



**Evidence Item:** 6 Annual Data Sharing with EPP Faculty and P-12 Stakeholders

**CAEP Standards:** 1, 2, 4, and 5

**Referenced in Components:** 1.1, 2.1, 4.2, 5.3, and 5.4

**Locations of the Evidence:** 1.1.6, 2.1.5, 4.2.2, 4.3.2, 5.1.4, 5.3.2, and 5.4.6

**The Purpose for the Evidence:** The evidence displays what types of data are shared, whom data are shared with, and what types of feedback are received in response.

**Administrative Comments:** The Table of Contents is intended to help viewers be efficient in locating information quickly and hope to help viewers access what he or she believes is important for their needs.

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## Link to Annual Data Sharing 2021 Content

Each participant received access to the following website, plus a concise summary document.

*(Some participants like to dig deep into the data, other participants want only a little data and time to share their thoughts.)*

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/Intasc2021/Home.html>

Data-Sharing Session (example of the link the stakeholders receive with directions and data that are shared)

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Home.html>

Entry Survey

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/entry.html>

Student Teaching Data

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/STEVAL.html>

Exit Survey Data (Student teachers near the time of graduation)

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Exit.html>

Completer Survey Data (Alumni, First-Year Teachers)

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/completer.html>

Employer Survey Data (Principals of VCSU First-Year Teachers)

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/employer.html>

Substitute Teaching

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/subbing.html>

Data-Informed Decisions for Continuous Improvement

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/data.html>

Feedback from Educators at Previous Annual Data Sharing Sessions

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Wrap.html>

History of data sharing with feedback links to stakeholder feedback from previous years.

<http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/datasharehistory.html>

Data-sharing area of weakness that is improving

[http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Uploads/1Data%20Sharing%20Printout%208\\_3\\_2021.pdf](http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Uploads/1Data%20Sharing%20Printout%208_3_2021.pdf)

## Annual Data Sharing Session for 2021: Agenda, List of Participants, and Feedback

August 3, 2021

**Participants:** VCSU hosted a data-sharing event with 34 participants meeting face-to-face and 8 individuals meeting through Microsoft Teams. Dr. Alan Olson, the assessment coordinator, facilitated the session on the VCSU campus. VCSU faculty member Tim Michaelson facilitated a separate group through Microsoft Teams. The educators who joined the virtual session have worked with VCSU teacher candidates in Wyoming or other districts in North Dakota such as Williston, Fargo, or Northern Cass.

The participants included a wide range of educators from various schools, fields, and grade levels: special education, a technology coordinator, principals, K-12 classroom teachers from both the elementary and secondary levels, and VCSU faculty members who prepare teacher candidates for the elementary, secondary, and K-12 levels. Some of the educators have children who have been prepared as teachers through the VCSU teacher preparation program. Some of the educators have children or relatives who were taught by the educators in the room. Everyone in the room is invested in the continuous improvement of teacher preparation. The School of Education assessment coordinator, certification officer, and administrative assessment assistant prepared the session and organized the data for sharing.

The participants were asked to share comments about strengths, weaknesses, and ideas for improvement. This document includes a compilation of those comments. The feedback is shared with the educators who met on August 3, 2021, and with the VCSU faculty during Welcome Week in August.

There are some “thank you” comments in the midst. We included these “thank you” notes as an indicator that K-12 educators and VCSU faculty members appreciate the opportunity to view data about how teacher candidates are performing, and to a greater extent, the educators in K-16 appreciate having a partnership. Open dialogue for continuous improvement of teacher preparation is meaningful for everyone in the room.

A link to the data and the audio instructions are available. A concise summary was printed: [http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Uploads/1Data%20Sharing%20Printout%208\\_3\\_2021.pdf](http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Uploads/1Data%20Sharing%20Printout%208_3_2021.pdf)  
Linked to more complete data reports: <http://myfolio.vcsu.edu/vcsuintasc.myefolio.com/datasharing/Home.html>  
Video Overview: <http://somup.com/criuozYyVy> (Not required homework, just available as an overview.)

**The schedule, list of participants, and comments about strengths and considerations for improvement are included in this document.**

### Assessment and Data Sharing Schedule

- 8:45- 9:00 Registration paperwork for stipend (Coffee, diet soda, water, cookies available)
- 9:00- 9:20 The School of Education will share updates on its most recent data-driven decisions to provide a pulse of what is currently happening at VCSU.
- 9:20-10:15 Student Teacher Data (Large group discussion of student teaching from 10-10:15 am)
- 10:15-10:20 Break
- 10:20-10:55 Exit Survey (Large group 10:50-10:55)
- 10:55-11:00 Break
- 11:05-11:30 Completers and Employers
  - First-Year Teachers - Completer Survey Data
  - Principals - Supervisor/Employer Survey Data
- 11:30-12:30 Working lunch and continued discussion time (Additional data were available, but not discussed)
  - Substitute Teaching Data
  - and Disposition Data
- 12:30-12:59 Conclude discussion through large group sharing and summary. **Done by 1:00 pm sharp!** (Hand in or email comments)

**Valley City State University**  
**School of Education and Graduate Studies**  
**Teacher Preparation Data Sharing and Discussion**  
**August 3, 2021**

*Met at VCSU campus on 8/3/21*

Name	Email address	School Location	Education Position
Terri Egan	Terri.egan@k12.nd.us	Enderlin	English 7-12
Kristi Shanenko	Kristi.shanenko@k12.nd.us	Valley City	English 8 <sup>th</sup> and 11 <sup>th</sup> (*TE)
Troy Miller	Troy.miller@k12.nd.us	Valley City	Jefferson Elementary Principal (K-3)
Chad Lueck	Chad.lueck@k12.nd.us	Valley City	Washington Elementary Principal (4-6) (*TE)
Kathy Lentz	Kathy.lentz@k12.nd.us	Valley City	Washington Elementary Teacher (4-6) (*TE)
Rhonda Nudell	Rhonda.nudell@k12.nd.us	Valley City	Washington Elementary Teacher (4-6)
David Handt	<a href="mailto:david.handt@litchvillemarion.com">david.handt@litchvillemarion.com</a>	Litchville-Marion	Math 7-12
Steph McCann	stephanie.mccann@litchvillemarion.com	Litchville-Marion	Social Studies 7-12
Jessica Gregerson	Jessica.gregerson@k12.nd.us	Valley City	Math 7-8
Natalie Potratz	Natalie.potratz@k12.nd.us	Valley City	Jefferson Elementary Teacher (K-3)
Ashley Kellogg	Ashley.kellogg@k12.nd.us	Valley City	Washington Elementary Teacher (4-6)
Waylan Starr	Waylan.starr@k12.nd.us	Valley City	Social Studies 9-12
Cindy Creviston	Cindy.creviston@k12.nd.us	Valley City	Special Education
Matt Nielson	Matt.nielson@k12.nd.us	Valley City	Chemistry/Physics
Liz Lindteigen	Lizabeth.lindteigen@k12.nd.us	Valley City	Elementary Physical Education
Kathleen Horner	Kathleen.horner@k12.nd.us	Valley City	English 11-12
John LeTellier	John.letellier@vcsu.edu	VCSU	Music Education Methods (*TE)
Allen Burgad	Allen.a.burgad@vcsu.edu	VCSU	Dean for VCSU School of Education
David Hanson	David.hanson@vcsu.edu	VCSU	SEGS Faculty
Kaley Mari	Kaley.mari@vcsu.edu	VCSU	SEGS Faculty
Joan Klein	j.m.klein@vcsu.edu	VCSU	SEGS Faculty
Harmony Richman	Harmony.richman@vcsu.edu	VCSU	SEGS Faculty
Jaime Pollert	Jaime.pollert@vcsu.edu	VCSU	SEGS Faculty
Angie Zerface	Angela.zerface@vcsu.edu	VCSU	SEGS Faculty
Scott Klimek	Scott.klimek@vcsu.edu	VCSU	SEGS Faculty
Heather Peschel	Heather.anderson2@vcsu.edu	VCSU	SEGS Director of Special Education
Jamie Wirth	Jamie.wirth@vcsu.edu	VCSU	Mathematics Education Chair (*TE)
Trent Kosel	Trent.kosel@vcsu.edu	VCSU	Mathematics Methods
Lisa Krumwiede	Elisa.krumwiede@vcsu.edu	VCSU	Technology Education Methods
Jodi Shorma	Jodi.shorma@vcsu.edu	VCSU	English Methods (*TE)
Gary Ketterling	Gary.ketterling@vcsu.edu	VCSU	Science Methods (*TE)
Al Olson	Al.olson@vcsu.edu	VCSU	SEGS Assessment Coordinator (*TE)
Haley Jenrich	Haleyjo.jenrich@vcsu.edu	VCSU	SEGS Licensure Certification Officer
Rachel Bopp	Rachel.n.bopp@vcsu.edu	VCSU	SEGS Assistant and Assessment Assistant

Met online through Microsoft Teams on 8/3/21

Name	Email address	School Location	Education Position
Tim Michaelson	timothy.michaelson@vcsu.edu	VCSU	VCSU SEGS Field Experience Placement Coordinator
Karen Lackey	klackey@westernwyoming.edu	Western Wyoming CC	University Supervisor
Sandy Porter	sanraeben@gmail.com	Wyoming	Field Experience Placement Coordinator
Abbie Axtman	Abbie.l.kemp@vcsu.edu	Williston	K Teacher and VCSU Kindergarten Adjunct Faculty
Stephanie Soliz	stephanie7398@myncsd.org	Verda James Elementary (Casper, WY)	1 <sup>st</sup> Grade
Alyssa Danielson	alyssa.danielson@northerncassschool.com	Northern Cass	4 <sup>th</sup> Grade Teacher
Darin Eller	<a href="mailto:darin.eller@northerncassschool.com">darin.eller@northerncassschool.com</a>	Northern Cass	Technology Coach
Angie Williams	Angela.williams.3@vcsu.edu	Fargo	Health/Physical Education Fargo Davies HS

**Feedback comments gathered from participants of the session on 8/3/21:**

- Mental Health- exhibits differently- building trust/rapport with students, how to embed, how to structure your day (morning meeting)
- Self-Assessment buy in strategies-improves student accountability
- Vocabulary is key for cooperating teachers- careful not to water down methods
- Connecting with parents-how to?
- Teaching subjective matter effectively is a strength in every data set
- Valley City Public Schools uses monthly check-in's with students (QR Code/Survey)
- Valley City Academy at Sheyenne Valley Area Career and Tech Center- currently 23 students enrolled
- Get VCSU involved in the Academy- have student teachers involved
- SEL weekly check in to model
- Self-Assessment- have to model this in courses and do more of this throughout the curriculum!
- I have been doing more to teach my students about self-assessment after reviewing the data the last couple of years.
- Spend more time on Gifted & Talented- MTSS
- Global Awareness- define-give examples along with the eval forms
- Mental Health- challenging to cooperating teachers as well
- Collaboration with Parents- send student teacher bio or newsletter out to parents, discuss w/student teacher when conversing with parents
- Authentic experiences-substitute program, classroom experiences & relationships with VCSU/NDSU faculty may be resulting in the increased satisfaction w/teacher ED program
- Highest reflection of cooperating teacher
- Safe place- accepting environment
- As a parent, I would like the student teacher or cooperating teacher to communicate about the student teacher who will be in the classroom
- Weekly topics for cooperating teacher and student teacher

- List of topics (10)-linked to articles that would springboard the weekly conversations
- Include: global awareness, differentiate instruction for ELL, Mental Health needs, gifted and talented, self-assessment strategies, collaboration with families
- Classroom Management- always key in order for other things to fall in place
- Similar strengths/weaknesses as other surveys
- Define terms like differentiation and global awareness
- It is hard to have teacher candidates meet all the requirements when specials (PE, music, art) only have them for 6 weeks
- InTASC 5- We need to try K-20 with getting students to think outside of the box-generational issue
- InTASC 10-Collaborate with parents- University creates form/email that includes student teacher bio that introduces student teachers to parents. Then student teachers can respond.
- Resiliency Course
- Classroom management courses
- The data are positive, even some of the lower averages (such as 3.22) are above proficiency
- Do method teachers discuss/teach self-assessment strategies?
- SEL-Professional Development through Valley City School District- 7 mindset program
- Bring student teachers to IEP meetings
- Kathleen Bennett-Zaun's job needs to start again (grant ended)
- Clarification of expectations for students (i.e., w/differentiation) for cooperating teachers
  
