

VCSU School of Education and Graduate Studies Annual Data Sharing Event August 5, 2020

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Name	Email	School District	Academic Area
Alyssa Danielson	alyssa.danielson@northerncassschool.com	Northern Cass School	5 <sup>th</sup> Grade
Chad Lueck	chad.lueck@k12.nd.us	Valley City	Elementary Principal
Troy Miller	Troy.miller@k12.nd.us	Valley City	Elementary Principal
Terri Egan	Terri.egan@k12.nd.us	Enderlin	7-12 English
Kristi Shanenko	Kristi.shanenko@k12.nd.us	Valley City	English 8 <sup>th</sup> and 11 <sup>th</sup> (*TE)
Kimmy Milligan	milligk@fargo.k12.nd.us	Fargo	Student Performance Strategist
Rhonda Nudell	Rhonda.nudell@k12.nd.us	Valley City	Washington Elementary (4-6)
Wendy McDaniel	Wendy.mcdaniel@k12.nd.us	Valley City	Jefferson Elementary (4-6)
Natalie Potratz	Natalie.potratz@k12.nd.us	Valley City	3 <sup>rd</sup> Grade
Kathy Lentz	Kathy.lentz@k12.nd.us	Valley City	5 <sup>th</sup> Grade
Waylan Starr	Waylan.starr@k12.nd.us	Valley City	Social Studies 9-12
Cindy Creviston	Cindy.creviston@k12.nd.us	Valley City	Special Education
Liz Lindteigen	Lizabeth.lindteigen@k12.nd.us	Valley City	Elementary Physical Education
Darin Eller	darin.eller@northerncassschool.com	Northern Cass School	Teacher/Tech Coordinator
Amber Eller	Amber.eller@northerncassschool.com	Northern Cass School	Grade Level 1-3
Jess Gregerson	Jessica.gregerson@k12.nd.us	Valley City	Math 7-12
Trent Kosel	Trent.kosel@vcsu.edu	Northern Cass School, VCSU in Fall 2020	7-12 Math, Faculty in VCSU Math Department beginning Fall 2020
Sandy Porter	sanraeben@gmail.com	VCSU in Wyoming	Field Experience Placement Coordinator
Amber Aberle	Amber.r.aberle@vcsu.edu	VCSU	SEGS and Business Methods (*TE)
John LeTellier	John.letellier@vcsu.edu	VCSU	Music Education Methods (*TE)
David Hanson	David.hanson@vcsu.edu	VCSU	SEGS Faculty
Harmony Richman	Harmony.richman@vcsu.edu	VCSU	SEGS Faculty
Jamie Wirth	Jamie.wirth@vcsu.edu	VCSU	Mathematics Methods (*TE)
Jodi Shorma	Jodi.shorma@vcsu.edu	VCSU	English Methods (*TE)
Abby Bremer	Abigail.bremer@vcsu.edu	VCSU	SEGS Faculty
Al Olson	Al.olson@vcsu.edu	VCSU	SEGS Assessment Coordinator (*TE)
Heather Anderson	Heather.anderson2@vcsu.edu	VCSU	SEGS Director of Special Education
Haley Jenrich	Haleyjo.jenrich@vcsu.edu	VCSU	SEGS
Joan Klein	Joan.klein@vcsu.edu	VCSU	SEGS Faculty
Angie Williams	Angela.williams.3@vcsu.edu	VCSU	Health/Physical Education Methods (*TE)
Tim Michaelson	timothy.michaelson@vcsu.edu	VCSU	VCSU SEGS Faculty
James Boe	Jim.boe@vcsu.edu	VCSU	Dean of the Graduate Studies

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** – Introduction to Education (basic information about the VCSU teacher candidates)
- 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)
- VI. **Substitute Teaching Reflections** – candidate reflections on substitute teaching experiences

## I. Introduction to Education Entry Survey Data from Fall 2018 – Spring 2020

<https://vcsuintasc.myefolio.com/datasharing/entry>

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 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 2020.



