

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Aggregated Unit Assessment Data

Presented to Unit in August 2020

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Teacher as a Knowledge-based Decision Maker

Field Experiences

Introduction to Education

EDUC 250 Intro to Education Field Experience Data

Standards: Standards: CAEP 2.1 and 2.3

Rating form used by cooperating teachers for EDUC 250 Field Experience

	Unsatisfactory (1)	Needs Improvement (2)	Satisfactory (3)
Item	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>
Punctuality and Attendance	was late and/or did not attend more than half of the scheduled visits.	was late or did not attend 1-2 of the scheduled visits without a reasonable explanation.	was reliable and attended all scheduled visits or provided a reasonable explanation.
Candidate Engagement	did not engage, even with prompting, or was distracted by non-classroom activities.	appeared distracted and/or needed prompting to engage in classroom activities.	was engaged in classroom activities.
Appearance and Attire	was not well kempt and/or attire was inappropriate.	inconsistently displayed professional and appropriate appearance and attire.	consistently displayed professional and appropriate appearance and attire.
Communication	communicated inappropriately or ineffectively with students and the cooperating teacher.	was not consistent in communicating appropriately and effectively with students and the cooperating teacher.	communicated appropriately and effectively with students and the cooperating teacher.

The Valley City State University School of Education developed this form through the combination of discussion sessions from VCSU assessment work group field experience personnel, two forms shared by North Dakota State University, focus group and pilot feedback comments from cooperating teachers in partner schools.

Fall 2018 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	2.97	0%	3%	97%	35
Candidate Engagement	2.91	0%	9%	91%	35
Appearance and Attire	3.00	0%	0%	100%	35
Communication	2.97	0%	3%	97%	35

Spring 2019 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3.00	0%	0%	100%	88
Candidate Engagement	2.93	0%	7%	93%	88
Appearance and Attire	2.99	0%	1%	99%	88
Communication	2.97	0%	3%	97%	88

Fall 2019 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	2.97	0%	3%	97%	38
Candidate Engagement	2.95	0%	5%	95%	38
Appearance and Attire	3.00	0%	0%	100%	38
Communication	3.00	0%	0%	100%	36

Spring 2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	2.99	0%	1%	99%	77
Candidate Engagement	2.96	0%	4%	96%	77
Appearance and Attire	2.96	1%	1%	97%	77
Communication	2.99	0%	1%	99%	77

Total for Fall 2018-Spring 2020 (Teacher candidate ratings completed by cooperating teachers) July 27, 2020

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	2.99	0%	1%	99%	239
Candidate Engagement	2.94	0%	6%	94%	239
Appearance and Attire	2.98	0%	1%	99%	239
Communication	2.98	0%	2%	98%	237

Analyses: Cooperating teachers partnered with the Education Preparation Provider (EPP) to pilot and establish the assessment instrument. Focus group follow-up discussions provide support for the usefulness of the instrument. The overall ratings are favorable and the teacher candidates are meeting the expectations set for the field experiences.

Action: The highest percentage of “Needs Improvement” involves Candidate Engagement. The data will be shared with the assessment workgroup and the EDUC 250 instructors.

General demographic information for the P-12 students in the classroom of the EDUC 250 teacher candidates

Students	Minimum	Median	Mean	Maximum	Percent
Total Number of Students in the Class:	4	20	19.5	48	--
Males:	1	10	10.04	28	50.78%
Females:	1	10	9.68	25	49.22%
ESL/ELL Students:	1	2	2.05	7	3.88%
Identified gifted and talented:	1	3	2.99	8	5.65%
Individualized Education Plans (IEPs) or 504 plans:	1	3	2.89	12	11.91%
Students with Federal School Lunch Assistance:	1	7	7.07	23	22.21%

The race/ethnicity of the P-12 students in the classroom of the EDUC 250 teacher candidates

Student Race/Ethnicity	Total	Percent
White:	3104	81.09
Black:	255	6.66
American Indian:	129	3.37
Hispanic:	148	3.87
Asian/Pacific Islander:	100	2.61
Other (Mixed Racial/Ethnic):	92	2.4

The race/ethnicity of the cooperating teachers working with the EDUC 250 teacher candidates

Teacher Race/Ethnicity	Total	Percent
White:	196	98.99
Black:	1	0.51
American Indian:	0	0
Hispanic:	1	0.51
Asian/Pacific Islander:	0	0
Other (Mixed Racial/Ethnic):	0	0

Data Disaggregated by Coursework Delivery

VCSU On-Campus: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles of data)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	2.98	0%	2%	98%	91
Candidate Engagement	2.90	0%	10%	90%	91
Appearance and Attire	2.99	0%	1%	99%	91
Communication	2.96	0%	4%	96%	89

VCSU Online: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	17
Candidate Engagement	3	0%	0%	100%	17
Appearance and Attire	3	0%	0%	100%	17
Communication	3	0%	0%	100%	17

VCSU/NDSD Collaborative: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	66
Candidate Engagement	2.94	0%	6%	94%	66
Appearance and Attire	2.98	0%	2%	98%	66
Communication	2.98	0%	2%	98%	66

Wyoming: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	2
Candidate Engagement	3	0%	0%	100%	2
Appearance and Attire	3	0%	0%	100%	2
Communication	3	0%	0%	100%	2

Data Disaggregated by Major

Art Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	4
Candidate Engagement	3	0%	0%	100%	4
Appearance and Attire	3	0%	0%	100%	4
Communication	3	0%	0%	100%	4

Business Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	3
Candidate Engagement	3	0%	0%	100%	3
Appearance and Attire	3	0%	0%	100%	3
Communication	3	0%	0%	100%	3

Elementary Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	2.98	0%	2%	98%	133
Candidate Engagement	2.93	0%	7%	93%	133
Appearance and Attire	2.98	0%	2%	98%	133
Communication	2.98	0%	2%	98%	132

English Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	11
Candidate Engagement	2.82	0%	18%	82%	11
Appearance and Attire	3	0%	0%	100%	11
Communication	3	0%	0%	100%	10

Health Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	4
Candidate Engagement	3	0%	0%	100%	4
Appearance and Attire	3	0%	0%	100%	4
Communication	3	0%	0%	100%	4

Math Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	5
Candidate Engagement	3	0%	0%	100%	5
Appearance and Attire	3	0%	0%	100%	5
Communication	2.8	0%	20%	80%	5

Music Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3.00	0%	0%	100%	3
Candidate Engagement	2.67	0%	33%	67%	3
Appearance and Attire	3.00	0%	0%	100%	3
Communication	3.00	0%	0%	100%	3

Physical Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	9
Candidate Engagement	3	0%	0%	100%	9
Appearance and Attire	3	0%	0%	100%	9
Communication	3	0%	0%	100%	9

Science Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	2
Candidate Engagement	3	0%	0%	100%	2
Appearance and Attire	3	0%	0%	100%	2
Communication	3	0%	0%	100%	2

Social Science Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	10
Candidate Engagement	2.9	0%	10%	90%	10
Appearance and Attire	3	0%	0%	100%	10
Communication	2.9	0%	10%	90%	10

Technology Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers (4 cycles)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	3	0%	0%	100%	5
Candidate Engagement	3	0%	0%	100%	5
Appearance and Attire	3	0%	0%	100%	5
Communication	3	0%	0%	100%	5

Intro to Education Field Experience data from years prior to Fall 2018:

INTRODUCTION FIELD EXPERIENCE (FALL 2008-SPRING 2018) <i>THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR CANDIDATES IN INTRODUCTION TO EDUCATION FIELD EXPERIENCES.</i>	MEAN SCORE	% 3 OR GREATER	% UNDER 3
RESPONSIBILITY/DEPENDABILITY	4.66/1287	97%	3%
ENTHUSIASM AND INITIATIVE	4.53/1284	97%	3%
FAIRNESS AND BELIEF THAT ALL STUDENTS CAN LEARN	4.73/1265	100%	0%
PROFESSIONAL APPEARANCE AND DEMEANOR	4.69/1297	99%	1%
USES TECHNOLOGY APPROPRIATELY	4.71/903	100%	0%
COLLABORATION, ETHICS, AND RELATIONSHIPS	4.65/1260	99%	1%
GENERAL PROMISE AS A TEACHER	4.64/1283	98%	2%

INTRODUCTION FIELD EXPERIENCE (FALL 2008-SPRING 2015) <i>THE DATA ARE BASED ON VCSU SCHOOL OF EDUCATION FACULTY RATINGS FOR CANDIDATES IN INTRODUCTION TO EDUCATION. (DISCONTINUED GATHERING THESE DATA IN FALL 2015)</i>	MEAN SCORE	% 3 OR GREATER	% UNDER 3
PLAN AND ORGANIZE LESSONS FOR LEARNING	4.31/836	98%	2%
IMPLEMENT APPROPRIATE TEACHING STRATEGIES	4.32/806	99%	1%
EVALUATE STUDENT PROGRESS	4.18/660	98%	2%
REFLECTS ON LESSONS FOR IMPROVEMENT	4.39/812	99%	1%
GENERAL PROMISE AS A TEACHER	4.34/845	97%	3%

INTRODUCTION TO EDUCATION: DEMOGRAPHIC DATA (FALL 2012-SPRING 2018)					
STUDENTS	Min	Median	Mean	Max	Percent
TOTAL NUMBER OF STUDENTS IN THE CLASS:	1	20	20.15	57	--
MALES:	1	10	10.33	28	51.0%
FEMALES:	1	10	9.92	48	49.0%
ESL/ELL STUDENTS:	1	2	2.72	26	4.5%
IDENTIFIED GIFTED AND TALENTED:	1	2	2.99	30	5.8%
INDIVIDUALIZED EDUCATION PLANS (IEPS) OR 504 PLANS:	1	2	3.06	22	10.4%
STUDENTS WITH FEDERAL SCHOOL LUNCH ASSISTANCE:	1	6	6.49	22	16.7%

STUDENT RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	10374	85.3
BLACK:	719	5.9
AMERICAN INDIAN:	239	2.0
HISPANIC:	326	2.7
ASIAN/PACIFIC ISLANDER:	189	1.6
OTHER (MIXED RACIAL/ETHNIC):	309	2.5

TEACHER RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	609	96.8
BLACK:	4	0.6
AMERICAN INDIAN:	5	0.8
HISPANIC:	3	0.5
ASIAN/PACIFIC ISLANDER:	4	0.6
OTHER (MIXED RACIAL/ETHNIC):	4	0.6

Methods Field Experience

EDUC 350/351 Intro to Education Field Experience 2018-2019 Data Report

Standards: CAEP 2.1 and 2.3

Rating form used by cooperating teachers for EDUC 350/351 Field Experience

	Unsatisfactory (1)	Needs Improvement (2)	Satisfactory (3)
Item	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>
Punctuality and Attendance	was late and/or did not attend more than half of the scheduled visits.	was late or did not attend 1-2 of the scheduled visits without a reasonable explanation.	was reliable and attended all scheduled visits or provided a reasonable explanation.
Candidate Engagement	did not engage, even with prompting, or was distracted by non-classroom activities.	appeared distracted and/or needed prompting to engage in classroom activities.	was engaged in classroom activities.
Appearance and Attire	was not well kempt and/or attire was inappropriate.	inconsistently displayed professional and appropriate appearance and attire.	consistently displayed professional and appropriate appearance and attire.
Communication	communicated inappropriately or ineffectively with students and the cooperating teacher.	was not consistent in communicating appropriately and effectively with students and the cooperating teacher.	communicated appropriately and effectively with students and the cooperating teacher.
Collaborates with Cooperating Teacher	did not collaborate with the cooperating teacher.	had limited collaboration with the cooperating teacher.	collaborated effectively with the cooperating teacher.
Planning for Teaching	planned lessons that did not meet the needs of the curriculum or the learners.	planned lessons that had some connection to the curriculum and /or the learners.	planned and taught lessons that supported the curriculum and addressed the learning needs of the students.
Instructional Effectiveness	made significant content errors while teaching.	made a few errors or omitted some significant content.	effectively taught the content of lessons.
Learner Feedback	provided limited or no feedback to learners.	provided feedback that did not support improvement of student work.	provided feedback to learners that supported improvement of student work.
Instructional Technology	inappropriately used instructional technology.	avoided available technology or used limited technology.	used appropriate technology to enhance instruction.
Classroom Management	did not respond to off-task behaviors while leading instruction.	attempted to respond to off-task behaviors that occurred while leading instruction, but experienced limited success.	utilized established classroom rules and procedures or acceptable alternatives while leading instruction.

The Valley City State University School of Education developed this form through the combination of discussion sessions from VCSU assessment work group field experience personnel, two forms shared by North Dakota State University, focus group and pilot feedback comments from cooperating teachers in partner schools.

Fall 2018 – Spring 2020 (Teacher candidate ratings completed by cooperating teachers). July 27, 2020

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	98%	0	220
Candidate Engagement	2.96	0%	3%	97%	0	219
Appearance and Attire	3.00	0%	0%	100%	0	220
Communication	2.98	0%	2%	98%	0	220
Collaborates with Cooperating Teacher	2.98	0%	2%	98%	0	216
Planning for Teaching	2.95	0%	5%	95%	1	208
Instructional Effectiveness	2.93	0%	7%	93%	1	210
Learner Feedback	2.99	0%	1%	99%	2	209
Instructional Technology	2.97	0%	3%	97%	3	199
Classroom Management	2.91	0%	8%	91%	0	211
Uses self-reflection to improve teaching effectiveness	2.96	0%	4%	96%	0	137

Analyses: Cooperating teachers partnered with the Education Preparation Provider (EPP) to pilot and establish the assessment instrument. Focus group follow-up discussions provide support for the usefulness of the instrument. The overall ratings are favorable and the teacher candidates are meeting the expectations set for the field experiences.

Action: The overall results are favorable. The areas with the highest percentages of “Needs Improvement” involve classroom management (8%), instructional effectiveness (7%), and planning for teaching (5%).

