

Valley City State University
School of Education and Graduate Studies
Teacher Preparation Data Sharing and Discussion
August 6, 2019

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* Members of the VCSU Teacher Education Committee

Assessment and Data Sharing Schedule

The following agenda and schedule were followed.

- 8:45- 9:00 Registration paperwork for stipend (Coffee, Soda, and Bottled Water available)
- 9:00- 9:15 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.
- 9:15-10:00 Student Teacher Data
- 10:10-10:55 Disposition Discussion (Lawshe Method and Disposition Pilot)
- 11:05-11:55 Entry, Exit, Completer, and Employer Common Metrics Survey Data
- 11:30-11:55 Working lunch
- 11:55-12:15 Conclude discussion through large group sharing and summary. **Done by 12:15 sharp!** (Hand in comments)

Feedback Comments Collected at the End of the Session:

- I appreciate the interaction time. Not just sharing data, but the interaction time between VCSU faculty members and our K-12 partners.
- An area for improvement could involve learning more strategies to teach SEL and to put more SEL wording into the student teaching assessment.
- Student teachers are getting better at self-assessment
- The similarities between the student teacher self-assessment ratings and the cooperating teacher ratings for student teachers were similar – indicating they must be talking to each other about the ratings
- Several cooperating teachers and administrators commented favorably about the improvement of teacher candidates and in the areas of dress and responsibility over the past few years. The comments were related to intro and practicum field experiences.
- Weakness in Disposition item #8, “Is committed to linking subject content to real life issues.”
 - Idea for training with faculty and teacher candidates about Universal Design for Learning (UDL)
- Model different types of assessments and ways for teacher candidates to buy into own learning
- Student teacher strengths were related to communication between student teachers and cooperating teachers, reflection for improvement, and InTASC Standard 9 (Professional Responsibility)
- Student teacher weaknesses were related to access to content resources to build global awareness and collaboration with parents to improve student performance.
- Can more be done with training on trauma and reaction (signs and what to look for)?
- Idea for Welcome Week – discuss how mental health is being addressed in different classes
- The state, the schools, the communities need a plan of action to tackle Social and Emotional Learning (SEL) & mental health issues
- One cooperating teachers spoke favorably about the subbing program making a favorable difference for the teacher candidates. The cooperating teacher felt the additional field experience time enables teacher candidates to be better prepared early in their student teaching experience.
- The data indicate teacher candidates have strengths in reflection, communicating, and can improve in the areas of working with English learners, SEL, and building relationships with students.
- Teacher candidates can improve in their professionalism with technology and written communication. Improvements can be made in the formal writing of email messages and potential concerns for any teacher candidate related to social media.
- Positive comments were shared about the increase of one credit in Educating Exceptional Students and what is being done during that course. One stakeholder wrote “excellent”.
- A special education teacher at a partner school said she invites student teachers to spend time in her classroom. The teacher also made a reference that more teachers should consider ways to make modifications and accommodations for their learners.
- One teacher said the data indicated that more could be done to encourage differentiation. Another teacher stated that many teachers differentiate in more ways than they even realize.
- The need for mental health awareness and training was mentioned verbally during the session and in the written statements submitted at the end of the session.
- Can more be done to help teacher candidates learn more about preparing their students to develop self-assessment skills?
- Could the first week of student teaching be a data week in which teacher candidates learn more about the students they will be teaching?
- Is “collaborates” too strong of a word for InTASC 10? Do student teachers get their chance?
- Dispositions must be emphasized throughout all four years. Ideas: inspirational books, an “attitude” assignment that calls for a teacher candidate to interview individuals who display a great attitude. Could advisors do more life coaching/attitude coaching? “Caring precedes doing.”
- Integration of more SEL in teacher education program and methods courses.

- It was impressive to read that over 97% of the teacher candidates would “definitely” or “probably” recommend the VCSU teacher education program to other prospective teachers. It is also impressive that only 5 out of 922 would not. I’ve had good student teachers over the years.
- Can VCSU do more with K-12 partners where K-12 teachers visit methods classes to talk about classroom challenges teachers face? A current K-12 classroom teacher speaking to students in an intro or methods course could provide information to multiple teacher candidates at one time instead of waiting until one teacher candidate is working with one cooperating teacher.
- Need to work on teacher candidate awareness of professionalism and use of technology related to social media and written communication.
- Need to teach about topics like assessment, differentiation, mental health, exceptionalities, diversity, technology, and strategies for working with English learners in multiple courses.
- One person mentioned liking the idea of “Not Observed” on the disposition assessment. (The “Not Observed” counts will be carefully followed in 2019-2020, as the results may help VCSU know which disposition items are best covered in different courses or field experiences.)
- The TLC unit completed by student teachers addressing the important of meeting the needs of all learners. The more practice writing units that consider the needs of English learners, students’ backgrounds and culture, gifted and talented, 504 and IEPs, assessment and feedback the better.
- It’s interesting that many of the same challenges that student teachers and first-year teachers experience are part of MANY teachers’ experience. Differentiation is a current focus of our school’s in-service for this year. I appreciate that VCSU is tackling this early in your students’ experience.
- I have had many good student teachers, what VCSU is doing is working.
- I have had good student teachers from VCSU.
- I appreciate the opportunity to have teacher education faculty and K-12 educators sitting in the same room and talking about teacher preparation.
- I have seen the Intro and Practicum students coming more prepared.
- Perhaps student teachers could participate with parents at more than just parent-teacher conferences: concerts, games, plays, back-to-school. This could aid the collaboration experiences in InTASC 10.
- Any RTI or MTSS meetings that could be observed would help create a more collaborative view of addressing student challenges.
- Teacher candidates are aware of mental health concerns, the issues are bigger than teachers and students at school. Mental health concerns need more attention from the state and communities.
- Many of the challenges for student teachers and first-year teachers are challenges for veteran teachers. When I attend the data sharing sessions and consider all these things that good teachers should be practicing, the process makes me better. I think about what I want to do to be a better teacher this year.
- I think data sharing between the cooperating teacher and teacher candidate should be part of a student teacher’s orientation.
- I see the presentation of culturally relevant content as an opportunity to connect all students to the larger world, more than just “teaching to the audience.”
- A strength of teacher candidates involves their belief that all students can learn.
- Another strength of teacher candidates involves the extra time in the classroom through the sub-program and practicum hours.
- Could VCSU have an Intro to ELL class?
- Teacher candidates should use “I can” statements.
- The data on the dispositions was positive.
- Cooperating teachers were thanked for being a part of pilot efforts over the past three years for the student teaching instrument, the Intro and Practicum assessments, and helping to decide which dispositions are essential. Several cooperating teachers said they liked being part of the process and having input.
- One group asked to see the difference between the old disposition assessment instrument and the new instrument piloted in the Spring of 2019. Data was displayed to the whole group so people could not only see the assessment, but the results. The data displayed how the “unacceptable” and “needs improvement” ratings became far less as teacher candidates moved from Intro through mid-level field experiences and into student teaching. An administrator who has seen many VCSU teacher candidates said he felt that he believes the data and also that he believes the quality of the teacher candidates from VCSU have continued to improve over the years.

- The Common Metrics survey data indicate that teacher candidates have more room for growth in the areas of differentiation, assessment, and working with English learners as well as gifted and talented students.
- Teacher candidates need to practice writing emails and be aware of their social media presence.
- Teacher candidates should know that accommodations can be made for all learners.
- Sometimes a strategy that benefits an English learner would benefit other students in the class as well.
- A checklist of items to do during student teaching experience could be available – IEP, PT conference, a message to parents...more opportunities could be made available for student teachers to interact with parents (the cooperating teacher would still be the leader in deciding what is best for the situation).
- Teacher candidates should be more involved in assessment activities with PLC or MTSS teams. The experience will help the teacher candidate learn more about using data appropriately.
- Teacher candidates can learn more about ways to promote self-assessment.
- School counselors or a teacher with counseling experience would be good to be part of a methods course to help teacher candidates learn more about social and emotional learning.
- One person asked about communicating with raters. AI was able to show the link to the NDACTE website and explain the rater training modules created by NDSU (secondary), VCSU (elementary), and Mayville State (Early Childhood). AI was able to tell how the training sessions were developed and how VCSU teacher education faculty members helped to complete the rater training.
- Mental health issues: IEPs, 504s, coping skills, resiliency.
- The positive attitude of the teacher candidates is noticeable.
- The teacher candidates I have worked with want to get better.
- The teacher candidates I have worked with in the past few years have been open and honest about their self-assessment.
- The teacher candidates I have worked with have been reflective and want to improve.
- I was surprised by how close the student teacher self-assessment ratings and cooperating teacher rating were. The data were pretty close in most cases.
- UDL, SEL and mental health – resiliency, how to handle failure, perceived vs. real-world problems
- The overall data are positive. The high percentages of proficient ratings show how many ratings are high.
- Keep doing what you are doing. I've had great student teachers.
- I like the data summaries of highest and lowest ratings with a chance to see full reports if we request it.

