align with learning goals and standards.	27	67.5%	11	27.5%	1	2.5%	1	2.5%	3.60	40
8	Use digital and interactive technologies to achieve instructional goals.	27	71.1%	8	21.1%	1	2.6%	2	5.3%	3.58	38
8	Engage students in using a range of technology tools to achieve learning goals.	24	63.2%	8	21.1%	3	7.9%	3	7.9%	3.39	38
8	Use effective communication skills and strategies to convey ideas and information to students.	24	60.0%	14	35.0%	1	2.5%	1	2.5%	3.53	40
9	Use colleague feedback to support my development as a teacher.	27	73.0%	7	18.9%	2	5.4%	1	2.7%	3.62	37
9	Uphold laws related to student rights and teacher responsibility.	28	71.8%	11	28.2%	0	0.0%	0	0.0%	3.72	39
9	Act as an advocate for all students.	27	67.5%	11	27.5%	1	2.5%	1	2.5%	3.60	40
10	Collaborate with parents and guardians to support student learning.	22	59.5%	12	32.4%	2	5.4%	1	2.7%	3.49	37
10	Collaborate with teaching colleagues to improve student performance.	25	62.5%	13	32.5%	1	2.5%	1	2.5%	3.55	40

[1] The 14 member institutions of the Network for Excellence in Teaching (NExT) initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine's, Hamline, and St. Thomas).

These survey data are gathered from the principals who supervised the 2018-2019 VCSU first-year teachers in the spring of 2020. *The Network for Excellence of Teaching (NExT) referred to this completer survey as the Supervisor Survey.*

InTASC Standard	Employers / Principals of 2018-2019 Completers "To what extent do you agree or disagree that this first-year teacher does the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students' prior knowledge or experiences in instructional planning.	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38
1	Differentiate for students at varied developmental levels.	24	63.2%	11	28.9%	2	5.3%	1	2.6%	3.53	38
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34
2	Differentiate instruction for a variety of learning needs.	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	23	62.2%	11	29.7%	2	5.4%	1	2.7%	3.51	37
2	Differentiate instruction for students with IEPs and 504 plans.	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38
2	Differentiate instruction for students with mental health needs.	24	66.7%	8	22.2%	3	8.3%	1	2.8%	3.53	36
2	Differentiate instruction for gifted and talented students.	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29
2	Differentiate instruction for English-language learners.	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20
2	Access resources to foster learning for students with diverse needs.	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36
3	Develop and maintain a classroom environment that promotes student engagement.	24	63.2%	10	26.3%	4	10.5%	0	0.0%	3.53	38
3	Respond appropriately to student behavior.	23	60.5%	10	26.3%	4	10.5%	1	2.6%	3.45	38
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	30	85.7%	4	11.4%	1	2.9%	0	0.0%	3.83	35
3	Help students regulate their own behavior.	23	60.5%	9	23.7%	6	15.8%	0	0.0%	3.45	38
3	Effectively organize the physical environment of the classroom for instruction.	28	73.7%	10	26.3%	0	0.0%	0	0.0%	3.74	38
3	Clearly communicate expectations for appropriate student behavior.	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38
4	Effectively teach the subject matter in my licensure area.	32	84.2%	5	13.2%	1	2.6%	0	0.0%	3.82	38
5	Design activities where students engage with subject matter from a variety of perspectives.	26	68.4%	10	26.3%	1	2.6%	1	2.6%	3.61	38
5	Help students develop critical thinking processes.	23	60.5%	13	34.2%	2	5.3%	0	0.0%	3.55	38
5	Help students develop skills to solve complex problems.	23	63.9%	9	25.0%	4	11.1%	0	0.0%	3.53	36
5	Make interdisciplinary connections among core subjects.	17	53.1%	9	28.1%	6	18.8%	0	0.0%	3.34	32
5	Know where and how to access resources to build global awareness and understanding.	16	47.1%	16	47.1%	2	5.9%	0	0.0%	3.41	34
5	Help students analyze multiple sources of evidence to draw sound conclusions.	16	48.5%	14	42.4%	3	9.1%	0	0.0%	3.39	33
5	Connect core content to students' real-life experiences.	24	63.2%	14	36.8%	0	0.0%	0	0.0%	3.63	38
5	Help students work together to achieve learning goals.	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38

InTASC Standard	Employers / Principals of 2018-2019 Completers "To what extent do you agree or disagree that this first-year teacher does the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
6	Design and modify assessments to match learning objectives.	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37
6	Provide students with meaningful feedback to guide next steps in learning.	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38
6	Engage students in self-assessment strategies.	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34
6	Use formative and summative assessments to inform instructional practice.	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37
6	Identify issues of reliability and validity in assessment.	14	42.4%	17	51.5%	2	6.1%	0	0.0%	3.36	33
6	Analyze appropriate types of assessment data to identify student learning needs.	17	50.0%	13	38.2%	4	11.8%	0	0.0%	3.38	34
6	Differentiate assessment for all learners.	17	48.6%	14	40.0%	4	11.4%	0	0.0%	3.37	35
7	Design long-range instructional plans that meet curricular goals.	20	52.6%	14	36.8%	2	5.3%	2	5.3%	3.37	38
7	Regularly adjust instructional plans to meet students' needs.	28	73.7%	9	23.7%	0	0.0%	1	2.6%	3.68	38
7	Plan lessons with clear learning objectives/goals in mind.	29	76.3%	7	18.4%	2	5.3%	0	0.0%	3.71	38
8	Select instructional strategies to align with learning goals and standards.	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38
8	Use digital and interactive technologies to achieve instructional goals.	28	75.7%	8	21.6%	1	2.7%	0	0.0%	3.73	37
8	Engage students in using a range of technology tools to achieve learning goals.	27	73.0%	7	18.9%	3	8.1%	0	0.0%	3.65	37
8	Use effective communication skills and strategies to convey ideas and information to students.	24	63.2%	13	34.2%	1	2.6%	0	0.0%	3.61	38
9	Use colleague feedback to support my development as a teacher.	29	76.3%	8	21.1%	1	2.6%	0	0.0%	3.74	38
9	Uphold laws related to student rights and teacher responsibility.	31	81.6%	7	18.4%	0	0.0%	0	0.0%	3.82	38
9	Act as an advocate for all students.	29	78.4%	7	18.9%	1	2.7%	0	0.0%	3.76	37
10	Collaborate with parents and guardians to support student learning.	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37
10	Collaborate with teaching colleagues to improve student performance.	28	73.7%	9	23.7%	1	2.6%	0	0.0%	3.71	38

[1] The 14 member institutions of the Network for Excellence in Teaching (NExT) initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine's, Hamline, and St. Thomas).