Fall 2018 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	98%	0	56
Candidate Engagement	2.98	0%	2%	98%	0	56
Appearance and Attire	3.00	0%	0%	100%	0	56
Communication	2.96	0%	4%	96%	0	56
Collaborates with Cooperating Teacher	2.96	0%	4%	96%	2	54
Planning for Teaching	2.92	0%	8%	92%	6	50
Instructional Effectiveness	2.87	0%	13%	87%	4	52
Learner Feedback	3.00	0%	0%	100%	4	52
Instructional Technology	2.96	0%	4%	96%	6	50
Classroom Management	2.91	2%	6%	92%	3	53
Uses self-reflection to improve teaching effectiveness	2.98	0%	3%	98%	0	40

Spring 2019 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	98%	0	51
Candidate Engagement	2.96	0%	4%	96%	0	51
Appearance and Attire	3.00	0%	0%	100%	0	51
Communication	2.98	0%	2%	98%	0	51
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	51
Planning for Teaching	2.96	0%	4%	96%	1	50
Instructional Effectiveness	2.90	0%	10%	90%	0	51
Learner Feedback	3.00	0%	0%	100%	2	49
Instructional Technology	3.00	0%	0%	100%	4	47
Classroom Management	2.90	0%	10%	90%	1	50
Uses self-reflection to improve teaching effectiveness	2.96	0%	4%	96%	0	26

Fall 2019 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	98%	0	89
Candidate Engagement	2.97	1%	1%	98%	0	89
Appearance and Attire	3.00	0%	0%	100%	0	89
Communication	3.00	0%	0%	100%	0	89
Collaborates with Cooperating Teacher	2.98	0%	2%	98%	0	88
Planning for Teaching	2.95	0%	5%	95%	1	86
Instructional Effectiveness	2.99	0%	1%	99%	1	86
Learner Feedback	2.96	0%	4%	96%	2	84
Instructional Technology	2.95	0%	5%	95%	3	81
Classroom Management	2.94	0%	6%	94%	0	86
Uses self-reflection to improve teaching effectiveness	2.95	0%	5%	95%	0	61

Spring 2020 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.95	0%	5%	95%	0	22
Candidate Engagement	2.91	0%	9%	91%	0	22
Appearance and Attire	3.00	0%	0%	100%	0	22
Communication	2.95	0%	5%	95%	0	22
Collaborates with Cooperating Teacher	2.95	0%	5%	95%	0	21
Planning for Teaching	3.00	0%	0%	100%	0	20
Instructional Effectiveness	2.95	0%	5%	95%	0	19
Learner Feedback	3.00	0%	0%	100%	0	22
Instructional Technology	3.00	0%	0%	100%	0	19
Classroom Management	2.80	0%	20%	80%	0	20
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	8

General demographic information for the P-12 students in the classroom of the EDUC 350/351 teacher candidates

Students	Minimum	Median	Mean	Maximum	Percent
Total Number of Students in the Class:	8	20	20.25	45	--
Males:	2	10	10.34	28	51%
Females:	1	10	9.93	24	49%
ESL/ELL Students:	1	2	2.55	16	5.37%
Identified gifted and talented:	1	3	3.05	7	5.86%
Individualized Education Plans (IEPs) or 504 plans:	1	3	3.09	11	13.04%
Students with Federal School Lunch Assistance:	1	7	7.75	32	20.29%

The race/ethnicity of the P-12 students in the classroom of the EDUC 350/351 teacher candidates

Student Race/Ethnicity	Total	Percent
White:	3523	78.53
Black:	367	8.18
American Indian:	128	2.85
Hispanic:	220	4.9
Asian/Pacific Islander:	121	2.7
Other (Mixed Racial/Ethnic):	127	2.83

The race/ethnicity of the cooperating teachers working with the EDUC 350/351 teacher candidates

Teacher Race/Ethnicity	Total	Percent
White:	208	95.85
Black:	1	0.46
American Indian:	0	0
Hispanic:	1	0.46
Asian/Pacific Islander:	0	0
Other (Mixed Racial/Ethnic):	7	3.23

Data Disaggregated by Coursework Delivery

VCSU On-Campus: 2018-2020 Teacher candidate ratings completed by cooperating teachers. July 27, 2020

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	98%	0	86
Candidate Engagement	2.95	0%	5%	95%	0	86
Appearance and Attire	3.00	0%	0%	100%	0	86
Communication	3.00	0%	0%	100%	0	86
Collaborates with Cooperating Teacher	2.98	0%	2%	98%	0	82
Planning for Teaching	2.93	0%	7%	93%	0	76
Instructional Effectiveness	2.90	0%	10%	90%	0	79
Learner Feedback	2.96	0%	4%	96%	2	76
Instructional Technology	2.95	0%	5%	95%	0	77
Classroom Management	2.86	1%	12%	87%	0	78
Uses self-reflection to improve teaching effectiveness	2.98	0%	2%	98%	0	56

VCSU Online: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	24
Candidate Engagement	3.00	0%	0%	100%	0	24
Appearance and Attire	3.00	0%	0%	100%	0	24
Communication	2.96	0%	4%	96%	0	24
Collaborates with Cooperating Teacher	2.92	0%	8%	92%	0	24
Planning for Teaching	2.91	0%	9%	91%	0	23
Instructional Effectiveness	2.96	0%	4%	96%	0	23
Learner Feedback	3.00	0%	0%	100%	0	23
Instructional Technology	2.91	0%	9%	91%	0	23
Classroom Management	2.96	0%	4%	96%	0	23
Uses self-reflection to improve teaching effectiveness	2.92	0%	8%	92%	0	12

VCSU/NDSU Collaborative: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.96	0%	4%	96%	0	74
Candidate Engagement	2.95	1%	3%	96%	0	74
Appearance and Attire	3.00	0%	0%	100%	0	74
Communication	2.97	0%	3%	97%	0	74
Collaborates with Cooperating Teacher	2.99	0%	1%	99%	0	74
Planning for Teaching	2.99	0%	1%	99%	1	73
Instructional Effectiveness	2.96	0%	4%	96%	1	72
Learner Feedback	3.00	0%	0%	100%	0	74
Instructional Technology	3.00	0%	0%	100%	2	68
Classroom Management	2.95	0%	5%	95%	0	74
Uses self-reflection to improve teaching effectiveness	2.94	0%	6%	94%	0	54

Wyoming Elementary: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	33
Candidate Engagement	3.00	0%	0%	100%	0	32
Appearance and Attire	3.00	0%	0%	100%	0	33
Communication	2.97	0%	3%	97%	0	33
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	33
Planning for Teaching	2.97	0%	3%	97%	0	33
Instructional Effectiveness	2.94	0%	6%	94%	0	33
Learner Feedback	3.00	0%	0%	100%	0	33
Instructional Technology	3.00	0%	0%	100%	0	30
Classroom Management	2.94	0%	6%	94%	0	33
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	14

Data Disaggregated by Major**Art Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers**

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	2
Candidate Engagement	3.00	0%	0%	100%	0	2
Appearance and Attire	3.00	0%	0%	100%	0	2
Communication	3.00	0%	0%	100%	0	2
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	2
Planning for Teaching	3.00	0%	0%	100%	0	2
Instructional Effectiveness	3.00	0%	0%	100%	0	2
Learner Feedback	3.00	0%	0%	100%	0	2
Instructional Technology	3.00	0%	0%	100%	0	2
Classroom Management	3.00	0%	0%	100%	0	2
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	1

Business Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	2
Candidate Engagement	3.00	0%	0%	100%	0	2
Appearance and Attire	3.00	0%	0%	100%	0	2
Communication	3.00	0%	0%	100%	0	2
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	2
Planning for Teaching	3.00	0%	0%	100%	0	2
Instructional Effectiveness	3.00	0%	0%	100%	0	2
Learner Feedback	3.00	0%	0%	100%	0	2
Instructional Technology	3.00	0%	0%	100%	0	2
Classroom Management	3.00	0%	0%	100%	0	2
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	2

Elementary Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	98%	0	164
Candidate Engagement	2.97	1%	2%	98%	0	163
Appearance and Attire	3.00	0%	0%	100%	0	164
Communication	2.98	0%	2%	98%	0	164
Collaborates with Cooperating Teacher	2.99	0%	1%	99%	0	162
Planning for Teaching	2.98	0%	3%	98%	1	160
Instructional Effectiveness	2.94	0%	6%	94%	1	159
Learner Feedback	2.99	0%	1%	99%	0	162
Instructional Technology	2.99	0%	1%	99%	2	151
Classroom Management	2.93	0%	7%	93%	0	161
Uses self-reflection to improve teaching effectiveness	2.96	0%	4%	96%	0	101

English Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	13
Candidate Engagement	3.00	0%	0%	100%	0	13
Appearance and Attire	3.00	0%	0%	100%	0	13
Communication	2.92	0%	8%	92%	0	13
Collaborates with Cooperating Teacher	2.77	0%	23%	77%	0	13
Planning for Teaching	2.77	0%	23%	77%	0	13
Instructional Effectiveness	2.92	0%	8%	92%	0	13
Learner Feedback	2.91	0%	9%	91%	0	11
Instructional Technology	2.83	0%	17%	83%	0	12
Classroom Management	2.83	0%	17%	83%	0	12
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	6

Health Education: 2018-2019 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.88	0%	13%	88%	0	8
Candidate Engagement	3.00	0%	0%	100%	0	8
Appearance and Attire	3.00	0%	0%	100%	0	8
Communication	3.00	0%	0%	100%	0	8
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	8
Planning for Teaching	2.88	0%	13%	88%	0	8
Instructional Effectiveness	3.00	0%	0%	100%	0	8
Learner Feedback	2.75	0%	25%	75%	0	8
Instructional Technology	2.57	0%	43%	57%	1	7
Classroom Management	2.75	0%	25%	75%	0	8
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	5

Math Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	10
Candidate Engagement	2.90	0%	10%	90%	0	10
Appearance and Attire	3.00	0%	0%	100%	0	10
Communication	3.00	0%	0%	100%	0	10
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	9
Planning for Teaching	2.71	0%	29%	71%	0	7
Instructional Effectiveness	2.57	0%	43%	57%	0	7
Learner Feedback	3.00	0%	0%	100%	0	7
Instructional Technology	3.00	0%	0%	100%	0	7
Classroom Management	2.50	17%	17%	67%	0	6
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	9

Music Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3	0%	0%	100%	0	1
Candidate Engagement	3	0%	0%	100%	0	1
Appearance and Attire	3	0%	0%	100%	0	1
Communication	3	0%	0%	100%	0	1
Collaborates with Cooperating Teacher	3	0%	0%	100%	0	1
Planning for Teaching	3	0%	0%	100%	0	1
Instructional Effectiveness	3	0%	0%	100%	0	1
Learner Feedback	3	0%	0%	100%	0	1
Instructional Technology	3	0%	0%	100%	0	1
Classroom Management	3	0%	0%	100%	0	1
Uses self-reflection to improve teaching effectiveness	3	0%	0%	100%	0	1

Physical Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.92	0%	8%	92%	0	12
Candidate Engagement	3.00	0%	0%	100%	0	12
Appearance and Attire	3.00	0%	0%	100%	0	12
Communication	3.00	0%	0%	100%	0	12
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	12
Planning for Teaching	2.92	0%	8%	92%	0	12
Instructional Effectiveness	3.00	0%	0%	100%	0	12
Learner Feedback	2.83	0%	17%	83%	0	12
Instructional Technology	2.73	0%	27%	73%	1	11
Classroom Management	2.83	0%	17%	83%	0	12
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	7

Science Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	4
Candidate Engagement	2.75	0%	25%	75%	0	4
Appearance and Attire	3.00	0%	0%	100%	0	4
Communication	3.00	0%	0%	100%	0	4
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	4
Planning for Teaching	3.00	0%	0%	100%	0	2
Instructional Effectiveness	2.75	0%	25%	75%	0	4
Learner Feedback	3.00	0%	0%	100%	0	4
Instructional Technology	3.00	0%	0%	100%	0	3
Classroom Management	2.75	0%	25%	75%	0	4
Uses self-reflection to improve teaching effectiveness	3.00	0%	0%	100%	0	3

Social Science Education: 2018-2019 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3.00	0%	0%	100%	0	14
Candidate Engagement	2.93	0%	7%	93%	0	14
Appearance and Attire	3.00	0%	0%	100%	0	14
Communication	3.00	0%	0%	100%	0	14
Collaborates with Cooperating Teacher	3.00	0%	0%	100%	0	13
Planning for Teaching	3.00	0%	0%	100%	0	11
Instructional Effectiveness	3.00	0%	0%	100%	0	12
Learner Feedback	3.00	0%	0%	100%	2	10
Instructional Technology	2.92	0%	8%	92%	0	12
Classroom Management	3.00	0%	0%	100%	0	13
Uses self-reflection to improve teaching effectiveness	2.86	0%	14%	86%	0	7

Technology Education: 2018-2020 Teacher candidate ratings completed by cooperating teachers

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	3	0%	0%	100%	0	1
Candidate Engagement	3	0%	0%	100%	0	1
Appearance and Attire	3	0%	0%	100%	0	1
Communication	3	0%	0%	100%	0	1
Collaborates with Cooperating Teacher	3	0%	0%	100%	0	1
Planning for Teaching	3	0%	0%	100%	0	1
Instructional Effectiveness	3	0%	0%	100%	0	1
Learner Feedback	3	0%	0%	100%	0	1
Instructional Technology	3	0%	0%	100%	0	1
Classroom Management	3	0%	0%	100%	0	1
Uses self-reflection to improve teaching effectiveness	3	0%	0%	100%	0	1

Methods Field Experience data from years prior to Fall 2018:

METHODS FIELD EXPERIENCE (FALL 2008-SPRING 2018) <i>THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR CANDIDATES IN THE EDUC 350 AND EDUC 351 METHODS FIELD EXPERIENCES</i>	MEAN SCORE	% 3 OR GREATER	% UNDER 3
RESPONSIBILITY/DEPENDABILITY	4.77/948	99%	1%
ENTHUSIASM AND INITIATIVE	4.69/943	99%	1%
FAIRNESS AND BELIEF THAT ALL STUDENTS CAN LEARN	4.85/938	100%	0%
PROFESSIONAL APPEARANCE AND DEMEANOR	4.85/950	100%	0%
USES TECHNOLOGY APPROPRIATELY	4.74/887	100%	0%
COLLABORATION, ETHICS, AND RELATIONSHIPS	4.78/935	99%	1%
GENERAL PROMISE AS A TEACHER	4.78/949	100%	0%
PLAN AND ORGANIZE LESSONS FOR LEARNING	4.65/894	99%	1%
IMPLEMENT APPROPRIATE TEACHING STRATEGIES	4.57/905	99%	1%
EVALUATE STUDENT PROGRESS	4.55/858	100%	0%
REFLECTS ON LESSONS FOR IMPROVEMENT	4.67/889	99%	1%

**METHODS FIELD EXPERIENCE: DEMOGRAPHIC DATA
(FALL 2012-SPRING 2018)**

STUDENTS	Minimum	Median	Mean	Maximum	Percent
TOTAL NUMBER OF STUDENTS IN THE CLASS:	5	20	20.03	59	--
MALES:	1	10	10.22	30	51.3%
FEMALES:	1	10	9.83	36	48.7%
ESL/ELL STUDENTS:	1	2	3.06	59	5.5%
IDENTIFIED GIFTED AND TALENTED:	1	2	2.89	20	5.8%
INDIVIDUALIZED EDUCATION PLANS (IEPS) OR 504 PLANS:	1	2	2.86	12	11.8%
STUDENTS WITH FEDERAL SCHOOL LUNCH ASSISTANCE:	1	5	6.12	27	17.9%