Essential Dispositions August 21, 2018

The North Dakota Association of Colleges for Teacher Education (NDACTE), a statewide organization comprised of representatives from every teacher preparation institution in North Dakota, has a subcommittee developing an instrument to assess professional dispositions* of teacher candidates. The items selected for a draft of key disposition items to assess are compiled from Interstate Teacher Assessment and Support Consortium (InTASC) standards and have been cross-walked with the work of Charlotte Danielson and Robert Marzano. InTASC defines dispositions as follows: **The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)*

The C. H. Lawshe method was used to provide evidence of **content validity by gauging agreement among raters or judges regarding how essential a particular item is to assessing a performance or construct**. Lawshe (1975) proposed that each of the subject matter expert raters (SMEs) on the judging panel respond to the following question for each item: "Is the skill or knowledge measured by this item 'essential,' 'useful, but not essential,' or 'not necessary' to the performance of the construct?" If more than half the panelists indicate an item is essential, that item has at least some content validity. Greater levels of content validity exist as larger numbers of panelists agree a particular item is essential. Using these assumptions, Lawshe developed a formula termed the content validity ratio, $CVR = [(E - (N / 2)) / (N / 2)]$.

Procedure

Eighty-three **subject matter experts (SMEs)** reviewed 43 InTASC dispositional items and rated them as "Essential", "Useful, but not Essential", or "Not Necessary". All were involved with education in North Dakota schools. Teacher Education Faculty and/or University Supervisors (59), PK-12 Cooperating Teachers (16), PK-12 Administrators (7), Other (1). The response ratings were tallied and a Content Validity Ratio (CVR) was established using the following formula, using the total number of experts (N) and the number who rated the descriptor as essential (E): $CVR = [(E - (N / 2)) / (N / 2)]$

The following information is from a CAEP recommendation from a PowerPoint prepared by Dr. Stevie Chepko, Senior VP for Accreditation (Retrieved on October 17, 2017 from <https://www.education.ne.gov/wp-content/uploads/2017/07/NE-ContentValidityReliability.pdf>)

- CVR is calculated for each indicator
- A minimum value of the CVR is based on the number of panelists and is on a CVR Table
- CVR values range from -1.0 to + 1.0 The closer to 1.0 the CVR is, the more essential the object is considered to be. Conversely, the closer to -1.0 the CVR is, the more non-essential it is.
- The more panelists the lower the CVR value
 - 5 panelists requires a minimum CVR value of .99
 - 15 panelists requires a minimum CVR value of .49
 - 40 panelists requires a minimum CVR value of .29
 - **83 panelists (the NDACTE survey total) requires a minimum CVR value of .205**
- The process allows for the retention or rejection of individual items

The number of panelists exceeded the CAEP values provided by Dr. Chepko. Dr. Brent Hill (NDSU) calculated a table for higher "N" values using the work of Ayre and Scally (2014). The calculations are very slightly different from the critical values from Wilson et al. (2012) and Lawshe (1975), but considered to produce even more precise critical values. With 83 panelists, the critical number of "Essential" responses calculated to be 50 with a proportion of agreement on the "Essential" rating at 0.602 and a CVR of .205.

The "essential" ratings of 83 SMEs indicated a high enough level of agreement among the raters that *a content validity ratio of 0.205 or higher* were identified for 28 of the 43 dispositional items. The 28 items highlighted in light green have the strongest evidence for retention among the 43 InTASC items. Each of the four InTASC categories had items viewed as "Essential": Learner and Learning (InTASC 1-3) had 8 items; Content (InTASC 4-5) 2 items; Instructional Practice (InTASC 6-8) 5 items; Professional Responsibility (InTASC 9-10) 13 items. Any items with CVR ratings close to .205, such as the two items at 0.195, will be discussed by the subcommittee. The NDACTE subcommittee will consider the data to help narrow down the list of 43 items used to develop a dispositional assessment instrument that is both valid and practical.

Essential Dispositions - Lawshe Method August 21, 2018

| # | Dispositional Attribute | Essential | Useful, but not Essential | Not Necessary | Total | Content Validity Ratio |
|--|---|-----------|---------------------------|---------------|-------|------------------------|
| Learner and Learning (InTASC Standards 1-3) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program. | | | | | | |
| 1 | Respects learners' developmental strengths/needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20) | 62 | 20 | 0 | 82 | 0.512 |
| 2 | Commits to using learners' strengths as a basis for their growth (InTASC 1.i, 1.j) (Danielson 3c) (Marzano 3,15,20) | 49 | 32 | 1 | 82 | 0.195 |
| 3 | Values input from all stakeholders (e.g., families, colleagues, other professionals) regarding learners' growth/development (InTASC 1.k, 1.j) (Danielson 4c) (Marzano 3) | 45 | 37 | 0 | 82 | 0.098 |
| 4 | Believes that all students can learn/ achieve (InTASC 2.l, 2.n) (Danielson 2.b)(Marzano 19) | 75 | 5 | 1 | 81 | 0.852 |
| 5 | Responds respectfully to individual needs (InTASC 2.m) (Danielson 2.d) (Marzano 20) | 68 | 12 | 2 | 82 | 0.659 |
| 6 | Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) | 54 | 26 | 1 | 81 | 0.333 |
| 7 | Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (Marzano 15,20) | 63 | 16 | 2 | 81 | 0.556 |
| 8 | Believes that the classroom environment greatly affects students' learning (InTASC 3.n, 3.o, 3.p, 3.q) (Danielson 2a) (Marzano 17, 19,20) | 64 | 18 | 0 | 82 | 0.561 |
| 9 | Displays a commitment to developing a thoughtful/ responsive educational community (InTASC 3.q, 3.r) (Danielson 2b) (Marzano 17,19) | 40 | 34 | 8 | 82 | -0.024 |
| 10 | Engages learners in decision-making for purposeful learning (InTASC 3.p)(Danielson 3c)(Marzano 18) | 51 | 29 | 2 | 82 | 0.244 |
| 11 | Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) | 54 | 27 | 1 | 82 | 0.317 |
| Content (InTASC Standards 4-5) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program. | | | | | | |
| 1 | Commits to making learning opportunities accessible to all learners (InTASC 4.r) (Danielson 3c)(Marzano 2) | 79 | 3 | 0 | 82 | 0.927 |
| 2 | Is committed to engaging learners in critical analysis of multiple perspectives to increase learners' content/skill mastery (InTASC 4.p, 4.q, 4.r)(Marzano 4) | 38 | 42 | 1 | 81 | -0.062 |
| 3 | Is committed to engaging learners in critical/creative thinking as a means to solve local/global issues (InTASC 5q)(Marzano 13) | 49 | 32 | 1 | 82 | 0.195 |
| 4 | Is committed to linking subject content to real life issue (InTASC 5.q, 5.s)(Marzano 2) | 56 | 25 | 0 | 81 | 0.383 |
| 5 | Values student exploration that encourages new discoveries/ meaning (InTASC 5.r, 5.s) (Danielson 3c)(Marzano 11) | 46 | 33 | 3 | 82 | 0.122 |
| Instructional Practice (InTASC Standards 6-8) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program. | | | | | | |
| 1 | Takes responsibility for using student assessment data in teaching and learning (InTASC 6.r, 6.t, 6.v) (Danielson 3.d) | 63 | 19 | 0 | 82 | 0.537 |
| 2 | Commits to engaging learners in the assessment process* [*assessment process = choice of assessment, interpretation of assessment data, communication of assessment data] (InTASC 6.q, 6.s, 6.v) (Danielson 3d)(Marzano 14) | 35 | 45 | 2 | 82 | -0.146 |
| 3 | Commits to making accommodations in testing/ assessments for all learners (InTASC 6.t, 6.u, 6.v) (Danielson 3d) | 71 | 10 | 1 | 82 | 0.732 |