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%

Teacher Candidates Fall 2018 – Spring 2020

Location of Birth	Count	Percent
North Dakota	193	49.5%
Minnesota	76	19.5%
Wyoming	41	10.5%
Other States	73	18.7%
Other Countries	7	1.8%

What year did you graduate high school?	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010-2000	1999-1990	1989-1980	1979-1970
Fall 2018 – Spring 2020 Responses	19	105	108	39	13	7	5	7	9	57	23	3	1

## II. Student Teacher Final Evaluation Summary:

**Student Teacher Final Evaluations:** 4-point rating scale utilized by cooperating teachers:

(4) Distinguished, (3) Proficient, (2) Emerging, (1) Undeveloped.

Fall 2017- Spring 2020 Student Teacher Data N = 489 Student Teacher Placements

The 2017-2020 cooperating teacher ratings of student teachers have yielded a **mean score of 3.37** on a four-point scale. The mean score represents a solid value between the proficient (3) and distinguished (4) level ratings.

### Areas of Strength and Areas of Challenge

#### Three Highest Mean Score Ratings

Highest - InTASC 2 item: Exhibits fairness and belief that all students can learn 3.56

2<sup>nd</sup> Highest - InTASC 9 item: Demonstrates commitment to the profession 3.55

3<sup>rd</sup> Highest - InTASC 7 item: Collaboratively designs instruction 3.54

#### Lowest Mean Score Ratings

Lowest - InTASC 10 item: Collaborates with parent/guardian/advocate to improve student performance, 3.20  
**and** InTASC 5 item: Accesses content resources to build global awareness, 3.20

3<sup>rd</sup> Lowest – InTASC 6 item: Engages students in self-assessment strategies, 3.22  
**and** InTASC 4 item: Integrates culturally relevant content to build on learners' background knowledge, 3.22

2017-2020 Student Teacher Evaluations from Cooperating Teachers	Mean	Average percent of overall ratings at 3.0 or higher (Proficient level)
Four InTASC Categories N= 489		
Overall Mean for Student Teaching Ratings	3.37	90.7%
Mean for InTASC 1-3 Learner and Learning	3.39	91%
Mean for InTASC 4-5 Content Knowledge	3.30	88%
Mean for InTASC 6-8 Instructional Strategies	3.34	90%
Mean for InTASC 9-10 Professional Responsibility	3.46	93%

Link to additional Student Teacher Data: <https://vcsuintasc.myefolio.com/datasharing/STEVAL>

### III. Exit Survey Summary:

#### Exit Survey Data Fall 2011- Spring 2020

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	801	75.92%
Probably Yes	230	21.80%
Probably No	19	1.80%
Definitely No	5	0.47%
<b>Total</b>	<b>1055</b>	

VCSU student teachers rate their program satisfaction in a highly favorable manner; 97.72% rate their preparation favorably enough to state they would definitely recommend the program (75.92%) and another 21.80% would probably recommend the program to other prospective teachers. Only 5 of 1055 exiting student teachers stated that they would not recommend the program; less than one-half of one percent.

#### 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.)*

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)

#### Instructional Practice (Related to InTASC Standards 6-8)

**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.	78.86 %	18.68 %	1.97 %	0.39 %	0.1 %	1017
Use formative and summative assessments to inform instructional practice.	73.71 %	24.49 %	1.68 %	0.12 %	0 %	833
Effectively teach the subject matter in my licensure area.	68.53 %	28.72 %	2.37 %	0.28 %	0.09 %	1055
Design activities where students engage with subject matter from a variety of perspectives.	67.19 %	29.17 %	3.24 %	0.29 %	0.1 %	1018
Provide students with meaningful feedback to guide next steps in learning.	66.24 %	30.12 %	3.35 %	0.3 %	0 %	1016