STUDENT RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	6775	83.94
BLACK:	422	5.23
AMERICAN INDIAN:	202	2.50
HISPANIC:	351	4.35
ASIAN/PACIFIC ISLANDER:	131	1.62
OTHER (MIXED RACIAL/ETHNIC):	190	2.35

TEACHER RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	422	98.14
BLACK:	2	0.47
AMERICAN INDIAN:	0	0.00
HISPANIC:	1	0.23
ASIAN/PACIFIC ISLANDER:	0	0.00
OTHER (MIXED RACIAL/ETHNIC):	5	1.16

Diversity Field Experience

Scale: Target = 5, Acceptable = 3, Unacceptable = 1

DIVERSITY PRACTICUM EXPERIENCE (FALL 2008-SPRING 2019) <i>THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR CANDIDATES IN EDUC 352 FIELD EXPERIENCES.</i>	MEAN SCORE	% 3 OR GREATER	% UNDER 3
SENSE OF RESPONSIBILITY/DEPENDABILITY	4.86/1436	100%	0%
ENTHUSIASM AND INITIATIVE	4.78/1435	100%	0%
FAIRNESS AND BELIEF THAT ALL STUDENTS CAN LEARN	4.86/1434	100%	0%
PROFESSIONAL APPEARANCE AND DEMEANOR	4.87/1437	100%	0%
TOLERANCE, ACCEPTANCE, RESPECT, AND AWARENESS OF DIVERSITY	4.86/1433	100%	0%
COLLABORATION, ETHICS, AND RELATIONSHIPS	4.82/1424	100%	0%
GENERAL PROMISE AS A TEACHER	4.86/1432	100%	0%

DIVERSITY FIELD EXPERIENCE: DEMOGRAPHIC DATA (FALL 2012-SPRING 2019)					
STUDENTS	Min	Median	Mean	Max	Percent
TOTAL NUMBER OF STUDENTS IN THE CLASS:	3	19	19.13	67	--
MALES:	1	10	10.08	44	52.23%
FEMALES:	1	9	9.27	169	47.77%
ESL/ELL STUDENTS:	1	6	7.87	46	24.33%
IDENTIFIED GIFTED AND TALENTED:	1	2	3.12	40	4.60%
INDIVIDUALIZED EDUCATION PLANS (IEPS) OR 504 PLANS:	1	3	3.9	30	15.05%
STUDENTS WITH FEDERAL SCHOOL LUNCH ASSISTANCE:	1	15	14.83	43	53.16%

STUDENT RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	5354	30.33
BLACK:	2518	14.26
AMERICAN INDIAN:	4613	26.13
HISPANIC:	2126	12.04
ASIAN/PACIFIC ISLANDER:	2338	13.24
OTHER (MIXED RACIAL/ETHNIC):	705	3.99

TEACHER RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	844	92.14
BLACK:	13	1.42
AMERICAN INDIAN:	21	2.29
HISPANIC:	20	2.18
ASIAN/PACIFIC ISLANDER:	7	0.76
OTHER (MIXED RACIAL/ETHNIC):	11	1.2

Diversity Field Experience: Pre-Trip & Post-Trip Self-Assessment¹

Student self-assessment of knowledge and confidence level

5: Very knowledgeable and comfortable

4: Fairly knowledgeable and comfortable

3: Somewhat knowledgeable and comfortable

2: Little knowledge and uncomfortable

1: Unaware and uncomfortable

PRE-TRIP (FALL 2008 – SPRING 2020)	MEAN	5	4	3	2	1
THE DEMOGRAPHICS OF YOUR CLASSROOM WILL IMPACT THE LESSONS YOU TEACH.	3.59 / 1625	15.2%	36.74%	39.69%	8.25%	0.12%
YOU WILL BE ABLE TO EXHIBIT AN ATTITUDE OF FAIRNESS AND RESPECT TOWARD ALL LEARNERS IN YOUR CLASSROOM.	4.46 / 1625	56.37%	34.28%	8.62%	0.68%	0.06%
YOU WILL ADAPT INSTRUCTIONAL MATERIALS TO MATCH STUDENT NEEDS.	3.81 / 1625	23.51%	39.94%	30.95%	5.35%	0.25%
YOU WILL MANAGE YOUR CLASSROOM TO PROMOTE EQUITY AND TOLERANCE.	4.27 / 1626	45.51%	37.76%	15.01%	1.54%	0.18%

POST-TRIP (FALL 2008 – SPRING 2020)	MEAN	5	4	3	2	1
THE DEMOGRAPHICS OF YOUR CLASSROOM WILL IMPACT THE LESSONS YOU TEACH.	4.55 / 1426	58.91%	37.38%	3.3%	0.42%	0%
YOU WILL BE ABLE TO EXHIBIT AN ATTITUDE OF FAIRNESS AND RESPECT TOWARD ALL LEARNERS IN YOUR CLASSROOM.	4.85 / 1426	85.69%	13.53%	0.7%	0%	0.07%
YOU WILL ADAPT INSTRUCTIONAL MATERIALS TO MATCH STUDENT NEEDS.	4.63 / 1426	66.27%	30.86%	2.66%	0.21%	0%
YOU WILL MANAGE YOUR CLASSROOM TO PROMOTE EQUITY AND TOLERANCE.	4.83 / 1426	84.57%	14.24%	0.91%	0.21%	0.07%

¹ Student self-assessment data as of 07/27/2020 (Fall 2008-Spring 2020)

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

Assessment Coordinator comment: We should consider expanding the breakdown chart to at least 10 days next semester.

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".

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

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.

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.
- Setting expectations for the day with 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 use 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.

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 top 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 me 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.
- My top reason I chose is to have a safe environment for the classroom. I want them to feel safe in my classroom even I am there for one day.
- It's important to connect the content to students' everyday life.
- Subbing helped me realize how important planning and behavior management are. Also learned SO much about technology in the classroom- there were times where things didn't work correctly and I realized how important it is to think on your feet.
- Substitute teaching has a lot to do with classroom management because you are a new face in the classroom, and they try to get away with what they can. It is important to set expectations right away and enforce them throughout the day.
- Managing classroom behavior is something you learn by doing. Having the ability to substitute teach has provided me the opportunity to learn to manage behavior in a way that I wouldn't have learned in our classrooms.
- Connecting content in meaningful ways to engage learners is very important. In order to get your students excited about what they're learning and feel an importance of your instruction, you have to connect the content. I love to make my lessons relatable to what the students will need to know in their future.
- I ranked the importance of planning, behavior management, and teaching curriculum as the most impactful experiences. I would not have learned these strategies without having the practical, hands-on experience of substitute teaching.
- There were times where I had to keep a calm, level head in order to get through the day. It was either because of the lack of lesson plans left for me, the amount of times I felt like I was babysitting instead of teaching, or any time another staff member talked down to me.
- My junior year of subbing I was used more as a babysitter than a teacher, so I often was just watching them play games or take a test. I didn't learn as much as I wish about teaching lessons to students and differentiating them to fit their needs.
- I have been in a lot of very challenging classrooms that have really helped me develop good classroom management skills.
- Substitute teaching has developed my ability to manage a classroom like no other thing we have done in this program. It has allowed me to see many different styles of management different teachers use, and when substitute teaching, classroom management is a critical component of the job.
- Subbing is difficult because students act differently when they have a sub. Good classroom management is key to surviving each subbing day.
- Subbing has taught me a lot about managing classroom behaviors with every subbing experience being different. Every classroom has students with different needs and behaviors, so learning how to manage each classroom is a unique experience.
- Establishing a supportive learning environment is the first thing I do when walking into a new classroom. I like to sit the students down and tell them about myself and I also like to learn more about them so they feel as though I have made somewhat of a connection with them.
- Managing classroom behavior is hard to learn, after subbing I now have a better handle on what classroom behavior is and how to manage it.
- In all my subbing days, I have experienced many different types of classrooms. I could tell what classrooms had expectations that were being followed throughout the year by the teacher, and which were not. I was able to put to use all the behavior management strategies I have learned in the classroom. Some worked, some did not. I think this specific aspect was eye opening to me because it is something I would like to successfully have in my classroom some day.
- There is no better way to learn how to manage a classroom then to get thrown into a class with students who have no idea who you are and therefore, have no respect for you. If you can find ways to make the subbing days runs smoothly, there is no doubt your own classroom will be managed beautifully. I learned techniques like setting expectations at the beginning of the day, introducing yourself, and talk about consequence that will be used for misbehavior throughout the day. The most important part of that is following through with your consequences and giving them 0 chances. Once they have broken a rule you have already set, consequence should happen right away without a warning. This teaches students and their peers that you are serious. They shouldn't receive a warning because they already knew it was against the rules.

- I chose professionalism and ethics for the first selection because I feel as though it is important to establish yourself professionally within a group of educators, as well as establishing your values within the classroom. Doing both of these things first, right away at the beginning of the year, will set you up for continued success throughout the year.
- Some days there were little to no sub notes left and it made the day harder to get through. If everything is planned and laid out, anyone can follow it and the class can remain closer to on track.
- Being able to manage classroom behavior determines whether or not your students will actually be learning.
- Classroom management is a challenge almost every day.
- I think all of the above are important. However, I ranked them according to how I feel I need to organize and plan my classroom.
- I placed "Establishing a supportive learning environment" on the top. I chose this one because I believe it is important to make students feel comfortable and confident in their learning environment. All other aspects of learning can't occur if a student does not feel like they have support or trust from their peers and teachers.
- Classroom management is much harder in a room you have never been in before and do not know how they operate.
- I picked managing classroom behavior because you never really get practice and experience in managing classroom behavior until you are in charge of a classroom. I feel like the only way to get better at managing a classroom is to go out and try it in a real setting. You can talk about all the strategies in the world but until you are in a classroom they are nothing but ideas.
- During this time in education, students need to be motivated and stimulated more than before. As educators, we want to hold student focus as much as we can; therefore, we need to incorporate engaging lessons. This awareness creates a supportive learning environment that puts the students' needs before the material being presented. One of the key factors I learned the most about in during my subbing experience is classroom management, since it cannot be simulated very well in our classroom, college experience. The rest faded out in ranking and importance to me because I believe those are skills I was either knowledgeable about prior to subbing (professionalism, leadership, using technology, etc.) or wasn't something I handled while subbing (assessing students formally, developmental readiness, etc.)
- Students typically behave very poorly for a substitute teacher. Having the experience with subbing has prepared me for the worst in terms of classroom management.
- I feel establishing a supportive learning environment is the most important because students need to come into a classroom where they can learn in a safe and positive environment. Learning can be hard in an environment that is not open to it.
- I feel it is very important to create a classroom environment that encourages risk taking and runs off negativity. Too many times I would see students saying things are too hard and get discouraged. It is important for the teacher to establish relationships along with the safe environment. In a classroom like this, students will feel safe and enjoy their learning experience.
- I learned the most about managing a classroom. Standing in front of a class and having to take control of a class was what I learned the most. I learned that I am capable of managing a class, something that you can't learn on campus.
- The only one where I knew what rank I wanted to put it at, was Classroom Management as number 1. I couldn't rely on someone else to jump in if it got tough, so I had to prepare myself with strategies and use them in order to have an effective class.
- I feel that it is important for the teacher to first establish a supportive learning environment and being prepared with handling behaviors. If you cannot control the class you will never be able to help the students learn.
- I choose Leadership and Collaboration as this is very different than what we do in our classes. We have worked on projects with others, but this was on the spot working together to create a cohesive day for the students. I feel like this helped me strengthen my leadership skills but also knowing how to work with someone that had a different style than me.
- I felt that my substitute teaching experience really helped me with classroom management strategies. It was basically my first time in a classroom without a cooperating teacher in there. So, we had to figure out how to keep the students engaged and on task on our own.
- I think that classroom management was the one area where I learned the most with my substitute teaching. I learned about the things I needed to improve on, and got to go back and try new things out, to see if they work. I still think I need more practice in the classroom, but substitute teaching really helped me learn a lot about my teaching style and whether it was effective or not.
- I picked implementing instructional strategies to lead lessons as the most important thing I learned. This is because every morning, I would go through the lesson plans and I would have to decide, in a short amount of time, how I wanted to introduce the lesson. I know it would not be the way the teacher did it but I wanted them to get the most out of the lesson.
- Working with a co-teacher helped me with leadership and collaboration. We brought our ideas together on how teaching the class would be more effective, but also I personally had to show leadership in the lessons I taught.
- Being able to manage classroom behavior is such an important thing because being able to manage your students is going to lead into every concept of teaching in your classroom.
- Classroom management is my top pick because if the classroom isn't well managed, then it is likely that not much will be done in the classroom. The time will be spent putting out 'fires' instead of teaching.
- Leadership is very important in the classroom because the students need to understand that I am here to teach them but also have fun at the same time. Collaboration is important as well because some of the classes I took in college didn't prepare me for it. It was great bouncing ideas off other teachers to help the students learn.
- Classroom management is the hardest thing to learn through classes and practicums because you do not see how students act in class or without their regular teacher in the room.
- I feel that establishing a supportive learning environment is one of the most important things that a teacher can do because if your students do not feel comfortable or supported in their learning environment then the last thing that they are going to be focused on

is wanting to learn. If your students feel comfortable and supported in the environment in which they are learning, then they will be able to develop a relationship with their teaching in which will assist them in wanting to learn.