These survey data are gathered from the principals who supervised the 2017-2018 VCSU first-year teachers in the spring of 2019. *The Network for Excellence of Teaching (NExT) referred to this completer survey as the Supervisor Survey.*

InTASC Standard	Employers / Principals of 2017-2018 Completers "To what extent do you agree or disagree that this first-year teacher does the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students' prior knowledge or experiences in instructional planning.	25	64.1%	11	28.2%	3	7.7%	0	0.0%	3.56	39
1	Differentiate for students at varied developmental levels.	22	53.7%	17	41.5%	2	4.9%	0	0.0%	3.49	41
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	19	59.4%	11	34.4%	2	6.3%	0	0.0%	3.53	32
2	Differentiate instruction for a variety of learning needs.	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	20	53.6%	11	31.4%	4	11.4%	0	0.0%	3.46	35
2	Differentiate instruction for students with IEPs and 504 plans.	29	72.5%	9	22.5%	2	5.0%	0	0.0%	3.68	40
2	Differentiate instruction for students with mental health needs.	23	62.2%	10	27.0%	4	10.8%	0	0.0%	3.51	37
2	Differentiate instruction for gifted and talented students.	15	44.1%	15	44.1%	4	11.8%	0	0.0%	3.32	34
2	Differentiate instruction for English-language learners.	13	59.1%	7	31.8%	2	9.1%	0	0.0%	3.50	22
2	Access resources to foster learning for students with diverse needs.	22	61.1%	8	22.2%	4	11.1%	2	5.6%	3.39	36
3	Develop and maintain a classroom environment that promotes student engagement.	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41
3	Respond appropriately to student behavior.	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	24	63.2%	12	31.6%	2	5.3%	0	0.0%	3.58	38
3	Help students regulate their own behavior.	26	63.4%	10	24.4%	4	9.8%	1	2.4%	3.49	41
3	Effectively organize the physical environment of the classroom for instruction.	29	70.7%	10	24.4%	2	4.9%	0	0.0%	3.66	41
3	Clearly communicate expectations for appropriate student behavior.	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41
4	Effectively teach the subject matter in my licensure area.	31	75.6%	9	22.0%	1	2.4%	0	0.0%	3.73	41
5	Design activities where students engage with subject matter from a variety of perspectives.	27	67.5%	11	27.5%	2	5.0%	0	0.0%	3.63	40
5	Help students develop critical thinking processes.	18	45.0%	20	50.0%	2	5.0%	0	0.0%	3.40	40
5	Help students develop skills to solve complex problems.	17	45.9%	16	43.2%	4	10.8%	0	0.0%	3.35	37
5	Make interdisciplinary connections among core subjects.	20	52.6%	13	34.2%	4	10.5%	1	2.6%	3.37	38
5	Know where and how to access resources to build global awareness and understanding.	23	60.5%	13	34.2%	1	2.6%	1	2.6%	3.53	38
5	Help students analyze multiple sources of evidence to draw sound conclusions.	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41
5	Connect core content to students' real-life experiences.	26	63.4%	13	31.7%	2	4.9%	0	0.0%	3.59	41
5	Help students work together to achieve learning goals.	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41

InTASC Standard	Employers / Principals of 2018-2019 Completers "To what extent do you agree or disagree that this first-year teacher does the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
6	Design and modify assessments to match learning objectives.	20	50.0%	18	45.0%	2	5.0%	0	0.0%	3.45	40
6	Provide students with meaningful feedback to guide next steps in learning.	22	56.4%	14	35.9%	3	7.7%	0	0.0%	3.49	39
6	Engage students in self-assessment strategies.	13	37.1%	17	48.6%	5	14.3%	0	0.0%	3.23	35
6	Use formative and summative assessments to inform instructional practice.	24	58.5%	14	34.1%	3	7.3%	0	0.0%	3.51	41
6	Identify issues of reliability and validity in assessment.	15	45.5%	11	33.3%	7	21.2%	0	0.0%	3.24	33
6	Analyze appropriate types of assessment data to identify student learning needs.	20	55.6%	10	27.8%	6	16.7%	0	0.0%	3.39	36
6	Differentiate assessment for all learners.	15	37.5%	22	55.0%	3	7.5%	0	0.0%	3.30	40
7	Design long-range instructional plans that meet curricular goals.	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37
7	Regularly adjust instructional plans to meet students' needs.	23	56.1%	16	39.0%	2	4.9%	0	0.0%	3.51	41
7	Plan lessons with clear learning objectives/goals in mind.	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41
8	Select instructional strategies to align with learning goals and standards.	25	61.0%	15	36.6%	1	2.4%	0	0.0%	3.59	41
8	Use digital and interactive technologies to achieve instructional goals.	26	66.7%	10	25.6%	3	7.7%	0	0.0%	3.59	39
8	Engage students in using a range of technology tools to achieve learning goals.	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38
8	Use effective communication skills and strategies to convey ideas and information to students.	29	70.7%	9	22.0%	2	4.9%	1	2.4%	3.61	41
9	Use colleague feedback to support my development as a teacher.	25	64.1%	11	28.2%	2	5.1%	1	2.6%	3.54	39
9	Uphold laws related to student rights and teacher responsibility.	31	75.6%	7	17.1%	3	7.3%	0	0.0%	3.68	41
9	Act as an advocate for all students.	31	75.6%	8	19.5%	1	2.4%	1	2.4%	3.68	41
10	Collaborate with parents and guardians to support student learning.	25	64.1%	9	23.1%	4	10.3%	1	2.6%	3.49	39
10	Collaborate with teaching colleagues to improve student performance.	31	75.6%	6	14.6%	4	9.8%	0	0.0%	3.66	41

[1] The 14 member institutions of the Network for Excellence in Teaching (NExT) initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine's, Hamline, and St. Thomas).

Supervisor Survey (SS) data gathered from employers of 1st Year Teachers (Nine years of data from 2012-2020)

The Supervisor Survey included 20 responses in 2012, 11 responses in 2013, 27 responses in 2014, and 60 responses in 2015, 47 in 2016, 44 in 2017, 28 in 2018, 41 in 2019, . The most important concept is that VCSU receives enough responses to find the data meaningful. *Main factors involved in response rates: (1) some alumni do not go directly into full-time teaching;* (2) the Common Metric procedure initially required each alumnus to complete a permission section for the supervisor to be surveyed; (3) only 31 of 81 or 38.2% of those supervisors with permission from teachers responded, *and not all those were completed on full-time teachers. VCSU changed its process to strive for an improved percentage of responses in the spring of 2014.*

In 2015, VCSU had 60 of 102 potential supervisors (58.8%) complete the survey. In 2016, VCSU had more success at narrowing down the number of full-time teachers before sending the surveys; 47 of 64 (73.4%) of supervisors responded. In 2017, 44/87 (50.5%) and in 2018, 28 of 86 (32.6%) of supervisors of 1st-year teachers who accepted full-time teaching positions responded. In 2019, VCSU worked through its list of 144 total completers in 2017-2018. VCSU found 119 *working email addresses for the completers;105 of those 119 had full-time or part-time teaching positions in 2018-2019. VCSU found email addresses that worked for 99 of the 105 supervisors (VCSU worked hard to get what we did. 41 out of 99 (41.4%) seems most accurate, but our percentage could be calculated several different ways depending on someone's definition. No matter how the data are calculated, the percentage exceeds the CAEP 20% minimum.)*

In 2020, VCSU found working emails for 71 supervisors of VCSU completers who were teaching - of those - 39 supervisors responded, 54.93%.
In 2021, VCSU found working emails for 62 supervisors of VCSU completers who were teaching full-time - of those - 41 supervisors responded, 66.1%.
If VCSU found working email addresses for all 112 known teacher candidates with full-time positions, 41 out 112 equals 36.6% responses. VCSU works hard to get the responses we go acquire. VCSU realizes there could be more responses gathered, but we feel we have been able to gather a meaningful sample. Having over 40 responses provides some meaningful data.

Assessment representatives from several institutions utilizing the Common Metrics have expressed concern about response rates. COVID-19 has brought challenges to many schools, administrators, teachers, students, and families. The EPP knows its response rates are at acceptable levels no matter how the rates are calculated, but the EPP hopes to increase the response rates in the future.