**Lowest:** The fact that 93.81% of the student teachers nearing graduation either “Agree” or “Tend to Agree” that they feel prepared in long-range planning is positive, yet this 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.	48.31 %	43.22 %	7.75 %	0.73 %	0 %	826
Help students develop skill to solve complex problems.	54.09 %	41.71 %	3.85 %	0.36 %	0 %	832
Help students analyze multiple sources of evidence to draw sound conclusions.	54.37 %	40.78 %	4.37 %	0.49 %	0 %	824
Differentiate assessment for all learners.	54.80 %	38.8 %	5.6 %	0.8 %	0 %	500
Design long-range instructional plans that meet curricular goals.	55.36 %	38.45 %	5.01 %	0.98 %	0.2 %	1017

## Diverse Learners

**Highest:** These two differentiation areas are related to InTASC Standards 1 and Standard 2. 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.	58.89 %	35.43 %	5.08 %	0.48 %	0.12 %	827
Differentiate instruction for a variety of learning needs.	56.24 %	38.42 %	4.61 %	0.48 %	0.24 %	825
Differentiate to meet the needs of students from various socioeconomic backgrounds.	56.14 %	35.80 %	7.39 %	0.48 %	0.19 %	1042

**Lowest:** The overall data for these items are so low, the data have been an area of focus for several years. The data shared in the Summer of 2017 is also listed in the table below. The program’s Dean required all faculty to attend 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 the efforts for teacher preparation in mental health and working with English learners in a specific course and also throughout the curriculum. Progress is being made as the percentages of candidates who agree they feel prepared in these areas has risen. Please look at the next two tables below to see the improvement.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
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
<i>2011-2017: Differentiate instruction for students with mental health needs.</i>	<i>28.99 %</i>	<i>42.64 %</i>	<i>23.93 %</i>	<i>2.76 %</i>	<i>1.69 %</i>	<i>652</i>
<i>2011-2017: Differentiate instruction for English-language learners.</i>	<i>34.11 %</i>	<i>45.63 %</i>	<i>15.89 %</i>	<i>2.62 %</i>	<i>1.75 %</i>	<i>686</i>
<i>2011-2017: Differentiate instruction for gifted and talented students.</i>	<i>38.30 %</i>	<i>46.81 %</i>	<i>8.51 %</i>	<i>6.38 %</i>	<i>0.00 %</i>	<i>1009</i>

Please notice the improved trajectory of the data over the past three semesters. 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, and Spring 2020	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
<b>Spring 2020</b> Differentiate instruction for students with mental health needs.	54.22 %	31.33 %	12.05 %	2.41 %	0 %	83
<b>Fall 2019</b> Differentiate instruction for students with mental health needs.	51.02 %	36.73 %	12.24 %	0 %	0 %	49
<b>Spring 2019</b> Differentiate instruction for students with mental health needs.	20.48 %	59.04 %	15.66 %	4.82 %	0 %	83
<b>Spring 2020</b> Differentiate instruction for English-language learners.	56.63 %	32.53 %	7.23 %	3.61 %	0 %	83
<b>Fall 2019</b> Differentiate instruction for English-language learners.	44.90 %	36.73 %	16.33 %	2.04 %	0 %	49
<b>Spring 2019</b> Differentiate instruction for English-language learners.	25.30 %	54.22 %	16.87 %	3.61 %	0 %	83
<b>Spring 2020</b> Differentiate instruction for gifted and talented students.	57.83 %	30.12 %	8.43 %	3.61 %	0 %	83
<b>Fall 2019</b> Differentiate instruction for gifted and talented students.	48.98 %	42.86 %	8.16 %	0 %	0 %	49
<b>Spring 2019</b> Differentiate instruction for gifted and talented students.	33.73 %	46.99 %	14.46 %	4.82 %	0 %	83

Link to additional Exit Survey Data: <https://vcsuintasc.myfolio.com/datasharing/Exit>