- I feel from the substitute teaching experience I learned a lot about managing classroom behavior because this was something I hadn't had a ton of experience with in the past. I learned some of the best practices for managing behavior during these experiences, and found it extra helpful to have another college student in the classroom to help come up with ideas on managing behavior. These experiences allowed me to gain a better understanding of things that I will want to do in the future in my own classroom and make managing classroom behaviors easier.
- In my experiences the only trouble I thought I had was managing the class. I had a hard time getting their attention. I could maintain it but getting it was difficult.
- Classroom management was VERY important because a lot of the classes I was in they knew how to push the buttons of the subs so staying on top of behavior was vital.
- I believe creating a supportive and positive learning environment allows students to feel comfortable to be themselves and ready to learn from the teacher.
- I just learned how big of a role planning plays and how to have a backup plan. I was more comfortable making on the fly adjustments when I had everything planned out and knew what was next.
- Importance of planning was my number one because if you don't have good lesson plans the teacher may not know what is going on and your students may not be helpful.
- Learning how to teach to reach each students needs is the most important thing, in my opinion. Doing this allows ALL students to understand and comprehend what is being taught.
- There is nothing like real-life experience in the classroom. We can talk about classroom management all we want to in class, but until you are actually in the classroom and actually see these things and have to deal with it you will have no clue. If I were to be thrown into a classroom as a first year teacher without classroom management experience, the kids would eat me alive.
- Learning management in a classroom is one thing, but when you can do it hands on and try it out for real you learn way more.
- I think the most important thing I learned from substitute learning was classroom management. This was a big one for me as I was quite nervous to enter the classroom and have to react to students behaviors. By subbing, it helped me focus on classroom management more so than having to lesson plan.
- I chose these as my top choices because I feel these are most important to me, especially going into my classroom.
- When the kids are not your own, they are likely not going to be on their best behavior. This means that I had to really focus on my classroom management in order to get through all of the things that the teacher wanted me to get through.
- I chose managing classroom behavior first because it was the most important. I've subbed in multiple classes who have taught their students how to act and good classroom behavior and I have subbed in classes where the students have ran wild and were hard to control. Being able to manage their behavior directly effects how much learning and teaching is accomplished and subbing has helped me learn how to better manage student behavior.
- Never being in a classroom before this program, it really helped me to learn how to get through an entire day. I just listed them in the order of what I learned the most.
- Being in the classroom without the teacher makes you responsible for the classroom management. You need to learn strategies to handle that aspect of teaching.
- Managing a classroom to me is one of the most important aspects of teaching. I think if you can manage a classroom properly, everything else is encompassed in that.
- As a substitute teacher or student teacher the students really press to see if you are going to be "easy" or not. Setting a firm classroom management is very important.
- I feel as professionalism in the classroom is the most important in the classroom. Being professional sets the bar I feel as a teacher, when your students are acting out or being disruptive it is key for the teacher to be professional and defuse the situation. Another piece I felt was important was having a supportive learning environment. Having an encouraging space to learn is amazing, when no one will judge you and everyone is there to help you along the way.
- This was the first time that I was in a class and was in charge of said class. I was scared to be in a class by myself and I really think that I am way more comfortable in a classroom by myself now that I have had these experiences.
- When you're substitute teaching, the classroom teacher isn't there for back up to control behaviors occurring in the classroom. You are completely in charge of those students and finding ways to keep them on task and safe. Having this independence helps to put your own classroom management strategies into place instead of using those of a practicum teacher during field experiences.
- For me substitute teaching gives you a great amount of practice for managing a classroom. You get to understand the behaviors of children and practice with how to deal with them.
- Being in the classroom for those four days taught me how I need to act as the adult in the classroom. The second one that I chose was collaboration. This experience helped me to understand my role in the classroom and how to collaborate with the other student that I was with.
- I put teaching content to learners because ultimately that's the beginning point of a lot of those choices. Establishing a safe and supportive learning environment will allow for the rest to follow I believe.
- Being within the field you get experience without having a cooperating teacher there to fix everything for you. You learn classroom management skills and learn what to do and what not to do.

- I rated the importance of planning as most important because it really reflects on how the day will go. If the teacher I substitute for has everything set out and the directions on what I should do are easy to follow, then the day will go pretty smoothly. If this isn't the case, the day will get kind of long if I'm constantly having to look for the things that I'm supposed to teach.
- getting children to feel safe and want to learn in the classroom environment will get students to push boundaries and want to explore more while being respectful.
- I believe that substitute teaching has really helped me learn a lot about managing a classroom. Even though it is not your classroom, you still have to use what the teacher tells you works best but also bring in your own ideas to get the kids to respond to you. The ability to build connections in such a short amount of time will really benefit me.
- I believe that it taught me the most, because you are stepping into a classroom that is not yours. It is hard to come into a classroom and receive the same respect as their regular teacher. That being said, I found different ways to try and gain the respect of the students.
- Substitute teaching taught me very much about classroom management. When you are in a practicum, you always have a teacher doing the management. When you sub, you are given 25 students that you don't know and you have to learn how to manage them for the whole day. You are often not given any tools on what works for that class of students either. You just learn as you go.
- I think that subbing has helped me practice different strategies for classroom management. Some of the strategies worked and the days went super well, and other days the strategies did not work and the days were a struggle. However, I think it has made me more confident in classroom management, and I know different ways I want classroom management incorporated in my own classroom.
- teaching the standards to the students and managing the classroom behaviors
- I loved that I got to see a wide array of students and grades. I also knew that I had a job and I was there to do my job and hopefully make an impression on those teachers around me. Classroom management was also really beneficial because I learned so much about how important it is and understanding that it will be different when I have my own classroom.
- Every classroom I subbed in was different, so I never knew exactly what to expect when I walked in the door and because of this, I learned a lot of different ways to manage a classroom. Many teachers also wrote in their strategies for classroom management which were really effective, and I got many ideas for my own future classroom.
- I chose establishing a supportive learning environment because that is the foundation of learning. It's hard coming into the classroom for a day when the students don't know you. It was important to me whenever I subbed to make connections with students and make them more comfortable.
- As a substitute, you have to be able to manage the classroom or the entire day will go up in flames.
- Managing classroom behavior was my top rated section because I feel like I got A LOT of experience trying to manage a classroom. I feel like subbing taught classroom management really well because managing a classroom that isn't "yours" can be tough.
- Classroom behaviors have become a widely focused topic over the years, and when we substitute teach, we get a full taste of what the classroom is like when the teacher isn't there. Students have always, it seems, tried their best to make a substitute teacher's day difficult, and it's best to go into a classroom headfirst so that you are prepared and ready for anything that happens. I feel that after subbing last year and this year, I've gotten better at managing the classroom and being able to read the room, which is why I chose it as my top-rated selection.
- I focused on managing the classroom and behaviors because I am a new teacher and wanted to try out new ways to manage behaviors to see what worked best. I got to experience a lot of different behaviors while substitute teaching.
- I felt the subbing experience helped me mostly with classroom management and becoming familiar and comfortable in the classroom.
- Managing classroom behavior was definitely my most practiced aspect of teaching. I got a lot of practice to prepare me for my student teaching.
- I learned the most about classroom management because if you don't develop that, the day won't go well. You have to set your standards at the beginning of the day and remind them frequently.
- I chose managing classroom behavior was my number one thing I learned the most because going into a classroom where you don't know any students really makes you think about how the actual teacher managing their own classroom.
- Prior to my subbing experience, I had very little practice with controlling kids. This subbing experience definitely helped me practice this, but I realize that I still have a lot of work to do in this area. I do believe that this will improve when I have my own classroom and the same students/routines every day.
- It is necessary for a substitute teacher to model Leadership and Collaboration. A substitute teacher must exercise these skills in confidence with students and faculty in order to successfully establish a supportive learning environment, teach content to learners, connect content in meaningful ways to engage learners, and implement instructional strategies while managing classroom behaviors and differentiating among learners.
- I found that my substituting experience helped me most with my classroom management skills. I knew that my classroom management skills were a weaker area of mine so teaching in a variety of classrooms helped me strengthen these skills and find what strategies work best for myself and my students. I know I still have room to improve my classroom management skills but I learned a lot from these experiences.
- The ranking I provided above is in this order because I feel I learned the most about managing the classroom, being a professional and collaborating/reaching out to other professionals, and how to instruct my students in meaningful ways. I left assessing student learning at the bottom because as a single day sub, I did not assess my students.

- Every experience in the classroom helps me more with classroom management. I think classroom management is one of the most important parts of teaching.
- Managing classroom behavior is one of the toughest jobs a substitute can do I feel. We aren't their teacher and sometimes the respect isn't there from students, so it makes for a tough day if you can't manage behaviors.
- If teachers do not give you plans, your day will be extremely stressful. Planning is so important to substitute teaching.
- During my subbing experiences, I have not taught anything new to the students. I have just executed lesson plans, built relationships, and kept behaviors in check during work time by making sure everyone was safe.
- Relationships are a huge piece, if not all, of classroom and behavior management. When you go into a classroom and substitute teach you do not have prior relationships with the students. It is important to try to build relationships and respect right away, but it is hard to build it in the small amount of time you are subbing. Going into a classroom and subbing challenges teachers in a unique way. Behaviors may arise due to the lack of the relationships and you learn to think on your toes and make adjustments to manage said behavior. I have learned a lot about working with students and adjusting strategies based on their needs.
- I think it is important to assess your students' learning so you can always plan to keep pushing them to work hard. I want my students to always be improving. I do not want any of my students to fall between the cracks and I do not want my students to easily fly by.
- I chose the importance of planning because as a sub, the plans are already laid out for us, however you still have to plan for the day and make sure you know how long to spend on each area and which comes next.
- I chose managing classroom behavior as my top rated selection. Subbing helped me adapt to different behaviors and how to handle them on the spot.
- During substitute teaching, I believe that managing the classroom while the teacher is the most important thing. If you don't have control over your classroom while you are subbing, it will be difficult to get anything done.
- It is important for students to know and feel like you care about their learning and by creating a supportive learning environment you will be able to accomplish that. Learn about your students backgrounds, where they come from, what they believe in, what they like and what they don't, get to know them as much as you can do anything you can do to let them know that you care about them and their learning. Implement material into your content areas that will appeal to the students, this will help them excel. Take considerations and allow them to have a choice in how they want to learn allow them to feel like they have a control as to what they learn and how their learn them.
- For my top rated reason I put managing classroom behavior. While substitute teaching, I have learned a lot about classroom behavior. How to manage it, what to do when I am struggling, and evaluating myself when I need to. I have gotten a lot more comfortable with switching my teaching methods if the classroom seems to be struggling with the method I am doing.
- My subbing experiences have helped me tremendously with managing behaviors. I feel that I am prepared to handle different behaviors and situations in a calm and appropriate manner.
- It is important to assess student learning so you can always see where your students are. Once you know where each student is in their learning, you can make changes to meet their needs.
- Managing the classroom when substitute teaching is highly important because if you can't manage the classroom it causes chaos for the rest of the classroom.
- I choose the managing the classroom because I think that's how you create a solid foundation in your classroom and that is what needs to be developed first.
- Being in a classroom that is not yours, you have to come up with creative ways to manage behavior. Subbing in a classroom is more about managing behavior and diverting attention than it is about truly teaching.
- I learned the most about managing the classroom and different strategies. I learned that positive reinforcement works a lot better than negative reinforcement and then the vibes of the room are a lot happier. I also learned the power of quiet voices in the classroom that brings the down craziness of the environment. I found that if the students are enjoying themselves they seem to learn a lot more and focus. It also helps a lot if you make connections to them. They listen to you more if they like you.
- Seeing how different classrooms are run and seeing how students can behave has helped me prepare for situations when it comes to my own classroom.
- I believe that managing classroom behaviors is the most important because if you can't control a class, then you can't successfully teach. Students will learn the best if a classroom is managed appropriately then students will learn to the best of their abilities.
- I put differences among students first because I am constantly conscious of that. I know that all students don't learn the same and that some students need more help than others. But with those differences, I keep in mind that their differences don't need to divide them and doesn't need to affect them negatively. I do my best to encourage these differences because those are what makes those students unique.
- I rated the managing classroom behavior as my top rated selection because the classroom behavior when subbing determines how your entire day will go as a teacher and for the class.
- I feel that classroom management is the most important thing as a teacher.
- The feedback that you give to the students means everything to them and their learning. It is very essential to provide positive personal feedback to your students because it will drive their learning.
- I have learned how important it is to be a professional, both in dress and personality. When addressing school personnel, I always kept in mind to speak professionally. Making a first impression is very important, so it is my intention to always communicate to the best of my ability.

- I felt that being prepared and having the right mindset for walking into a classroom where students were not familiar with my expectations or strategies was important to be aware of each time I picked up an assignment. The next thing that I always look for is a good lesson plan for direction for me and for the student's learning experience while I am there substituting for their teacher. I am grateful for a teacher that takes the time to write a thorough and achievable lesson plan(s), that I am able to implement in a professional manner and helps me to accomplish a productive, safe, and friendly environment.
- The subbing days provided more insight on how to manage a classroom. Some subbing days I could manage the kids well, other days they had a hard time listening to me. I felt like the subbing days it was hard to connect with the kids because it was movies or just worksheets. Not a lot of actual teaching going on.
- I think that having control over the class and seeing what does and doesn't work is very helpful for when it comes to classroom management in my future classroom.
- This was the first time I was really left alone and in charge of students by myself and I learned a lot about how to manage a classroom and behaviors.
- I chose differences among learners because every student you will come across is different and unique in their own way. It is important for us teachers to see and notice that each student learns a different way as well. It is our job to make sure every student is learning and is getting every resource they need to be successful.
- I think to be able to have a good environment classroom behavior is the most important. If you don't have good classroom behavior, I don't think your teaching or the students learning will be up to standard because other distractions will be happening.
- If you don't have strong management over a class, what you teach likely won't be taken seriously and your class may end up walking all over you.
- In the subbing program you have to work with your peers effectively in order to get the most out of the experience. It is also essential to present yourself as a professional in order for the students as well as the teacher to take you seriously. I also learned that classroom management is key in a classroom especially when you are coming in as a sub.

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

The image below shows how the assessment appears to the teacher candidate in the Central Assessment System:

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

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

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

Assessment Coordinator Comment: Eighty-eight (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.
- There are several behaviors from class to class and a lot to learn.
- I feel planning units may be my biggest "fear". It seems like a tall task, as its an important choice. I don't know the time available to plan for this before my first year.
- These are the areas I have not physically taken part in while in a classroom. I have seen it in my courses but not in action with real students.
- Along with learning the most about classroom management I think that this will also be the most challenging.
- Making time to provide individual feedback to students needs to be purposeful so that it is fit into the day.
- I think depending on the students I have each year these options may change or not be a problem. But as a first year teacher I believe these will be my biggest struggles.
- All learners are different, at the beginning of the year it can be hard to tell where each student is at. Also, I feel as though tests can only measure so much and a student might not test well, so their tests won't reflect their actual knowledge. In the end it might be hard to determine their readiness.
- It is hard to build relationships with students when you are only there for one day
- Having a classroom of my own will change my role from being a substitute teacher. Managing my own students and their readiness will be a new experience and will take some time to master.
- They're just so incredibly important so it matters a lot for me to be aware of those and grow in those areas.
- We have learned all of these things throughout or education, but some of them just take practice.
- Technology has always intimidated me. I see it as the most challenging because it is easy to lose the class while you "fiddle" with it in the classroom in an attempt to get it to work.
- Being able to manage classroom behavior, be mindful of the developmental readiness of learners, and finding differences among learners will be the most difficult for me as a future classroom teacher. In order to manage the classroom, I must be aware of the developmental readiness of my students and the differences that each of my students carry. Through assessment and observations, I will be able to find what my students like, dislike, or do well with and use this information to better manage my classroom.
- I chose these three areas because they have the most impact on students' learning and I feel it will require a great deal of my time to ensure I am providing a quality education for all students.
- You never really know if a way you're teaching or reteaching something will help a student in need.
- I haven't had as much experience as I would like with dealing with differentiation with learners.
- I know that I would be able to assess my students and use that data to my benefit, I just haven't gotten to do it in the field during subbing because they often leave us with easy work.