InTASC Standard 1 Learner Development

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Accounts for students' prior knowledge or experiences in instructional planning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	33	70.2%	13	27.7%	1	2.1%	0	0.0%	3.68	47	
2017	33	75.0%	10	22.7%	1	2.3%	0	0.0%	3.73	44	
2018	17	60.7%	8	28.6%	2	7.1%	1	3.6%	3.46	28	
2019	25	64.1%	11	28.2%	3	7.7%	0	0.0%	3.56	39	2
2020	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	1
2021	23	57.5%	13	32.5%	3	7.5%	1	2.5%	3.45	40	1
Overall Total	**203**	**63.2%**	**100**	**31.2%**	**14**	**4.4%**	**4**	**1.2%**	**3.56**	**321**	**6**

Differentiates for students at varied developmental levels.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	28	62.2%	16	35.6%	1	2.2%	0	0.0%	3.60	45	
2018	16	57.1%	8	28.6%	3	10.7%	1	3.6%	3.39	28	
2019	22	53.7%	17	41.5%	2	4.9%	0	0.0%	3.49	41	
2020	24	63.2%	11	28.9%	2	5.3%	1	2.6%	3.53	38	1
2021	23	60.5%	10	26.3%	3	7.9%	2	5.0%	3.42	38	2
Overall Total	**113**	**59.5%**	**62**	**32.6%**	**11**	**5.8%**	**4**	**2.1%**	**3.49**	**190**	**3**

InTASC Standard 2 Learning Differences

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Effectively teach students from culturally and ethnically diverse backgrounds and communities.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	10	66.7%	5	33.3%	0	0.0%	0	0.0%	3.67	15	
2013	9	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	9	
2014	14	63.6%	7	31.8%	1	4.5%	0	0.0%	3.59	22	
2015	38	74.5%	12	23.5%	0	0.0%	1	2.0%	3.71	51	8
2016	27	64.3%	13	31.0%	2	4.8%	0	0.0%	3.60	42	
2017	34	79.1%	8	18.6%	1	2.3%	0	0.0%	3.77	43	
2018	18	66.7%	8	29.6%	0	0.0%	1	3.7%	3.59	27	1
2019	19	59.4%	11	34.4%	2	6.3%	0	0.0%	3.53	32	9
2020	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34	5
2021	24	63.2%	12	31.6%	1	2.6%	1	2.6%	3.55	38	3
Overall Total	**214**	**68.4%**	**87**	**27.8%**	**9**	**2.9%**	**3**	**1.0%**	**3.64**	**313**	**26**

Differentiates instruction for a variety of learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27	
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58	1
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47	1
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28	
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41	
2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38	1
2021	27	67.5%	9	22.5%	3	7.5%	1	2.5%	3.55	40	1
Overall Total	**202**	**62.3%**	**96**	**29.6%**	**22**	**6.8%**	**4**	**1.2%**	**3.53**	**324**	**4**

Differentiates instruction for gifted and talented students.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	12	60.0%	7	35.0%	1	5.0%	0	0.0%	3.55	20	0
2013	6	60.0%	2	20.0%	1	10.0%	1	10.0%	3.30	10	
2014	9	47.4%	8	42.1%	2	10.5%	0	0.0%	3.37	19	8
2015	22	44.9%	22	44.9%	4	8.2%	1	2.0%	3.33	49	10
2016	17	43.6%	16	41.0%	4	10.3%	2	5.1%	3.23	39	9
2017	22	55.0%	15	37.5%	3	7.5%	0	0.0%	3.48	40	5
2018	14	56.0%	7	28.0%	3	12.0%	1	4.0%	3.36	25	3
2019	15	44.1%	15	44.1%	4	11.8%	0	0.0%	3.32	34	7
2020	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29	10
2021	17	51.5%	14	42.4%	1	3.0%	1	3.0%	3.42	33	7
Overall Total	**151**	**50.7%**	**112**	**37.6%**	**28**	**9.4%**	**7**	**2.3%**	**3.37**	**298**	**59**

Differentiates instruction for English language learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2013	5	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	5	
2014	9	60.0%	5	33.3%	1	6.7%	0	0.0%	3.53	15	11
2015	18	52.9%	13	38.2%	2	5.9%	1	2.9%	3.41	34	24
2016	16	57.1%	9	32.1%	2	7.1%	1	3.6%	3.43	28	19
2017	19	67.9%	9	32.1%	0	0.0%	0	0.0%	3.68	28	16
2018	10	55.6%	6	33.3%	1	5.6%	1	5.6%	3.39	18	10
2019	13	59.1%	7	31.8%	2	9.1%	0	0.0%	3.50	22	19
2020	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20	19
2021	14	48.3%	11	37.9%	3	10.3%	1	3.4%	3.31	29	11
Overall Total	**123**	**58.9%**	**69**	**33.0%**	**13**	**6.2%**	**4**	**1.9%**	**3.49**	**209**	**129**

Differentiates to meet the needs of students from various socioeconomic backgrounds.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	65.4%	6	23.1%	3	11.5%	0	0.0%	3.54	26	1
2015	35	63.6%	18	32.7%	1	1.8%	1	1.8%	3.58	55	4
2016	30	65.2%	14	30.4%	2	4.3%	0	0.0%	3.61	46	2
2017	27	61.4%	14	31.8%	3	6.8%	0	0.0%	3.55	44	1
2018	15	53.6%	9	32.1%	3	10.7%	1	3.6%	3.36	28	1
2019	20	53.6%	11	31.4%	4	11.4%	0	0.0%	3.46	35	6
2020	23	53.6%	11	29.7%	2	5.4%	1	2.7%	3.51	37	2
2021	22	53.6%	13	33.3%	3	7.7%	1	2.6%	3.44	39	2
Overall Total	**189**	**61.0%**	**96**	**31.0%**	**21**	**6.8%**	**4**	**1.3%**	**3.52**	**310**	**19**

Designs instruction for students with IEPs and 504 plans.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	12	50.0%	12	50.0%	0	0.0%	0	0.0%	3.50	24	3
2015	37	67.3%	15	27.3%	2	3.6%	1	1.8%	3.60	55	4
2016	29	64.4%	12	26.7%	2	4.4%	2	4.4%	3.51	45	3
2017	31	75.6%	10	24.4%	0	0.0%	0	0.0%	3.76	41	4
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	29	72.5%	9	22.5%	2	5.0%	0	0.0%	3.68	40	1
2020	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38	1
2021	22	56.4%	15	38.5%	1	2.6%	1	2.6%	3.49	39	2
Overall Total	**205**	**66.3%**	**89**	**28.8%**	**10**	**3.2%**	**5**	**1.6%**	**3.60**	**309**	**19**
Designs instruction for students with mental health needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	10	45.5%	11	50.0%	1	4.5%	0	0.0%	3.41	22	
2015	27	61.4%	15	34.1%	1	2.3%	1	2.3%	3.55	44	15
2016	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	6
2017	23	65.7%	10	28.6%	2	5.7%	0	0.0%	3.60	35	9
2018	13	52.0%	9	36.0%	2	8.0%	1	4.0%	3.36	25	3
2019	23	62.2%	10	27.0%	4	10.8%	0	0.0%	3.51	37	4
2020	24	66.7%	8	22.2%	3	8.3%	1	2.8%	3.53	36	3
2021	17	47.2%	16	44.4%	2	5.6%	1	2.8%	3.36	36	4
Overall Total	**158**	**57.9%**	**93**	**34.1%**	**17**	**6.2%**	**5**	**1.8%**	**3.48**	**273**	**44**
Accesses resources to foster learning for students with diverse needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41	4
2018	16	59.3%	9	33.3%	1	3.7%	1	3.7%	3.48	27	1
2019	21	52.5%	17	42.5%	2	5.0%	0	0.0%	3.48	40	1
2020	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36	3
2021	22	61.1%	8	22.2%	4	11.1%	2	5.6%	3.39	36	4
Overall Total	**104**	**57.8%**	**64**	**35.6%**	**9**	**5.0%**	**3**	**1.7%**	**3.49**	**180**	**13**