- There was discussion regarding the definition of Mental Health and Trauma procedures and routines and how they should be included in the Method Classes.
- Discussions on the use of a QR code to check on students in the class.
- The Valley City Public Schools is using a "7 Mindset Program". I am going to investigate so Methods students and myself are more familiar with the program.
- Student teachers may want to be involved with the new Valley City Vocational Track Study.
- I thought it was a good sharing of data and a good opportunity to connect with teachers. Thank you.
- Strength- We send out educators that are confident in their content, can plan clear objectives/goals in mind, & uphold laws. This is a great foundation for all educators. We need to continue to build and provide strategies and techniques when the norm doesn't happen. Provide tools for the flexibility of the job.
- Weakness- Cross align EDUC & Methods courses on strategies-differentiated instruction/assessment-support strategies (SEL, ELL, Gifted & Talented)
- I know we talk about what can be improved, but I see many positives in the data.
- Methods instructors have their own content area to teach strategies for, getting all the methods teachers on the same page for the other topics that can be addressed could be beneficial
- Encourage students to "get ready" for parent contact
- Have bio revised and practice writing positive notes to students and parents
- Vary observation hours-not all hours in same classroom for EDUC 351
- Have cooperating teachers use language on surveys- "This is self-assessment," "This is differentiation." Etc.
- Strengths- student teachers come ready to jump in and build off of their practicum hours,

- Support from VCSU for cooperating teachers is really good – thank you!
- The subbing program is great-hopefully can come back
- Improvements- Would it be possible for preservice teachers to spend time with a school counselor to see how mental health is being addressed in a school?
- Thanks for a great morning!
- I liked hearing that VCSU has made changes based on our feedback from this session.
- Thanks for all the hard work in preparing for today’s data sharing. I can echo the compliment about having the green sheet “cheat sheet” to help facilitate the conversation. Trying to look through all the data takes away time we just don’t have. The extra reading limits the time for conversation and reflection.
- My group was very impressed with the “would you recommend” data. They understand that this is a significant number!
- Someone on the Teams conference call mentioned the Faculty in Counseling visiting the methods classes and certificate the students with mental health training.
- Require more sub teaching to learn classroom management skills. This may be a good idea to require all students, i.e., a minimum of 10 days
- The employer feedback had lower scores for assessment.
- The data presented was good. There seemed to be a little more attention on mental health issues this year, which makes so much sense as a result of COVID-19.
- I sure wish we could get a handle on behavior and classroom management. That seems to be the biggest issue I come across as I supervise student teachers. I noticed places where the data indicated as much.
- I wonder if it might be a good idea next year to have participants have three to five questions/observations related to the data prior to the meeting. That might give us a starting point and provide a basis for engagement.
- It was interesting to see how many categories of “highest rankings” come from what I would say are EDUC 450 content. VCSU has done a wonderful job of teaching this course and it shows me how important it is for me to work towards that same level.
- One comment that came from our group that didn’t fit with any of the items specifically was the recognition that a student teacher in her school was very ready to jump in and work collaboratively with the school staff. Their school was working through school improvement and this student teacher volunteered to be a part of that group.
- Two elementary teachers at my table were very complimentary of our student teachers, so their comments probably fit more with the first set of data. I asked them to be specific about what they feel our student teachers excel at. You heard them talk about the “base of knowledge” our students have and how they are ready (show initiative) to jump in wherever they are needed.
- One idea that came out is to consider adding some of the “mental health “content to the current psychology courses. Could we DESIGNATE a section of PSYCH 111 where education majors would all be in that one section and the content could be geared more towards how mental health relates to the education field? I assume PSYC 250 is already Education Majors and if not could there also be a section for just EDUC majors for that course as well?
- Help teacher candidates to recognize mental health issues with students and how to appropriately help those students. To do this, the teacher must have a relationship. To have relationship, the teacher must have a safe environment.
- Teacher candidates need to feel comfortable to use reach-back to Cooperating teachers/VCSU with continued mentorship if the new teacher wants it. Also, to have continued relationships with their cohort beyond college.
- Cooperating teachers’ strengths and focus will probably be ranked highest on the exit survey. Also, a cooperating teachers’ weaknesses and areas not a priority will probably be ranked lowest on the exit survey. Current teachers are figuring out mental health/SEL. Current teachers are still figuring out differentiated instruction. Current teachers might not do anything with parent collaboration. With these not mastered by the cooperating teacher, it will also fall low on the exit survey.

- Teacher Candidate – week by week topics of things to work on and discuss with cooperating teacher. Self-assessment. Parent engagement. Differentiated instruction. SEL. Mental health. And anything else we believe our teacher candidates need.
- Offer a section of general psychology for education majors that differentiates to hone-in on what matters to education majors. Or make the developmental psych class education focused.
- Standards based grading increases differentiated instruction opportunities and educational structure. VCSU is teaching this – but many schools/cooperating teachers aren't using it. Tough...
- Thanks for hosting and always looking for ways to improve our teacher candidates, the VCSU education department, and the entire educational community. I appreciate it!
- This is POWERFUL information!
- I heard several P-12 teachers mention things they want to change this year and I heard several VCSU faculty members talk about things they might want to emphasize or teach a little differently.
- We realize that all these ideas are good to add to our courses, but we are already stretched. We have so much we are trying to fit into our courses already.
- I have changed my course to include more practice with standards-based grading and the use of self-assessment in the past two years.
- This was such a worthwhile experience and I thank you for this opportunity. I loved that the program was heavily recommended, and I feel the same way as a previous undergrad and graduate student. I made note of the lower scores throughout the surveys as well as the highlights.
- Thank you for the opportunity to be a part of the annual data sharing session. I really wasn't sure what I would be getting myself into.
- When I graduated in 2000, we had very little "training"/exposure to IEP and 504's during our coursework. We touched briefly on the topic, but I had NO idea how students qualified, what all it entailed let alone how to write/provide data, responsibility as a classroom teacher and how to differentiate instruction. I found it interesting that in today's session, the data shows that 21 years later, students are still coming out of education programs unsure how to implement some of these same items. It seems that more and more students are qualifying for a 504 or IEP so this is definitely an area that needs to be looked at very closely to see how programs can ensure new teachers are familiar with the IEP and 504 process. Thankfully, I work with a great SPED teacher who really helped me understand the process.
- We are seeing more and more students who have behavioral issues entering into school. I work in a Title 1 school and we see students coming into school without the social skills needed to advocate for themselves, coping skills to navigate feelings and many times, little to no support from home. It is easy to set the behavior expectations of the classroom but much harder to deal with how different students react to situations...there isn't always a "one size fits all" method.
- I really enjoyed hearing about the substitute program students. This is a great way to see exactly what you will be getting yourself into, practice techniques and strategies, ask questions of teachers who work with those students and gain confidence.
- One of the most beneficial things I was a part of before obtaining my job, was working as an assistant at the school I currently teach at. This allowed me to work in the classroom with teachers that I could watch, ask questions and bounce ideas/suggestions off of. I also was able to be a part of PLC's on several occasions. This was both eye opening and overwhelming. Besides behavior, I find differentiated instruction one of the most challenging aspects of teaching and PLC's are helpful in being able to collaborate with team members who can offer advice and ideas.
- I also wondered how much of COVID might have impacted some of the data shared today.
- As an educator, one thing I love about the profession is that not every year is the same, not every student is the same and the flexibility in being able to try new strategies that will work for your students. I like being able to collaborate and learn from others which is why PD and PLC's are so important. I feel any hands-on experience and professional development opportunities that can be offered to prospective teachers is crucial especially in the areas mentioned. I wish that I had been able to sit it on more of these opportunities as a student teacher. As new teachers, "we don't know what we don't know."
- Thank you again for the opportunity to be a part of the session today.



- I wonder if it is possible to provide a **differentiation** course that brings in speakers to address the areas of concern highlighted in this survey. If there was a week or two dedicated to each area that had a major need in regards to differentiation – i.e. IEP’s, 504’s, Gifted & Talented, English Language Learners, Mental Health, etc. Each of these areas has a lot of information to be aware of and know how to tackle. I feel the most powerful thing to learn about differentiation is who to reach out to within a school district to help students within a teacher’s classroom, and if there is any way to set up our student teachers with these resources ahead of time would help them be more successful.
- Another highlight I loved reading about was the substitute program. I am not familiar with how students can sign up and get this opportunity, but am wondering if they could get the opportunity to sign up freshman year of college to get that in-classroom experience right away. The student teachers would then have real-life classroom experiences to have with them as they dive into their coursework and methods courses. I’ve noticed teaching the Kindergarten Curriculum and Instruction course that those students who are already teachers in the classroom are able to complete more meaningful assignments, discussions, and projects that expand upon their learning even more.
- The supervisor survey had some interesting areas of feedback in regards to interdisciplinary connections between core subjects, engaging students in self-assessment strategies, and issues with reliability and validity in assessment. I wonder again if the methods courses could make connections to the substitute program and field experiences to engage in a deeper understanding in regards to assessment and making connections between core subjects. This feedback is valuable to part-time faculty like myself as well as the rest of the faculty to make note of.
- The big takeaways for me as an instructor at VCSU moving forward is the need to emphasize the many areas of differentiation within my kindergarten course and the resources available to help with these areas. Student teachers need to know there is an army of support within a school district to help guide the students in their classrooms with varying needs. The substitute program, field experiences, and student teaching are critical to student-teacher success. We must be providing these opportunities as much as we can to support student teachers with real-life hands-on experiences.
- We had a lot of good conversations within our groups.
- The last time I had been part of data sharing last year, I heard a principal state he wanted learners to have more experience with an LMS, I had this past fall incorporated this into my Ed Tech course and the learners valued this experience.
- I heard self-assessment as an important take away. I believe that if I incorporate a self-assessment within EDUC 277 and EDUC 278 as a reflection for each of their 8 choice boards will help me understand them a little bit better as well. I foresee that if I add a question that asks them something along the lines of “I chose the activities that challenged me” this may be an opportunity for the learner to express current life events that may have prevented them from taking the challenge route, but rather chose the easy route...thinking along the lines of identifying some of those mental health issues that were also talked about heavily throughout the day. I don’t think the self-assessment has to be long, but rather a small reflection on the work they did and why they chose to do what they did over the other activities as well as focusing on the Standards of Mathematical Practice. Now, at the same time, we are a growth mindset classroom, so learners do know that they always will have the opportunity to re-do an activity if they bomb it (as long as it was given a good attempt to begin with).
- I was interested in seeing the data outcomes from the COVID year. Personally, I was super open with learners that this was new to us all, so we all have to work together to ensure that we are all on the same page. The content will be the same, but the delivery we may need to play around with, if I wasn’t doing something or was doing something that wasn’t being effective for them, I asked them to please let me know. I think they had a better respect for me, as a teacher, and many had complimented me on the dedication I had towards our class and allowing them to be part of the learning process. Being transparent I felt was key to being successful this past school year. We don’t know what the new school year holds and continuing the transparency I believe will continue to be important.
- If there is one area of focus that I believe is key to improvement as a teacher for both active educators and those in teacher preparation, it is relationship building - especially with parents. Because teacher candidates may not always be provided with the chance to participate in IEP/conferencing/open houses, I think it's important that they investigate other means of parent contact that help establish their credibility as a professional. Whether it is regular class

bulletins, or weekly notes to parents, a temporary link to student teacher's website, or the bio idea suggested by another participant - I feel it's critical to invest significant energy into building and maintaining that relationship.