- Differences among learners is my top rated selection. All students learn differently and are at different paces for their learning. I saw first-hand in my 80 hour practicum how much work it is to differentiate lessons and content for a wide variety of students. I think that this will be a challenging area for me in my first years of teaching.
- All students learn in different ways. For this reason, I think teaching in a way that benefits every student is the most important thing for a teacher to do.
- I believe that managing classroom behavior is the toughest part of teaching.
- Since everyone learns in different ways, I feel it will be challenging to determine what learning style fits each student.
- I have learned a lot of managing classroom behavior, but I know I still have a lot to learn. Every classroom is different, so I need to know how to handle all different types of environments.
- Sometimes, I think it can be hard to engage every student for every lesson because not all students will be interested and/or learn in the same ways.
- There will always be so many things to plan and keep track of. It may become hard at times to be fully prepared for lessons.
- I chose the importance of planning as one of the most challenging areas of teaching in the future. While taking the time to plan for lessons and for your students is an important part of their success, sometimes planning may just not be as realistic for a certain day or certain lesson. I plan on setting aside time for planning and I plan on using that time to collaborate with other teachers on lessons, but we have learned to change and adapt to our environment and I foresee lesson planning becoming a challenge, especially in the first year.
- I think that in any classroom, it is a challenge to know how to get your group of students ready to learn when they are all at different levels. Once the school year progresses and you are able to learn more about your students, this task becomes easier. It is something that is very hard to do as a sub when you only get to know the kids for one day.
- I feel the importance of planning is going to be the most challenging in the future because there is always so much to plan for and not enough time to do it. At what point do you draw the line of not bringing your work home with you every night. I'm most afraid that I won't have the time to plan to ensure my students are getting the education they deserve.
- Instruction can be differentiated almost infinitely when trying to make learning effective for every student. I will need to find the balance between serving my students and taking care of my needs as well.
- I think these three will be the most difficult to ensure are happening well in my classroom. I want my classroom to entail a positive learning environment and provide students with the best possible opportunity to learn to the best of their ability.
- I think behavior management is difficult especially because each classroom of students come with a different dynamic. I think it will take a lot of trial and error to find out what strategies work for each group of students I teach.
- I will say leadership and collaboration as I have never had to do that in an elementary school setting.
- I picked these because I just need to get more practice in a real classroom setting teaching content and making the content relevant to students. I also picked the importance of planning just because I know the importance of planning and I could always get better at it. Plus your planning for a class changes every year and sometimes it changes within the year also well.
- Determining what students have met certain developmental stages may be hard when thinking about managing behaviors and understanding what are normal reaction and behaviors are to scenarios. Managing behaviors and making sure you have a hold on what will fly in your classroom and what won't. Teacher and student rules and anchor charts should be created together to hold students and the teacher accountable to the classroom rules. Differentiation is a difficult factor when thinking about the range in abilities in your classroom (gifted and talented students to students that need more assistance.)
- Leadership and collaboration will be a challenge for me because I am usually nervous to voice my opinions.
- Readiness of learners can be hard to figure with some students. It is something I have never really looked into either since I have not taught my own classroom yet. Differences among learners may be challenging because sometimes it is hard to differentiate when you have a class of 25 students. Planning can be a challenge for me. Lesson planning has never been my strong suite, but I know that it is important to help keep my class and I both on task in the future.
- I have chose the above three areas of teaching to be the most challenging in the future. I feel they are something you, the teacher, may prepare for a little, but you have no idea what the needs of the students will be in a given year.
- I would say technology in the classroom will be the most challenging. At VCSU we do have some technology, and more than I had in school, but going into local schools I see how much technology they do use. Additionally, when we were doing substitute teaching we did not have access to any of the technology. The students didn't use their ipads, no smart boards, or doc cameras. It was very difficult to teach without using the technology the students are used to and on our side teaching without technology.
- I think again the toughest one, would be classroom management. I'm still working out the kinks of what works and what doesn't. Some classes are definitely more challenging than others so once you think you got something down for one class, another class will need something completely different.
- I do not think these will be too challenging for me in the future but this three may take up the most time and may need to be planned more carefully.
- I chose these three as they are not ones that can be taught in the classroom, they are things that we will learn as we get into the classroom. Each student is going to be different as well as each class as a whole, so what works for one might not work for the other.
- I chose developmental readiness of learners because I feel like it will be challenging to make sure all students are where they are comfortable, but keeping up with the content at the same time. I also chose managing classroom behavior because every class is different. So, what works for one class may not work at all for another. I think it will be a lot of trial and error. I also chose using

technology in the classroom because it depends on if your class can handle certain technology. Also, sometimes technology doesn't always work so you should have a back-up plan.

- I believe that the biggest challenge for me in the future will be my classroom management because it is something that I need to work on and is necessary in order to successfully teach lessons.
- These are things I saw a lot during my practicums and substitute teaching. This is something you will have to do every day in the classroom. Either reinforcing or prepping for the next class - it is part of the job. Although, I may succeed at all of those things that doesn't mean I will have to stop working at it.
- My top three challenges are differences among learners, managing classroom behavior, and providing feedback to students. Teaching different learning styles will be difficult because I don't learn the same way as my students. So, if I learn one way my students may not learn that way. Classroom management is difficult because times are changing and some students aren't as respectful. Parental involvement is becoming more of a problem in schools. Assessing student learning is also an issue because schools use so many different programs to assess their students. While doing my classroom management practicum, my cooperating teacher showed me the scores of her students. In one of her programs her students were showing average, but in another program they were below average.
- Providing feedback to students can be such a touchy subject. Some kids can take criticism, and some absolutely cannot! Being able to do this for an entire classroom is a tricky subject for us as teachers!
- Classroom management is always something that can be improved. There are methods that work for some students, but not for others.
- The first one I choose was professionalism and ethics because there is a fine line between the two. A teacher needs to be professional but they also need to consider the ethical side of some situations. For example, there was an incident that happened and there was a lot of people affected by it. I had one of the students in my class and I did everything in my power to make them feel like they could be comfortable coming back to school.
- Classroom management is the hardest thing to learn through classes and practicums because you do not see how students act in class or without their regular teacher in the room.
- My top rated selection would probably have to be differences among all learners. I definitely think that this is important to do in the classroom and to try our best to make sure we are implementing and revising instruction that sets each of our students up for success. The reason I feel like this could be challenging is because you might have classrooms where you have multiple students who learn best in multiple different ways. In order to allow your students to all learn in the ways that they learn best, you as the teacher are going to have to take a lot of time for differentiated instruction if that is what you choose to do. This can be especially challenging if you have students who work better one on one and as the teacher are the only adult in the classroom.
- I chose these selections because I feel that classroom management will be something that will constantly be changing and I will have to change my ways with each group of students. I also feel that the differences among learners will create a challenge that will sometimes make it difficult for teaching lessons and helping each student with learning the same things. I feel that after many years of teaching, I will get a better understanding on helping different students with learning, but again will be something I'm constantly working on. Leadership and collaboration is another thing that will be learned as the years go on and will be hard at first, but will get better. I feel this is something you have to experience before feeling like you can do it.
- Managing class because of reasons listed above. Instructional strategies because it might make sense to me but will it make sense to the students I am teaching. Leadership and collaboration because I am not sure of my abilities at the moment.
- I feel like I need most help in making my lessons different and using whole group instruction and small group instruction.
- Some students just will not be engaged in learning for a number of reasons, and that goes for developing some students' readiness to learn. While both can always be accomplished, I think it will be tougher and take longer than the other options.
- Just need more experience in it.
- The importance of planning has to be the toughest because you may not be ready to move on and you may have to change your lesson plans because of this and focus on what the students are struggling on for another day.
- I think I am going to struggle noticing whether or not students are ready to learn what I am going to teach. I am afraid that they will not speak up when they aren't understanding things and I will just confuse them more by continuing teaching.
- I think that now that I have got to practice classroom management and actually try and fail on my own. I think that I will be more prepared when it comes to my own classroom!
- These are my top rated because throughout my practicums, I have noticed the difficulty of these three. I believe I will be able to handle them well in my classroom, but it still might be difficult.
- I think that the developmental readiness of learners is something that will be a bit confusing, because some kids test better/worse than they perform in the classroom, so you can't rely on data completely. You need to get to know each and every one of your students. Establishing a supportive learning environment can be difficult because you have to be constantly aware of the kids and how they are treating each other. I think that it will be a struggle to make sure you are saying and doing the right things while also not taking away from them mastering their problem-solving skills. Connecting content is difficult, because not every student will have the same background or experiences, so finding something that every child has done may be difficult.
- I chose these 3 because I feel that they are hard to teach in a classroom setting. I think after trial and error and a couple years of teaching these will become easier.
- I feel like the three I chose deal more with having my own classroom and it is hard to get these experiences through subbing alone, and it is also hard to teach these things, so they are things that I will have to figure out on my own which is why I selected them.
- I believe that implementing instructional strategies to lead lessons will be hard because I still have trouble with some strategies but I learn more and more everyday I am in my practicum classrooms.

- I think that being able to properly assess students is extremely important and with so many students and so many different behaviors and personalities, it can be very difficult. Again, classroom management is extremely important because it can dictate the effectiveness of your classroom. Finally, every student that comes into your classroom is going to be different. They are not all going to be at grade level, and not all of the students are going to be ready to learn all of the content.
- I am not good at planning so I feel for me it is going to be very hard for me to keep planning and being able to plan daily. Differences among learners I think will be a challenge, even though I know the differences in learners I just feel it will be a challenge to meet the needs of everyone. Finally, I think managing classroom behavior will be tough. Trying to get everyone to listen can be challenging, especially for younger elementary students.
- I chose these three because I was never a planner. I had never been but throughout my time here at VCSU i have slowly started to grow new habits. I still feel that I am below where i would feel comfortable at when it comes to planning. I think that the other two are just challenges that i need to just face and with time and experience i will become more comfortable with them.
- Although I've gain more experience in classroom management, I still feel as though this will be a challenging area for me in my future classroom. I will need to figure out what strategies will work best for me and my students and make adjustments as needed. I also hope to grow in the area of differentiation in order to provide to all needs of my students.
- These three things may be things that are not used all the time in the classroom. Finding the time and ways to implement them into the classroom setting may be challenging. In my eyes they still need to be brought in but they will just be harder than the other ones.
- I'm very confident with my classroom management skills and the other skills that I checked, but I haven't been in a classroom where there are extreme behavioral issues. I know that this happens and I'm concerned for how that could affect my classroom someday.
- I feel that managing a classroom is always tough because you have 30 different personalities in one small room. I chose differences among learners because not everyone is on the same page and no one has the same learning abilities. I chose connecting content in a meaningful way because I feel that it can be hard in certain areas to know that topics can trigger bad memories for students and what don't.
- I feel like the ability to learn more about them and best support my students will be really important to focus on.
- I believe these three will be the most challenging in the future because with managing classroom behavior you need to be able to gain the respect of the students. Once you are able to gain their respect, you have to set those routines and procedures. I also believe that it may be hard to connect the content in meaningful ways to keep the learners engaged. This will be challenging because every student will have different interests and learn differently. Lastly, I think it may be challenging to provide feedback to the students. It will be hard to decide what feedback will be beneficial for the students.
- I feel that it will be difficult to figure out all the different things I need to do in order for my lessons to fit everyones needs. I also think I will struggle with telling students what they need to do to do better becuae I hated hearing that I was'nt doing good enough when I was younger.
- I think that I have had practice in all three of these areas. However, I think that it will take some time to master these three areas in particular. I will continue to improve as the years go by in these areas, but it will take some practice.
- I get anxious thinking about the planning that will need to be done when thinking about teaching. I also get anxious about the behaviors that may occur but I feel more prepared because of subbing.
- I feel managing classroom behavior will be a challenge. I want to be able to have a strong relationship and I like things to be 'perfect.' I know that I will have to be patient and understand that this will take time for the students to understand my routines and rules in order for me to have control over my classroom.
- I chose managing classroom behavior, differences among learners, and assessing student learning. While I learned so much through my subbing experiences, I still think this will be extremely difficult to manage behaviors because you never know what to expect. Behaviors can be difficult because they impact the students' ability to learn and they can impact the learning of other students as well. I also chose differences among learners because every student learns differently, so it could take a while to get to know your students and teach the content in a way that all students can be successful. Lastly, I chose assessing student learning because we haven't done a lot with this, especially when it comes to writing and writing samples. I had some practice with this during my 350 practicum experience, but I struggled with assessing students on open-ended responses.
- I chose Differences Among Learners as my top rated selection. Having students on several different academic levels makes it hard to be sure that they are all getting what they need.
- I think classroom management will always be a challenge. Each year is a new year and a different year.
- Managing classroom behavior can be a challenge across the board. I feel like I have had good experience with this but I'm sure that there is plenty more to learn.
- I feel these three areas will be difficult because technology is becoming more popular in the classroom environment and is also becoming harder to maintain and manage. I'm very old-school so I think I will struggle to implement technology 100% into my classroom one day, I'll definitely need more practice with it. As a substitute teacher, it's hard to know how to use classroom technology when no notes are left behind, so 100% when I have substitute teachers come into my classroom, I will leave detailed notes about technology. This goes hand-in-hand with connecting content with students, because the world is changing so much that it's hard to keep up to speed with student lifestyles and what is relevant or not. Relationships are going to become much more important with this so that I can relate to all students on some level. Lastly, feedback to students has become difficult in today's classroom, only because some students are either too sensitive or won't take feedback on their work because they're used to hearing "good job", we need to be trained on effective feedback.