InTASC Standard 3 Learning Environments

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Develops and maintains a classroom environment that promotes student engagement.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	10	90.9%	0	0.0%	0	0.0%	1	9.1%	3.73	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	42	72.4%	12	20.7%	4	6.9%	0	0.0%	3.66	58	
2016	33	68.8%	12	25.0%	2	4.2%	1	2.1%	3.60	48	
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	19	67.9%	5	17.9%	2	7.1%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	24	63.2%	10	26.3%	4	10.5%	0	0.0%	3.53	38	1
2021	25	62.5%	11	27.5%	1	2.5%	3	7.5%	3.45	40	
Overall Total	**246**	**69.1%**	**81**	**22.8%**	**21**	**5.9%**	**8**	**2.2%**	**3.59**	**356**	**1**

Clearly communicates expectations for appropriate student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	5	18.5%	3	11.1%	1	3.7%	3.48	27	
2015	37	63.8%	16	27.6%	4	6.9%	1	1.7%	3.53	58	
2016	34	70.8%	10	20.8%	3	6.3%	1	2.1%	3.60	48	
2017	35	77.8%	10	22.2%	0	0.0%	0	0.0%	3.78	45	
2018	19	70.4%	6	22.2%	0	0.0%	2	7.4%	3.56	27	1
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38	1
2021	23	59.0%	13	33.3%	1	2.6%	2	5.1%	3.46	39	
Overall Total	**242**	**68.4%**	**82**	**23.2%**	**20**	**5.6%**	**10**	**2.8%**	**3.57**	**354**	**2**

Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2014	20	74.1%	6	22.2%	0	0.0%	1	3.7%	3.67	27	
2015	44	78.6%	12	21.4%	0	0.0%	0	0.0%	3.79	56	2
2016	36	78.3%	8	17.4%	2	4.3%	0	0.0%	3.74	46	2
2017	37	82.2%	8	17.8%	0	0.0%	0	0.0%	3.82	45	
2018	20	71.4%	7	25.0%	0	0.0%	1	3.6%	3.64	28	
2019	24	63.2%	12	31.6%	2	5.3%	0	0.0%	3.58	38	3
2020	30	85.7%	4	11.4%	1	2.9%	0	0.0%	3.83	35	4
2021	26	66.7%	10	25.6%	2	5.1%	1	2.6%	3.56	39	1
Overall Total	**263**	**76.9%**	**69**	**20.2%**	**7**	**2.0%**	**3**	**0.9%**	**3.73**	**342**	**12**

Helps students regulate their own behavior.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	4	14.8%	4	14.8%	1	3.7%	3.44	27	
2015	36	62.1%	20	34.5%	2	3.4%	0	0.0%	3.59	58	
2016	31	66.0%	12	25.5%	4	8.5%	0	0.0%	3.57	47	1
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	18	64.3%	6	21.4%	2	7.1%	2	7.1%	3.43	28	
2019	26	63.4%	10	24.4%	4	9.8%	1	2.4%	3.49	41	
2020	23	60.5%	9	23.7%	6	15.8%	0	0.0%	3.45	38	1
2021	20	51.3%	14	35.9%	3	7.7%	2	5.1%	3.33	39	
Overall Total	**226**	**63.8%**	**95**	**26.8%**	**26**	**7.3%**	**7**	**2.0%**	**3.53**	**354**	**2**

Effectively organizes the physical environment of the classroom for instruction.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	5	25.0%	0	0.0%	0	0.0%	3.75	20	
2013	8	88.9%	1	11.1%	0	0.0%	0	0.0%	3.89	9	
2014	18	69.2%	6	23.1%	2	7.7%	0	0.0%	3.62	26	
2015	42	72.4%	16	27.6%	0	0.0%	0	0.0%	3.72	58	
2016	37	78.7%	8	17.0%	2	4.3%	0	0.0%	3.74	47	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	21	75.0%	3	10.7%	2	7.1%	2	7.1%	3.54	28	
2019	29	70.7%	10	24.4%	2	4.9%	0	0.0%	3.66	41	
2020	28	73.7%	10	26.3%	0	0.0%	0	0.0%	3.74	38	1
2021	25	67.6%	9	24.3%	1	2.7%	2	5.4%	3.54	37	2
Overall Total	**256**	**73.4%**	**80**	**22.9%**	**9**	**2.6%**	**4**	**1.1%**	**3.68**	**349**	**3**

Responds appropriately to student behavior.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	0	0.0%	1	9.1%	3.64	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	38	65.5%	15	25.9%	4	6.9%	1	1.7%	3.55	58	
2016	33	68.8%	11	22.9%	4	8.3%	0	0.0%	3.60	48	
2017	32	71.1%	12	26.7%	1	2.2%	0	0.0%	3.69	45	
2018	18	64.3%	7	25.0%	1	3.6%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	10	26.3%	4	10.5%	1	2.6%	3.45	38	1
2021	22	56.4%	13	33.3%	2	5.1%	2	5.1%	3.41	39	
Overall Total	**237**	**67.9%**	**86**	**24.6%**	**24**	**6.9%**	**2**	**0.6%**	**3.60**	**349**	**1**

InTASC Standard 4 Content Knowledge

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Effectively teaches the subject matter in his/her licensure area	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	2	10.0%		0.0%	0	0.0%	3.90	20	
2013	10	90.9%	1	9.1%	0	0.0%	0	0.0%	3.91	11	
2014	20	74.1%	6	22.2%	1	3.7%	0	0.0%	3.70	27	
2015	44	74.6%	13	22.0%	1	1.7%	1	1.7%	3.69	59	1
2016	40	83.3%	7	14.6%	1	2.1%	0	0.0%	3.81	48	
2017	36	80.0%	9	20.0%	0	0.0%	0	0.0%	3.80	45	
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	31	75.6%	9	22.0%	1	2.4%	0	0.0%	3.73	41	
2020	32	84.2%	5	13.2%	1	2.6%	0	0.0%	3.82	38	1
2021	30	75.0%	9	22.5%	0	0.0%	1	2.5%	3.70	40	1
Overall Total	**282**	**79.0%**	**67**	**18.8%**	**5**	**1.4%**	**3**	**0.8%**	**3.76**	**357**	**3**

InTASC Standard 5 Application of Content

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Connects core content to students' real-life experiences.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	14	70.0%	5	25.0%	1	5.0%	0	0.0%	3.65	20	
2013	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	39	67.2%	16	27.6%	3	5.2%	0	0.0%	3.62	58	
2016	30	62.5%	17	35.4%	1	2.1%	0	0.0%	3.60	48	
2017	31	68.9%	13	28.9%	1	2.2%	0	0.0%	3.67	45	
2018	15	55.6%	9	33.3%	2	7.4%	1	3.7%	3.41	27	1
2019	26	63.4%	13	31.7%	2	4.9%	0	0.0%	3.59	41	
2020	24	63.2%	14	36.8%	0	0.0%	0	0.0%	3.63	38	1
2021	22	61.1%	10	27.8%	2	5.6%	2	5.6%	3.44	36	4
Overall Total	**228**	**65.1%**	**104**	**29.7%**	**15**	**4.3%**	**3**	**0.9%**	**3.59**	**350**	**6**