## Learning Environment

**Highest:** The InTASC Standard 3 data are encouraging for the program to see so many items from this section with Agree and Tend to Agree ranking percentages 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 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.	73.97 %	23.82 %	1.9 %	0.2 %	0.1 %	999
Help students work together to achieve learning goals.	72.86 %	25.18 %	1.83 %	0.12 %	0 %	818
Use effective communication skills and strategies to convey ideas and information to students.	72.06 %	26.63 %	1.01 %	0.2 %	0.1 %	995
Clearly communicate expectations for appropriate student behavior.	71.26 %	27.04 %	1.21 %	0.4 %	0.1 %	995
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	71.21 %	26.68 %	1.91 %	0 %	0.2 %	997
Connect core content to students' real-life experiences.	69.87 %	27.83 %	2.1 %	0.1 %	0.1 %	999

**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, and at 59.21% after the Spring of 2020. The data between 2017 and 2020 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.	58.10 %	34.80 %	6.60 %	0.40 %	0.1 %	1000
Respond appropriately to student behavior.	59.21 %	34.88 %	5.23 %	0.58 %	0.1 %	1032

## Professionalism

**Highest:** The data are encouraging with each of these items with ratings of "Agree" or "Tend to Agree" at 97% or higher. The data indicate that teacher candidates are willing to advocate for their 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.	77.69 %	20.69 %	1.01 %	0.61 %	0 %	493
Collaborate with teaching colleagues to improve student performance.	70.47 %	27.30 %	1.84 %	0.29 %	0.1 %	1033
Use colleague feedback to support my development as a teacher.	69.90 %	28.20 %	1.90 %	0 %	0 %	1000
Uphold laws related to student rights and teacher responsibility.	68.22 %	29.15 %	2.23 %	0.4 %	0 %	494

**Lowest:** The overall data for working with parents is an area that has been discussed for program growth. The topic was addressed at the annual data sharing event with K-12 educators after viewing the Spring 2019 data. Awareness can lead to discussion and each course that makes small improvements in opportunities to work with parents can make a difference. The Fall 2019-Spring 2020 data are more favorable.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
2011-2020 Collaborate with parents and guardians to support student learning.	52.47 %	36.59 %	9.78 %	0.87 %	0.29 %	1033

Isolation of Fall 2019-Spring 2020 data:

2019-2020 Collaborate with parents and guardians to support student learning.	55.70 %	38.20 %	6.10 %	0.00 %	0.00 %	131
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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).



#### IV. Transition to Teaching Survey (TTS) Summary – also called first-year teachers (*completer/alumni*):

The 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?”**

##### Ten areas rated the highest by first-year teachers who graduated Fall 2018-Spring 2019

*4=Agree, 3=Tend to Agree, 2=Tend to Disagree, 1=Disagree*

Ten highest rated items and related InTASC Standard	Mean Score
Plan lessons with clear learning objectives/goals in mind. (InTASC 7)	3.77
Provide students with meaningful feedback to guide next steps in learning. (InTASC 6)	3.74
Use formative and summative assessments to inform instructional practice. (InTASC 6)	3.74
Act as an advocate for all students. (InTASC 9)	3.74
Select instructional strategies to align with learning goals and standards. (InTASC 8)	3.72
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (InTASC 3)	3.68
Develop and maintain a classroom environment that promotes student engagement. (InTASC 3)	3.67
Design activities where students engage with subject matter from a variety of perspectives. (InTASC 5)	3.67
Use colleague feedback to support my development as a teacher. (InTASC 10)	3.67
Connect core content to students' real-life experiences. (InTASC 5)	3.65