- One inference that can be supported by your data is that VCSU is increasingly using their early ed classes to address issues that used to be exclusively dealt with during student teaching. It was also clear that being able to substitute teach is a great chance to apply methods to actual practice. Because students are in classrooms earlier in the process, they are better able to connect what they are learning to their own practice.
- Thank you for yesterday's session! I am grateful for the opportunity VCSU provides to collaborate with peers and the chance to consider what new teachers need most as they navigate new challenges to our profession.
- After doing this for several years now, I'm seeing that differentiating instruction for learners, specifically on IEPs and 504s, is always a low score for us. Just wondering if there is still only one SPED class required? The number of learners with special requirements seems to be increasing every year.
- How much do the other classes discuss differentiation? I know, for me, it was really important to see concrete examples of how to differentiate, and then I saw that it wasn't always some crazy big thing. Give them a concrete list of simple ways to help learners be successful! I went to a PD session led by our SPED educators on the difference between modifications and accommodations. We see those words in IEPs and 504s (or in lesson plan templates), but it's hard to know exactly what they mean. They had a simple t-chart handout that I keep in my classroom, and it has been very helpful. For example, I now know that modifying assessments can mean changing or reducing the amount of questions. On the other hand, accommodating an assessment can mean reading it out loud or giving extra time. I could not have explained this at all before that PD session, and I had been in the classroom for 5 years.
- Other thoughts: - How much do you do with the science of reading now days? We've been digging into this at my school because more and more of our kids are qualifying for intervention- more than we can service. We have amazing educators, so we couldn't understand why so many of our kids couldn't read proficiently by the time they were reaching me in 5th grade, or even before they were in high school. The beauty (and maybe curse) of a pk-12 building is we could see the deficits from elementary travel all the way up to our graduating seniors. When we started meeting and breaking down what we were seeing, we realized our kids weren't getting enough explicit phonemic awareness and phonics instruction. So many of us confessed we didn't really know how to do that. We don't have a set curriculum at our school, so that was where we started to look for a solution. We spent 9-10 hours outside of school time researching curriculums until we found one that fit our building and followed the science of reading closely.
- At VCSU, I came out knowing how to make kids passionate about reading. I had so many fun activities under my belt, and I felt confident I could keep kids engaged! This is something my professors did incredibly well. One thing I don't remember is learning HOW to teach kids to read. Research says about 40% of kids will learn to read no matter how they're taught, but the rest need to be explicitly taught. I have so many 5th graders who have been memorizing words their whole lives, and now that they're supposed to be decoding complex vocabulary, they struggle immensely.
- Looking back now, I wish I would have been given a "pathway" of sorts with where to start. (Ex. Phonemic awareness is the first step - can kids identify and manipulate sounds only? From there, the steps of phonics. Vowel sounds, open and closed syllables, what sounds do I start with, what vowel teams build on each other well? Etc.) I didn't know any of this until we started our research, and neither did my colleagues. I really hope this is something Valley City, and other teacher Ed programs can help fix before more kids fall through the cracks.
- Thank you for letting me share my thoughts with you! I thoroughly enjoyed my time at VCSU/NDSU, and I love coming back to hear about how things are going.
- As a university supervisor, I've heard several cooperating teachers say they appreciate the student teacher's technology skills. Cooperating teachers have told me that their student teachers are helpful for them in using technology, especially during the recent COVID times when more synchronous learning and online teaching were being utilized.

### **School of Education faculty follow-up discussions during Welcome Week**

August 18, 2021, Annual Data Sharing Session feedback are shared with the School of Education Faculty during Welcome Week each year. The discussions held prior to the start of the school year are beneficial for making improvements during the current school year. *These notes are taken from minutes of the SEGS meeting related to Assessment. ("AI" is the Assessment Coordinator)*

AI shared the document called 'Annual Data Sharing Session Comments' located in our SEGS Organization and the VCSU SEGS SharePoint. All the faculty members had access to the document to view comments made by P-12 educators and VCSU faculty members who attended the August 3, 2021, Data Sharing Session. The opportunity to share data and ideas with area educators is a great way to share how VCSU is doing well and to receive input on how we can continue to improve. People pointed out that even some of the lower scores were still good scores above the proficient level. Mental health, differentiated instruction, classroom management, and working with parents were topics that were brought up most often. The positive news is that the data have been improving in each of these areas. Kaley Mari shared how she was going to work with some other methods instructors to create some helpful documents related to differentiation. AI shared a sample from a P-12 educator involved with the data sharing session. Kaley is willing to take the lead and create a differentiation resource that is beneficial for methods faculty to share and teacher candidates to use.

Self-assessment was another area in which the overall data indicate a need for continued improvement. AI mentioned that several area teachers talked about standards-based grading and students learning to self-assess and understand their progress toward meeting the expectations for a standard. In addition to faculty members considering what they how we may emphasize self-assessment practices in our own classroom, we would like to have the student teachers complete a self-assessment on their Teaching for Learning Capstone (TLC) unit. The idea combines the August 3, 2021, Data Sharing Session with the comments of faculty from the August 5, 2021, TLC Assessment Session. Faculty noticed weaknesses in the TLC unit that could perhaps be strengthened if the teacher candidates were more engaged in their own self-assessment practices. Student teachers complete an Exit Survey and a student teaching self-assessment, but we are suggesting that teacher candidates complete a TLC self-assessment as well.

Our teacher candidates are doing great work and our program is doing great work, but we want to look continuously for ways that we can improve. Please take time to look over the Annual Data Sharing Session document. Every little change in a course can add up and be beneficial.

AI will be sharing more information about CAEP at our September 3<sup>rd</sup> meeting. Last year we successfully completed our state Elementary Education report, our InTASC report, Amber led the writing of a successful Business Education report, and all our teacher preparation programs ended up with clean state reports either initially or after a rejoinder. Jim and the graduate program had clean state reports. Our efforts this fall is based on writing our national CAEP report. Our official visit is October 2022, so we will need to submit our self-study report nine months in advance, which will be in January of 2022.

## **Secondary and K-12 methods faculty follow-up discussions during Welcome Week**

August 20, 2021, Annual Data Sharing Session feedback are shared with the Secondary and K-12 Methods Teachers during Welcome Week each year  
Notes from Secondary and K-12 Teacher Education Meeting on 8/20/21 in SEGS Office Area

### **Annual Data Sharing- Al Olson**

Rachel Bopp put three documents in the Secondary Education Meeting folder in SharePoint, so everyone had access to view them. The data in some areas such as mental health have been discussed over the past few years. We used that data and our feedback to make a change to EDUC 240. The data have been getting stronger. We believe that is due to the changes we've made in our program. Differentiation is a topic that was brought up again this summer. Kaley Mari is going to work on creating a list of things we can do for that. Classroom management, self-assessment, and communication with parents were also brought up as areas that can be improved. Comments are welcome so we can have ideas of where to improve and how to make our program the best for our students. We have a great program, but we can always get better.

### **Update on CAEP Progress- Al Olson**

We are in the process of writing our CAEP report. The CAEP visit is in October of 2022. Our self-study report is due January 15<sup>th</sup>, 2022. We will share a draft of that report and will ask for feedback on it in October. We will also be sending out a Qualtrics survey asking for feedback on several topics. Then we will gather all the responses and put that in our data reports.

### **TLC Self-Assessment- Al Olson**

Our annual data sharing session was August 3<sup>rd</sup>, 2021, and our TLC sharing day was August 5<sup>th</sup>, 2021. Thank you to everyone who could participate. We have areas for growth in our TLC unit. Self-assessment came up multiple times on August 3<sup>rd</sup> and we think having our teacher candidates complete a self-assessment on their TLC unit would be beneficial for our student teachers and hopefully will help to improve the quality of their TLC units. With the approval of this group, we would like to ask student teachers this fall to submit their TLC unit with self-assessment ratings on the rubric to go along with the submission of their TLC unit. John LeTellier thought the idea was "Perfect for what we were talking about." It seemed very clear that everyone agreed that the self-assessment idea was fitting, and the assessment coordinator will send a message about TLC self-assessment to the student teachers this fall.

Dr. Burgad asked the group what they see in the K-12 schools as far as grading practices. Jason Dockter said most schools he has seen standards-based grading, but some are moving towards competency grading (or choice-ready grading).

### **PRAXIS Committee Meeting- Al Olson**

Last year our Teacher Education Committee approved to accept ACT comparable scores as alternative PRAXIS CORE scores if they met the criteria. A Spring 2019 NDACTE proposal was accepted by a vote of 22-0 and the ND ESPB accepted the ACT as an alternative with scores of ACT Composite 22, ACT Math 21, and ACT ELA 21. Our VCSU representatives and the Teacher Education Committee unanimously approved the ACT alternative last year for VCSU.

A second NDACTE proposal in the Spring of 2019 included giving teacher education programs options to find other alternatives to provide evidence of basic skills in reading, writing, and mathematics for teachers for those who have taken the Praxis Core or ACT three or more times and not passed. VCSU faculty were initially split on this proposal, so VCSU split its two NDACTE votes – one vote for the proposal and one vote against. The NDACTE vote was 19-3 in favor, so the proposal was sent to the ND ESPB and was accepted by the ESPB board. Just because ESPB allows something, doesn't mean that each campus must accept the policy (example: the state requires 10 weeks of student teaching, but most schools require 12 or more weeks of student teaching).

VCSU established a Praxis Core/ACT subcommittee. The committee discussed ideas for alternatives, a systematic approach for working with appeals, and examined our Praxis data to learn more about how many teacher candidates are impacted by the Praxis Core as a potential barrier and whether the teacher candidates who passed the Praxis Core after three attempts went on to be successful on the Praxis II subject matter and PLT exams.

The sub-committee for the PRAXIS CORE discussed the data and came up with ideas for an appeal process. The subcommittee will meet this fall to review its work and then communicate with Dr. Burgad, the SEGS group, and this group, the Secondary and K-12 methods teachers before a proposal is taken to the Teacher Education Committee for a vote. Burgad would like us to discuss the CORE and admittance for methods courses for the next meeting.

#### **Program Data Reports Provided in September- Al Olson**

Data is available in the Secondary Education Meeting folder. If you do not have access to this, please let Rachel Bopp know and she will grant you access. Please review the documents that are in the folder. If you have any requests or other reports, you would like to see please let Al know and we will work at getting that to you.

Jason Dockter commented on how the PRAXIS content test for Technology education has a low score requirement. Thinking this should be looked at and updated as passing scores are too low. Discussion followed about teaching testing into other content areas. Amber Aberle mentioned that ESPB is making a change so teachers would also have to take a methods course in that content area.

Thanks!

#### **Rachel Bopp**

Administrative & Assessment Assistant  
School of Education & Graduate Studies  
Valley City State University  
101 College Street SW  
Valley City, ND 58072  
(701) 845-7196

## Annual Data Sharing Data Available for Participants on August 3, 2021

### Entry Survey Data

The map below provides a look at the roots of the teacher candidates enrolled in Intro to Education courses through at Valley City State University from the Fall of 2018 through the Spring of 2021.