| | | | | | | |
|--|---|----|----|---|----|---------------|
| 4 | Takes responsibility for aligning assessment and instruction with learning goals/ standards (InTASC 6.r, 6.v) (Danielson 1c)(Marzano 14) | 71 | 11 | 0 | 82 | 0.732 |
| 5 | Is committed to organizing learning opportunities that will promote student growth (InTASC 7.n, 7.p, 4.r, 9.l)(Danielson 1a)(Marzano 3) | 64 | 17 | 1 | 82 | 0.561 |
| 6 | Demonstrates flexibility in planning for learner needs (InTASC 7.n, 7.p, 7.q, 8.p)(Danielson 3e)(Marzano 3) | 69 | 13 | 0 | 82 | 0.683 |
| 7 | Values collaborative planning (InTASC 7.o) | 40 | 43 | 0 | 83 | -0.036 |
| 8 | Values the use of reciprocity to adapt instruction for learner needs (InTASC 8.p, 8.s) (Danielson 3a)(Marzano 11,12) | 29 | 50 | 2 | 81 | -0.284 |
| 9 | Values the use of new/ emerging technologies that will promote student learning (InTASC 8.r, 8.q) (Danielson 1d) | 43 | 37 | 2 | 82 | 0.049 |
| Professional Responsibility (InTASC Standards 9-10) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program. | | | | | | |
| 1 | Maintains a positive attitude in academic/ professional settings (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) | 71 | 11 | 0 | 82 | 0.732 |
| 2 | Commits to professional appearance in dress and grooming (InTASC 9.o)(Marzano 21) | 50 | 31 | 0 | 81 | 0.235 |
| 3 | Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics (InTASC 9.o) (Danielson 4f)(Marzano 21) | 80 | 3 | 0 | 83 | 0.928 |
| 4 | Values appropriate interpersonal relationships in all settings (InTASC 3.n, 10.r, 9.o) (Danielson 4.f) (Marzano 23) | 58 | 23 | 2 | 83 | 0.398 |
| 5 | Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f)(Marzano 21) | 76 | 7 | 0 | 83 | 0.831 |
| 6 | Values self-assessment reflective practice to overcome limitations and enhance strengths (InTASC 9.l, 9.m, 9.n, 10.t) (Danielson 4.a) (Marzano 22) | 58 | 24 | 1 | 83 | 0.398 |
| 7 | Initiates self-directed learning/ professional development (InTASC 9.l, 9.m, 9.n) (Danielson 4e) (Marzano 23) | 40 | 43 | 0 | 83 | -0.036 |
| 8 | Is committed to life-long learning by disseminating up-to-date knowledge/ research in the field (InTASC 9.n, 10.p, 10.r, 10.s) (Danielson 4.e) (Marzano 1,22) | 41 | 39 | 1 | 81 | 0.012 |
| 9 | Shows initiative in creating opportunities for positive change with mutual benefit (InTASC 10.p, 10.r, 10.s, 10.t) (Danielson 4.e) (Marzano 23) | 30 | 48 | 3 | 81 | -0.259 |
| 10 | Is approachable: nonthreatening, positive (InTASC 10.q, 10.r)(Marzano 23) | 72 | 9 | 1 | 82 | 0.756 |
| 11 | Receives/uses constructive feedback professionally (InTASC 10.t)(Danielson 4d)(Marzano 22) | 77 | 6 | 0 | 83 | 0.855 |
| 12 | Contributes professionally to the discussion between stakeholders regarding children's education (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4.d) (Marzano 23) | 41 | 39 | 3 | 83 | -0.012 |
| 13 | Advocates for the developmental/ academic needs of students during collaboration with stakeholders (InTASC 10.p, 10.q) (Danielson 4c, 4f)(Marzano 23) | 47 | 33 | 3 | 83 | 0.133 |
| 14 | Listens actively to stakeholders regarding children's education (InTASC 10.p, 10.q, 10.s) (Danielson 4c)(Marzano 23) | 51 | 31 | 1 | 83 | 0.229 |
| 15 | Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.s)(Danielson 4c)(Marzano 23) | 57 | 26 | 0 | 83 | 0.373 |
| 16 | Communicates professionally through electronic means (email, social media, course mgmt. system) (InTASC 10.q, 10.r) (Danielson 4c) | 62 | 21 | 0 | 83 | 0.494 |
| 17 | Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) | 67 | 16 | 0 | 83 | 0.614 |
| 18 | Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p) (Danielson 4f) | 79 | 4 | 0 | 83 | 0.904 |

The 28 items highlighted above were cross-referenced with the student teacher observation assessment instrument and six more items were removed so the final assessment instrument had 22 items. The instrument was piloted in the Spring of 2019. The data are available on the next sheet.

2019 VCSU Spring Pilot Disposition Data

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

| | Disposition Item - Rated by cooperating teachers The teacher candidate... | Mean | Max | Min | Standard Deviation | Count 3 | Count 2.5 | Count 2 | Count 1.5 | Count 1 | Percent 3 | Percent 2.5 | Percent 2 | Percent 1.5 | Percent 1 | Total |
|----|--|------|-----|-----|-----------------------|------------|--------------|------------|--------------|------------|--------------|----------------|--------------|----------------|--------------|-------|
| | InTASC Standards 1-3 Learner and Learning | | | | | | | | | | | | | | | |
| 1 | Respects learners' developmental strengths and needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III B.1, III.B.2-3) | 2.41 | 3 | 1.5 | 0.44 | 17 | 15 | 24 | 2 | 0 | 29.3% | 25.9% | 41.4% | 3.4% | 0.0% | 58 |
| 2 | Believes that all students can learn and achieve (InTASC 2.i, 2.n) (Danielson 2.b)(Marzano 19) (MCEE II.A.3) | 2.47 | 3 | 1.5 | 0.47 | 21 | 16 | 18 | 3 | 0 | 36.2% | 27.6% | 31.0% | 5.2% | 0.0% | 58 |
| 3 | Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3) | 2.26 | 3 | 1.5 | 0.47 | 12 | 10 | 29 | 5 | 0 | 21.4% | 17.9% | 51.8% | 8.9% | 0.0% | 56 |
| 4 | Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III.A.1) | 2.41 | 3 | 1.5 | 0.41 | 15 | 19 | 23 | 1 | 0 | 25.9% | 32.8% | 39.7% | 1.7% | 0.0% | 58 |
| 5 | Engages learners in decision-making for purposeful learning (InTASC 3.p)(Danielson 3c)(Marzano 18) (MCEE III.A.2) | 2.35 | 3 | 1 | 0.49 | 14 | 18 | 20 | 4 | 1 | 24.6% | 31.6% | 35.1% | 7.0% | 1.8% | 57 |
| 6 | Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) (MCEE III.A.2) | 2.33 | 3 | 1.5 | 0.44 | 13 | 15 | 27 | 3 | 0 | 22.4% | 25.9% | 46.6% | 5.2% | 0.0% | 58 |
| | InTASC Standards 4-5 Content | | | | | | | | | | | | | | | |
| 7 | Commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills (InTASC 4.r) (Danielson 3c)(Marzano 2) (MCEE II.A.1,II.A.3; II.C.1; III.B.1) | 2.37 | 3 | 1.5 | 0.44 | 14 | 18 | 23 | 3 | 0 | 24.1% | 31.0% | 39.7% | 5.2% | 0.0% | 58 |
| 8 | Is committed to linking subject content to real life issues (InTASC 5.q, 5.s)(Marzano 2) (MCEE II.A.1, II.A.3; II.C.1) | 2.29 | 3 | 1 | 0.49 | 12 | 17 | 23 | 5 | 1 | 20.7% | 29.3% | 39.7% | 8.6% | 1.7% | 58 |
| | InTASC Standards 6-8 Instructional Practice | | | | | | | | | | | | | | | |
| 9 | Commits to making accommodations in assessments for all learners (InTASC 6.t, 6.u, 6.v) (Danielson 3d) (MCEE I.C.5; II.C.1-3; III.A.1; IV.A.2) | 2.26 | 3 | 1 | 0.42 | 8 | 18 | 28 | 2 | 1 | 14.0% | 31.6% | 49.1% | 3.5% | 1.8% | 57 |
| 10 | Is committed to planning learning opportunities that promote student growth (InTASC 7.n, 7.p, 4.r, 9.i)(Danielson 1a)(Marzano 3) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4) | 2.34 | 3 | 1.5 | 0.48 | 15 | 16 | 21 | 6 | 0 | 25.9% | 27.6% | 36.2% | 10.3% | 0.0% | 58 |
| 11 | Values the exploration of how to use new and emerging technologies to promote student learning (InTASC 8.q, 8.r) (Danielson 1d) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4) | 2.28 | 3 | 1 | 0.55 | 18 | 7 | 24 | 8 | 1 | 31.0% | 12.1% | 41.4% | 13.8% | 1.7% | 58 |

| | InTASC Standards 9-10 Professional Responsibility | Mean | Max | Min | Standard Deviation | Count 3 | Count 2.5 | Count 2 | Count 1.5 | Count 1 | Percent 3 | Percent 2.5 | Percent 2 | Percent 1.5 | Percent 1 | Total |
|----|---|------|-----|-----|--------------------|---------|-----------|---------|-----------|---------|-----------|-------------|-----------|-------------|-----------|-------|
| 12 | Maintains a positive attitude in professional settings (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8) | 2.71 | 3 | 1.5 | 0.41 | 34 | 16 | 6 | 2 | 0 | 58.6% | 27.6% | 10.3% | 3.4% | 0.0% | 58 |
| 13 | Commits to professional appearance in dress and grooming (InTASC 9.o)(Marzano 21) (MCEE III A.4) | 2.70 | 3 | 2 | 0.40 | 34 | 13 | 11 | 0 | 0 | 58.6% | 22.4% | 19.0% | 0.0% | 0.0% | 58 |
| 14 | Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I, II, III, IV, V) | 2.65 | 3 | 2 | 0.43 | 32 | 11 | 15 | 0 | 0 | 55.2% | 19.0% | 25.9% | 0.0% | 0.0% | 58 |
| 15 | Values appropriate interpersonal relationships in all settings (InTASC 3.n, 9.o, 10.r) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1-5, III.A.1,6-9, B.1-3, IV.B.1-2, 5,E.1-4) | 2.57 | 3 | 1.5 | 0.46 | 28 | 11 | 18 | 1 | 0 | 48.3% | 19.0% | 31.0% | 1.7% | 0.0% | 58 |
| 16 | Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5) | 2.52 | 3 | 1.5 | 0.47 | 23 | 17 | 15 | 3 | 0 | 39.7% | 29.3% | 25.9% | 5.2% | 0.0% | 58 |
| 17 | Is approachable: nonthreatening, positive (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8) | 2.69 | 3 | 1.5 | 0.42 | 34 | 13 | 10 | 1 | 0 | 58.6% | 22.4% | 17.2% | 1.7% | 0.0% | 58 |
| 18 | Receives/uses constructive feedback professionally (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.) | 2.62 | 3 | 2 | 0.40 | 27 | 18 | 13 | 0 | 0 | 46.6% | 31.0% | 22.4% | 0.0% | 0.0% | 58 |
| 19 | Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1) | 2.46 | 3 | 1.5 | 0.49 | 22 | 12 | 21 | 3 | 0 | 37.9% | 20.7% | 36.2% | 5.2% | 0.0% | 58 |
| 20 | Communicates professionally through electronic means (email, social media, course management system) (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3) | 2.35 | 3 | 1 | 0.49 | 17 | 7 | 29 | 1 | 1 | 30.9% | 12.7% | 52.7% | 1.8% | 1.8% | 55 |
| 21 | Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c)(MCEE I, II, III, IV, V) | 2.42 | 3 | 1.5 | 0.45 | 19 | 11 | 26 | 1 | 0 | 33.3% | 19.3% | 45.6% | 1.8% | 0.0% | 57 |
| 22 | Accepts responsibility for personal actions and behaviors (InTASC 9.i, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V) | 2.55 | 3 | 2 | 0.43 | 24 | 14 | 18 | 0 | 0 | 42.9% | 25.0% | 32.1% | 0.0% | 0.0% | 56 |