Designs activities where students engage with subject matter from a variety of perspectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	5	25.0%		0.0%	0	0.0%	3.75	20	
2013	9	90.0%	1	10.0%	0	0.0%	0	0.0%	3.90	10	
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	40	67.8%	17	28.8%	1	1.7%	1	1.7%	3.63	59	1
2016	35	72.9%	12	25.0%	1	2.1%	0	0.0%	3.71	48	
2017	30	66.7%	15	33.3%	0	0.0%	0	0.0%	3.67	45	
2018	20	74.1%	5	18.5%	1	3.7%	1	3.7%	3.63	27	
2019	27	67.5%	11	27.5%	2	5.0%	0	0.0%	3.63	40	
2020	26	68.4%	10	26.3%	1	2.6%	1	2.6%	3.61	38	1
2021	27	67.5%	10	25.0%	1	2.5%	2	5.0%	3.55	40	1
Overall Total	**245**	**69.4%**	**95**	**26.9%**	**8**	**2.3%**	**5**	**1.4%**	**3.64**	**353**	**3**

Helps students develop critical thinking processes.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	32	56.1%	23	40.4%	1	1.8%	1	1.8%	3.51	57	3
2016	25	52.1%	20	41.7%	3	6.3%	0	0.0%	3.46	48	
2017	31	70.5%	13	29.5%	0	0.0%	0	0.0%	3.70	44	1
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	0
2019	18	45.0%	20	50.0%	2	5.0%	0	0.0%	3.40	40	1
2020	23	60.5%	13	34.2%	2	5.3%	0	0.0%	3.55	38	1
2021	22	59.5%	10	27.0%	4	10.8%	1	2.7%	3.43	37	4
Overall Total	**184**	**57.7%**	**115**	**36.1%**	**17**	**5.3%**	**3**	**0.9%**	**3.50**	**319**	**10**

Helps students develop skills to solve complex problems.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	51.9%	8	29.6%	5	18.5%	0	0.0%	3.33	27	
2015	32	58.2%	21	38.2%	1	1.8%	1	1.8%	3.53	55	4
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	28	63.6%	15	34.1%	1	2.3%	0	0.0%	3.61	44	
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	
2019	17	45.9%	16	43.2%	4	10.8%	0	0.0%	3.35	37	3
2020	23	63.9%	9	25.0%	4	11.1%	0	0.0%	3.53	36	3
2021	19	54.3%	10	28.6%	5	14.3%	1	2.9%	3.34	35	5
Overall Total	**179**	**57.7%**	**104**	**33.5%**	**24**	**7.7%**	**3**	**1.0%**	**3.48**	**310**	**15**

Makes interdisciplinary connections among core subjects.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	63.0%	8	29.6%	1	3.7%	0	0.0%	3.48	27	1
2015	34	58.6%	19	32.8%	3	5.2%	2	3.4%	3.47	58	2
2016	26	56.5%	18	39.1%	2	4.3%	0	0.0%	3.52	46	
2017	24	55.8%	16	37.2%	2	4.7%	1	2.3%	3.47	43	2
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	20	52.6%	13	34.2%	4	10.5%	1	2.6%	3.37	38	3
2020	17	53.1%	9	28.1%	6	18.8%	0	0.0%	3.34	32	7
2021	12	35.3%	15	44.1%	6	17.6%	1	2.4%	3.12	34	7
Overall Total	**167**	**54.9%**	**106**	**34.9%**	**25**	**8.2%**	**6**	**2.0%**	**3.43**	**304**	**23**

Helps students analyze multiple sources of evidence to draw sound conclusions.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	53.8%	10	38.5%	2	7.7%	0	0.0%	3.46	26	
2015	28	53.8%	21	40.4%	2	3.8%	1	1.9%	3.46	52	8
2016	25	52.1%	22	45.8%	0	0.0%	1	2.1%	3.48	48	
2017	28	63.6%	13	29.5%	3	6.8%	0	0.0%	3.57	44	1
2018	14	51.9%	10	37.0%	2	7.4%	1	3.7%	3.37	27	1
2019	18	50.0%	15	41.7%	3	8.3%	0	0.0%	3.42	36	5
2020	16	48.5%	14	42.4%	3	9.1%	0	0.0%	3.39	33	6
2021	17	47.2%	15	41.7%	3	8.3%	1	2.8%	3.33	36	4
Overall Total	**160**	**53.0%**	**120**	**39.7%**	**18**	**6.0%**	**4**	**1.3%**	**3.44**	**302**	**25**

Knows where and how to access resources to build global awareness and understanding	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	33	61.1%	20	37.0%	0	0.0%	1	1.9%	3.57	54	5
2016	30	65.2%	14	30.4%	1	2.2%	1	2.2%	3.59	46	
2017	28	63.6%	13	29.5%	2	4.5%	1	2.3%	3.55	44	1
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	0
2019	23	60.5%	13	34.2%	1	2.6%	1	2.6%	3.53	38	3
2020	16	47.1%	16	47.1%	2	5.9%	0	0.0%	3.41	34	5
2021	17	48.6%	11	31.4%	6	17.1%	1	2.9%	3.26	35	5
Overall Total	**179**	**58.7%**	**107**	**35.1%**	**13**	**4.3%**	**6**	**2.0%**	**3.50**	**305**	**19**

Helps students work together to achieve learning goals	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	41	70.7%	15	25.9%	2	3.4%	0	0.0%	3.67	58	
2016	34	70.8%	12	25.0%	1	2.1%	1	2.1%	3.65	48	
2017	34	75.6%	11	24.4%	0	0.0%	0	0.0%	3.76	45	
2018	20	71.4%	5	17.9%	2	7.1%	1	3.6%	3.57	28	
2019	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
2021	23	59.0%	11	28.2%	4	10.3%	1	2.6%	3.44	39	1
Overall Total	**220**	**67.9%**	**90**	**27.8%**	**11**	**3.4%**	**3**	**0.9%**	**3.63**	**324**	**2**

InTASC Standard 6 Assessment (related to Evaluate section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Provides students with meaningful feedback to guide next steps in learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	1	9.1%	0	0.0%	3.73	11	
2014	15	57.7%	10	38.5%	1	3.8%	0	0.0%	3.54	26	1
2015	38	64.4%	19	32.2%	2	3.4%	0	0.0%	3.61	59	1
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	20	74.1%	3	11.1%	2	7.4%	2	7.4%	3.52	27	1
2019	22	56.4%	14	35.9%	3	7.7%	0	0.0%	3.49	39	2
2020	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38	1
2021	20	51.3%	14	35.9%	4	10.3%	1	2.6%	3.36	39	2
Overall Total	**219**	**62.2%**	**108**	**30.7%**	**22**	**6.3%**	**3**	**0.9%**	**3.54**	**352**	**8**

Engages students in self-assessment strategies.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	10	58.8%	5	29.4%	2	11.8%	0	0.0%	3.47	17	
2013	6	75.0%	2	25.0%	0	0.0%	0	0.0%	3.75	8	
2014	13	50.0%	7	26.9%	6	23.1%	0	0.0%	3.27	26	1
2015	30	54.5%	21	38.2%	3	5.5%	1	1.8%	3.45	55	1
2016	27	57.4%	18	38.3%	2	4.3%	0	0.0%	3.53	47	1
2017	22	48.9%	20	44.4%	2	4.4%	1	2.2%	3.40	45	
2018	14	50.0%	10	35.7%	3	10.7%	1	3.6%	3.32	28	
2019	13	37.1%	17	48.6%	5	14.3%	0	0.0%	3.23	35	6
2020	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34	5
2021	18	47.4%	11	28.9%	5	13.2%	4	10.5%	3.13	38	2
Overall Total	**168**	**50.5%**	**128**	**38.4%**	**30**	**9.0%**	**7**	**2.1%**	**3.37**	**333**	**16**