- I believe that assessing students will be challenging in the future. This is because I do not want to be the teacher that just gives tests and worksheets. I want to create differentiation when assessing students and do this in creative ways.
- These areas were parts I struggled with when subbing. Usually, my struggles came from behaviors but in some cases, it was trying to stay to the routine the class would normally follow.
- I think my top choice would be assessing student learning. Because I haven't had an actual classroom yet, I haven't been able to see a lot of progress or growth in students (at least as much as I would with a full year class). I am looking forward to practicing this more.
- I chose these three because they are essential to a good learning environment, but they aren't the easiest to accomplish and need to be practiced and changed all the time.
- I chose these areas because I know each classroom will be different in their learning styles and future adjustments of content standards. Though these areas are dynamic, I am confident that through more experience in classrooms I will be more knowledgeable in these areas.
- I feel that those three selected topics I have the least interaction with so far. However, I am ready to learn!
- Sometimes I am unsure of the best ways to assess students as well as differentiate instruction to fit the needs of all students.
- If I don't build relationships and set my expectations at the beginning of the year, the students might show behaviors that make it tough on me as a teacher.
- Classroom behavior can be very challenging, this I feel will be challenging.
- Every classroom is so diverse and I am not quite confident in my abilities yet to fully differentiate for all students. I think finding time to instruct different levels of students will take lots of time and strategic planning.
- There are so many assessments so I feel it may be challenging to choose the right one to assess the student based on their needs.
- I think classroom behavior will always be a difficult obstacle because classroom behavior will always be changing over the years. I also think providing feedback in a supportive way will also be challenging because you don't want to negatively put down any of your students. Every student will learn differently but it will be hard to always incorporate multiple ways for students to learn in every subject.
- I chose the developmental readiness of learners because it is hard to determine where each student is and how that will effect their ability to complete the activity compared to the rest of the students.
- Even though I have dealt with some behaviors during my time subbing I am still worried about how I will handle them in my own classroom.
- I think that differentiating to learners and looking at their developmental readiness will be the most difficult in the future. It is so important to teach students at their own level, so we must make sure that we are doing that as teachers. I also think that managing the classroom will be difficult. I do not feel like we have learned much about different classroom management techniques. The management that you have of the classroom determines how well your classroom will work the whole year.
- I feel like I may struggle a bit to try and find those differences among learners. I will most definitely get the hang of finding different activities for those who are below average or above average but I worry that I won't get the hang of it as fast as I would like.
- I feel it will be the hardest to find ways to differentiate for every learner to meet their needs. I also feel managing behavior is going to be an ongoing challenge for all teachers.
- I think that managing classroom behavior is always challenging when you are a substitute teacher. Some students take advantage that there is a new teacher in the room and it can be hard to manage that. Something for the future that I will make sure to start early in the year is managing classroom behavior. Another area that can be challenging in the future are differences among learners and implementing instructional strategies to lead every lesson.
- I chose those three because I believe that this will change every year with your classroom. I think that it will be challenging to do because you learn what your class needs but then you have to learn your new class and learn how to manage, learn new ways to teach the different students and teaching strategies that they need to know.
- I picked those three because I definitely feel that managing your classroom behavior is very difficult but I know if it's done right away then it will be challenging. I also think technology is a tricky thing to implement without it becoming a distraction so, I want to be very careful with that.
- Remembering to provide meaningful feedback to learners in the elementary grades is difficult because a lot of what you want to do with them is hands-on learning. I have also noticed that my lesson plans I have created rarely utilize technology to its fullest possibility, this is something that will be necessary for me to work on as technology is such a large part of our world now. I also marked differences in learners, because I have struggled with authentically differentiating for students, I wish this was something we practiced more in classes.
- Classroom management is always going to be a challenge. Every year you will get new behaviors and trying to continually keep 20 students in focus will be hard. But learning your classroom will help you and you will learn your students and their needs.
- I think that knowing when my students are reading will be the most challenging because it requires having everything else covered. Teaching the content and assessments need to be done first before students move on.
- I think I will be challenged with planning because I am really bad with uncertainty. I don't always handle planning well and I will need to do a better job at planning to effectively give my students the best learning experience possible.
- Although subbing has given me a great amount of experience with classroom management and different strategies to use in the classroom, I feel like I still won't understand the depth of it until I have my own class that I've connected with and are managing on a daily basis.

- I think that the differences among learners is the most challenging because it is hard to keep the class on the same pace when students are on very different academic levels.
- Managing classroom behavior is what I put for the most challenging aspect of teaching in the future. It is the most important part of teaching in my opinion as well. You need to set clear expectations at the beginning of the year and be consistent throughout the whole year.
- The three I chose are ones that I struggle with personally. I know I will gain practice and experience when student teaching and hopefully do more substitute teaching before having a classroom of my own.
- I feel that classroom management is very important to plan but it is very hard to determine the unknown environment of a classroom environment until school has commenced and a teacher has time to learn about each student that is in each class period. I also feel that it is very difficult to enforce some of the policies when students have freedoms they feel are on their side; cell phone policies differ from school to school and classroom to classroom. Rules and expectations vary also from classroom to classroom and finding a medium that works for everyone involved can be challenging until a teacher finds a rhythm among teacher/student relationships.
- Classroom behavior I feel like is going to be a struggle for everyone. Also, in subbing the differences among learners was hard to demonstrate the differences between learners.
- I think that technology is a hard thing to have due to students relying on it so heavily.
- I chose managing classroom behavior because every new classroom you step in will bring a new challenge. Us teachers will have to create new relationships with our students and that will take time. That is why I believe that managing my classroom will be an important piece to my teaching career.
- I think learning about classroom management is extremely important for future use. It has been good to focus on ways to manage behavior in classrooms.
- I think that all students learn at different levels and it is difficult to get to know those students and the meet their needs. I think planning is very important and I have realized when subbing that the notes that you leave for subs are very important or it could lead to the sub being stressed. I think it is important to implement instructional strategies to lead lessons because you can't just teach traditionally every day or the students will be bored and not focused. Finding those strategies and different ways to teach will be tricky!
- Differences among learners - Having to plan for a variety of different learners may be difficult.
- I feel that differentiating content in the classroom will be difficult because most likely the class will always be made up of multiple different levels of students. Managing classroom behavior will also be challenging because once again you are often dealing with such a variety of students. Lastly connecting content in a meaningful way to the students may present as a challenge as well because you first have to get to know all your students individually as well as a whole class before you are able to engage them all successfully.

Student Teaching Formative and Summative Assessment Data: Fall 2017- Spring 2020

	VCSU on-campus			VCSU online			NDSU Elementary			Wyoming Elementary		
InTASC Standard 1	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count
Supports student learning through developmentally appropriate instruction.	2.94/158	3.38/152	3.41/206	2.9/47	3.29/43	3.27/56	2.84/105	3.27/94	3.39/157	2.93/49	3.27/48	3.36/54
Accounts for differences in students' prior knowledge.	2.88/157	3.41/152	3.37/206	2.81/47	3.2/43	3.21/56	2.86/105	3.28/94	3.36/157	2.84/48	3.26/48	3.31/54
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (average calculated)	2.91/315	3.39/304	3.39/412	2.86/94	3.24/86	3.24/112	2.85/210	3.28/188	3.38/314	2.89/97	3.27/96	3.34/108
InTASC Standard 2												
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	2.83/155	3.32/152	3.32/206	2.83/46	3.24/41	3.23/56	2.79/105	3.23/94	3.34/157	2.86/48	3.2/48	3.23/54
Exhibits fairness and belief that all students can learn.	3.17/155	3.55/152	3.6/206	3.01/47	3.37/43	3.41/56	3.08/105	3.41/94	3.58/157	3.07/48	3.43/48	3.56/54
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. (average calculated)	3/310	3.44/304	3.46/412	2.92/93	3.31/84	3.32/112	2.93/210	3.32/188	3.46/314	2.97/96	3.31/96	3.39/108
InTASC Standard 3												
Creates a safe and respectful environment for learners.	3.18/156	3.53/152	3.52/206	3.03/47	3.35/43	3.36/56	3.06/105	3.45/94	3.56/157	3.13/49	3.37/47	3.44/54
Structures a classroom environment that promotes student engagement.	3/156	3.49/150	3.41/206	2.82/47	3.29/42	3.38/56	2.85/105	3.28/94	3.43/157	2.94/49	3.3/47	3.38/54
Clearly communicates expectations for appropriate student behavior.	2.95/156	3.39/151	3.31/206	2.9/46	3.26/42	3.26/56	2.91/105	3.37/94	3.44/157	2.9/49	3.33/47	3.34/54
Responds appropriately to student behavior.	2.97/156	3.41/151	3.36/206	2.86/47	3.3/42	3.28/56	2.89/105	3.34/94	3.44/157	2.9/49	3.27/47	3.3/54
Guides learners in using technologies in appropriate, safe, and effective ways.	2.99/151	3.38/146	3.37/206	3.02/45	3.28/41	3.41/56	2.82/102	3.22/93	3.32/157	2.89/47	3.2/46	3.33/54
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. (average calculated)	3.02/775	3.44/750	3.39/1030	2.93/232	3.3/210	3.34/280	2.91/522	3.33/469	3.44/785	2.95/243	3.29/234	3.36/270
Summary for Standards 1 -3 Learner and Learning (Calculated)	2.99/1400	3.43/1358	3.41/1854	2.91/419	3.29/380	3.31/504	2.9/942	3.32/845	3.43/1413	2.94/436	3.29/426	3.36/486

	VCSU on-campus			VCSU online			NDSU Elementary			Wyoming Elementary		
InTASC Standard 4	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count
Effectively teaches subject matter.	2.96/156	3.43/148	3.4/206	2.91/47	3.32/42	3.36/56	2.85/104	3.27/94	3.41/157	2.87/49	3.3/47	3.4/54
Guides mastery of content through meaningful learning experiences.	2.94/156	3.37/148	3.35/206	2.86/47	3.24/42	3.29/56	2.81/104	3.25/94	3.36/157	2.8/49	3.18/47	3.31/54
Integrates culturally relevant content to build on learners' background knowledge.	2.82/150	3.22/148	3.24/206	2.79/47	3.17/42	3.17/56	2.69/103	3.12/93	3.25/157	2.68/49	3.09/47	3.15/54
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (average calculated)	2.91/462	3.34/444	3.33/618	2.85/141	3.24/126	3.27/168	2.78/311	3.21/281	3.34/471	2.78/147	3.19/141	3.28/162
InTASC Standard 5	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count
Connects core content to relevant, real-life experiences and learning tasks.	2.9/156	3.4/151	3.38/206	2.94/47	3.32/42	3.29/56	2.88/105	3.26/94	3.38/157	2.82/48	3.22/47	3.34/54
Designs activities where students engage with subject matter from a variety of perspectives.	2.88/155	3.36/151	3.35/206	2.74/47	3.24/42	3.21/56	2.77/105	3.2/94	3.33/157	2.74/48	3.22/47	3.26/54
Accesses content resources to build global awareness.	2.78/152	3.19/150	3.21/206	2.83/46	3.2/42	3.13/56	2.7/100	3.09/91	3.23/157	2.66/48	3.1/47	3.15/54
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	2.89/156	3.34/151	3.32/206	2.88/47	3.26/42	3.22/56	2.8/105	3.19/94	3.29/157	2.77/48	3.21/47	3.25/54
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. (average calculated)	2.86/619	3.32/603	3.31/824	2.85/187	3.26/168	3.21/224	2.78/415	3.18/373	3.31/628	2.75/192	3.19/188	3.25/216
Summary for Standards 4-5 Content Knowledge (Calculated)	2.88/1081	3.33/1047	3.32/1442	2.85/328	3.25/294	3.24/392	2.78/726	3.2/654	3.32/1099	2.76/339	3.19/329	3.26/378

	VCSU on-campus			VCSU online			NDSU Elementary			Wyoming Elementary		
	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count
InTASC Standard 6												
Uses multiple methods of assessment.	2.88/152	3.32/148	3.29/206	2.92/46	3.17/41	3.31/56	2.78/102	3.12/93	3.3/157	2.98/49	3.28/47	3.31/54
Provides students with meaningful feedback to guide next steps in learning.	2.98/154	3.38/149	3.37/206	2.98/47	3.32/42	3.29/56	2.86/105	3.28/93	3.33/157	2.91/49	3.31/47	3.41/54
Uses appropriate data sources to identify student learning needs.	2.71/153	3.18/147	3.22/206	2.68/45	3.11/40	3.14/56	2.63/100	3.07/92	3.24/157	2.8/49	3.22/47	3.37/54
Engages students in self-assessment strategies.	2.7/152	3.22/148	3.24/206	2.57/47	3.01/42	3.12/56	2.66/104	3.06/94	3.24/157	2.67/49	3.06/47	3.2/54
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making. (average calculated)	2.82/611	3.28/592	3.28/824	2.79/185	3.15/165	3.22/224	2.73/411	3.13/372	3.28/628	2.84/196	3.22/188	3.32/216
InTASC Standard 7												
Connects lesson goals with school curriculum and state standards.	2.95/156	3.41/150	3.4/206	2.96/47	3.25/42	3.37/56	2.94/105	3.27/94	3.43/157	2.91/49	3.29/46	3.48/54
Uses assessment data to inform planning for instruction.	2.86/154	3.31/149	3.25/206	2.88/45	3.13/41	3.18/56	2.81/100	3.21/92	3.31/157	2.91/49	3.27/46	3.35/54
Adjusts instructional plans to meet students' needs	2.92/157	3.4/150	3.37/206	2.87/47	3.21/42	3.29/56	2.81/100	3.25/91	3.37/157	2.79/49	3.32/46	3.41/54
Collaboratively designs instruction.	3.15/157	3.57/150	3.55/206	3.21/47	3.45/42	3.47/56	3.16/105	3.49/94	3.56/157	3.04/49	3.45/46	3.55/54
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (average calculated)	2.97/624	3.42/599	3.39/824	2.98/186	3.26/167	3.33/224	2.93/410	3.31/371	3.42/628	2.91/196	3.33/184	3.45/216
InTASC Standard 8	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count
Varies instructional strategies to engage learners.	2.99/156	3.43/148	3.38/206	2.85/46	3.29/42	3.22/56	2.89/105	3.29/94	3.4/157	2.89/49	3.31/47	3.36/54
Uses technology appropriately to enhance instruction.	2.99/153	3.4/146	3.4/206	3.05/43	3.39/40	3.4/56	2.94/104	3.25/93	3.38/157	2.85/48	3.26/46	3.35/54
Differentiates instruction for a variety of learning needs.	2.95/156	3.37/148	3.35/206	2.8/46	3.2/42	3.19/56	2.87/105	3.3/94	3.38/157	2.89/49	3.19/47	3.31/54
Instructional practices reflect effective communication skills.	2.91/156	3.38/148	3.38/206	2.96/46	3.33/42	3.21/56	2.95/105	3.3/94	3.42/157	2.91/49	3.3/47	3.34/54
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (average calculated)	2.96/621	3.4/590	3.38/824	2.91/181	3.3/166	3.26/224	2.91/419	3.29/375	3.39/628	2.88/195	3.26/187	3.34/216
Summary for Standards 6-8 Instructional Strategies (Calculated)	2.92/1856	3.37/1781	3.35/2472	2.89/552	3.24/498	3.27/672	2.86/1240	3.24/1118	3.36/1884	2.88/587	3.27/559	3.37/648