3 = Exceeds Expectations, 2.5 In addition to rating of 2, partial success at rating of 3, **2 = Meets Expectations**, 1.5 In addition to rating of 1, partial success at rating of 2, **1 = Needs Improvement**
The “Not Observed” option was used 10 times by cooperating teachers: 22 ratings x 58 raters = 1276 total ratings (about 8 tenths of 1% were marked as “Not Observed”).

| Three highest mean score ratings | Three lowest mean score ratings |
|--|---|
| Item 12 –(2.71) Maintains a positive attitude in professional settings Item 13 –(2.70) Commits to professional appearance in dress and grooming Item 17 –(2.69) Is approachable: nonthreatening, positive | Item 3– (2.26) Commits to knowing about the cultures and communities that impact their students Item 9– (2.26) Commits to making accommodations in assessments for all learners Item 11– (2.28) Values the exploration of how to use new and emerging technologies to promote student learning |

Data Summary

This summary sheet provides a quick overview to help start discussions. Larger amounts of data related to each assessment and Interstate Teachers Assessment and Support Consortium (InTASC) standard are available.

- I. **Entry Survey** – ratings from Introduction to Education teacher candidates (beginning of program)
- II. **Student Teacher Final Evaluation** – ratings from cooperating teachers
- III. **Exit Survey** – ratings from student teachers at the time of graduation
- IV. **Transition to Teaching Survey (TTS)** – ratings from first-year teachers (April)
- V. **Supervisor Survey (SS)** – ratings of employers of first-year teachers (April)

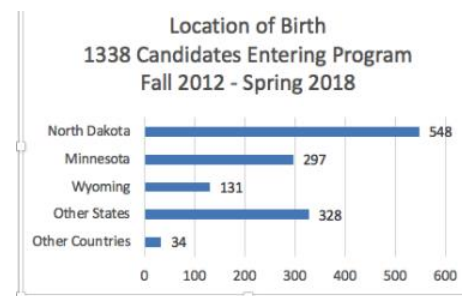
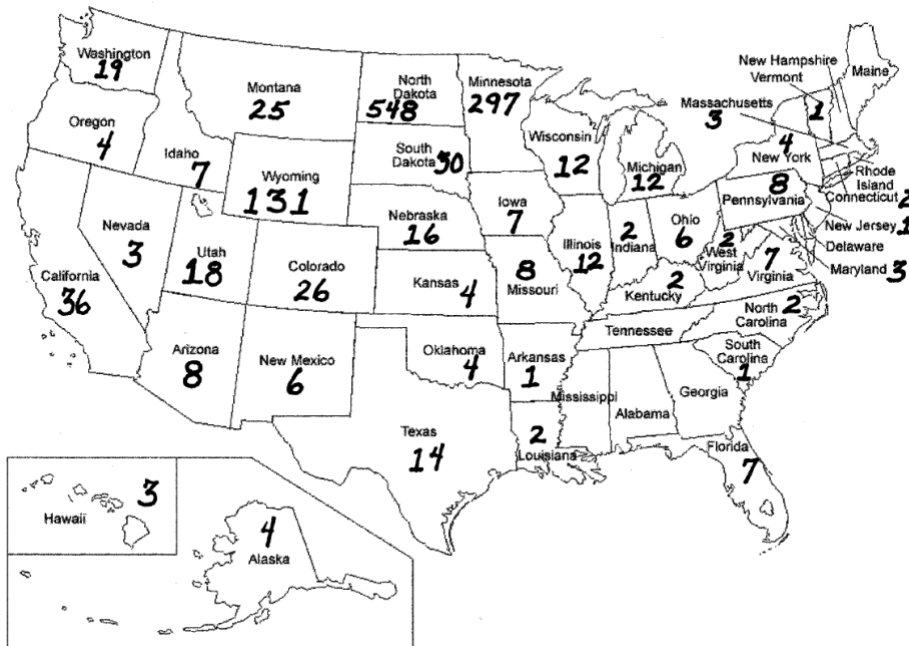
I. Introduction to Education Entry Survey Summary:

Entry Survey

Learning about VCSU Teacher Candidates

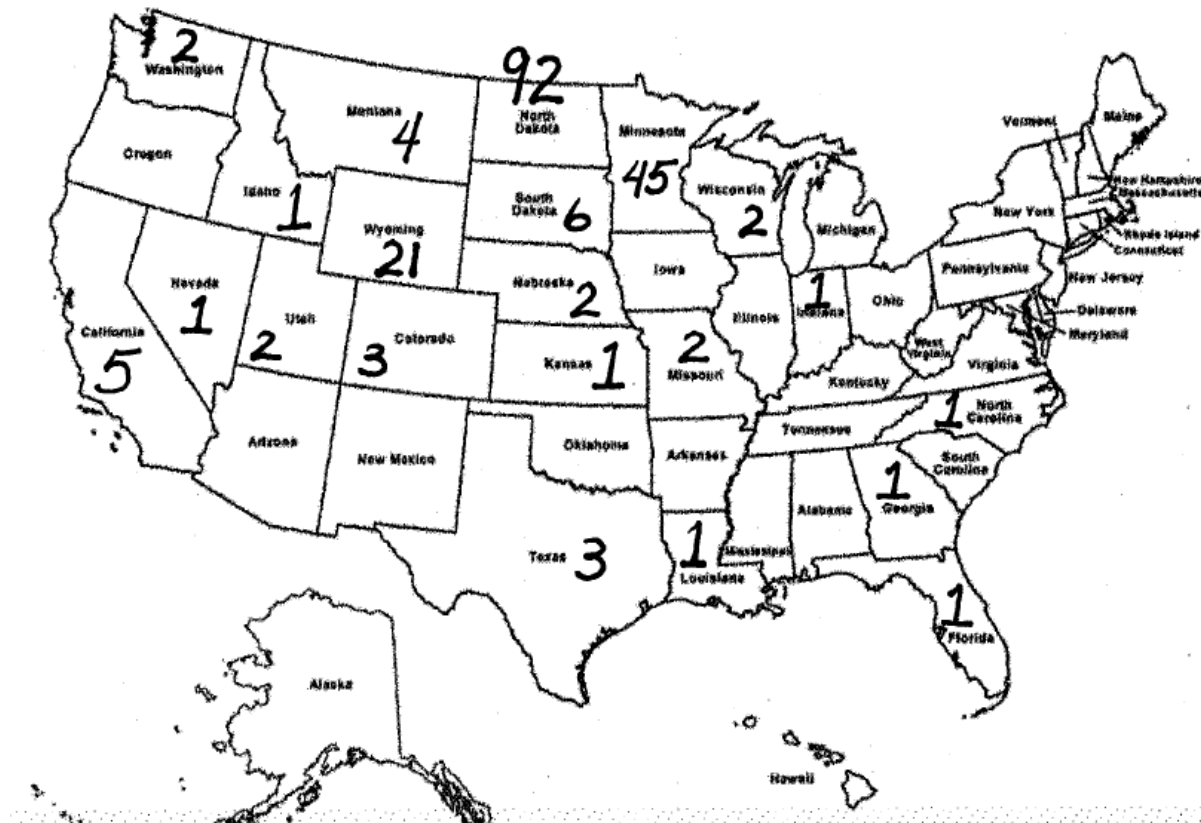
Data from Fall 2012 to Spring 2018

The Valley City State University School of Education asks each teacher candidate to complete an Entry Survey while enrolled in the EDUC 249 or EDUC 250 Intro to Education course. The intent of the survey to learn more about the background of the teacher candidates at VCSU and their path towards choosing teacher education. The map below displays the roots of the teacher candidates enrolled at Valley City State University in the undergraduate education program. The numbers represent the count of candidates who were born in the states identified on the map.



| VCSU Teacher Candidates Fall 2012-Spring 2018 | | |
|---|-------|---------|
| Location of Birth | Count | Percent |
| North Dakota | 548 | 41.0% |
| Minnesota | 297 | 22.2% |
| Wyoming | 131 | 9.8% |
| Other States | 328 | 24.5% |
| Other Countries | 34 | 2.5% |

Entry Survey
Fall 2018 – Spring 2019 Data



Teacher Candidates Fall 2012 -Spring 2018 Fall 2018 – Spring 2019

| Location of Birth | Count | Percent | | Location of Birth | Count | Percent |
|-------------------|-------|---------|--|-------------------|-------|---------|
| North Dakota | 548 | 41.0% | | North Dakota | 92 | 46.2% |
| Minnesota | 297 | 22.2% | | Minnesota | 45 | 22.6% |
| Wyoming | 131 | 9.8% | | Wyoming | 21 | 10.6% |
| Other States | 328 | 24.5% | | Other States | 39 | 19.6% |
| Other Countries | 34 | 2.5% | | Other Countries | 2 | 2.0% |