Designs and modifies assessments to match learning objectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	35	60.3%	22	37.9%	1	1.7%	0	0.0%	3.59	58	2
2016	26	55.3%	19	40.4%	2	4.3%	0	0.0%	3.51	47	1
2017	29	64.4%	15	33.3%	1	2.2%	0	0.0%	3.62	45	
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	
2019	20	50.0%	18	45.0%	2	5.0%	0	0.0%	3.45	40	1
2020	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37	2
2021	26	65.0%	9	22.5%	3	7.5%	2	5.0%	3.48	40	1
Overall Total	**188**	**58.4%**	**118**	**36.6%**	**13**	**4.0%**	**3**	**0.9%**	**3.52**	**322**	**7**

Uses formative and summative assessments to support student learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	2
2015	39	67.2%	17	29.3%	1	1.7%	1	1.7%	3.62	58	1
2016	31	66.0%	13	27.7%	3	6.4%	0	0.0%	3.60	47	1
2017	30	66.7%	13	28.9%	2	4.4%	0	0.0%	3.62	45	
2018	19	67.9%	8	28.6%	0	0.0%	1	3.6%	3.61	28	
2019	24	58.5%	14	34.1%	3	7.3%	0	0.0%	3.51	41	
2020	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37	2
2021	23	59.0%	11	28.2%	3	7.7%	2	5.1%	3.41	39	1
Overall Total	**207**	**64.3%**	**97**	**30.1%**	**14**	**4.3%**	**4**	**1.2%**	**3.57**	**322**	**7**

Identifies issues of reliability and validity	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	11	47.8%	10	43.5%	2	8.7%	0	0.0%	3.39	23	1
2015	25	47.2%	23	43.4%	3	5.7%	2	3.8%	3.34	53	7
2016	19	44.2%	20	46.5%	1	2.3%	3	7.0%	3.28	43	5
2017	21	51.2%	18	43.9%	2	4.9%	0	0.0%	3.46	41	4
2018	13	52.0%	8	32.0%	2	8.0%	2	8.0%	3.28	25	3
2019	15	45.5%	11	33.3%	7	21.2%	0	0.0%	3.24	33	8
2020	14	42.4%	17	51.5%	2	6.1%	0	0.0%	3.36	33	6
2021	11	39.3%	12	42.9%	3	10.7%	2	7.1%	3.14	28	12
Overall Total	**129**	**46.2%**	**119**	**42.7%**	**22**	**7.9%**	**9**	**3.2%**	**3.32**	**279**	**46**

Analyzes multiple and appropriate types of assessment data to identify student learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	51.9%	11	40.7%	2	7.4%	0	0.0%	3.44	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	27	57.4%	17	36.2%	2	4.3%	1	2.1%	3.49	47	1
2017	25	55.6%	17	37.8%	3	6.7%	0	0.0%	3.49	45	
2018	16	57.1%	10	35.7%	1	3.6%	1	3.6%	3.46	28	
2019	20	55.6%	10	27.8%	6	16.7%	0	0.0%	3.39	36	5
2020	17	50.0%	13	38.2%	4	11.8%	0	0.0%	3.38	34	5
2021	16	47.1%	15	44.1%	1	2.9%	2	5.9%	3.32	34	7
Overall Total	**169**	**54.7%**	**114**	**36.9%**	**21**	**6.8%**	**5**	**1.6%**	**3.45**	**309**	**20**

Differentiates assessments for all learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	24	55.8%	15	34.9%	3	7.0%	1	2.3%	3.44	43	1
2018	12	44.4%	9	33.3%	4	14.8%	2	7.4%	3.15	27	
2019	15	37.5%	22	55.0%	3	7.5%	0	0.0%	3.30	40	1
2020	17	48.6%	14	40.0%	4	11.4%	0	0.0%	3.37	35	4
2021	16	44.4%	11	30.6%	6	16.7%	3	8.3%	3.11	36	4
Overall Total	**84**	**46.4%**	**71**	**39.2%**	**20**	**11.0%**	**6**	**3.3%**	**3.29**	**181**	**10**

InTASC Standard 7 Planning for Instruction (Plan section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Designs long-range instructional plans that meet curricular goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	12	63.2%	5	26.3%	2	10.5%	0	0.0%	3.53	19	
2013	5	62.5%	3	37.5%	0	0.0%	0	0.0%	3.63	8	
2014	12	46.2%	11	42.3%	2	7.7%	1	3.8%	3.31	26	
2015	32	55.2%	23	39.7%	2	3.4%	1	1.7%	3.48	58	2
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	
2019	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37	4
2020	20	52.6%	14	36.8%	2	5.3%	2	5.3%	3.37	38	1
2021	24	61.5%	10	25.6%	3	7.7%	2	5.1%	3.44	39	2
Overall Total	**205**	**59.2%**	**116**	**33.5%**	**18**	**5.2%**	**7**	**2.0%**	**3.50**	**346**	**9**
Regularly adjusts instructional plans to meet students' needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	8	72.7%	2	18.2%	1	9.1%	0	0.0%	3.64	11	
2014	18	66.7%	8	29.6%	1	3.7%	0	0.0%	3.63	27	
2015	38	64.4%	19	32.2%	2	3.4%	0	0.0%	3.61	59	1
2016	33	70.2%	13	27.7%	1	2.1%	0	0.0%	3.68	47	
2017	36	80.0%	9	20.0%	0	0.0%	0	0.0%	3.80	45	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	23	56.1%	16	39.0%	2	4.9%	0	0.0%	3.51	41	
2020	28	73.7%	9	23.7%	0	0.0%	1	2.6%	3.68	38	1
2021	29	72.5%	8	20.0%	0	0.0%	3	7.5%	3.58	40	1
Overall Total	**250**	**70.2%**	**91**	**25.6%**	**10**	**2.8%**	**5**	**1.4%**	**3.65**	**356**	**3**

Plans lessons with clear learning objectives/goals in mind.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	6	60.0%	4	40.0%	0	0.0%	0	0.0%	3.60	10	
2014	14	51.9%	10	37.0%	1	3.7%	2	7.4%	3.33	27	
2015	41	69.5%	15	25.4%	3	5.1%	0	0.0%	3.64	59	1
2016	34	70.8%	13	27.1%	1	2.1%	0	0.0%	3.69	48	
2017	32	71.1%	13	28.9%	0	0.0%	0	0.0%	3.71	45	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41	
2020	29	76.3%	7	18.4%	2	5.3%	0	0.0%	3.71	38	1
2021	27	67.5%	12	30.0%	0	0.0%	1	2.5%	3.63	40	1
Overall Total	**246**	**69.1%**	**95**	**26.7%**	**11**	**3.1%**	**4**	**1.1%**	**3.64**	**356**	**3**
Differentiates instruction for a variety of learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27	
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58	1
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47	1
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28	
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41	
Also relates to InTASC 2, 2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38	1
Also relates to InTASC 2, 2021	27	67.5%	9	22.5%	3	7.5%	1	2.5%	3.55	40	1
Overall Total	**202**	**62.3%**	**96**	**29.6%**	**22**	**6.8%**	**4**	**1.2%**	**3.53**	**324**	**4**

InTASC Standard 8 Instructional Strategies (Implement section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Selects instructional strategies to align with learning goals and standards	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	19	70.4%	6	22.2%	2	7.4%	0	0.0%	3.63	27	
2015	43	72.9%	15	25.4%	1	1.7%	0	0.0%	3.71	59	1
2016	33	68.8%	14	29.2%	1	2.1%	0	0.0%	3.67	48	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	25	61.0%	15	36.6%	1	2.4%	0	0.0%	3.59	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
2021	27	67.5%	11	27.5%	1	2.5%	1	2.5%	3.60	40	1
Overall Total	**226**	**69.3%**	**92**	**28.2%**	**6**	**1.8%**	**2**	**0.6%**	**3.66**	**326**	**3**

Standard 2: Effectively teach students from culturally and ethnically diverse backgrounds and communities.