Other countries identified between Fall 2018-Spring 2021: Canada (4), France, Germany (3), Iraq, Philippines, Romania

### Teacher Candidates Fall 2012 - Spring 2018

### Teacher Candidates Fall 2018 – Spring 2021

Location of Birth	Count	Percent	Location of Birth	Count	Percent
<b>North Dakota</b>	548	41.0%	<b>North Dakota</b>	276	48.7%
<b>Minnesota</b>	297	22.2%	<b>Minnesota</b>	111	19.6%
<b>Wyoming</b>	131	9.8%	<b>Wyoming</b>	63	11.1%
<b>Other States</b>	328	24.5%	<b>Other States</b>	106	18.7%
<b>Other Countries</b>	34	2.5%	<b>Other Countries</b>	11	1.9%

<b>Student Teaching Data Summary for Mean Scores and Proficiency Ratings</b>	<b>Mean N=168 2017-18</b>	<b>Mean N=195 2018-19</b>	<b>Mean N=132 2019-20</b>	<b>Mean N=180 2020-21</b>	<b>Mean N=675 2017-2021</b>	<b>Percentage of Proficient (3 or higher)</b>
<b>Student Teacher Evaluations from Cooperating Teachers</b>						
<b>Fall 2017 – Spring 2021 (N = 675 placements gathered from 4 years of data)</b>						
1: Supports student learning through developmentally appropriate instruction	3.35	3.38	3.39	3.45	<b>3.40</b>	93.0%
1: Accounts for differences in students' prior knowledge	3.33	3.33	3.34	3.44	<b>3.36</b>	91.3%
2: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	3.30	3.29	3.35	3.37	<b>3.33</b>	90.7%
2: Exhibits fairness and belief that all students can learn	3.53	3.55	3.61	3.61	<b>3.57</b>	96.3%
3: Creates a safe and respectful environment for learners	3.51	3.45	3.56	3.58	<b>3.52</b>	95.6%
3: Structures a classroom environment that promotes student engagement	3.42	3.38	3.45	3.46	<b>3.43</b>	91.1%
3: Clearly communicates expectations for appropriate student behavior	3.32	3.36	3.44	3.40	<b>3.37</b>	89.9%
3: Responds appropriately to student behavior	3.31	3.35	3.46	3.40	<b>3.37</b>	89.2%
3: Guides learners in using technologies in appropriate, safe, and effective ways	3.32	3.32	3.45	3.46	<b>3.38</b>	93.2%
4: Effectively teaches subject matter	3.41	3.37	3.40	3.46	<b>3.41</b>	92.7%
4: Guides mastery of content through meaningful learning experiences	3.36	3.32	3.35	3.42	<b>3.36</b>	90.3%
4: Integrates culturally relevant content to build on learners' background knowledge	3.22	3.22	3.24	3.30	<b>3.24</b>	88.1%
5: Connects core content to relevant, real-life experiences and learning tasks	3.37	3.37	3.36	3.44	<b>3.39</b>	90.7%
5: Designs activities where students engage with subject matter from a variety of perspectives	3.31	3.31	3.36	3.40	<b>3.34</b>	88.6%
5: Accesses content resources to build global awareness	3.18	3.19	3.25	3.27	<b>3.22</b>	84.9%
5: Uses relevant content to engage learners in innovative thinking & collaborative problem solving	3.30	3.24	3.34	3.36	<b>3.31</b>	87.4%
6: Uses multiple methods of assessment	3.31	3.27	3.31	3.41	<b>3.32</b>	91.1%
6: Provides students with meaningful feedback to guide next steps in learning	3.33	3.34	3.38	3.42	<b>3.37</b>	90.4%
6: Uses appropriate data sources to identify student learning needs	3.24	3.18	3.29	3.32	<b>3.25</b>	87.4%
6: Engages students in self-assessment strategies	3.22	3.18	3.29	3.28	<b>3.24</b>	85.8%
7: Connects lesson goals with school curriculum and state standards	3.44	3.36	3.45	3.46	<b>3.42</b>	93.0%
7: Uses assessment data to inform planning for instruction	3.25	3.24	3.33	3.41	<b>3.31</b>	88.4%
7: Adjusts instructional plans to meet students' needs	3.35	3.33	3.40	3.45	<b>3.38</b>	89.9%
7: Collaboratively designs instruction	3.57	3.52	3.54	3.54	<b>3.54</b>	95.3%
8: Varies instructional strategies to engage learners	3.37	3.35	3.41	3.45	<b>3.39</b>	90.8%
8: Uses technology appropriately to enhance instruction	3.33	3.34	3.52	3.52	<b>3.42</b>	93.0%
8: Differentiates instruction for a variety of learning needs	3.32	3.31	3.37	3.40	<b>3.35</b>	89.3%
8: Instructional practices reflect effective communication skills	3.34	3.35	3.42	3.43	<b>3.38</b>	90.9%
9: Uses feedback to improve teaching effectiveness	3.49	3.52	3.53	3.53	<b>3.52</b>	94.4%
9: Uses self-reflection to improve teaching effectiveness	3.51	3.48	3.55	3.57	<b>3.52</b>	93.5%
9: Upholds legal responsibilities as a professional educator	3.48	3.48	3.55	3.53	<b>3.51</b>	97.8%
9: Demonstrates commitment to the profession	3.58	3.54	3.56	3.57	<b>3.56</b>	94.5%
10: Collaborates with colleagues to improve student performance	3.47	3.50	3.53	3.59	<b>3.52</b>	95.0%
10: Collaborates with parent/guardian/advocate to improve student performance	3.18	3.18	3.27	3.30	<b>3.22</b>	87.7%
<b>Overall Mean for Student Teaching Ratings</b>	<b>3.36</b>	<b>3.35</b>	<b>3.41</b>	<b>3.44</b>	<b>3.39</b>	
Mean for InTASC 1-3 Learner and Learning	3.39	3.38	3.45	<b>3.46</b>	<b>3.41</b>	
Mean for InTASC 4-5 Content Knowledge	3.31	3.27	3.32	<b>3.37</b>	<b>3.31</b>	
Mean for InTASC 6-8 Instructional Strategies	3.34	3.31	3.39	<b>3.42</b>	<b>3.37</b>	
Mean for InTASC 9-10 Professional Responsibility	3.45	3.45	3.50	<b>3.51</b>	<b>3.48</b>	

## 2017-2021 Student Teacher Data

### Areas of Strength and Areas of Challenge

**Overall Mean Score for all 10 InTASC Standards = 3.39** Fall 2017-Spring 2021 had a total “N” of 675 student teacher placements (Total)  
Overall Mean Score for all 10 InTASC Standards = 3.44 Fall 2020-Spring 2021 had a total “N” of 180 student teacher placements (Most recent)  
Overall Mean Score for all 10 InTASC Standards = 3.41 Fall 2019-Spring 2020 had a total “N” of 132 student teacher placements  
Overall Mean Score for all 10 InTASC Standards = 3.35 Fall 2018-Spring 2019 had a total “N” of 195 student teacher placements  
Overall Mean Score for all 10 InTASC Standards = 3.36 Fall 2017-Spring 2018 had a total “N” of 168 student teacher placements

### Three Highest Mean Score Ratings

Highest InTASC 2 item: Exhibits fairness and belief that all students can learn, 3.57 (Mean Score)  
2<sup>nd</sup> Highest- InTASC 9 item: Demonstrates commitment to the profession, 3.56  
3<sup>rd</sup> Highest - InTASC 7 item: Collaboratively designs instruction, 3.54

### Lowest Mean Score Ratings

Tie for Lowest -InTASC 5 item: Accesses content resources to build global awareness, 3.22 (Mean Score)  
Tie for Lowest -InTASC 10 item: Collaborates with parent/guardian/advocate to improve student performance, 3.22  
3<sup>rd</sup> Lowest – InTASC 6 item: Engages students in self-assessment strategies, 3.24  
*The positive news is that all three of these areas had improved ratings in 2020-2021.*

### Three Highest Percentage of Proficient Ratings

Highest - InTASC 9 item: Upholds legal responsibilities as a professional educator, 97.8% rating of 3 or higher  
2<sup>nd</sup> Highest - InTASC 2 item: Exhibits fairness and belief that all students can learn, 96.3% rating of 3 or higher  
3<sup>rd</sup> Highest - InTASC 7 item: Collaboratively designs instruction, 95.3% rating of 3 or higher

### Three Lowest Percentage of Proficient Ratings

Lowest – InTASC 5 item: Accesses content resources to build global awareness, 82.8% Proficient or higher (rating of 3 or higher)  
2<sup>nd</sup> Lowest – InTASC 6 item: Engages student in self-assessment strategies, 85.8% at 3 or higher  
3<sup>rd</sup> Lowest - InTASC 5 item: Uses relevant content to engage learners in innovative thinking and collaborative problem solving, 87.4% at 3 or higher  
3<sup>rd</sup> Lowest - InTASC 6 item: Uses appropriate data sources to identify student learning needs, 87.4% at 3 or higher



## Exit Survey Data Fall 2011- Spring 2021

Exit Survey Data – data gathered from student teachers just prior to graduation. The combination of data from exit surveys, completer surveys, employer surveys and student teaching data provide feedback from the perspective of student teachers, cooperating teachers, alumni, and principals.

### Would you recommend your teacher education program to other prospective teachers?

	Total	Percent
Definitely “Yes”	895	75.5%
Probably “Yes”	261	22.0%
Probably “No”	25	2.1%
Definitely “No”	5	0.4%
<b>Total</b>	<b>1186</b>	

The variance in the number of assessment item responses is related to items being removed or added over the years.

<b>B1. Preparation for Teaching: Instructional Practice</b>						
To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Effectively teach the subject matter in my licensure area.	69.39 %	27.82 %	2.45 %	0.25 %	0.08 %	1186
Select instructional strategies to align with learning goals and standards.	66.5 %	31.47 %	1.69 %	0.25 %	0.08 %	1182
Design activities where students engage with subject matter from a variety of perspectives.	68.03 %	28.4 %	3.22 %	0.26 %	0.09 %	1148
Account for students' prior knowledge or experiences in instructional planning.	60.94 %	34.96 %	3.75 %	0.35 %	0 %	1147
Design long-range instructional plans that meet curricular goals.	56.15 %	37.84 %	4.97 %	0.87 %	0.17 %	1147
Regularly adjust instructional plans to meet students' needs.	64.89 %	31.35 %	3.06 %	0.61 %	0.09 %	1145
Plan lessons with clear learning objectives/goals in mind.	79.34 %	18.48 %	1.74 %	0.35 %	0.09 %	1147
Design and modify assessments to accommodate students with diverse learning needs.	57.63 %	36.61 %	5.08 %	0.51 %	0.17 %	1180
Provide students with meaningful feedback to guide next steps in learning.	67.19 %	29.41 %	3.14 %	0.26 %	0 %	1146
Engage students in self-assessment strategies.	58.17 %	35.72 %	5.68 %	0.44 %	0 %	1145
Use formative and summative assessments to inform instructional practice.	74.66 %	23.68 %	1.56 %	0.1 %	0 %	963
Understand issues of reliability and validity in assessment.	58.26 %	37.07 %	4.36 %	0.31 %	0 %	963
Analyze appropriate types of assessment data to identify student learning needs.	60.96 %	34.99 %	3.84 %	0.21 %	0 %	963
Differentiate assessment for all learners.	56.98 %	36.35 %	6.03 %	0.63 %	0 %	630
Use digital and interactive technologies to achieve specific learning goals.	61.71 %	32.47 %	5.2 %	0.62 %	0 %	961
Engage students in using a range of technology tools to access, interpret, evaluate, and apply information.	59.42 %	34.13 %	5.72 %	0.73 %	0 %	961
Help students develop critical thinking processes.	59.61 %	37.38 %	2.8 %	0.21 %	0 %	963
Help students develop skill to solve complex problems.	55.61 %	40.23 %	3.85 %	0.31 %	0 %	962
Understand how interdisciplinary themes connect to core subjects.	56.31 %	39.21 %	3.96 %	0.52 %	0 %	959
Know where and how to access resources to build global awareness and understanding.	49.11 %	42.83 %	7.43 %	0.63 %	0 %	955
Help students analyze multiple sources of evidence to draw sound conclusions.	56.24 %	38.93 %	4.41 %	0.42 %	0 %	953

## B2. Preparation for Teaching: Diverse Learners

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	51.24 %	40.31 %	7.51 %	0.6 %	0.34 %	1171
Differentiate instruction for a variety of learning needs.	57.49 %	37.70 %	4.19 %	0.42 %	0.21 %	955
Differentiate for students at varied developmental levels.	59.14 %	35.32 %	5.02 %	0.42 %	0.10 %	957
Differentiate to meet the needs of students from various socioeconomic backgrounds.	56.83 %	35.58 %	7.00 %	0.43 %	0.17 %	1172
Differentiate instruction for students with IEPs and 504 plans.	41.63 %	40.9 %	15.38 %	1.88 %	0.21 %	956
Differentiate instruction for students with mental health needs.	34.24 %	42.93 %	19.23 %	2.63 %	0.97 %	1139
Differentiate instruction for gifted and talented students.	41.70 %	43.90 %	11.50 %	2.19 %	0.70 %	1139
Differentiate instruction for English-language learners.	37.77 %	43.99 %	14.75 %	2.47 %	1.02 %	1173
Access resources to foster learning for students with diverse needs.	48.53 %	42.03 %	8.39 %	0.84 %	0.21 %	954