##### Ten areas rated the lowest by first-year teachers who graduated Fall 2018-Spring 2019

*4=Agree, 3=Tend to Agree, 2=Tend to Disagree, 1=Disagree*

Ten lowest rated items and related InTASC Standard	Mean Score
Differentiate assessment for all learners. (InTASC 6)	3.42
Help students regulate their own behavior. (InTASC 3)	3.40
Help students analyze multiple sources of evidence to draw sound conclusions. (InTASC 5)	3.37
Access resources to foster learning for students with diverse needs. (InTASC 2)	3.33
Differentiate instruction for students with IEPs and 504 plans. (InTASC 2)	3.32
Design long-range instructional plans that meet curricular goals. (InTASC 7)	3.32
Collaborate with parents and guardians to support student learning. (InTASC 10)	3.26
Differentiate instruction for students with mental health needs. (InTASC 2)	3.25
Differentiate instruction for gifted and talented students. (InTASC 2)	3.23
Differentiate instruction for English-language learners. (InTASC 2)	3.12

<i>The responses in this table are gathered from 2018-2019 completers during their first year of teaching in the Spring of 2020.</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.	46	80.7%	10	17.5%	1	1.8%	0	0.0%	3.79	57
I am as happy about teaching as I thought I would be.	46	80.7%	9	15.8%	2	3.5%	0	0.0%	3.77	57
The rewards of teaching are worth the efforts required by my preparation program.	47	82.5%	9	15.8%	1	1.8%	0	0.0%	3.81	57
My teacher education program prepared me to be successful in my current teaching position.	41	71.9%	15	26.3%	1	1.8%	0	0.0%	3.70	57

Link to additional **Completer Survey** Data: <https://vcsuintasc.myefolio.com/datasharing/completer>

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

The 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?”**

**Ten areas rated the highest by employers of first-year teachers who graduated Fall 2018-Spring 2019**

*4=Agree, 3=Tend to Agree, 2=Tend to Disagree, 1=Disagree*

<b>Ten highest rated items and related InTASC Standard</b>	<b>Mean Score</b>
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (InTASC 3)	3.83
Effectively teach the subject matter in my licensure area. (InTASC 4)	3.82
Uphold laws related to student rights and teacher responsibility. (InTASC 9)	3.82
Act as an advocate for all students. (InTASC 9)	3.76
Effectively organize the physical environment of the classroom for instruction. (InTASC 3)	3.74
Use colleague feedback to support my development as a teacher. (InTASC 9)	3.74
Use digital and interactive technologies to achieve instructional goals. (InTASC 8)	3.73
Plan lessons with clear learning objectives/goals in mind. (InTASC 7)	3.71
Collaborate with teaching colleagues to improve student performance. (InTASC 10)	3.71
Differentiate instruction for students with IEPs and 504 plans. (InTASC 2)	3.68

**Five areas rated the lowest by employers of first-year teachers who graduated Fall 2018-Spring 2019**

*4=Agree, 3=Tend to Agree, 2=Tend to Disagree, 1=Disagree*

<b>Five lowest rated items and related InTASC Standard</b>	<b>Mean Score</b>
Make interdisciplinary connections among core subjects. (InTASC 5)	3.34
Differentiate instruction for gifted and talented students. (InTASC 2)	3.34
Identify issues of reliability and validity in assessment. (InTASC 6)	3.36
Design long-range instructional plans that meet curricular goals. (InTASC 7)	3.37
Differentiate assessment for all learners. (InTASC 6)	3.37

Link to additional Employer Survey Data: <https://vcsuintasc.myefolio.com/datasharing/employer>



## VI. Substitute Teacher Reflection Summary

Substitute Teaching Reflections (5/15/20) EDUC 350/EDUC 351 Teacher Candidate Responses  
Fall 2018-Spring 2020 (four semesters of data)

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

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

(A half-day may be entered as .5 Example teacher candidate who subbed four-and-one-half days, may enter 4.5)