Entry Survey Data

| What is your sex? (Gender) | Fall 2012-Spring 2018 Total | Percent | Fall 2018-Spring 2019 Total | Percent |
|----------------------------|-----------------------------|---------------|-----------------------------|-------------|
| Male | 316 | 23.4% | 46 | 23% |
| Female | 1035 | 76.6% | 154 | 77% |
| Total | 1351 | 100.0% | 200 | 100% |

| What is your race/ethnicity? <i>Mark ALL that apply</i> | Fall 2012 Spring 2018 Total | Percent | Fall 2018-Spring 2019 Total | Percent |
|---|-----------------------------|---------------|-----------------------------|---------------|
| American Indian or Alaskan Native | 32 | 2.3% | 2 | 1.0% |
| Asian | 13 | 0.9% | 2 | 1.0% |
| Black or African American | 17 | 1.2% | 6 | 2.9% |
| Hispanic or Latino | 51 | 3.7% | 8 | 3.9% |
| Native Hawaiian and other Pacific Islander | 5 | 0.4% | 1 | 0.5% |
| White, non-Hispanic | 1271 | 90.9% | 186 | 89.9% |
| Other | 9 | 0.6% | 2 | 1.0% |
| Total | 1398 | 100.0% | 207 | 100.0% |

“Other” responses entered by teacher candidates: American, Metis (Native Canadian), Filipino-Swedish, Norwegian, White-Hispanic, White, German/Tunisian

Fall 2012 – Spring 2018 Entry Data Results

| At what age (approximately) did you think of becoming a teacher? | Total | Percent |
|--|------------|---------|
| 50-59 | 3 | 0.6% |
| 40-49 | 4 | 0.9% |
| 30-39 | 21 | 4.8% |
| 20-29 | 155 | 35.3% |
| 10-19 | 203 | 46.2% |
| 3 - 9 | 53 | 12.1% |
| Total | 439 | |

| Did anyone discourage you from pursuing a teaching career? | Total | Percent |
|--|-------------|---------|
| Yes | 275 | 20.9% |
| No | 1039 | 79.1% |
| Total | 1314 | |

| How long do you plan on teaching? | Total | Percent |
|-----------------------------------|-------------|---------------|
| 1-2 years | 6 | 0.46% |
| 3-5 years | 25 | 1.9% |
| 6-10 years | 81 | 6.15% |
| 11 or more years | 1189 | 90.21% |
| I do not plan to teach | 17 | 1.29% |
| Total | 1318 | |

Fall 2018 – Spring 2019 Entry Data Results

| At what point in your life did you first think of becoming a teacher? | Total | Percent |
|---|------------|---------|
| Elementary school | 63 | 31.7% |
| Middle school | 17 | 8.5% |
| High school | 65 | 32.7% |
| Between high school and college | 10 | 5.0% |
| College | 27 | 13.6% |
| After leaving college | 9 | 4.5% |
| Other (please specify) | 8 | 4.0% |
| Total | 199 | |

| Did anyone discourage you from pursuing a teaching career? | Total | Percent |
|--|------------|---------|
| Yes | 57 | 28.8% |
| No | 141 | 71.2% |
| Total | 198 | |

| How long do you plan on teaching? | Total | Percent |
|-----------------------------------|------------|------------|
| 1-2 years | 1 | 0.5% |
| 3-5 years | 5 | 2.5% |
| 6-10 years | 14 | 7% |
| 11 or more years | 180 | 90% |
| I do not plan to teach | | 0% |
| Total | 200 | |

II. Exit Survey Final Evaluation Summary:

The overall satisfaction ratings from student teachers exiting the VCSU program is high. Over 97% would “definitely” or “probably” recommend the VCSU teacher education program to other prospective teachers.

| Student Teachers – Exit Survey Results Assessment Item | VCSU Count / Percent N=922 2011-2019 | VCSU Count / Percent N=84 2018-2019 | VCSU Count / Percent N=98 2017-2018 | ¹ NExT Aggregate Count / Percent 2015-2016 | ² ND Aggregate Count / Percent 2015-2016 | ³ Super Aggregate Count/Percent 2016-2017 |
|---|---|--|--|---|---|--|
| Definitely yes | 698 / 75.7% | 68 / 81.0% | 70 / 71.4% | 750 / 43.7% | 186 / 60.6% | 584/55.9% |
| Probably yes | 201 / 21.8% | 14 / 16.6% | 26 / 26.5% | 752 / 43.8% | 97 / 31.6% | 361/34.6% |
| Probably no | 18 / 2.0% | 0 / 0.0% | 1 / 1.0% | 172 / 10.0% | 20 / 6.5% | 80/7.7% |
| Definitely no | 5 / 0.5% | 2 / 2.4% | 1 / 1.0% | 44 / 2.6% | 4 / 1.3% | 20/1.9% |

¹ NExT Aggregate 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).

² ND Aggregate Data were provided by Dickinson State University, Mayville State University, North Dakota State University, University of North Dakota, and Valley City State University. (Only 5 of 12 institutions reported data to the aggregate in 2015-2016. Data should be viewed cautiously.)

³ Super Aggregate This total includes respondents from 30 institutions across the five states of Alaska, Minnesota, North Dakota, South Dakota, and West Virginia.

VCSU student teachers rate their program satisfaction in a highly favorable manner; 97.5% rate their preparation favorably enough to state they would definitely recommend the program (75.7%) and another 21.8% would probably recommend the program to other prospective teachers. Only 5 of 922 exiting student teachers stated that they would not recommend the program; one-half of one percent (0.5%).

VCSU Exit Survey data indicated many areas of strength. The student teachers were asked to respond using the following prompt: **“To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”** (Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree)

Some of the highest rated areas included:

- Plan lessons with clear learning objectives/goals in mind (3.75)
- Act as an advocate for all students. (3.72)
- Use formative and summative assessments to inform instructional practice (3.70)
- Help students work together to achieve learning goals. (3.70)
- Use effective communication skills and strategies to convey ideas and information to students. (3.69)
- Develop and maintain a classroom environment that promotes student engagement. (3.69)
- Clearly communicate expectations for appropriate student behavior. (3.68)
- Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.67)
- Connect core content to students' real-life experiences. (3.67)
- Use colleague feedback to support my development as a teacher. (3.67)
- Collaborate with teaching colleagues to improve student performance. (3.67)
- Effectively teach the subject matter in my licensure area. (3.66)

Multi-year comparison of VCSU responses for the Exit Survey: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

| Exit Survey Data | 2018-2019 | | | 2017-2018 | | | 2016-2017 | | | 2015-2016 | | | 2014-2015 | | | 2013-2014 | | | 2012-2013 | | |
|---|-----------|------|-----|-----------|------|-----|-----------|------|-----|-----------|------|-----|-----------|------|-----|-----------|------|-----|-----------|------|-----|
| | n | Mean | SD | n | Mean | SD | n | Mean | SD | n | Mean | SD | n | Mean | SD | n | Mean | SD | n | Mean | SD |
| Effectively teach the subject matter in my licensure area. | 84 | 3.57 | 0.5 | 124 | 3.66 | 0.5 | 94 | 3.66 | 0.5 | 107 | 3.70 | 0.5 | 103 | 3.65 | 0.5 | 118 | 3.64 | 0.5 | 113 | 3.60 | 0.6 |

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

Student teachers exiting the program marked some of their lowest ratings in the area of InTASC Standard 2 Learner Differences. (Mean score on a 4-point scale)

- Differentiate instruction for students with mental health needs (2.98)
- Differentiate instruction for English language learners (3.09)
- Differentiate instruction for students with IEPs and 504 plans (3.13)
- Differentiate instruction for gifted and talented students (3.17)
- Access resources to foster learning for students with diverse needs. (3.34)
- Know where and how to access resources to build global awareness and understanding. (3.38)
- Collaborate with parents and guardians to support student learning. (3.39)

The data indicate an upward trend over the past two years, but progress needs to continue to be made.

The student teachers were asked to respond using the following prompt: **“To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”**

| Assessment Item | “Agree” ratings after 2011-2019 compared to 2011-2018, 2011-2017, and 2011-2015 | “Agree” + “Tend to Agree” ratings |
|---|---|-----------------------------------|
| Differentiate instruction for students with IEPs and 504 plans | Up to 36.0% after 2019 compared to 35.4% in 2018, 33.3% in 2017 and 30.9% after 2015 | 36.0% + 43.3% = 79.3% |
| Differentiate instruction for students with mental health needs | Now at 29.5% after 2019 compared to 30.1% in 2018, 28.9% in 2017 and 28.3% after 2015 | 29.5% + 44.6% = 74.1% |
| Differentiate instruction for gifted and talented students | Now at 37.7% after 2019 compared to 37.9% in 2018, 36.4% in 2017 and 35.2% after 2015 | 37.7% + 45.7% = 83.4% |
| Differentiate instruction for English language learners | Now at 34.1% after 2019 compared to 35.4% in 2018, 34.3% in 2017 and 33.2% after 2015 | 34.1% + 45.7% = 79.8% |

“Agree” is the most favorable choice and “Tend to Agree” is the second highest option. The combination of “Agree” and “Tend to Agree” bring the totals for these items to 74-83% favorable, with the remainder of the responses falling largely in the “Tend to Disagree” rating.