## B3. Preparation for Teaching: Learning Environment

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicate expectations for appropriate student behavior.	71.56 %	26.76 %	1.24 %	0.36 %	0.09 %	1125
Use effective communication skills and strategies to convey ideas and information to students.	72.53 %	26.04 %	1.16 %	0.18 %	0.09 %	1125
Connect core content to students' real-life experiences.	69.8 %	27.99 %	2.04 %	0.09 %	0.09 %	1129
Help students work together to achieve learning goals.	73.31 %	24.68 %	1.9 %	0.11 %	0 %	948
Develop and maintain a classroom environment that promotes student engagement.	74.31 %	23.56 %	1.86 %	0.18 %	0.09 %	1129
Respond appropriately to student behavior.	59.9 %	34.25 %	5.25 %	0.52 %	0.09 %	1162
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	71.61 %	26.53 %	1.69 %	0 %	0.18 %	1127
Help students regulate their own behavior.	57.96 %	35.04 %	6.46 %	0.44 %	0.09 %	1130
Effectively organize the physical environment of the classroom for instruction.	66.37 %	28.38 %	4.54 %	0.62 %	0.09 %	1124

## B4. Preparation for Teaching: Professionalism

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Seek out learning opportunities that align with my professional development goals.	61.29 %	32.59 %	5.49 %	0.63 %	0 %	948
Access the professional literature to expand my knowledge about teaching and learning.	58.12 %	35.49 %	5.77 %	0.62 %	0 %	1127
Collaborate with parents and guardians to support student learning.	52.28 %	36.89 %	9.72 %	0.86 %	0.26 %	1163
Collaborate with teaching colleagues to improve student performance.	70.65 %	26.94 %	2.07 %	0.26 %	0.09 %	1162
Use colleague feedback to support my development as a teacher.	70.27 %	27.61 %	2.04 %	0.09 %	0 %	1130
Uphold laws related to student rights and teacher responsibility.	70.03 %	27.72 %	1.92 %	0.32 %	0 %	624
Act as an advocate for all students.	78.65 %	19.9 %	0.96 %	0.48 %	0 %	623

## Highest and Lowest Rated Exit Survey Scores

(The variance in the Total Count responses is related to assessment items being removed or added over the years.)

### Instructional Practice

**Highest:** These areas of strength are all important for teacher effectiveness. The fact that over 96% of the graduating seniors either “Agree” or “Tend to Agree” that they were well prepared to plan lessons, use assessment information to inform instruction and provide feedback, and teach subject matter effectively is extremely positive.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Plan lessons with clear learning objectives/goals in mind.	79.34 %	18.48 %	1.74 %	0.35 %	0.09 %	1147
Use formative and summative assessments to inform instructional practice.	74.66 %	23.68 %	1.56 %	0.1 %	0 %	963
Effectively teach the subject matter in my licensure area.	69.39 %	27.82 %	2.45 %	0.25 %	0.08 %	1186
Design activities where students engage with subject matter from a variety of perspectives.	68.03 %	28.4 %	3.22 %	0.26 %	0.09 %	1148
Provide students with meaningful feedback to guide next steps in learning.	67.19 %	29.41 %	3.14 %	0.26 %	0 %	1146

**Lowest:** Long-range planning has been discussed and continues to improve. The fact that 93.99% of the student teachers nearing graduation either “Agree” or “Tend to Agree” that they feel prepared in long-range planning is positive, yet this area is among the five lowest rated areas of preparation by candidates as they approach program completion. The percentage that confidently “Agree” is comparatively lower than the highest rated items, such as planning lessons with clear learning objectives/goals in mind listed above. The data related to finding resources to build global awareness and efforts to help students develop skills beyond the subject matter being learned are worth mentioning for faculty and stakeholder discussion.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Know where and how to access resources to build global awareness and understanding.	49.11 %	42.83 %	7.43 %	0.63 %	0 %	955
Help students develop skill to solve complex problems.	55.61 %	40.23 %	3.85 %	0.31 %	0 %	962
Design long-range instructional plans that meet curricular goals.	56.15 %	37.84 %	4.97 %	0.87 %	0.17 %	1147
Help students analyze multiple sources of evidence to draw sound conclusions.	56.24 %	38.93 %	4.41 %	0.42 %	0 %	953
Differentiate assessment for all learners.	56.98 %	36.35 %	6.03 %	0.63 %	0 %	630

### Diverse Learners

**Highest:** These differentiation areas are related to InTASC Standards 1 and Standard 2. Each area was rated higher than the previous year. Over 91% of candidates feel well prepared to differentiate instruction to meet the needs of students from various socioeconomic backgrounds, and over 94% “Agree” or “Tend to Agree” confident about differentiating for students at varied developmental levels.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Differentiate for students at varied developmental levels.	59.14 %	35.32 %	5.02 %	0.42 %	0.10 %	957
Differentiate instruction for a variety of learning needs.	57.49 %	37.70 %	4.19 %	0.42 %	0.21 %	955
Differentiate to meet the needs of students from various socioeconomic backgrounds.	56.83 %	35.58 %	7.00 %	0.43 %	0.17 %	1172

**Lowest:** The overall data for these items are low, so the data have been an area of focus for several years. The program’s faculty attended mental health training sessions in 2018-2019, and one credit was added to the EDUC 240 Educating Exceptional Students course in the Fall of 2018. The intent has been to improve teacher preparation in mental health, working with English learners, and gifted and talented students. Progress is being made as the percentages of candidates who agree they feel prepared in these areas has risen. Please look at the two tables below to see the improvement.

*Exit Survey Data continued...*

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
2011-2021: Differentiate instruction for students with mental health needs.	34.24 %	42.93 %	19.23 %	2.63 %	0.97 %	1139
2011-2021: Differentiate instruction for English-language learners.	37.77 %	43.99 %	14.75 %	2.47 %	1.02 %	1173
2011-2021: Differentiate instruction for gifted and talented students.	41.70 %	43.90 %	11.50 %	2.19 %	0.70 %	1139
2011-2020: Differentiate instruction for students with mental health needs.	32.61 %	43.11 %	20.42 %	2.78 %	1.09 %	1009
2011-2020: Differentiate instruction for English-language learners.	36.53 %	44.2 %	15.44 %	2.68 %	1.15 %	1043
2011-2020: Differentiate instruction for gifted and talented students.	39.84 %	44.4 %	12.69 %	2.28 %	0.79 %	1009
2011-2017: Differentiate instruction for students with mental health needs.	28.99 %	42.64 %	23.93 %	2.76 %	1.69 %	652
2011-2017: Differentiate instruction for English-language learners.	34.11 %	45.63 %	15.89 %	2.62 %	1.75 %	686
2011-2017: Differentiate instruction for gifted and talented students.	38.30 %	46.81 %	8.51 %	6.38 %	0.00 %	652

Please notice the improved trajectory of the data compared to the Spring of 2019. The changes for adding a credit to EDUC 240 Educating Exceptional Students and attention shown to this concern in other courses is making a difference.

Criteria and Term Improvement through Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
<b>Spring 2021 Differentiate instruction for students with mental health needs.</b>	<b>41.30 %</b>	<b>44.57 %</b>	11.96 %	2.17 %	0 %	92
<b>Fall 2020 Differentiate instruction for students with mental health needs.</b>	<b>57.89 %</b>	<b>36.84 %</b>	5.26 %	0 %	0 %	38
Spring 2020 Differentiate instruction for students with mental health needs.	54.22 %	31.33 %	12.05 %	2.41 %	0 %	83
Fall 2019 Differentiate instruction for students with mental health needs.	51.02 %	36.73 %	12.24 %	0 %	0 %	49
<b>Spring 2019 Differentiate instruction for students with mental health needs.</b>	<b>20.48 %</b>	<b>59.04 %</b>	15.66 %	4.82 %	0 %	83
<b>Spring 2021 Differentiate instruction for English-language learners.</b>	<b>43.48 %</b>	<b>43.48 %</b>	11.96 %	1.09 %	0 %	92
<b>Fall 2020 Differentiate instruction for English-language learners.</b>	<b>55.26 %</b>	<b>42.11 %</b>	2.63 %	0 %	0 %	38
Spring 2020 Differentiate instruction for English-language learners.	56.63 %	32.53 %	7.23 %	3.61 %	0 %	83
Fall 2019 Differentiate instruction for English-language learners.	44.90 %	36.73 %	16.33 %	2.04 %	0 %	49
<b>Spring 2019 Differentiate instruction for English-language learners.</b>	<b>25.30 %</b>	<b>54.22 %</b>	16.87 %	3.61 %	0 %	83
<b>Spring 2021 Differentiate instruction for gifted and talented students.</b>	<b>53.26 %</b>	<b>42.39 %</b>	3.26 %	1.09 %	0 %	92
<b>Fall 2020 Differentiate instruction for gifted and talented students.</b>	<b>60.53 %</b>	<b>36.84 %</b>	0 %	2.63 %	0 %	38
Spring 2020 Differentiate instruction for gifted and talented students.	57.83 %	30.12 %	8.43 %	3.61 %	0 %	83
Fall 2019 Differentiate instruction for gifted and talented students.	48.98 %	42.86 %	8.16 %	0 %	0 %	49
<b>Spring 2019 Differentiate instruction for gifted and talented students.</b>	<b>33.73 %</b>	<b>46.99 %</b>	14.46 %	4.82 %	0 %	83

## Learning Environment

**Highest:** The InTASC Standard 3 data are encouraging. The “Agree” plus “Tend to Agree” percentages for all these areas are at 97% or higher. The candidates’ experiences with developing a plan for classroom routines and procedures as well as the development of communication skills are represented well in these data.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Develop and maintain a classroom environment that promotes student engagement.	74.31 %	23.56 %	1.86 %	0.18 %	0.09 %	1129
Help students work together to achieve learning goals.	73.31 %	24.68 %	1.90 %	0.11 %	0 %	948
Use effective communication skills and strategies to convey ideas and information to students.	72.53 %	26.04 %	1.16 %	0.18 %	0.09 %	1125
Clearly communicate expectations for appropriate student behavior.	71.56 %	26.76 %	1.24 %	0.36 %	0.09 %	1125
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	71.61 %	26.53 %	1.69 %	0 %	0.18 %	1127
Connect core content to students' real-life experiences.	69.80 %	27.99 %	2.04 %	0.09 %	0.09 %	1129

**Lowest:** While the data are favorable with over 92% of the ratings being “Agree” or “Tend to Agree”, these areas require experience and often mentoring. The program has faculty members doing more with learning behavior scenarios and practice in courses, and the program will continue to work at providing opportunities for reflection, discussions, and mentorship to encourage growth. The Substitute Teaching Program efforts have been beneficial. The “Respond appropriately to student behavior “Agree” data were at 57.29% after the Spring of 2017, 59.21% after the Spring of 2020, and 59.90% after the Spring of 2021. The data between 2017 and 2021 are trending in a favorable direction.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Help students regulate their own behavior.	57.96 %	35.04 %	6.46 %	0.44 %	0.09 %	1130
Respond appropriately to student behavior.	59.90 %	34.25 %	5.25 %	0.52 %	0.09 %	1162

## Professionalism

**Highest:** The data are encouraging with each of these items having ratings of “Agree” or “Tend to Agree” at 97.75% or higher. The data indicate that teacher candidates are willing to practice professional ethics, advocate for students, seek feedback for improvement, and collaborate with other educators.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Act as an advocate for all students.	78.65 %	19.9 %	0.96 %	0.48 %	0 %	623
Collaborate with teaching colleagues to improve student performance.	70.65 %	26.94 %	2.07 %	0.26 %	0.09 %	1162
Use colleague feedback to support my development as a teacher.	70.27 %	27.61 %	2.04 %	0.09 %	0 %	1130
Uphold laws related to student rights and teacher responsibility.	70.03 %	27.72 %	1.92 %	0.32 %	0 %	624