	1 N=	1.5 N=	2 N=	2.5 N=	3 N=	3.5 N=	4 N=	4.5 N=	5 N=	More than 5	Mean	Median
Days of Substitute Teaching	4	0	1	0	6	0	15	2	9	95	8.73	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)	0	1	4	3	3	13	10	13	5	10	19	16	20	117
Differences Among Learners (InTASC2)	6	9	14	17	12	7	8	18	11	11	6	11	2	132
Establishing A Supportive Learning Environment (InTASC 3)	16	10	17	13	15	17	12	9	12	7	1	5	0	134
Managing Classroom Behavior (InTASC 3)	83	24	10	5	6	3	2	1	0	0	3	0	2	139
Teaching Content to Learners (InTASC 4)	4	17	24	15	10	13	12	16	8	6	4	1	3	133
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	2	9	11	17	12	20	15	13	12	8	7	4	3	133
Assessing Student Learning (InTASC 6)	3	3	1	3	4	3	8	12	19	9	10	27	16	118
Providing Feedback to Students (InTASC 6)	1	1	8	6	8	7	7	8	15	23	23	13	6	126
The Importance of Planning (InTASC 7)	10	27	14	9	22	5	11	7	7	6	7	2	3	130
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	2	12	11	19	19	9	17	8	8	12	1	9	3	130
Using Technology in the Classroom (InTASC 8)	0	1	4	8	6	13	12	8	15	12	14	11	30	134
Professionalism and Ethics (InTASC 9)	7	15	14	15	10	15	11	9	6	3	11	8	9	133
Leadership and Collaboration (InTASC 10)	5	10	7	7	10	11	10	11	12	16	12	5	10	126

### My substitute teaching experience helped me LEARN THE MOST about...

**Assessment Coordinator Comment:** The data indicate the teacher candidates believe they are learning the most about Managing Classroom Behavior during their substitute teaching experiences (83 ratings at level 1). Managing Classroom Behavior is clearly the leading benefit for teacher candidates with an 83-16 lead over the next closest item. Establishing a Supportive Learning Environment and the Importance of Planning received the next most 1 or 2 ratings.

### Examples of Teacher Candidate Comments: Feel free to write in an area of teaching not mentioned above:

- I think substitute teaching was a great learning experience for me. The first time I subbed for my cooperating teacher, I learned that the behavior of the students was different. They thought they could get away with more, which caused a lot of classroom behaviors. I am glad I got this experience and got the practice of how to manage a classroom of 27 students.
- I think most of them were very high on the list, so this was difficult! ("them" meaning the assessment options)
- how to work with students that were not handling the classroom well, example - yelling at teachers, running out of the room, etc.
- Confidence

- I think subbing has helped me become comfortable with being in front of the classroom. I used to get nervous last year when I was in front of the students. Now, I am comfortable and can practice the strategies I have learned in the classroom
- One of the areas not listed above was flexibility. That was one of the things I learned the most during my time substitute teaching. The teacher usually leaves a lesson plan, sometimes they don't, but things rarely go as planned. I learned to be OK with things not going exactly as planned and doing what was best for the class as a whole.
- Getting to peer teach was a good thing to have experienced.