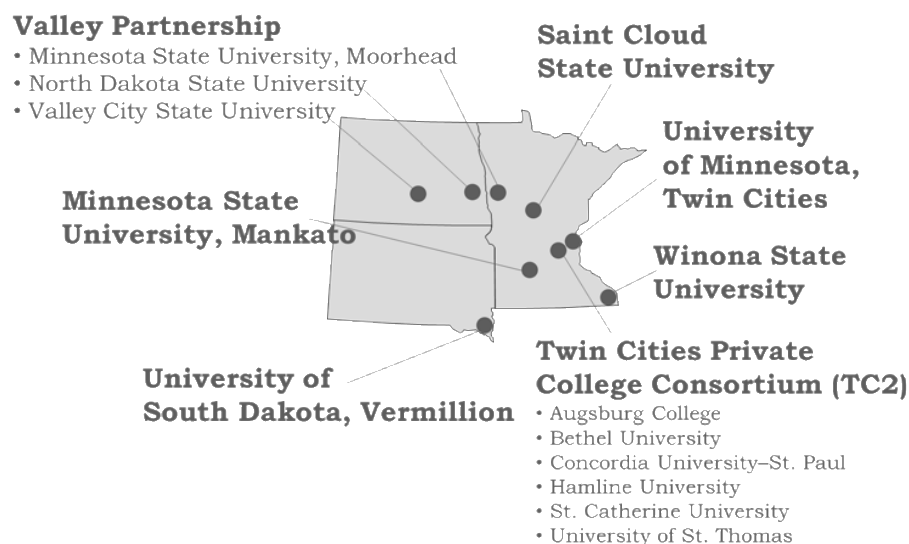
These areas of learner differences are challenging for teachers and teacher preparation programs. More work needs to be done, but all of the ratings are up compared to 2015. The table below compares VCSU mean score ratings with aggregate mean score ratings from the 14 ¹NExT institutions and a ²North Dakota aggregate.

Student teachers were asked to respond using the following prompt: **“To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”**

| Student Teachers – Exit Survey Results Assessment Item | VCSU mean score N = 83 2018-2019 | VCSU mean score N = 98 2017-2018 | VCSU mean score N = 107 2015-2016 | ¹ NExT Aggregate mean score N= 1043 2016-2017 | ¹ NExT Aggregate mean score N= 1708 2015-2016 | ² ND Aggregate mean score N=305 2015-2016 |
|---|---|---|--|---|---|---|
| Differentiate instruction for students with IEPs and 504 plans | 3.20 | 3.17 | 3.01 | 3.34 | 3.02 | 2.96 |
| Differentiate instruction for students with mental health needs | 2.95 | 3.04 | 2.95 | 3.22 | 2.87 | 2.86 |
| Differentiate instruction for gifted and talented students | 3.10 | 3.28 | 3.13 | 3.24 | 2.87 | 2.97 |
| Differentiate instruction for English language learners | 3.01 | 3.19 | 3.08 | 3.17 | 3.03 | 3.00 |

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

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



² Data were provided by Dickinson State University, Mayville State University, North Dakota State University, University of North Dakota, and Valley City State University. (Only 5 of 12 institutions reported data to the aggregate. Data should be viewed cautiously.)

III. Transition to Teaching Survey (TTS) Summary - *first-year teachers*:

Data gathered from first-year teachers indicated many areas of strength. The first-year teachers were asked to respond using the following prompt: **“To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”**

Some highly rated areas included:

- Act as an advocate for all students. (3.81)
- Plan lessons with clear learning objectives/goals in mind. (3.76)
- Use effective communication skills and strategies to convey ideas and information to students. (3.74)
- Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.74)
- Develop and maintain a classroom environment that promotes student engagement. (3.72)
- Effectively teach the subject matter in my licensure area. (3.71)
- Use formative and summative assessments to inform instructional practice. (3.70)
- Uphold laws related to student rights and teacher responsibility. (3.68)
- Use colleague feedback to support my development as a teacher. (3.67)
- Help students work together to achieve learning goals. (3.66)
- Collaborate with teaching colleagues to improve student performance. (3.66)
- Connect core content to students’ real-life experiences. (3.65)
- Clearly communicate expectations for appropriate student behavior. (3.65)
- Design activities where students engage with subject matter from a variety of perspectives. (3.63)
- Select instructional strategies to align with learning goals and standards. (3.63)
- Regularly adjust instructional plans to meet students’ needs. (3.61)

Data gathered from first-year teachers indicated many areas of strength. The first-year teachers were asked to respond using the following prompt: **“To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”**

Some lower rated areas included:

- Differentiate instruction for students with mental health needs. (3.02)
- Differentiate instruction for English-language learners. (3.06)
- Differentiate instruction for gifted and talented students. (3.15)
- Differentiate instruction for students with IEPs and 504 plans. (3.15)
- Help students to regulate their own behavior. (3.32)
- Collaborate with parents and guardians to support student learning. (3.35)
- Access resources to foster learning for students with diverse needs. (3.36)

First-year teachers were asked to respond using the following prompt: **“To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”**

| <i>First-year teachers</i> Assessment Item | VCSU mean score N = 56 2017-2018 | VCSU mean score N = 52 2016-2017 | VCSU mean score N = 50 2015-2016 | ³ Aggregate mean score N= 1004 2016-2017 | ¹ NExT mean score N= 685 2015-2016 | ² ND mean score N=229 2015-2016 |
|---|---|---|--|---|---|---|
| Differentiate instruction for students with IEPs and 504 plans | 3.15 | 3.12 | 3.12 | 3.17 | 3.04 | 2.94 |
| Differentiate instruction for students with mental health needs | 3.20 | 3.15 | 3.00 | 2.92 | 2.78 | 2.77 |
| Differentiate instruction for students for gifted and talented students | 3.15 | 3.27 | 3.16 | 2.92 | 2.84 | 2.83 |
| Differentiate instruction for students for English language learners | 3.06 | 3.18 | 3.04 | 3.01 | 2.99 | 2.76 |

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

¹The 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).

²Data were provided by Dickinson State University, Mayville State University, Minot State University, North Dakota State University, Turtle Mountain Community College, University of North Dakota, and Valley City State University. *(Only 7 of 12 institutions reported data to the aggregate. Data should be viewed cautiously.)*

³In addition to the NExT, institutions in Alaska, Minnesota, North Dakota, and West Virginia use the NExT Common Metrics Surveys statewide. In addition the University of Wisconsin Whitewater, Wayne State College, Otterbein University, and Zayed University are affiliate institutions.

An example of improvement, efforts continue for improvement in the area of mental health needs.

| Differentiates instruction for students with mental health needs | Agree Count | Agree % | Tend to Agree Count | Tend to Agree % | Tend to Disagree Count | Tend to Disagree % | Disagree Count | Disagree % |
|--|-------------|--------------|---------------------|-----------------|------------------------|--------------------|----------------|-------------|
| 2013 | 7 | 30.4% | 12 | 52.2% | 3 | 13.0% | 1 | 4.3% |
| 2014 | 6 | 14.3% | 24 | 57.1% | 11 | 26.2% | 1 | 2.4% |
| 2015 | 18 | 29.5% | 24 | 39.3% | 17 | 27.9% | 2 | 3.3% |
| 2016 | 15 | 30.0% | 22 | 44.0% | 11 | 22.0% | 2 | 4.0% |
| 2017 | 21 | 38.2% | 24 | 43.6% | 7 | 12.7% | 3 | 5.5% |
| 2018 | 24 | 46.2% | 13 | 25.0% | 10 | 19.2% | 5 | 9.6% |
| 2019 | 28 | 50.0% | 8 | 14.3% | 15 | 26.8% | 5 | 8.9% |
| Overall Total | 119 | 35.1% | 127 | 37.5% | 74 | 21.8% | 19 | 5.6% |

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

Is a formal mentoring/induction program available to you in your school or district?

| | n = 58 | |
|-----|--------|---------|
| | # | Percent |
| Yes | 43 | 74.1 |
| No | 15 | 25.9 |

How long do you plan on teaching?

| | n = 58 | |
|------------------|--------|---------|
| | # | Percent |
| 1-2 years | 1 | 1.7 |
| 3-5 years | 1 | 1.7 |
| 6-10 years | 4 | 6.9 |
| 11 or more years | 52 | 89.7 |

To what extent do you agree or disagree with each of the following statements?

| | n | Mean | SD |
|--|----|------|-------|
| I would recommend my teacher preparation program to a prospective teacher. | 56 | 3.8 | 0.534 |
| I am as happy about teaching as I thought I would be. | 56 | 3.8 | 0.433 |
| The rewards of teaching are worth the efforts required by my preparation program. | 56 | 3.8 | 0.410 |
| My teacher education program prepared me to be successful in my current teaching position. | 56 | 3.7 | 0.517 |

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

On a four-point scale, these mean scores of 3.7 and 3.8 display the a high percentage of the completers agree that they were well prepared for teaching.