**Lowest:** The overall data for collaborating with parents is an area that has been discussed for program growth. The topic was addressed with K-12 educators at the annual data-sharing event after reviewing the Spring 2019 data. The total percent of “Agree” plus “Tend to Agree” was 88.35%. The current data are more favorable with the total percentage of “Agree” plus “Tend to Agree” is 89.17%. The data gathered in the past two years, the Fall 2019- Spring 2021, includes the total percentage of “Agree” plus “Tend to Agree” at 91.95%. The data are trending in a positive direction.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
2011-2021: Collaborate with parents and guardians to support student learning.	52.28 %	36.89 %	9.72 %	0.86 %	0.26 %	1163

### Fall 2019-Spring 2021 data since the August 2019 data sharing session discussions

2019-2020 Collaborate with parents and guardians to support student learning.	52.87 %	39.08 %	7.67%	0.04%	0.00 %	261
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## Completer Survey Data – 1st Year Teachers: 2012 – 2021

VCSU completers are surveyed in the spring of their first year of teaching. These survey data are gathered from 2019-2020 alumni in the spring of 2021. *The Network for Excellence of Teaching (NExT) referred to this completer survey as a Transition to Teaching Survey.*

InTASC Standard	First Year Teacher 2019-2020 Completers: "To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do 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.	35	62.5%	16	28.6%	4	7.1%	1	1.8%	3.52	56
1	Differentiate for students at varied developmental levels.	33	58.9%	17	30.4%	5	8.9%	1	1.8%	3.46	56
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	32	57.1%	22	39.3%	1	1.8%	1	1.8%	3.52	56
2	Differentiate instruction for a variety of learning needs.	37	66.1%	17	30.4%	1	1.8%	1	1.8%	3.61	56
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	30	53.6%	19	33.9%	6	10.7%	1	1.8%	3.39	56
2	Differentiate instruction for students with IEPs and 504 plans.	31	55.4%	13	23.2%	9	16.1%	3	5.4%	3.29	56
2	Differentiate instruction for students with mental health needs.	30	53.6%	13	23.2%	10	17.9%	3	5.4%	3.25	56
2	Differentiate instruction for gifted and talented students.	30	53.6%	14	25.0%	7	12.5%	5	8.9%	3.23	56
2	Differentiate instruction for English-language learners.	23	41.1%	21	37.5%	8	14.3%	4	7.1%	3.13	56
2	Access resources to foster learning for students with diverse needs.	29	51.8%	21	37.5%	3	5.4%	3	5.4%	3.36	56
3	Develop and maintain a classroom environment that promotes student engagement.	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
3	Respond appropriately to student behavior.	33	58.9%	18	32.1%	3	5.4%	2	3.6%	3.46	56
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	37	66.1%	16	28.6%	1	1.8%	2	3.6%	3.57	56
3	Help students regulate their own behavior.	28	50.0%	17	30.4%	8	14.3%	3	5.4%	3.40	56
3	Effectively organize the physical environment of the classroom for instruction.	39	69.6%	12	21.4%	4	7.1%	1	1.8%	3.59	56
3	Clearly communicate expectations for appropriate student behavior.	34	60.7%	18	32.1%	2	3.6%	2	3.6%	3.50	56
4	Effectively teach the subject matter in my licensure area.	45	80.4%	8	14.3%	2	3.6%	1	1.8%	3.73	56
5	Design activities where students engage with subject matter from a variety of perspectives.	35	62.5%	16	28.6%	4	7.1%	1	1.8%	3.52	56
5	Help students develop critical thinking processes.	34	60.7%	16	28.6%	5	8.9%	1	1.8%	3.48	56
5	Help students develop skills to solve complex problems.	32	58.2%	18	32.7%	4	7.3%	1	1.8%	3.47	55
5	Make interdisciplinary connections among core subjects.	33	58.9%	20	35.7%	2	3.6%	1	1.8%	3.52	56
5	Help students analyze multiple sources of evidence to draw sound conclusions.	28	50.0%	20	35.7%	7	12.5%	1	1.8%	3.34	56
5	Connect core content to students' real-life experiences.	38	67.9%	15	26.8%	3	5.4%	0	0.0%	3.63	56
5	Help students work together to achieve learning goals.	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
6	Design and modify assessments to match learning objectives.	32	57.1%	19	33.9%	5	8.9%	0	0.0%	3.48	56
6	Provide students with meaningful feedback to guide next steps in learning.	41	73.2%	12	21.4%	3	5.4%	0	0.0%	3.68	56
6	Engage students in self-assessment strategies.	29	51.8%	21	37.5%	6	10.7%	0	0.0%	3.41	56
6	Use formative and summative assessments to inform instructional practice.	41	73.2%	14	25.0%	1	1.8%	0	0.0%	3.71	56
6	Identify issues of reliability and validity in assessment.	29	51.8%	22	39.3%	3	5.4%	2	3.6%	3.39	56
6	Analyze appropriate types of assessment data to identify student learning needs.	36	64.3%	14	25.0%	5	8.9%	1	1.8%	3.52	56

6	Differentiate assessment for all learners.	34	60.7%	18	32.1%	4	7.1%	0	0.0%	3.54	56
InTASC Standard	<b>First Year Teacher 2019-2020 Completers:</b> “To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do 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
7	Design long-range instructional plans that meet curricular goals.	25	44.6%	26	46.4%	4	7.1%	1	1.8%	3.34	56
7	Regularly adjust instructional plans to meet students’ needs.	38	67.9%	17	30.4%	1	1.8%	0	0.0%	3.66	56
7	Plan lessons with clear learning objectives/goals in mind.	43	76.8%	10	17.9%	2	3.6%	1	1.8%	3.70	56
8	Select instructional strategies to align with learning goals and standards.	38	67.9%	16	28.6%	1	1.8%	1	1.8%	3.63	56
8	Use digital and interactive technologies to achieve instructional goals.	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
8	Engage students in using a range of technology tools to achieve learning goals.	40	71.4%	13	23.2%	3	5.4%	0	0.0%	3.66	56
8	Use effective communication skills and strategies to convey ideas and information to students.	40	71.4%	12	21.4%	3	5.4%	1	1.8%	3.63	56
9	Seek out learning opportunities that align with my professional development goals.	32	57.1%	17	30.4%	5	8.9%	2	3.6%	3.41	56
9	Access the professional literature to expand my knowledge about teaching and learning.	34	60.7%	17	30.4%	3	5.4%	2	3.6%	3.48	56
9	Use colleague feedback to support my development as a teacher.	43	76.8%	12	21.4%	1	1.8%	0	0.0%	3.75	56
9	Uphold laws related to student rights and teacher responsibility.	37	66.1%	16	28.6%	1	1.8%	2	3.6%	3.57	56
9	Act as an advocate for all students.	42	75.0%	11	19.6%	2	3.6%	1	1.8%	3.68	56
10	Collaborate with parents and guardians to support student learning.	31	55.4%	13	23.2%	9	16.1%	3	5.4%	3.29	56
10	Collaborate with teaching colleagues to improve student performance.	41	73.2%	11	19.6%	2	3.6%	2	3.6%	3.63	56

<i>The responses in this table are gathered from 2019-2020 completers during their first year of teaching in the Spring of 2021.</i>	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
I would recommend my teacher preparation program to a prospective teacher.	48	85.7%	5	8.9%	1	1.8%	2	3.6%	3.77	56
I am as happy about teaching as I thought I would be.	37	66.1%	13	23.2%	3	5.4%	3	5.4%	3.50	56
The rewards of teaching are worth the efforts required by my preparation program.	40	71.4%	13	23.2%	1	1.8%	2	3.6%	3.63	56
My teacher education program prepared me to be successful in my current teaching position.	45	80.4%	7	12.5%	2	3.6%	2	3.6%	3.70	56

<sup>1</sup>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).

**Employer Survey Data** - 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

<sup>1</sup>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).

**Substitute Teaching Reflections (6/6/21) EDUC 350/EDUC 351 Teacher Candidate Responses**  
 Fall 2018-Spring 2021 (3 years - 6 semesters of data)

**I. Please complete the following items about your substitute teaching experience.**

**How many days did I substitute teach?**

Days of Substitute Teaching	1 Day N=	2 Days N=	3 Days N=	4 Days N=	5 Days N=	6 Days N=	7 Days N=	8 Days N=	9 Days N=	10 Days N=	More than 10 Days N=	Mean	Median
Number of Teacher Candidates	6	3	9	19	13	9	10	22	8	19	46	10.65	8

**II. My substitute teaching experience helped me LEARN THE MOST about...**

Teacher candidates were asked to rank the following the items by dragging them to the left and placing them in order of importance in relationship to their own learning experience. Candidates are free to choose "Not Applicable".

Actual data gathered from the teacher candidates' responses:

	1 N=	2 N=	3 N=	4 N=	5 N=	6 N=	7 N=	8 N=	9 N=	10 N=	11 N=	12 N=	13 N=	Total Ratings N=
Developmental Readiness of Learners (InTASC1)	3	2	5	4	7	14	12	14	7	12	23	21	20	144
Differences Among Learners (InTASC2)	7	15	15	23	16	10	12	18	11	11	9	13	3	163
Establishing A Supportive Learning Environment (InTASC 3)	20	15	22	17	16	19	14	13	12	9	1	5	0	163
Managing Classroom Behavior (InTASC 3)	102	31	12	6	7	5	2	1	0	1	3	0	2	172
Teaching Content to Learners (InTASC 4)	5	22	30	17	16	12	15	20	10	8	4	2	3	164
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	4	10	16	20	14	25	16	14	17	10	9	4	4	163
Assessing Student Learning (InTASC 6)	3	5	2	3	6	5	13	14	20	11	14	27	23	146
Providing Feedback to Students (InTASC 6)	1	1	8	9	8	9	10	13	17	27	25	18	8	154
The Importance of Planning (InTASC 7)	13	29	16	12	23	8	12	12	8	8	10	4	4	159
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	2	14	16	20	25	13	22	9	12	13	1	9	4	160
Using Technology in the Classroom (InTASC 8)	0	2	4	11	8	17	12	9	18	16	18	14	36	165
Professionalism and Ethics (InTASC 9)	7	16	17	18	12	17	15	10	11	6	12	10	11	162
Leadership and Collaboration (InTASC 10)	6	11	9	10	11	13	10	16	16	16	13	9	12	152

Which areas of teaching do you feel will be MOST CHALLENGING in the future?	Choose Three
Developmental Readiness of Learners (InTASC1)	
Differences Among Learners (InTASC2)	
Establishing A Supportive Learning Environment (InTASC 3)	
Managing Classroom Behavior (InTASC 3)	
Teaching Content to Learners (InTASC 4)	
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	
Assessing Student Learning (InTASC 6)	
Providing Feedback to Students (InTASC 6)	
The Importance of Planning (InTASC 7)	
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	
Using Technology in the Classroom (InTASC 8)	
Professionalism and Ethics (InTASC 9)	
Leadership and Collaboration (InTASC 10)	
<b>Feel free to write in an area of teaching not mentioned above:</b>	
<b>Explain the reason for your top-rated selection.</b>	

Actual data gathered from the teacher candidates' responses to the previous image:

Developmental Readiness of Learners (InTASC1)	69
Differences Among Learners (InTASC2)	94
Establishing A Supportive Learning Environment (InTASC 3)	14
Managing Classroom Behavior (InTASC 3)	105
Teaching Content to Learners (InTASC 4)	11
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	37
Assessing Student Learning (InTASC 6)	39
Providing Feedback to Students (InTASC 6)	24
The Importance of Planning (InTASC 7)	37
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	29
Using Technology in the Classroom (InTASC 8)	30
Professionalism and Ethics (InTASC 9)	1
Leadership and Collaboration (InTASC 10)	12

**Teacher candidates were asked to identify the top three areas of teaching they believe will be MOST CHALLENGING in the future.**

**Assessment Coordinator Comment:** Eighty-eight (105) teacher candidates ranked Managing Classroom Behavior among the top three areas. The next two highest areas involved Differences Among Learners (94) and Developmental Readiness of Learners (69).