	VCSU on-campus			VCSU online			NDSU Elementary			Wyoming Elementary		
InTASC Standard 9	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count
Uses feedback to improve teaching effectiveness.	3.14/157	3.54/150	3.51/206	3.12/46	3.43/42	3.41/56	3.15/105	3.47/94	3.54/157	3.18/49	3.46/47	3.53/54
Uses self-reflection to improve teaching effectiveness	3.09/157	3.55/150	3.51/206	2.96/46	3.37/42	3.34/56	3.06/105	3.47/94	3.54/157	3.21/49	3.53/47	3.58/54
Upholds legal responsibilities as a professional educator.	3.25/157	3.53/150	3.5/206	3.16/46	3.36/42	3.48/56	3.1/104	3.33/93	3.47/157	3.17/49	3.35/47	3.52/54
Demonstrates commitment to the profession.	3.23/156	3.56/149	3.58/206	3.09/45	3.38/41	3.37/56	3.11/104	3.43/94	3.57/157	3.06/49	3.35/47	3.5/54
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. (average calculated)	3.18/627	3.55/599	3.53/824	3.08/183	3.38/167	3.4/224	3.1/418	3.43/375	3.53/628	3.16/196	3.42/188	3.53/216
InTASC Standard 10	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count	1/3 mean/ count	2/3 mean/ count	Final mean/ count
Collaborates with colleagues to improve student performance.	3.03/155	3.51/146	3.49/206	3.11/46	3.43/42	3.46/56	3.08/105	3.42/93	3.51/157	3.12/49	3.41/46	3.52/54
Collaborates with parent/guardian/advocate to improve student performance.	2.78/146	3.2/138	3.2/206	2.76/44	3.13/40	3.14/56	2.76/97	3.11/89	3.2/157	2.86/48	3.12/45	3.25/54
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. (average calculated)	2.91/301	3.36/284	3.34/412	2.94/90	3.28/82	3.3/112	2.93/202	3.27/182	3.35/314	2.99/97	3.27/91	3.38/108
Summary for Standards 9-10 Professional Responsibility (Calculated)	3.09/928	3.49/883	3.47/1236	3.03/273	3.35/249	3.37/336	3.05/620	3.37/557	3.47/942	3.1/293	3.37/279	3.48/324

historical Perspective: Student Teaching Final Evaluation: Fall 2011 – Spring 2017

point scale: 4 – Distinguished; 3 – Proficient; 2 – Emerging; 1 – Undeveloped (Previously used Student Teaching instrument)

Student Teaching Experience Final Evaluation	VCSU Face-to-Face		VCSU Online		NDSU Elementary		Wyoming Elementary	
<i>Final Evaluation completed by cooperating teacher.</i>	Mean	% 3 or >	Mean	% 3 or >	Mean	% 3 or >	Mean	% 3 or >
Standard #1: Learner Development (Overall Rating)	3.52/262	97%	3.47/34	94%	3.51/251	98%	3.48/176	97%
Designs developmentally appropriate instruction	3.52/263	96%	3.5/34	94%	3.52/251	98%	3.51/177	99%
Implements developmentally appropriate instruction	3.51/263	97%	3.5/34	94%	3.54/251	98%	3.47/176	97%
Standard #2: Learning Differences (Overall Rating)	3.54/263	97%	3.55/33	97%	3.52/250	98%	3.56/176	98%
Adapts instruction for individual needs	3.46/263	92%	3.41/34	91%	3.41/249	95%	3.45/177	94%
Inquires about students as individuals with diverse personal and family backgrounds	3.54/260	95%	3.55/33	94%	3.62/250	99%	3.6/177	97%
Exhibits fairness and the belief that all students can learn	3.72/263	98%	3.59/34	94%	3.74/250	100%	3.71/177	99%
Standard #3: Learning Environments (Overall Rating)	3.58/261	95%	3.53/34	97%	3.56/250	98%	3.53/174	96%
Fosters a safe and respectful environment that promotes learning	3.68/263	97%	3.71/34	97%	3.69/251	100%	3.65/177	97%
Organizes time and resources to actively engage students in learning	3.55/263	92%	3.5/34	97%	3.54/251	98%	3.44/177	94%
Manages classroom activity and behavior effectively	3.42/263	90%	3.41/34	94%	3.43/251	95%	3.31/177	88%
Standard #4: Content Knowledge (Overall Rating)	3.50/261	93%	3.44/34	91%	3.5/249	98%	3.45/176	97%
Demonstrates knowledge of subject matter	3.52/262	94%	3.53/34	94%	3.54/249	98%	3.41/177	96%
Creates meaningful learning experiences	3.55/262	92%	3.59/34	100%	3.55/249	98%	3.58/177	98%
Standard #5: Applications of Content (Overall Rating)	3.45/256	93%	3.5/34	97%	3.39/249	97%	3.37/175	96%
Connects content knowledge to relevant issues in students' lives	3.49/260	92%	3.56/34	97%	3.45/249	97%	3.46/176	95%
Engages students in higher level thinking skills	3.37/260	89%	3.47/34	91%	3.37/249	95%	3.34/176	93%
Standard #6: Assessment (Overall Rating)	3.52/256	96%	3.53/34	97%	3.43/248	97%	3.44/174	98%
Integrates formal and informal assessments	3.45/260	92%	3.5/34	94%	3.43/248	97%	3.42/177	98%
Communicates timely and useful descriptive feedback	3.48/261	92%	3.65/34	100%	3.52/249	96%	3.5/177	95%
Aligns assessments with objectives and standards	3.48/260	93%	3.44/34	91%	3.48/249	98%	3.47/177	98%
Exhibits fairness in grading practices	3.63/259	98%	3.65/34	97%	3.63/248	100%	3.6/177	98%
Uses a variety of assessments	3.44/261	92%	3.47/34	94%	3.4/248	95%	3.4/177	97%
Standard #7: Planning for Instruction (Overall Rating)	3.46/261	93%	3.53/34	94%	3.5/246	98%	3.5/176	98%
Connects lesson goals with school curriculum and state standards	3.55/262	95%	3.56/34	94%	3.56/248	98%	3.56/177	98%
Uses assessment data to inform planning for instruction	3.35/262	89%	3.52/33	94%	3.4/248	94%	3.47/177	97%
Standard #8: Instructional Strategies (Overall Rating)	3.51/259	95%	3.52/33	94%	3.5/246	97%	3.46/174	97%
Varies instructional strategies to engage learners	3.52/262	95%	3.53/34	94%	3.56/249	97%	3.51/177	96%
Uses technology appropriately to enhance instruction	3.60/262	95%	3.65/34	97%	3.54/249	98%	3.54/177	97%
Differentiates instruction	3.42/262	91%	3.47/34	91%	3.42/249	94%	3.39/176	93%

Standard #9: Professional Learning and Ethical Practice - (Overall Rating)	3.65/261	95%	3.65/34	97%	3.68/248	98%	3.69/176	97%
Seeks and accepts feedback to improve teaching effectiveness	3.67/263	95%	3.65/34	97%	3.74/251	98%	3.73/177	95%
Uses self-reflection to improve teaching effectiveness	3.63/263	94%	3.65/34	97%	3.71/251	98%	3.73/177	98%
Demonstrates commitment to the profession	3.71/263	97%	3.65/34	97%	3.77/251	98%	3.73/176	98%
Standard #10: Leadership and Collaboration - (Overall Rating)	3.6/259	96%	3.47/34	94%	3.55/251	99%	3.6/175	98%
Works effectively with school personnel	3.66/262	97%	3.59/34	94%	3.68/251	99%	3.69/177	98%
Works effectively with parents	3.50/247	93%	3.47/34	94%	3.5/248	97%	3.52/175	97%
Communication- The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Overall Rating)	3.58/262	97%	3.58/33	97%	3.51/247	98%	3.49/174	97%
Uses accurate and effective written communication	3.52/263	95%	3.48/33	91%	3.5/250	98%	3.45/176	96%
Uses accurate and effective oral communication	3.57/263	95%	3.58/33	97%	3.54/250	98%	3.51/177	95%
Uses effective non-verbal communication	3.56/262	96%	3.56/32	97%	3.53/250	98%	3.52/175	97%

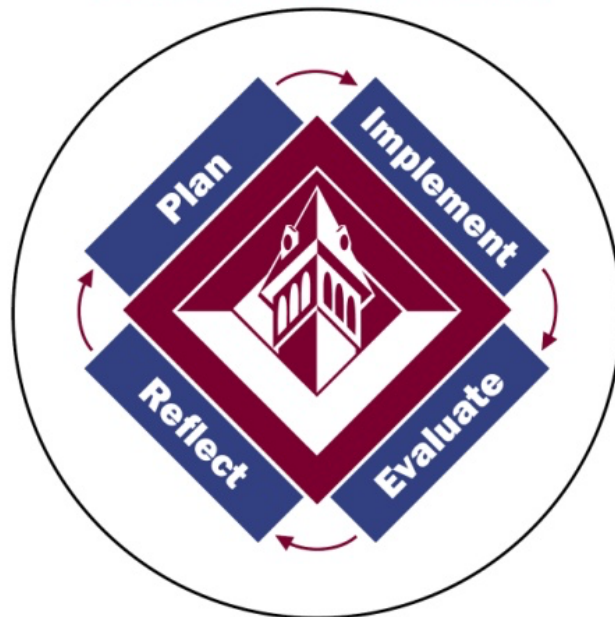
Student Teaching Field Experience: Demographic Data

STUDENT TEACHING FIELD EXPERIENCE: DEMOGRAPHIC DATA (FALL 2012 – SPRING 2020)					
STUDENTS	Minimum	Median	Mean	Maximum	Percent
TOTAL NUMBER OF STUDENTS IN THE CLASS:	4	20	19.66	53	--
MALES:	1	10	10	27	50.71%
FEMALES:	2	10	9.9	53	49.29%
ESL/ELL STUDENTS:	1	2	2.77	53	5.17%
IDENTIFIED GIFTED AND TALENTED:	1	2	3.31	15	5.07%
INDIVIDUALIZED EDUCATION PLANS (IEPS) OR 504 PLANS:	1	3	2.8	8	11.94%
STUDENTS WITH FEDERAL SCHOOL LUNCH ASSISTANCE:	1	6	7.3	90	24.45%

STUDENT RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	3366	81.19
BLACK:	268	6.46
AMERICAN INDIAN:	131	3.16
HISPANIC:	190	4.58
ASIAN/PACIFIC ISLANDER:	73	1.76
OTHER (MIXED RACIAL/ETHNIC):	118	2.85

TEACHER RACE/ETHNICITY	TOTAL	PERCENT
WHITE:	209	97.66
BLACK:	1	0.47
AMERICAN INDIAN:	0	0
HISPANIC:	0	0
ASIAN/PACIFIC ISLANDER:	0	0
OTHER (MIXED RACIAL/ETHNIC):	4	1.87

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Disposition Data

Disposition Data Fall 2019 – Spring 2020

Each disposition item has its own set of actionable performance descriptors in the assessment rubric.

The column headings include the following number values:

3= Exceeds Expectations

2.5 = In addition to score of “2” performance, partial success at score of “3”

2 = Meets Expectations

1.5 = In addition to score of “1” performance, partial success at score of “2”

1 = Needs Improvement

Introduction to Education Fall 2019 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	30	44	37	0	0	2.47	100%	0
Values appropriate interpersonal relationships in all settings	21	44	46	0	0	2.39	100%	0
Is dependable: prepared, on time	28	43	31	8	1	2.40	92%	0
Is approachable: nonthreatening, positive	29	42	40	0	0	2.45	100%	0
Receives/uses constructive feedback professionally	25	44	41	0	0	2.43	100%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	12	43	39	0	0	2.36	100%	17
Communicates professionally through electronic means (email, social media, course management system)	13	43	55	0	0	2.31	100%	0
Communicates professionally in oral language when working with stakeholders	13	44	37	0	0	2.37	100%	17
Accepts responsibility for personal actions and behaviors	28	45	37	1	0	2.45	99%	0
Total number of ratings for each score level	199	392	363	9	1			35
Overall Percentages and Mean Score	20.6%	40.7%	37.7%	0.9%	0.1%	2.40	99.0%	

Introduction to Education Spring 2020 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	0	0	59	0	0	2	100%	0
Values appropriate interpersonal relationships in all settings	0	0	59	0	0	2	100%	0
Is dependable: prepared, on time	0	0	56	0	3	1.95	95%	0
Is approachable: nonthreatening, positive	0	0	59	0	0	2	100%	0
Receives/uses constructive feedback professionally	0	0	59	0	0	2	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	0	0	59	0	0	2	100%	0
Communicates professionally through electronic means (email, social media, course management system)	0	0	59	0	0	2	100%	0
Communicates professionally in oral language when working with stakeholders	0	0	59	0	0	2	100%	0
Accepts responsibility for personal actions and behaviors	0	0	59	0	0	2	100%	0
Total number of ratings for each score level	0	0	528	0	3			0
Overall Percentages and Mean Score	0.0%	0.0%	99.4%	0.0%	0.6%	1.99	99.4%	

Introduction to Education Fall 2019 – Spring 2020 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	30	44	96	0	0	2.31	100%	0
Values appropriate interpersonal relationships in all settings	21	44	105	0	0	2.25	100%	0
Is dependable: prepared, on time	28	43	87	8	4	2.24	93%	0
Is approachable: nonthreatening, positive	29	42	99	0	0	2.29	100%	0
Receives/uses constructive feedback professionally	25	44	100	0	0	2.28	100%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	12	43	98	0	0	2.22	100%	17
Communicates professionally through electronic means (email, social media, course management system)	13	43	114	0	0	2.2	100%	0
Communicates professionally in oral language when working with stakeholders	13	44	96	0	0	2.23	100%	17
Accepts responsibility for personal actions and behaviors	28	45	96	1	0	2.29	99%	0
Total Number of Ratings	199	392	891	9	4			35
Percentage	13.3%	26.2%	59.6%	0.6%	0.3%	2.26	99.1%	

Methods

Fall 2019 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	246	42	43	0	1	2.80	100%	1
Believes that all students can learn and achieve	236	56	39	0	1	2.79	100%	1
Commits to knowing about the cultures and communities that impact their students	25	53	11	0	0	2.58	100%	1
Displays a commitment to provide equitable learning and development opportunities for all	10	5	5	8	0	2.30	71%	1
Engages learners in decision-making for purposeful learning	71	6	26	0	0	2.72	100%	0
Commits to making learning opportunities accessible to all learners	134	64	30	0	1	2.72	100%	1
Is committed to linking subject content to real life issues	196	64	68	0	1	2.69	100%	4
Commits to making accommodations in assessments for all learners	125	71	29	0	1	2.71	100%	4
Is committed to planning learning opportunities that promote student growth	144	53	31	0	1	2.74	100%	1
Values the exploration of how to use new and emerging technologies to promote student learning	41	42	16	1	1	2.60	98%	0
Maintains a positive attitude in professional settings	83	7	13	0	0	2.84	100%	0
Commits to professional appearance in dress and grooming	71	12	20	0	0	2.75	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	71	5	27	0	0	2.71	100%	0
Values appropriate interpersonal relationships in all settings	78	1	23	0	0	2.77	100%	1
Is dependable: prepared, on time	211	62	45	5	10	2.69	95%	0
Is approachable: nonthreatening, positive	82	10	11	0	0	2.84	100%	0
Receives/uses constructive feedback professionally	235	49	41	2	5	2.76	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	63	2	38	0	0	2.62	100%	0
Communicates professionally through electronic means (email, social media, course management system)	65	9	29	0	0	2.67	100%	0
Communicates professionally in oral language when working with stakeholders	64	3	36	0	0	2.64	100%	0
Accepts responsibility for personal actions and behaviors	77	5	21	0	0	2.77	100%	0
Total number of ratings for each score level	2328	621	602	16	22			16
Percentage	64.9%	17.3%	16.8%	0.4%	0.6%	2.73	98.9%	