IV. Supervisor Survey (SS) Summary – employers of first-year teachers (most often principals):

Data gathered from employers of first-year teachers indicated many areas of strength. The supervisors were asked to respond using the following prompt: **“To what extent do you agree or disagree that this first-year teacher does the following?”**

Some highly rated areas include:

- Upholds laws related to student rights and teacher responsibility. (3.78)
- Effectively teaches the subject matter in his/her licensure area. (3.76)
- Acts as an advocate for all students. (3.74)
- Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.74)
- Effectively organizes the physical environment of the classroom for instruction. (3.70)
- Uses colleague feedback to support development as a teacher. (3.69)
- Selects instructional strategies to align with learning goals and standards. (3.67)
- Designs activities where students engage with subject matter from a variety of perspectives. (3.66)
- Effectively teaches students from culturally and ethnically diverse backgrounds and communities. (3.66)
- Helps students work together to achieve learning goals. (3.65)
- Regularly adjusts instructional plans to meet students' needs. (3.65)
- Plans lessons with clear learning objectives/goals in mind. (3.63)
- Clearly communicates expectations for appropriate student behavior. (3.61)

First-year teachers were asked to respond using the following prompt: **“To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”**

| <i>Supervisors of first-year teachers</i> Assessment Item | VCSU mean score N = 41 2017-2018 | VCSU mean score N = 45 2016-2017 | VCSU mean score N = 44 2015-2016 | VCSU mean score N = 44 2014-2015 | ³ NExT mean score N= 717 2017-2018 | ¹ NExT mean score N= 526 2015-2016 | ² ND mean score N=151 2015-2016 |
|---|---|---|---|---|--|--|---|
| Design instruction for students with IEPs and 504 plans | 3.68 | 3.52 | 3.76 | 3.51 | 3.51 | 3.42 | 3.58 |
| Design instruction for students with mental health needs | 3.51 | 3.36 | 3.60 | 3.60 | 3.41 | 3.34 | 3.49 |
| Design instruction for students for gifted and talented students | 3.32 | 3.36 | 3.48 | 3.23 | 3.31 | 3.22 | 3.38 |
| Design instruction for students for English language learners | 3.50 | 3.39 | 3.68 | 3.43 | 3.43 | 3.36 | 3.48 |

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

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

² Data were provided by Mayville State University, Minot State University, North Dakota State University, University of North Dakota, and Valley City State University. (*Only 5 of 12 institutions reported data to the aggregate. Data should be viewed cautiously.*)

³ In addition to the NExT, institutions in Alaska, Minnesota, North Dakota, and West Virginia use the NExT Common Metrics Surveys statewide. In addition the University of Wisconsin Whitewater, Wayne State College, Otterbein University, and Zayed University are affiliate institutions.

Data gathered from employers of first-year teachers indicated many areas of strength. The supervisors were asked to respond using the following prompt: **“To what extent do you agree or disagree that this first-year teacher does the following?”**

Some lower rated areas include:

- **Differentiates assessment for all learners. (3.32)**
- **Identifies issues of reliability and validity in assessment. (3.33)**
- **Differentiates to meet the needs of students from various socioeconomic backgrounds. (3.36)**
- **Differentiates instruction for gifted and talented students. (3.36)**
- **Engages students in self-assessment strategies. (3.41)**
- **Analyzes multiple and appropriate types of assessment data to identify student learning needs. (3.47)**
- **Helps students analyze multiple sources of evidence to draw sound conclusions. (3.47)**
- **Makes interdisciplinary connections among core subjects. (3.48)**
- **Helps students develop skills to solve complex problems. (3.49)**

How are new teachers in your building evaluated in each of these areas? *Mark all that apply.*

| Student Achievement | VCSU n = 42 | | Super Aggregate* n =512 | |
|--|----------------|------------------|----------------------------|------------------|
| | # | Percent of Cases | # | Percent of Cases |
| Scores on statewide tests | 20 | 47.6 | 235 | 45.90 |
| Scores on districtwide tests | 27 | 64.3 | 236 | 46.09 |
| Performance on student learning objectives | 31 | 73.8 | 389 | 75.98 |
| Value added scores | 4 | 9.5 | 82 | 16.02 |
| Other ^a | 5 | 11.9 | 79 | 15.43 |

Note. Data from item A5. The “does not apply” responses were removed from the frequency counts.

^aOther responses from supervisors of VCSU graduates included: PLC - Team work and RTI; State assessment (NDSA) and MAP scores had been used informally in the past to talk about overall student/program results. This is the district's first year with the STAR assessment, so we are still learning how the STAR data correlates with the previous MAP data.; Success of year-long goal; Via capstones and praxis and final projects rubric; We use the district's DIBELS assessment, but also use our own internal assessment Easy CBM.

*The Super Aggregate includes responses gathered through 30 institutions across the five states of Alaska, Minnesota, North Dakota, South Dakota, and West Virginia.

How are new teachers in your building evaluated in each of these areas? *Mark all that apply.*

| Student Engagement | VCSU n = 46 | | Super Aggregate* n =512 | |
|---|----------------|------------------|----------------------------|------------------|
| | # | Percent of Cases | # | Percent of Cases |
| Principal and/or assistant principal observations | 44 | 95.7 | 602 | 95.71 |
| Coach and/or mentor observations | 23 | 50.0 | 309 | 49.13 |
| Peer and/or self-observations | 16 | 34.8 | 233 | 37.04 |
| Student engagement surveys | 3 | 6.5 | 139 | 22.10 |
| Other ^a | 3 | 6.5 | 30 | 4.77 |

Note. Data from item A6. The “does not apply” responses were removed from the frequency counts.

^aOther responses from supervisors of VCSU graduates included: based on observations, Counselor interactions with students and teacher; Director Observations.

An example of a comparison across surveys: Effectively teach the subject matter in my licensure area

| Assessment Item (source sharing their perspective) | VCSU mean score 2017-2018 | VCSU mean score 2016-2017 | VCSU mean score 2015-2016 | NExT mean score 2016-2017 | NExT mean score 2015-2016 | ND mean score 2015-2016 |
|--|---------------------------------|---------------------------------|---------------------------------|------------------------------------|------------------------------------|----------------------------------|
| Effectively teach the subject matter in my licensure area comparison across assessments: (Exit Survey: student teachers) | 3.64 | 3.66 | 3.70 | 3.64 N=1043 | 3.52 | 3.65 |
| Effectively teach the subject matter in my licensure area comparison across assessments: (TTS Survey: 1st year teachers) | 3.54 | 3.70 | 3.71 | 3.50 N=1017 | 3.54 | 3.56 |
| Effectively teach the subject matter in my licensure area comparison across assessments: (SS Survey: principals) | 3.73 | 3.80 | 3.81 | 3.65 N=762 | 3.70 | 3.81 |

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

2017-2019 Cooperating Teacher Ratings of Student Teachers

| Effectively teaches subject matter | Mean | Percent 3 or > |
|---|-------------|----------------|
| Fall 2017-Spring 2019 N=361 placements | 3.39 | 93% |

4-point scale: 4 –Distinguished; 3 –Proficient; 2 –Emerging; 1 –Undeveloped (rating choices of 1, 1.5, 2, 2.5, 3, 3.5, or 4)

V. Student Teacher Final Evaluation Summary:

Fall 2017- Spring 2019 Student Teacher Data

Areas of Strength and Areas of Challenge

Overall Mean Score of All Student Teacher Ratings = 3.36

N = 361 Student Teacher Placements

Three Highest Mean Score Ratings

Highest - InTASC 9 item: Demonstrates commitment to the profession 3.54

2nd Highest - InTASC 7 item: Collaboratively designs instruction 3.54

3rd Highest - InTASC 2 item: Exhibits fairness and belief that all students can learn 3.54

Lowest Mean Score Ratings

Lowest - InTASC 10 item: Collaborates with parent/guardian/advocate to improve student performance, 3.18

2nd Lowest - InTASC 5 item: Accesses content resources to build global awareness, 3.19

3rd Lowest – InTASC 6 item: Engages students in self-assessment strategies, 3.20

3rd Lowest – InTASC 4 item: Integrates culturally relevant content to build on learners' background knowledge, 3.22

Three Highest Percentage of Proficient Ratings

Highest - InTASC 9 item: Upholds legal responsibilities as a professional educator, 98% rating of 3 or higher

2nd Highest - InTASC 2 item: Exhibits fairness and belief that all students can learn, 96% rating of 3 or higher

3rd Highest - InTASC 3 item: Creates a safe and respectful environment for learners, 95% rating of 3 or higher

Three Lowest Percentage of Proficient Ratings

Lowest – InTASC 5 item: Accesses content resources to build global awareness 81% Proficient or higher (rating of 3 or higher)

2nd Lowest – InTASC 6 item: Uses appropriate data sources to identify student learning needs, 84% at 3 or higher

3rd Lowest - InTASC 10 item: Engages students in self-assessment strategies, 84% at 3 or higher

| 2017-2019 Student Teacher Evaluations from Cooperating Teachers Four InTASC Categories N= 363 | Mean | Percent of Student Teacher Placements with an overall rating of 3.0 or higher (Proficient level) | Percentage at each level | | | | | | |
|---|------|--|--|---------------|---------------|---------------|---------------|---------------|---------------|
| | | | 4-Distinguished; 3-Proficient; 2-Emerging; 1-Undeveloped | | | | | | |
| | | | 4.0 overall rating | 3.5 or higher | 3.0 or higher | 2.5 or higher | 2.0 or higher | 1.5 or higher | 1.0 or higher |
| Overall Mean for Student Teaching Ratings | 3.36 | 81.5% | 7.7% | 38.6% | 81.5% | 96.7% | 98.9% | 100% | 100% |
| Mean for InTASC 1-3 Learner and Learning | 3.38 | 81.3% | 11.6% | 44.8% | 81.3% | 97.5% | 99.4% | 100% | 100% |
| Mean for InTASC 4-5 Content Knowledge | 3.30 | 78.8% | 12.7% | 37.5% | 78.8% | 95.9% | 99.7% | 100% | 100% |
| Mean for InTASC 6-8 Instructional Strategies | 3.33 | 80.4% | 12.1% | 39.1% | 80.4% | 96.7% | 98.9% | 99.7% | 100% |
| Mean for InTASC 9-10 Professional Responsibility | 3.45 | 89.0% | 16.5% | 50.7% | 89.0% | 97.8% | 99.2% | 100% | 100% |