## Student Teaching Dispositions

Fall 2019 - Spring 2021 (4 cycles of data ratings from cooperating teacher ratings of student teachers)

**3 = Exceeds Expectations**, 2.5 In addition to a rating of 2, partial success at a rating of 3, **2 = Meets Expectations**, 1.5 In addition to a rating of 1, partial success at a rating of 2, **1 = Needs Improvement**

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	173	34	23	1	1	2.81	99%	0
Believes that all students can learn and achieve	169	45	16	2	0	2.82	99%	0
Commits to knowing about the cultures and communities that impact their students	134	53	37	1	1	2.7	99%	4
Displays a commitment to provide equitable learning and development opportunities for all	170	31	28	2	0	2.8	99%	1
Engages learners in decision-making for purposeful learning	145	42	36	7	0	2.71	97%	2
Engages learners in collaborative learning	154	39	32	6	1	2.73	97%	0
Commits to making learning opportunities accessible to all learners	151	45	33	1	1	2.74	99%	1
Is committed to linking subject content to real life issues	143	44	37	4	2	2.7	97%	2
Commits to making accommodations in assessments for all learners	126	57	38	7	1	2.66	97%	3
Is committed to planning learning opportunities that promote student growth	158	40	26	7	0	2.76	97%	1
Values the exploration of how to use new and emerging technologies to promote student learning	155	31	37	4	3	2.72	97%	2
Maintains a positive attitude in professional settings	199	17	12	3	1	2.88	98%	0
Commits to professional appearance in dress and grooming	205	16	10	1	0	2.92	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	200	14	18	0	0	2.89	100%	0
Values appropriate interpersonal relationships in all settings	179	33	18	1	1	2.84	99%	0
Is dependable: prepared, on time	173	30	23	6	0	2.8	97%	0
Is approachable: nonthreatening, positive	197	18	14	2	1	2.88	99%	0
Receives/uses constructive feedback professionally	186	25	17	3	1	2.84	98%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	182	27	18	4	0	2.84	98%	1
Communicates professionally through electronic means (email, social media, course management system)	166	31	25	2	0	2.81	99%	7
Communicates professionally in oral language when working with stakeholders	171	33	25	2	0	2.81	99%	1
Accepts responsibility for personal actions and behaviors	199	11	17	3	0	2.88	99%	2
Total number of ratings for each score level	3735	716	540	69	14			27
Percentage	73.6%	14.1%	10.6%	1.4%	0.3%	<b>2.79</b>	98.3%	

Valley City State University  
School of Education and Graduate Studies  
Changes and Data-Informed Decisions for Continuous Improvement

### VCSU Background

Valley City State University (VCSU) has been known for teacher education preparation since the institution began in 1890. VCSU has been nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE<sup>1</sup>) since 1954.

The VCSU School of Education and Graduate Studies (SEGS) received highly successful state program and NCATE reviews in 2016. Gathering, analyzing, sharing, and reflecting on data to inform decisions for growth and improvement – but VCSU faculty, teacher candidates, cooperating teachers, and administrators partnering together with stakeholders makes the difference.

### Changes for VCSU since fall of 2009

- **Bush Grant initiatives** - VCSU has worked collaboratively with 14 institutions<sup>2</sup> as part of a Bush Grant initiative and the Network for Excellence in Teaching (NExT). VCSU has been a member of the Valley Partnership<sup>3</sup> and worked collaboratively with North Dakota State University (NDSU) and Minnesota State University Moorhead (MSUM). The goal has been to improve teacher education preparation in ways that enhance student learning in K-12 classrooms.
- **Co-Teaching** – The decision was based on research and Bush Grant collaborative efforts
  - VCSU has worked with K-12 educators and teacher candidates to learn more about the potential of co-teaching

### Data-informed decisions were made to improve VCSU teacher education preparation and curriculum in the following areas:

- **Student Teaching Length** changed from 10 to 12-weeks in the fall of 2009
  - The decision was based on survey data and feedback from area K-12 educators, VCSU students, and faculty.
  - The decision was followed up with VCSU student teaching research.
  - In 2011, new InTASC standards were created. VCSU's 2011 student teaching final evaluation was aligned with the new standards. 20 area K-12 teachers worked with field experience representatives from VCSU, MSUM, and NDSU to develop a common final evaluation for student teachers from the three institutions.
- **GPA for admission to Teacher Education Program raised from 2.50 to 2.75** in 2011
  - Significant correlations existed between GPA and student teaching evaluations from cooperating teachers.
  - An appeal process was established to ensure teacher candidates with lower GPAs are being successful in their recent coursework and early field experiences. Teacher candidates with lower GPAs have either not continued in the program or appealed to be accepted to the program. Follow-up research on this decision has shown that a high percentage of teacher candidates who are accepted after an appeal has been committed to doing well in their student teaching.
- **Feedback gathered from stakeholders during the 2015 Data Sharing sessions** led to the establishment of Spring 2016 workgroups **uniting VCSU unit faculty and area P-12 educators** to improve teacher preparation in the following areas:
  - English Learners, Special Education/Differentiated Instruction, Gifted and Talented, Assessment

The combination of data, workgroup efforts, and stakeholder feedback over several years led to a Teacher Education Committee decision for the addition of one credit in the Educating Exceptional Children EDUC 240 course beginning in the fall of 2018. The additional credit opened the opportunity for teacher candidates to learn from additional field experience time and increased awareness of student mental health concerns.

- **Praxis Core and ACT+Writing Alternative Pathway Appeal in 2021**

- Data were used extensively to study cohort Praxis Cores, ACT to Praxis Core correlations, and relationships between Praxis Core scores and Praxis II subject matter and PLT scores to inform discussions and ultimately decisions to establish an appeal process for admission to Teacher Education beginning in the Fall of 2021.
- Follow-up data will be gathered for each teacher candidate who receives alternative pathway appeal acceptance into the Teacher Education program. The EPP will study the teacher candidates' performance on the Praxis II subject matter and PLT exams, TLC unit scores, and student teaching ratings from cooperating teachers to determine the success of the teacher candidates in comparison with the data from all teacher candidates completing the program.

- **Curriculum changes since the successful state ESPB and NCATE Legacy accreditation visit in 2015**

Data sharing discussions based on multiple assessments led to collaborative efforts between the Education Preparation Provider (EPP) and P-12 educators from partnering schools to improve the curriculum in the following areas: **formative assessment**, strategies for working with **English language learners**, **differentiated instruction**, and **technology**.

- Workgroups included area K-12 educators and VCSU faculty members who shared strategies and resources useful for working in K-12 classrooms. The outcome of the workgroup meetings was a **book of strategies** and resources useful to VCSU teacher candidates as they progress through their methods courses, student teaching experience, and enter the profession.
- **Assessment** curriculum change in EDUC 450 course
  - A workgroup of area K-12 educators and VCSU faculty members met in 2010 to discuss what teachers entering the profession needed to know and do with assessments and the use of data in schools to enhance student learning.
  - The workgroup also viewed multiple textbooks before deciding on *The Seven Strategies of Assessment for Learning* by Jan Chappuis
  - The outcome of the feedback from the workgroup helped to shape the assessment course.
  - The second workgroup of area K-12 educators and VCSU faculty members met in 2016 to discuss updates and decisions for revisions.
- **Classroom Management** curriculum changes
  - The EDUC 351 course on classroom management and additional practicum time was established to enhance classroom management learning opportunities for secondary majors
  - The EDUC 350 practicum course for elementary majors incorporated additional classroom management learning experiences
- **EDUC 240 changed from a two-credit course to a three-credit course.**
  - Survey Data from Exit Surveys (data gathered from student teachers), Completer Surveys (from first-year teachers), and Supervisor Surveys (from employers of first-year teachers) identified many program strengths. The data also indicated the need to do more in the area of teacher preparation related to IEPs and 504 plans, as well as instruction for students who are English learners, gifted and talented learners, or those learners who may have mental health needs.
  - VCSU faculty members responded to the data by integrating more opportunities for learning about differentiated instruction across the curriculum, but the data have improved the ratings only slightly. The data indicated that student teachers and first-year teachers feel they could have benefited from more opportunities to learn about mental health and working with the diverse needs of their learners. The data-informed change to add one credit to EDUC 240 was a positive step for the program and the teacher candidates.
  - The decision for continuous improvement benefits teacher candidates in their preparation as educators and third credit benefits VCSU graduates in their pursuit of additional endorsements in the field of special education. The extra course time has allowed for an increase in Trauma Sensitive School (TSS) training to address mental health concerns and also allows for additional field experience time.
- **MATH 277 and MATH 278 moved up in the NDSU Elementary Education curriculum.** While Core exam data indicated that NDSU collaborative elementary majors were doing as well or better than other VCSU on-campus or Wyoming elementary majors on the math section, some collaborative students were

struggling with the math exam section. Offering MATH 277 and MATH 278 earlier in the curriculum enabled collaborative students in need to build or refresh their math skills to successfully pass the Core exam and gain admission to the Teacher Education program.

- **MATH 277 and MATH 278 were changed to EDUC 277 and EDUC 278.** The decision was partly due to budgets and credit hour production but also gave the Education department even more freedom to coordinate the content with the specific needs of teacher candidates in Elementary Education.
- **EDUC 278/MATH 278 and EDUC 323 were changed from 2 to 3 hour credit hours.** North Dakota changed the Elementary Education licensure from grades 1-6 to 1-8. The decision increases the potential for Elementary Education graduates to teach 7<sup>th</sup> and 8<sup>th</sup>-grade content. VCSU responded by increasing the breadth and depth of curriculum for Elementary Education majors in mathematics and reading.
- **Co-teaching and Substitute Teaching – improving classroom management preparation through additional Field Experience before student teaching**
  - VCSU expanded its field experience time for teacher candidates through opportunities for co-teaching and substitute teaching. The substitute teaching program enables pairs of teacher candidates to gain experience in classrooms while VCSU partners with area P-12 schools, so their faculty have time for professional development opportunities.
  - Feedback from teacher candidates has indicated that their substitute teaching experiences have been highly beneficial, especially in gaining classroom management experience. The data gathered from teacher candidates is indicating the value that experiences in substitute teaching are having for developing classroom management skills.
- **Student teaching final evaluation forms**
  - In the fall of 2015, VCSU began its transition from NCATE to Council for the Accreditation of Educator Preparation (CAEP). VCSU representatives attended state CAEP sessions in 2015 and national training sessions in the summer of 2016. VCSU representatives worked collaboratively with North Dakota Association of Colleges for Teacher Education (NDACTE) representatives to create a new student teacher observation tool piloted and tested for reliability and validity in the fall of 2016 and spring of 2017, before beginning implementation in the fall of 2017. The third round of reliability and validity analyses is scheduled for the summer of 2019. Student teachers began self-assessment in the fall of 2018.
- **Improvement of Pre-Student Teaching Field Experience Assessments**
  - The 2017-2018 VCSU Assessment Workgroup helped to develop new field experience forms for EDUC 250, EDUC 350, and EDUC 351. The rubrics have actionable descriptors. Pilot and focus group follow-up discussions in the spring of 2018 indicated highly favorable feedback from cooperating teachers. Follow-up focus group feedback provided to the SEGS liaison who communicates regularly with partnering schools was again highly favorable in 2018-2019.
- **Improvement of Disposition Assessment Process**
  - The EPP participated in a two-year process of developing a dispositional assessment instrument with improved performance indicators and descriptors. A VCSU representative worked with representatives from five other CAEP institutions to establish and valid instrument for assessing dispositions. The Lawshe Method was used to gain feedback from 83 stakeholders who were considered subject matter experts based on their work with student teachers: university supervisors, cooperating teachers, and PK-12 administrators. The stakeholders helped narrow down a potential list of 43 InTASC dispositional items to the 22 most essential items.
  - The instrument was piloted in the Fall of 2018 and improved. The revised version was piloted in the spring of 2019 and viewed more favorably. The instrument was implemented in the Fall of 2019. The results from the first semester were informative and the data will be observed over multiple semesters before decisions are made based on the data.
  - The unit kept its disposition referral process in place but made changes to its disposition assessment instrument to help identify teacher candidates' growth of professional dispositions as they progress through the program.
- **Continuation of the NExT Common Metrics efforts (designed in collaboration with 14 institutions) extended beyond the grant expectations. VCSU is sustaining its administration of these valid and reliable assessments:**