Standard 3: Use classroom management techniques that foster self-control and self-discipline among students.

Standard 3: Respond appropriately to student behavior

Standard 4: Effectively teach the subject matter in my licensure area

Standard 6: Provide students with meaningful feedback to guide next steps in learning.

Standard 7: Regularly adjust instructional plans to meet students' needs.

These data also have connections to the instructional strategies a teacher may use and his or her ability to respond to student interaction while implementing the lessons they have planned.

InTASC Standard 8 (Technology) as part of Instructional Strategies (Implement section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Uses digital and interactive technologies to achieve specific learning goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	23	85.2%	3	11.1%	1	3.7%	0	0.0%	3.81	27	
2015	37	64.9%	17	29.8%	1	1.8%	2	3.5%	3.56	57	3
2016	35	74.5%	9	19.1%	2	4.3%	1	2.1%	3.66	47	1
2017	33	75.0%	9	20.5%	2	4.5%	0	0.0%	3.70	44	1
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	26	66.7%	10	25.6%	3	7.7%	0	0.0%	3.59	39	2
2020	28	75.7%	8	21.6%	1	2.7%	0	0.0%	3.73	37	
2021	27	71.1%	8	21.1%	1	2.6%	2	5.3%	3.58	38	2
Overall Total	**230**	**72.6%**	**70**	**22.1%**	**11**	**3.5%**	**6**	**1.9%**	**3.65**	**317**	**9**
Engages students in a range of technology tools to access, interpret, evaluate, and apply information.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	18	66.7%	7	25.9%	2	7.4%	0	0.0%	3.59	27	
2015	31	54.4%	20	35.1%	4	7.0%	2	3.5%	3.40	57	3
2016	28	60.9%	15	32.6%	2	4.3%	1	2.2%	3.52	46	1
2017	32	72.7%	12	27.3%	0	0.0%	0	0.0%	3.73	44	1
2018	17	60.7%	8	28.6%	1	3.6%	2	7.1%	3.43	28	
2019	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38	3
2020	27	73.0%	7	18.9%	3	8.1%	0	0.0%	3.65	37	2
2021	24	63.2%	8	21.1%	3	7.9%	3	7.9%	3.39	38	2
Overall Total	**200**	**63.5%**	**87**	**27.6%**	**20**	**6.3%**	**8**	**2.5%**	**3.52**	**315**	**12**

InTASC Standard 8 (Communication) as part of Instructional Strategies (Implement section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

The teacher uses effective communication skills and strategies to convey ideas and information to students	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	17	85.0%	2	10.0%	1	5.0%	0	0.0%	3.80	20	
2013	9	81.8%	2	18.2%	0	0.0%	0	0.0%	3.82	11	
2014	20	74.1%	4	14.8%	3	11.1%	0	0.0%	3.63	27	
2015	41	70.7%	14	24.1%	3	5.2%	0	0.0%	3.66	58	
2016	36	75.0%	9	18.8%	2	4.2%	1	2.1%	3.67	48	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	20	71.4%	6	21.4%	0	0.0%	2	7.1%	3.57	28	
2019	29	70.7%	9	22.0%	2	4.9%	1	2.4%	3.61	41	
2020	24	63.2%	13	34.2%	1	2.6%	0	0.0%	3.61	38	1
2021	24	60.0%	14	35.0%	1	2.5%	1	2.5%	3.53	40	
Overall Total	**253**	**71.1%**	**85**	**23.9%**	**13**	**3.7%**	**5**	**1.4%**	**3.65**	**356**	**1**
Clearly communicates expectations for appropriate student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	5	18.5%	3	11.1%	1	3.7%	3.48	27	
2015	37	63.8%	16	27.6%	4	6.9%	1	1.7%	3.53	58	
2016	34	70.8%	10	20.8%	3	6.3%	1	2.1%	3.60	48	
2017	35	77.8%	10	22.2%	0	0.0%	0	0.0%	3.78	45	
2018	19	70.4%	6	22.2%	0	0.0%	2	7.4%	3.56	27	1
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	1
Also relates to InTASC 3, 2020	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38	1
Also relates to InTASC 3, 2021	23	59.0%	13	33.3%	1	2.6%	2	5.1%	3.46	39	
Overall Total	**242**	**68.4%**	**82**	**23.2%**	**20**	**5.6%**	**10**	**2.8%**	**3.57**	**354**	**3**

InTASC Standard 9 Professional Learning and Ethical Practice

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Seeks out learning opportunities that align with professional development goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	
2015	37	68.5%	14	25.9%	2	3.7%	1	1.9%	3.61	54	
2016	30	62.5%	17	35.4%	1	2.1%	0	0.0%	3.60	48	4
2017	35	77.8%	9	20.0%	1	2.2%	0	0.0%	3.76	45	
2018	18	64.3%	7	25.0%	2	7.1%	1	3.6%	3.50	28	
2019	21	52.5%	16	40.0%	3	7.5%	0	0.0%	3.45	40	1
2020	23	62.2%	13	35.1%	1	2.7%	0	0.0%	3.59	37	2
2021	23	62.2%	10	27.0%	3	8.1%	1	2.7%	3.49	37	3
Overall Total	**204**	**64.6%**	**96**	**30.4%**	**13**	**4.1%**	**3**	**0.9%**	**3.59**	**316**	**10**

Upholds laws related to student rights and teacher responsibility	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	47	82.5%	10	17.5%	0	0.0%	0	0.0%	3.82	57	1
2016	39	81.3%	9	18.8%	0	0.0%	0	0.0%	3.81	48	
2017	39	86.7%	6	13.3%	0	0.0%	0	0.0%	3.87	45	
2018	22	78.6%	5	17.9%	0	0.0%	1	3.6%	3.71	28	
2019	31	75.6%	7	17.1%	3	7.3%	0	0.0%	3.68	41	
2020	31	81.6%	7	18.4%	0	0.0%	0	0.0%	3.82	38	1
2021	28	71.8%	11	28.2%	0	0.0%	0	0.0%	3.72	39	1
Overall Total	**258**	**79.9%**	**60**	**18.6%**	**4**	**1.2%**	**1**	**0.3%**	**3.78**	**323**	**3**

Uses colleague feedback to support development as a teacher	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	4	20.0%	0	0.0%	0	0.0%	3.80	20	
2013	10	90.9%	1	9.1%	0	0.0%	0	0.0%	3.91	11	
2014	20	74.1%	6	22.2%	1	3.7%	0	0.0%	3.70	27	
2015	43	76.8%	11	19.6%	1	1.8%	1	1.8%	3.71	56	1
2016	31	64.6%	17	35.4%	0	0.0%	0	0.0%	3.65	48	
2017	37	82.2%	8	17.8%	0	0.0%	0	0.0%	3.82	45	
2018	18	64.3%	8	28.6%	1	3.6%	1	3.6%	3.54	28	
2019	25	64.1%	11	28.2%	2	5.1%	1	2.6%	3.54	39	2
2020	29	76.3%	8	21.1%	1	2.6%	0	0.0%	3.74	38	1
2021	27	73.0%	7	18.9%	2	5.4%	1	2.7%	3.62	37	2
Overall Total	**256**	**73.4%**	**81**	**23.2%**	**8**	**2.3%**	**4**	**1.1%**	**3.69**	**349**	**6**

Acts as an advocate for all students.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	38	86.4%	6	13.6%	0	0.0%	0	0.0%	3.86	44	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	31	75.6%	8	19.5%	1	2.4%	1	2.4%	3.68	41	
2020	29	78.4%	7	18.9%	1	2.7%	0	0.0%	3.76	37	2
2021	27	67.5%	11	27.5%	1	2.5%	1	2.5%	3.60	40	
Overall Total	**146**	**76.8%**	**37**	**19.5%**	**4**	**2.1%**	**3**	**1.6%**	**3.72**	**190**	**2**