Highest and lowest ratings for each of the four InTASC categories: Overall Mean Score of All Student Teacher Ratings = 3.36

InTASC 1-3 Learner and Learning

Highest Rating:

InTASC 2 item: Exhibits fairness and belief that all students can learn 3.54

Lowest Rating:

InTASC 2 item: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs 3.29

InTASC 4-5 Content Knowledge

Highest Rating:

InTASC 4 item: Effectively teaches subject matter 3.38 *Comment: Positive and important to see this InTASC item rated high*

Lowest Rating:

InTASC 5 item: Accesses content resources to build global awareness 3.19

InTASC 6-8 Instructional Strategies

Highest Rating:

InTASC 7 item: Collaboratively designs instruction 3.54

InTASC 7 item: Connects lesson goals with school curriculum and state standards 3.40

Lowest Rating:

InTASC 6 item: Engages students in self-assessment strategies 3.20

InTASC 9-10 Professional Responsibility

Highest Rating:

InTASC 9 item: Demonstrates commitment to the profession 3.56

Lowest Rating:

InTASC 10 item: Collaborates with parent/guardian/advocate to improve student performance 3.18

VCSU Student Teacher Data: Teacher Candidate Self-Assessment Data compared with Cooperating Teacher Data

Fall 2018-Spring 2019 Self-assessment teacher candidate ratings; Fall 2017-Spring 2019 Cooperating teacher ratings

| | Self-Assessment | | | | Cooperating Teachers | | | |
|--|-----------------|----------|-------|-------|----------------------|----------|-------|-------|
| InTASC Standard 1 | Mean | % 3 or > | % < 3 | N | Mean | % 3 or > | % < 3 | Count |
| Supports student learning through developmentally appropriate instruction. | 3.37 | 95% | 5% | 177 | 3.37 | 92% | 8% | 361 |
| Accounts for differences in students' prior knowledge. | 3.29 | 93% | 7% | 176 | 3.33 | 90% | 10% | 361 |
| Standard #1: Learner Development. (Average Calculated) | 3.33 | 94% | 6% | 353 | 3.35 | 91% | 9% | 722 |
| InTASC Standard 2 | Mean | % 3 or > | % < 3 | N | Mean | % 3 or > | % < 3 | Count |
| Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs. | 3.25 | 90% | 10% | 176 | 3.30 | 90% | 10% | 361 |
| Exhibits fairness and belief that all students can learn. | 3.62 | 99% | 1% | 177 | 3.54 | 96% | 4% | 361 |
| Standard #2: Learning Differences. (Average Calculated) | 3.44 | 95% | 5% | 353 | 3.42 | 93% | 7% | 722 |
| InTASC Standard 3 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Creates a safe and respectful environment for learners. | 3.60 | 99% | 1% | 177 | 3.48 | 95% | 5% | 361 |
| Structures a classroom environment that promotes student engagement. | 3.43 | 97% | 3% | 176 | 3.39 | 91% | 9% | 361 |
| Clearly communicates expectations for appropriate student behavior. | 3.34 | 94% | 6% | 177 | 3.33 | 89% | 11% | 361 |
| Responds appropriately to student behavior. | 3.30 | 92% | 8% | 177 | 3.33 | 88% | 12% | 361 |
| Guides learners in using technologies in appropriate, safe, and effective ways. | 3.31 | 88% | 12% | 177 | 3.31 | 92% | 8% | 361 |
| Standard #3: Learning Environments. (Average Calculated) | 3.40 | 94% | 6% | 884 | 3.37 | 91% | 9% | 1805 |
| Summary for Standards 1 -3 Learner and Learning | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| (Calculated) | 3.39 | 94% | 6% | 1590 | 3.38 | 91% | 9% | 3249 |
| InTASC Standard 4 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Effectively teaches subject matter. | 3.36 | 93% | 7% | 177 | 3.39 | 93% | 7% | 361 |
| Guides mastery of content through meaningful learning experiences. | 3.27 | 90% | 10% | 177 | 3.34 | 91% | 9% | 361 |
| Integrates culturally relevant content to build on learners' background knowledge. | 3.12 | 82% | 18% | 176 | 3.22 | 88% | 12% | 361 |
| Standard #4: Content Knowledge. (Average Calculated) | 3.25 | 88% | 12% | 530 | 3.32 | 91% | 9% | 1083 |
| InTASC Standard 5 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Connects core content to relevant, real-life experiences and learning tasks. | 3.36 | 94% | 6% | 177 | 3.37 | 90% | 10% | 361 |
| Designs activities where students engage with subject matter from a variety of perspectives. | 3.28 | 90% | 10% | 177 | 3.31 | 89% | 11% | 361 |
| Accesses content resources to build global awareness. | 3.03 | 77% | 23% | 177 | 3.19 | 81% | 19% | 361 |
| Uses relevant content to engage learners in innovative thinking & collaborative problem solving. | 3.34 | 93% | 7% | 177 | 3.26 | 86% | 14% | 361 |
| Standard #5: Applications of Content. (Average Calculated) | 3.25 | 89% | 11% | 708 | 3.28 | 87% | 13% | 1444 |
| Summary for Standards 4-5 Content Knowledge | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| (Calculated) | 3.25 | 88% | 12% | 1238 | 3.30 | 88% | 12% | 2527 |

| | | | | | | | | |
|---|------|----------|-------|-------|-------------|----------|-------|-------|
| InTASC Standard 6 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Uses multiple methods of assessment. | 3.31 | 92% | 8% | 177 | 3.29 | 90% | 10% | 361 |
| Provides students with meaningful feedback to guide next steps in learning. | 3.28 | 85% | 15% | 177 | 3.34 | 90% | 10% | 361 |
| Uses appropriate data sources to identify student learning needs. | 3.15 | 82% | 18% | 177 | 3.21 | 84% | 16% | 361 |
| Engages students in self-assessment strategies. | 3.08 | 80% | 20% | 176 | 3.20 | 84% | 16% | 361 |
| Standard #6: Assessment. (Average Calculated) | 3.20 | 85% | 15% | 707 | 3.26 | 87% | 13% | 1444 |
| InTASC Standard 7 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Connects lesson goals with school curriculum and state standards. | 3.47 | 95% | 5% | 176 | 3.40 | 93% | 7% | 361 |
| Uses assessment data to inform planning for instruction. | 3.30 | 90% | 10% | 177 | 3.25 | 86% | 14% | 361 |
| Adjusts instructional plans to meet students' needs | 3.38 | 94% | 6% | 176 | 3.34 | 89% | 11% | 361 |
| Collaboratively designs instruction. | 3.38 | 95% | 5% | 177 | 3.54 | 96% | 4% | 361 |
| Standard #7: Planning for Instruction. (Average Calculated) | 3.38 | 93% | 7% | 706 | 3.38 | 91% | 9% | 1444 |
| InTASC Standard 8 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Varies instructional strategies to engage learners. | 3.32 | 93% | 7% | 177 | 3.36 | 89% | 11% | 361 |
| Uses technology appropriately to enhance instruction. | 3.35 | 91% | 9% | 176 | 3.34 | 91% | 9% | 361 |
| Differentiates instruction for a variety of learning needs. | 3.21 | 89% | 11% | 176 | 3.32 | 89% | 11% | 361 |
| Instructional practices reflect effective communication skills. | 3.35 | 92% | 8% | 177 | 3.35 | 90% | 10% | 361 |
| Standard #8: Instructional Strategies. (Average Calculated) | 3.31 | 91% | 9% | 706 | 3.34 | 90% | 10% | 1444 |
| Summary for Standards 6-8 Instructional Strategies | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| (Calculated) | 3.30 | 90% | 10% | 2119 | 3.33 | 89% | 11% | 4332 |
| InTASC Standard 9 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Uses feedback to improve teaching effectiveness. | 3.47 | 97% | 3% | 177 | 3.50 | 94% | 6% | 361 |
| Uses self-reflection to improve teaching effectiveness | 3.49 | 97% | 3% | 177 | 3.49 | 92% | 8% | 361 |
| Upholds legal responsibilities as a professional educator. | 3.62 | 99% | 1% | 177 | 3.47 | 98% | 2% | 361 |
| Demonstrates commitment to the profession. | 3.65 | 99% | 1% | 177 | 3.54 | 95% | 5% | 361 |
| Standard #9: Professional Learning and Ethical Practice. (Average Calculated) | 3.56 | 98% | 2% | 708 | 3.50 | 95% | 5% | 1444 |
| InTASC Standard 10 | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| Collaborates with colleagues to improve student performance. | 3.54 | 97% | 3% | 177 | 3.48 | 95% | 5% | 361 |
| Collaborates with parent/guardian/advocate to improve student performance. | 3.10 | 82% | 18% | 175 | 3.18 | 86% | 14% | 361 |
| Standard #10: Leadership and Collaboration. (Average Calculated) | 3.32 | 89% | 11% | 352 | 3.33 | 90% | 10% | 722 |
| Summary for Standards 9-10 Professional Responsibility | Mean | % 3 or > | % < 3 | Count | Mean | % 3 or > | % < 3 | Count |
| (Calculated) | 3.48 | 95% | 5% | 1060 | 3.44 | 93% | 7% | 2166 |