- Entry Survey (Intro to Education teacher candidates) – instrument revised for fall of 2018
  - Exit Survey (Student teachers complete in the final weeks before graduation)
  - Transition to Teaching (also called a Completer Survey or a 1<sup>st</sup>-year teacher/Alumni survey)
  - Supervisor Survey (Employer/Administrator survey) – instrument revised for spring of 2019
- VCSU and NDSU helped to integrate these common assessments throughout the NDACTE EPPs.
- **K-12 educators collaborated with VCSU faculty to develop a Teaching for Learning Capstone (TLC) Unit**
  - VCSU representatives attended Teacher Performance Assessment (TPA, now called edTPA) workshops and then engaged area P-12 educators in discussions with VCSU faculty to develop a **Teaching for Learning Capstone (TLC) Unit** for VCSU teacher candidates to complete during their student teaching experience.
  - The TLC unit adds rigor and consistency to the expectations of student teachers in areas of planning, implementing, evaluating, and reflecting on a unit of teaching and student learning. The TLC unit provides a way for teacher candidates to thoroughly reflect on their teaching and measure their impact on student learning.
  - Updates were made to the TLC unit rubric in 2017-2018 to increase validity and rater reliability. The Lawshe Method was used to validate the rubric criteria and make the wording more teacher candidate friendly. The improvements to the TLC rubrics are being assessed on an annual basis and the data are shared in efforts to improve teacher preparation and rater reliability. Rater agreement among faculty members improved between 2017-2018 and 2018-2019 as the new rubrics were integrated. Rater agreement ratings continue to improve as of the summer of 2021.

#### **VCSU Unit and Program Data Sharing**

All faculty members who teach methods or professional education sequence courses are part of the unit.

- **Unit faculty members receive access to updated unit data every August.**
  - Unit data reports include the final evaluation data for all VCSU student teachers, Praxis exam data, pre-student teaching field experience data, TLC unit, and disposition data as well as completer and employer data. Unit faculty members can see the program's strengths and areas that can be improved. Faculty often comment about changes they make in their teaching to not only address an area that was not rated high but to make sure the area receives greater emphasis, and the teacher candidates gain additional practice opportunities.
  - Data are shared annually with P-12 stakeholders, the Teacher Education Committee, and each semester with student teachers. The stakeholders can share their personal experiences working with teacher candidates along with seeing data from multiple assessments to gain perspectives from student teachers, cooperating teachers, first-year teachers, and employers of first-year teachers.
- **Program data are shared in September and February.**
  - Program reports disaggregate data by academic area, so faculty (shared through the methods teachers) can see GPA, licensure tests, and student teaching final evaluation data for their content area.
  - The data shared with each program in February 2020 included three years of specific data that helped write state reports. Each program was approved by the state content experts.
  - The EPP has also disaggregated data by delivery method or location as well as race/ethnicity to search for potential disparities. The data have not indicated the need for significant changes.

Often the data indicate areas of strength in which VCSU teacher candidates and graduates have performed well. The data-sharing sessions intend to provide awareness and useful information in the decision-making process for improvement. Unit faculty members are involved in the preparation and assessment of the EPP's teacher candidates. VCSU provides release time for an assessment coordinator and has four staff personnel who work with data and teacher candidate progression through the program.



**VCSU submitted state reports to the Education Standards and Practices Board (ESPB) for each program in the 2020-2021 academic year.** As of April 1, 2021, all the VCSU programs were approved by state content experts. Any potential areas of weakness required a rejoinder for clarification or additional information to provide evidence of meeting the state standards. VCSU can communicate with CAEP that all the teacher education programs leading to teacher licensure were approved and none of the programs had an area of weakness that needs to be addressed. **VCSU’s CAEP visit will be in October of 2022.**

VCSU has a Central Assessment System and regular calendar for gathering data on teacher candidates for admission to the program, GPA, Praxis tests for licensure, field experiences (student teaching the most), dispositions, portfolios, and surveys at the entry and exit level while at VCSU, and then gather data as they transition to becoming first-year teachers (alumni) and their supervisors (administrators/employers).

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<sup>1</sup> NCATE has merged with another organization and transformed into the Council for Accreditation of Educator Preparation (CAEP).

<sup>2</sup> The 14 member institutions of the 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).

<sup>3</sup> Valley City State University, North Dakota State University, and Minnesota State University Moorhead are teamed together in the Bush Grant to form the Valley Partnership.

## Faculty use of EPP Data

VCSU faculty members were asked to respond to the following request:

### **Please identify ways that you have used data to inform decisions for improving your courses.**

- Program Learning Outcome discussions in the Social Science Department
- Data Sharing Sessions, Faculty Discussions, Collaborative Higher Education SPED Workgroups
- Students Evaluations and Feedback, SWOT analysis among Instructors, Praxis Scores, Assignment Scores, Standards Changes, Program Learning Outcomes Evaluations and Scores, General Education Learning Outcomes and Scoring
- Annual Data sharing, Welcome Week discussions
- I use frequent quick surveys in my course to get student input on anything from discussion format, how much time they are spending on my class to adjust the work I assign, or other class features. I have also begun to look at past TLC data and Praxis scores to guide what I cover more of in my social studies methods course, along with student input.
- I have used a variety of formative assessment strategies to guide my instruction. I have also used data-sharing sessions, PLO results, and Praxis data to support instruction.
- Assessment data and student feedback in the form of evaluations are reviewed to improve the content of presentations and organizational meetings.
- I use data to make decisions on curriculum, how I teach, and how I assess.
- Two data-based activities inform my preparation of teacher candidates--my favorite is the Annual Data Sharing Sessions held with VCSU teachers and high school teachers and administrators within a 2-hour radius of VCSU. I look for the lowest scoring knowledge and skill areas and adjust my instruction to include "special" activities to support the development of those underdeveloped skills. One, for example, is mental health understanding to support students' mental health needs. This fall 2021 is my second teaching English methods course where a certified mental health professional trains my methods students about identifying and helping students in a mental health crisis. Since this knowledge and skill area ranked low among all survey groups, the special attention in a methods course should help strengthen those lower ranked skills. My second favorite is the TLC discussions. These conversations are the "flip side" of the data-sharing session because the students' statements are what is used to rate knowledge and skill, not surveys or evaluation tools. During my time as a faculty evaluator of TLCs, I see trends of strength and trends of "needs more attention." This data-driven activity brings me outside my English area to a broader range of students inside the VCSU teacher education program. Students' TLC connections in areas like Evaluation of student learning help me help my students with their student teaching TLC projects so yes, the data-driven findings affect my instruction.
- Feedback from students, discussion with mentor, and colleagues.
- Reliance on survey results from student teachers, first-year teachers, and school administrators about program strengths and weaknesses; TLC review sessions; Annual Data Sharing sessions; and experiences with curriculum changes as a result of the NExT Grant
- In my online courses, I do keep an eye on grading trends to make sure if I need to reteach something it happens immediately. In the T2T program we do a program review of data involving myself, CTE key individuals, and we meet as a whole group (all CTE state supervisors, myself and other VCSU representatives as needed) to make decisions on the program and how to keep improving it. This is done on an annual basis

(end of May or beginning of June) of each year so changes can be implemented immediately. I also do self-reflection on all online courses at the end of what worked well and what didn't so I can make improvements and changes to better the students' experience in my courses.

- Annual sharing session with administrators and teachers, Welcome Week discussions and PD
- I regularly survey students in my classes to help focus assignments and class logistics - first week surveys include previous experiences, comfort levels, interest in specific kinds of art and assignment types, etc. I check in with student surveys frequently to gauge interest/energy/satisfaction and make modifications as appropriate. I take faculty evaluation very seriously as well - for example when students collectively expressed issues with grading practices I developed a grading exercise and series of presentations to discuss evaluation in art.
- I have used data from school administrators about what they are looking for in trade and industry teachers, I have also used data from the Association for Career and Technical Education to modify several courses.
- I try to keep updated on current data, so I can tailor my teaching to best meet the needs of all our learners at VCSU.
- Annual Data Sharing Sessions are beneficial because we hear from the P-12 educators, teacher candidates, and cooperating teachers. By identifying gaps, I can modify my course to target those particular skills. The collaborative discussions I have with faculty members are also invaluable, as idea-sharing encourages data analysis and revisions.
- I am constantly changing my classes. I attend the Annual Data Sharing Sessions to hear about what we are doing right, and to hear about ways we can improve our instruction. I read every survey sent to me by AI to see what our students think about our program. I have made countless changes to my classes based on what I see. I observe our student teachers to see if there is application of what they are learning, or areas we need to improve. I evaluate TLC's every year to see strengths and weaknesses. I develop relationships with my students and listen to what they say about how they are learning.
- TLC discussions, Annual Data Sharing Sessions, and Praxis discussions – all the data we see. Data driven decision making!
- Welcome Week discussions, course evaluations
- I have attended TLC discussions, annual data sharing sessions and Praxis discussions. I have used these sessions to enhance my courses and better prepare my students for the student teaching experience, PRAXIS II test, and help them with the TLC rubric and completion.
- This is my second year at VCSU, so I have not done much of work adjusting/improving my course based on the data. Having said that, PE/HE programs have made a lot of improvement using the data. For example, reflecting the program data, Health Education is planning to add a course that bridges content to methods. Personally, I have made adjustments to my methodology for my classes after learning about how students learn better in online learning.
- Student evaluations to shape assignment and lecture content
- From TLC and Data sharing sessions in the past I used a comment from a principal who indicated that student teachers lacked the confidence to use a Learning Management System. From this statement, I have added a Learning Management System access point for students to learn an LMS of their choice and report their findings of ease of use and how it could be related to using another LMS (Google Classroom, Canvas and Seesaw are explore). Another way is that students are not confident in their ability to differentiate, we know differentiating doesn't just happen with learners who are on 504's or the high flyers, we can differentiate for all learners; therefore, I have made a point that anytime in my classroom where I am offering a choice of how my learners can showcase their learning that I specifically state that I am differentiating a particular assignment for the entire class. Additionally, self-evaluation has come up from the Data Sharing Session and I have incorporated a

piece of technology self-evaluation based on the ISTE standards that I provided my learners at the beginning of the semester, we will evaluate at mid-semester and the end of the semester to discuss where we are and how we can continually improve.

- I use the data from TLC assessment sessions to adjust my teaching of EDUC 491 Senior Portfolio class. I use the data the PLT assessment section (15% of the exam) to find sample test items that can be tagged into formative assessment learning opportunities in my EDUC 450 Trends in Assessment and Current Issues assessment course to help my learners with their Praxis exams. I use the data from Exit Surveys, Completer Surveys, Employer Surveys, Student Teaching assessment ratings from cooperating teachers and teacher candidates to address areas of weakness that fit my role in the curriculum. The rest of my data use is aimed at making sure the data are shared with stakeholders, providing data for informed decision-making, and letting people see data to celebrate strengths as well as data that are important for continuous improvement throughout the program.
- My students informally evaluate me and the course twice a semester. This is beyond the institutional surveys that are sent out at the end of each semester. The data from both surveys is reflected on and used to make changes to improve my courses. I share the raw data for the surveys I send out with the students. I complete the first survey at mid-term so I still have time to adjust for THAT class while they are taking the course. I look for patterns and then tell my students what I will do to improve the course before the end of the semester. They evaluate me at the end as to whether I was successful in that improvement or not. This strategy has helped me immensely over the four years I have been at VCSU.
- Our latest Annual Data Sharing Sessions helped me refocus my attention of teaching our students to practice and promote the use of self-assessment as both students and as future teachers.