InTASC Standard 10 Leadership and Collaboration

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Collaborates with teaching colleagues to improve student performance.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	17	85.0%	3	15.0%	0	0.0%	0	0.0%	3.85	20	
2013	9	81.8%	2	18.2%	0	0.0%	0	0.0%	3.82	11	
2014	19	70.4%	8	29.6%	0	0.0%	0	0.0%	3.70	27	
2015	43	76.8%	11	19.6%	1	1.8%	1	1.8%	3.71	56	1
2016	34	70.8%	13	27.1%	1	2.1%	0	0.0%	3.69	48	
2017	36	80.0%	8	17.8%	1	2.2%	0	0.0%	3.78	45	
2018	20	71.4%	6	21.4%	1	3.6%	1	3.6%	3.61	28	
2019	31	75.6%	6	14.6%	4	9.8%	0	0.0%	3.66	41	
2020	28	73.7%	9	23.7%	1	2.6%	0	0.0%	3.71	38	1
2021	25	62.5%	13	32.5%	1	2.5%	1	2.5%	3.55	40	
Overall Total	**262**	**74.0%**	**79**	**22.3%**	**10**	**2.8%**	**3**	**0.8%**	**3.69**	**354**	**2**

Collaborates with parents and guardians to support student learning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	13	65.0%	7	35.0%	0	0.0%	0	0.0%	3.65	20	
2013	7	70.0%	2	20.0%	0	0.0%	1	10.0%	3.50	10	
2014	16	59.3%	9	33.3%	2	7.4%	0	0.0%	3.52	27	
2015	35	66.0%	14	26.4%	3	5.7%	1	1.9%	3.57	53	4
2016	28	59.6%	17	36.2%	2	4.3%	0	0.0%	3.55	47	1
2017	33	75.0%	9	20.5%	2	4.5%	0	0.0%	3.70	44	
2018	18	64.3%	6	21.4%	3	10.7%	1	3.6%	3.46	28	1
2019	25	64.1%	9	23.1%	4	10.3%	1	2.6%	3.49	39	2
2020	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37	2
2021	22	59.5%	12	32.4%	2	5.4%	1	2.7%	3.49	37	3
Overall Total	**218**	**63.7%**	**98**	**28.7%**	**20**	**5.8%**	**6**	**1.8%**	**3.54**	**342**	**13**

Helps students work together to achieve learning goals	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	41	70.7%	15	25.9%	2	3.4%	0	0.0%	3.67	58	
2016	34	70.8%	12	25.0%	1	2.1%	1	2.1%	3.65	48	
2017	34	75.6%	11	24.4%	0	0.0%	0	0.0%	3.76	45	
2018	20	71.4%	5	17.9%	2	7.1%	1	3.6%	3.57	28	
2019	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
2021	23	59.0%	11	28.2%	4	10.3%	1	2.6%	3.44	39	1
Overall Total	**220**	**67.9%**	**90**	**27.8%**	**11**	**3.4%**	**3**	**0.9%**	**3.63**	**324**	**2**

We performed a factor analysis using 2020 aggregate data from Part B, "Your teacher preparation (coursework and field/clinical experiences): What were you prepared to do?" A principal axis factor analysis with varimax rotation was used to compute the factors and evaluate the underlying structure of the items. Varimax rotation was used to ensure clear delineations of factors. Several assumptions must be met to ensure that factor analysis is appropriate for these data. The determinant, Kaiser-Meyer-Olkin (KMO), and Bartlett were used to test these assumptions. The determinant identifies whether items are too similar for the analysis to work well; KMO ensures that there are enough items predicted by each factor; the Bartlett test determines if the items are sufficiently correlated to run the factor analysis. The factor analysis suggests which items could potentially be retained, revised, or eliminated from each section based on how well they contribute to the overall understanding of the construct.

The Pearson's correlations range from 0.392 to 0.822 for section B1, 0.559 to 0.867 for section B2, 0.573 to 0.815 for section B3 and 0.478 to 0.779 for section B4. When items intended for separate constructs are closely related, it can be concluded that the constructs being measured by the items are also closely related. Four factors emerged, accounting for 73.56% of the variance. Factor 1: Instructional Practice (items B1c, B1d, B1e, B1f, B1g, B1h, B1i, B1j, B1k, B1l, B1m, B1mm, B1n, B1o, B1p, B1q, B1r, B1s, B1t and B3c) ranged from 0.56 to 0.751. B2g_gt and B3d_work cross loaded unto Factor 1. Factor 2: Learning environment (items B1a, B1b, B3a, B3b, B3d, B3e, B3f, B3g, B3h and B3i) ranged from 0.53 to 0.779. The following items cross loaded unto factor 2; B1c, B1d, B1f, B1g, B1i, B1o – B1q, B2b, B2e, B4a, B4c and B4g. Factor 3: Diverse learners (items B2a, B2b, B2c, B2d, B2e, B2f, B2g, B2h and B2i) ranged from 0.551 to 0.775 and has items B1m B1mm and B3g cross loading unto it. And finally, Factor 4: Professionalism (items B4a, B4b, B4c, B4d, B4e, B4f and B4g) ranged from 0.52 to 0.805.

Table 1: SS 2020 Section B Factor Loadings				
	Factor1	Factor2	Factor3	Factor4
B1a_area	0.44	**0.561**		
B1b_goals	0.431	**0.589**		
B1c_persp	**0.572**	0.534		
B1d_prior	**0.563**	0.423		
B1e_long	**0.61**			
B1f_adjust	**0.56**	0.475		
B1g_clear	**0.562**	0.55		
B1h_match	**0.645**			
B1i_fdbk	**0.567**	0.477		
B1j_self	**0.751**			
B1k_form	**0.645**			
B1l_reli	**0.718**			
B1m_data	**0.63**		0.457	
B1mm_diff	**0.622**		0.474	
B1n_digi	**0.609**			

B1o_range	**0.627**	0.41		
B1p_criti	**0.616**	0.485		
B1q_complx	**0.684**	0.423		
B1r_inter	**0.693**			
B1s_global	**0.632**			
B1t_concl	**0.73**			
B2a_divrs1			**0.551**	
B2b_diff		0.433	**0.666**	
B2c_devel			**0.713**	
B2d_socio			**0.729**	
B2e_IEP		0.405	**0.649**	
B2f_mntl			**0.668**	
B2g_gt	0.471		**0.73**	
B2h_ELL			**0.775**	
B2i_fostr			**0.704**	
B3a_bhvr		**0.749**		
B3b_comm		**0.719**		
B3c_real	**0.523**	0.52		
B3d_work	0.443	**0.642**		
B3e_engag		**0.739**		
B3f_respnd		**0.757**		
B3g_respct		**0.53**	0.471	
B3h_reg		**0.702**		
B3i_org		**0.779**		
B4a_pd		0.477		**0.52**
B4c_prnt		0.454		**0.527**
B4d_collab				**0.769**
B4e_fdbk				**0.805**
B4f_laws				**0.743**
b4g_advo		0.437		**0.555**

Instrument Reliability

The reliability of the scales suggested by the factor loadings was assessed using Cronbach's alpha. The alpha coefficients, all greater than 0.7, signify good internal consistency for these constructs, with some sections potentially too high. The results are displayed in Table 2.

Table 2. Reliability Analysis

Part	Scale	Cronbach's Alpha
B	Preparation for Teaching	0.984
	Instructional Practice	0.968
	Diverse Learners	0.962
	Learning Environment	0.953
	Professionalism	0.911

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