**Examples of Teacher Candidate Comments: Explain the reason for your top-rated selection.**

- I put importance of planning, differences among learners, establishing a supportive learning environment, and managing classroom behaviors at the top of my list. I think these are all very important when it comes to teaching in general. It is important to plan because everyone helping out needs to know what is going on. As a substitute you need to respect every student and understand that there are differences in us all. Managing a classroom is so important because the class you are in needs to be under control during the day.
- The classroom in which I am assigned has several students with behavioral issues. We have behavior plans for six out of 19 students. With almost one third of our class having these types of existing issues, it becomes cumbersome to maintain the classroom. Too often the behavior issues take learning opportunities away from the other students. Working with the BIT (Behavior Intervention Team) team, administration, ELL team, and Title personnel is necessary, but takes time to be effective.
- I put managing classroom behavior as the most important. I found that when the cooperating teacher was gone, the students thought they could get away with a lot more. It was very important to have a well managed classroom in order for them to respect me, and also in order for me to be able to teach curriculum to them. Which is then why I put teaching content to learners next. I think these two were very important through my experience.
- When substitute teaching, classroom management is by far the most important aspect.
- I learned a lot about professionalism through the substitute experience. I learned how to dress, present myself, be punctual, and leave feedback.
- I learned a lot about classroom behavior. It was an opportunity to try new strategies and reflect on how they worked. Sometimes subbing was a difficult experience because it was nothing like teaching in your own classroom, but it was challenging. It allowed be to work on skills I needed more work on.
- I think young children aren't typically on their best behavior. So, I think finding ways to still be productive has been super important.
- As a substitute teacher, you are responsible to keep the students safe while their regular teacher is away. You are also responsible to complete the lesson notes given by the teacher.
- I feel that I learned about classroom management the most. I learned many new techniques that I look forward to using in my future classroom. By learning these new strategies, I will be able to make sure my students learning is successful. I rated professionals and ethics toward the bottom because over the past couple years of being in the elementary education program I have learned about professionalism.
- Substitute teaching is an excellent way to learn how to manage classroom behavior because you do not have anybody else to rely on for their management system.
- I learned so much about positive classroom behavior. What works and what doesn't, classroom rules, teacher/student responsibilities, and how to set up a positive classroom environment.
- When subbing it is SO important to establish a supportive learning environment so that students feel safe and welcome.

### III. Which areas of teaching do you feel will be MOST CHALLENGING in the future?

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

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

Developmental Readiness of Learners (InTASC1)	55
Differences Among Learners (InTASC2)	81
Establishing A Supportive Learning Environment (InTASC 3)	11
Managing Classroom Behavior (InTASC 3)	88
Teaching Content to Learners (InTASC 4)	9
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	30
Assessing Student Learning (InTASC 6)	30
Providing Feedback to Students (InTASC 6)	20
The Importance of Planning (InTASC 7)	31
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	22
Using Technology in the Classroom (InTASC 8)	22
Professionalism and Ethics (InTASC 9)	1
Leadership and Collaboration (InTASC 10)	9

**Assessment Coordinator Comment:** Eighty-eight (88) teacher candidates ranked Managing Classroom Behavior among the top three areas. The next two highest areas involved Differences Among Learners (81) and Developmental Readiness of Learners (55).

#### Teacher Candidate Comments:

##### Identify one area do you believe will be most challenging and briefly explain why.

- I feel as though technology can be difficult because it doesn't always work, and every classroom can be different. I also feel that managing classroom behaviors can always be challenging especially if you don't know the students. Teaching content to learners can also be challenging because you are just placed in the room and don't really know where the students are at in the lesson. This can be very tricky and also challenging for the students.
- Managing classroom behavior is challenging when you have severe differences among learners. Students who are so far behind (2 or more grade levels) and have language difficulties are not engaged by grade level material, which we are legally required to present. These students get lost, frustrated, and shut down, which leads to misbehavior.
- As a substitute the previous teacher's planning really impacts my day. After that finding a way to teach lessons that includes a productive class environment is important for me. Classroom management becomes really important because I'm only there for a day. Being flexible and willing to try new things is also important for me as a teacher.
- I know managing classroom behavior will be challenging, until you get the hang of things and have been teaching for a few years. I also think differences among learners may be challenging, as all students are at different levels in their learning. We as educators need to know where each student stands, and make sure that each student is being challenged to their own ability. Finally, I chose the importance of planning. Although I know that planning ahead of time is very important, I think the part that is challenging is to always have your plans ready for all of the classes. There was a lot of times where I would be planning each night at home what to be teaching to students. This seems challenging as this is work you are doing outside of work.
- Planning lessons that support all my students, and their different skill levels is what I think will be most challenging in the future.

Link to additional Substitute Teaching Data: <https://vcsuintasc.myefolio.com/datasharing/subbing>