Methods

Spring 2020 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	178	3	10	0	0	2.94	100%	1
Believes that all students can learn and achieve	182	3	6	0	0	2.96	100%	1
Commits to knowing about the cultures and communities that impact their students	18	0	5	2	0	2.68	92%	0
Displays a commitment to provide equitable learning and development opportunities for all	10	5	5	8	0	2.3	71%	1
Engages learners in decision-making for purposeful learning	13	1	6	0	0	2.68	100%	0
Commits to making learning opportunities accessible to all learners	145	9	16	1	0	2.87	99%	1
Is committed to linking subject content to real life issues	110	8	65	0	0	2.62	100%	9
Commits to making accommodations in assessments for all learners	119	30	21	1	0	2.78	99%	1
Is committed to planning learning opportunities that promote student growth	153	8	7	2	1	2.91	98%	1
Values the exploration of how to use new and emerging technologies to promote student learning	31	19	1	1	3	2.67	93%	0
Maintains a positive attitude in professional settings	17	0	1	2	0	2.8	90%	0
Commits to professional appearance in dress and grooming	14	0	6	0	0	2.7	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	19	0	1	0	0	2.95	100%	0
Values appropriate interpersonal relationships in all settings	17	0	3	0	0	2.85	100%	0
Is dependable: prepared, on time	146	9	21	10	6	2.73	92%	0
Is approachable: nonthreatening, positive	17	0	1	2	0	2.8	90%	0
Receives/uses constructive feedback professionally	172	5	9	4	2	2.89	97%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	13	0	7	0	0	2.65	100%	0
Communicates professionally through electronic means (email, social media, course management system)	13	0	7	0	0	2.65	100%	0
Communicates professionally in oral language when working with stakeholders	13	0	7	0	0	2.65	100%	0
Accepts responsibility for personal actions and behaviors	15	0	4	1	0	2.73	95%	0
Total number of ratings for each score level	1415	100	209	34	12			15
Percentage	79.9%	5.6%	11.8%	1.9%	0.7%	2.75	96.0%	

Methods

Fall 2019 - Spring 2020 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	422	44	52	0	1	2.85	100%	2
Believes that all students can learn and achieve	417	57	44	0	1	2.86	100%	2
Commits to knowing about the cultures and communities that impact their students	43	53	16	2	0	2.6	98%	1
Displays a commitment to provide equitable learning and development opportunities for all	10	5	5	8	0	2.3	71%	1
Engages learners in decision-making for purposeful learning	84	7	32	0	0	2.71	100%	0
Commits to making learning opportunities accessible to all learners	280	69	45	1	1	2.79	99%	2
Is committed to linking subject content to real life issues	307	68	132	0	1	2.67	100%	13
Commits to making accommodations in assessments for all learners	245	97	49	1	1	2.74	99%	5
Is committed to planning learning opportunities that promote student growth	298	57	37	2	2	2.82	99%	2
Values the exploration of how to use new and emerging technologies to promote student learning	72	61	17	2	4	2.63	96%	0
Maintains a positive attitude in professional settings	100	7	14	2	0	2.83	98%	0
Commits to professional appearance in dress and grooming	85	12	26	0	0	2.74	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	90	5	28	0	0	2.75	100%	0
Values appropriate interpersonal relationships in all settings	95	1	26	0	0	2.78	100%	1
Is dependable: prepared, on time	355	70	65	15	16	2.7	94%	0
Is approachable: nonthreatening, positive	99	10	12	2	0	2.84	98%	0
Receives/uses constructive feedback professionally	407	51	49	6	7	2.81	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	76	2	45	0	0	2.63	100%	0
Communicates professionally through electronic means (email, social media, course management system)	78	9	36	0	0	2.67	100%	0
Communicates professionally in oral language when working with stakeholders	77	3	43	0	0	2.64	100%	0
Accepts responsibility for personal actions and behaviors	92	5	25	1	0	2.76	99%	0
Total number of ratings for each score level	3732	693	798	42	34			30
Percentage	70.4%	13.1%	15.1%	0.8%	0.6%	2.72	97.6%	

Student Teaching
Fall 2019 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	23	4	6	0	0	2.76	100%	0
Believes that all students can learn and achieve	23	4	5	1	0	2.74	97%	0
Commits to knowing about the cultures and communities that impact their students	17	4	10	0	0	2.61	100%	2
Displays a commitment to provide equitable learning and development opportunities for all	24	3	5	1	0	2.76	97%	0
Engages learners in decision-making for purposeful learning	20	5	7	0	0	2.7	100%	1
Engages learners in collaborative learning	23	3	6	1	0	2.73	97%	0
Commits to making learning opportunities accessible to all learners	22	5	6	0	0	2.74	100%	0
Is committed to linking subject content to real life issues	19	4	8	1	0	2.64	97%	1
Commits to making accommodations in assessments for all learners	15	6	9	1	1	2.52	94%	1
Is committed to planning learning opportunities that promote student growth	21	4	7	1	0	2.68	97%	0
Values the exploration of how to use new and emerging technologies to promote student learning	19	6	6	1	1	2.62	94%	0
Maintains a positive attitude in professional settings	27	2	4	0	0	2.85	100%	0
Commits to professional appearance in dress and grooming	31	1	1	0	0	2.95	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	29	1	3	0	0	2.89	100%	0
Values appropriate interpersonal relationships in all settings	27	2	3	1	0	2.83	97%	0
Is dependable: prepared, on time	24	3	5	1	0	2.76	97%	0
Is approachable: nonthreatening, positive	28	2	3	0	0	2.88	100%	0
Receives/uses constructive feedback professionally	26	3	4	0	0	2.83	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	25	4	3	0	0	2.84	100%	1
Communicates professionally through electronic means (email, social media, course management system)	20	3	5	0	0	2.77	100%	5
Communicates professionally in oral language when working with stakeholders	24	2	6	0	0	2.78	100%	1
Accepts responsibility for personal actions and behaviors	27	1	4	0	0	2.86	100%	1
Total number of ratings for each score level	514	72	116	9	2			12
Percentage	72.1%	10.1%	16.3%	1.3%	0.3%	2.76	98.5%	

Student Teaching
Spring 2020 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	28	6	3	1	0	2.8	97%	0
Believes that all students can learn and achieve	27	6	5	0	0	2.79	100%	0
Commits to knowing about the cultures and communities that impact their students	18	9	7	0	0	2.66	100%	2
Displays a commitment to provide equitable learning and development opportunities for all	27	3	7	0	0	2.77	100%	1
Engages learners in decision-making for purposeful learning	20	8	7	2	0	2.62	95%	1
Engages learners in collaborative learning	24	4	9	0	1	2.66	97%	0
Commits to making learning opportunities accessible to all learners	23	5	9	0	0	2.69	100%	1
Is committed to linking subject content to real life issues	23	3	10	0	1	2.64	97%	1
Commits to making accommodations in assessments for all learners	12	11	12	1	0	2.47	97%	2
Is committed to planning learning opportunities that promote student growth	26	4	5	2	0	2.73	95%	1
Values the exploration of how to use new and emerging technologies to promote student learning	22	4	10	0	0	2.67	100%	2
Maintains a positive attitude in professional settings	33	3	0	0	1	2.91	97%	0
Commits to professional appearance in dress and grooming	32	3	2	0	0	2.91	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	29	3	5	0	0	2.82	100%	0
Values appropriate interpersonal relationships in all settings	29	3	5	0	0	2.82	100%	0
Is dependable: prepared, on time	29	3	3	2	0	2.8	95%	0
Is approachable: nonthreatening, positive	33	2	1	1	0	2.91	97%	0
Receives/uses constructive feedback professionally	31	2	3	0	1	2.84	97%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	29	2	5	1	0	2.8	97%	0
Communicates professionally through electronic means (email, social media, course management system)	25	5	4	0	0	2.81	100%	2
Communicates professionally in oral language when working with stakeholders	25	5	7	0	0	2.74	100%	0
Accepts responsibility for personal actions and behaviors	31	2	2	1	0	2.88	97%	1
Total number of ratings for each score level	576	96	121	11	4			14
Percentage	71.3%	11.9%	15.0%	1.4%	0.5%	2.76	98.1%	

Student Teaching

Fall 2019 - Spring 2020 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	53	10	10	1	0	2.78	99%	0
Believes that all students can learn and achieve	52	10	11	1	0	2.76	99%	0
Commits to knowing about the cultures and communities that impact their students	36	13	19	0	0	2.63	100%	4
Displays a commitment to provide equitable learning and development opportunities for all	53	6	13	1	0	2.76	99%	1
Engages learners in decision-making for purposeful learning	42	14	14	2	0	2.67	97%	2
Engages learners in collaborative learning	49	7	16	1	1	2.69	97%	0
Commits to making learning opportunities accessible to all learners	47	11	15	0	0	2.72	100%	1
Is committed to linking subject content to real life issues	44	7	19	1	1	2.64	97%	2
Commits to making accommodations in assessments for all learners	28	17	23	2	1	2.49	96%	3
Is committed to planning learning opportunities that promote student growth	49	8	13	3	0	2.71	96%	1
Values the exploration of how to use new and emerging technologies to promote student learning	44	10	16	1	1	2.66	97%	2
Maintains a positive attitude in professional settings	62	5	5	0	1	2.87	99%	0
Commits to professional appearance in dress and grooming	65	4	4	0	0	2.92	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	60	4	9	0	0	2.85	100%	0
Values appropriate interpersonal relationships in all settings	58	5	9	1	0	2.82	99%	0
Is dependable: prepared, on time	55	6	9	3	0	2.77	96%	0
Is approachable: nonthreatening, positive	64	4	4	1	0	2.9	99%	0
Receives/uses constructive feedback professionally	59	5	7	1	1	2.82	97%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	56	6	9	1	0	2.81	99%	1
Communicates professionally through electronic means (email, social media, course management system)	47	8	10	0	0	2.78	100%	7
Communicates professionally in oral language when working with stakeholders	52	7	13	0	0	2.77	100%	1
Accepts responsibility for personal actions and behaviors	60	3	7	1	0	2.86	99%	2
Total number of ratings for each score level	1135	170	255	21	6			27
Percentage	71.5%	10.7%	16.1%	1.3%	0.4%	2.76	98.4%	

Self-Assessment

Fall 2019 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	53	22	11	1	0	2.73	99%	0
Believes that all students can learn and achieve	70	12	4	0	0	2.88	100%	0
Commits to knowing about the cultures and communities that impact their students	40	21	22	3	0	2.57	97%	0
Displays a commitment to provide equitable learning and development opportunities for all	53	15	16	2	0	2.69	98%	0
Engages learners in decision-making for purposeful learning	48	15	21	2	0	2.63	98%	0
Engages learners in collaborative learning	52	18	16	0	0	2.71	100%	0
Commits to making learning opportunities accessible to all learners	47	16	22	1	0	2.63	99%	0
Is committed to linking subject content to real life issues	41	21	24	0	0	2.6	100%	0
Commits to making accommodations in assessments for all learners	48	9	24	4	1	2.58	94%	0
Is committed to planning learning opportunities that promote student growth	53	13	19	0	1	2.68	99%	0
Values the exploration of how to use new and emerging technologies to promote student learning	40	14	27	4	0	2.53	95%	1
Maintains a positive attitude in professional settings	68	10	6	2	0	2.84	98%	0
Commits to professional appearance in dress and grooming	74	3	8	1	0	2.87	99%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	71	9	6	0	0	2.88	100%	0
Values appropriate interpersonal relationships in all settings	62	12	12	0	0	2.79	100%	0
Is dependable: prepared, on time	62	10	13	1	0	2.77	99%	0
Is approachable: nonthreatening, positive	76	6	4	0	0	2.92	100%	0
Receives/uses constructive feedback professionally	52	14	17	2	0	2.68	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	53	11	17	1	0	2.71	99%	4
Communicates professionally through electronic means (email, social media, course management system)	60	8	15	0	0	2.77	100%	3
Communicates professionally in oral language when working with stakeholders	54	8	16	1	1	2.71	98%	6
Accepts responsibility for personal actions and behaviors	69	7	10	0	0	2.84	100%	0
Total number of ratings for each score level	1246	274	330	25	3			15
Percentage	66.3%	14.6%	17.6%	1.3%	0.2%	2.73	98.6%	

Self-Assessment

Spring 2020 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	12	3	1	0	0	2.84	100%	0
Believes that all students can learn and achieve	15	1	0	0	0	2.97	100%	0
Commits to knowing about the cultures and communities that impact their students	12	2	2	0	0	2.81	100%	0
Displays a commitment to provide equitable learning and development opportunities for all	13	2	1	0	0	2.88	100%	0
Engages learners in decision-making for purposeful learning	12	2	2	0	0	2.81	100%	0
Engages learners in collaborative learning	13	2	1	0	0	2.88	100%	0
Commits to making learning opportunities accessible to all learners	12	2	2	0	0	2.81	100%	0
Is committed to linking subject content to real life issues	13	1	2	0	0	2.84	100%	0
Commits to making accommodations in assessments for all learners	10	4	2	0	0	2.75	100%	0
Is committed to planning learning opportunities that promote student growth	14	0	2	0	0	2.88	100%	0
Values the exploration of how to use new and emerging technologies to promote student learning	11	3	2	0	0	2.78	100%	0
Maintains a positive attitude in professional settings	14	1	1	0	0	2.91	100%	0
Commits to professional appearance in dress and grooming	11	4	1	0	0	2.81	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	14	1	1	0	0	2.91	100%	0
Values appropriate interpersonal relationships in all settings	13	2	1	0	0	2.88	100%	0
Is dependable: prepared, on time	14	0	2	0	0	2.88	100%	0
Is approachable: nonthreatening, positive	13	2	1	0	0	2.88	100%	0
Receives/uses constructive feedback professionally	15	0	1	0	0	2.94	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	12	3	1	0	0	2.84	100%	0
Communicates professionally through electronic means (email, social media, course management system)	15	0	1	0	0	2.94	100%	0
Communicates professionally in oral language when working with stakeholders	15	0	1	0	0	2.94	100%	0
Accepts responsibility for personal actions and behaviors	15	0	1	0	0	2.94	100%	0
Total number of ratings for each score level	288	35	29	0	0			0
Percentage	81.8%	9.9%	8.2%	0.0%	0.0%	2.87	100.0%	

Self-Assessment

Fall 2019 –Spring 2020 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	65	25	12	1	0	2.75	99%	0
Believes that all students can learn and achieve	85	13	4	0	0	2.90	100%	0
Commits to knowing about the cultures and communities that impact their students	52	23	24	3	0	2.61	97%	0
Displays a commitment to provide equitable learning and development opportunities for all	66	17	17	2	0	2.72	98%	0
Engages learners in decision-making for purposeful learning	60	17	23	2	0	2.66	98%	0
Engages learners in collaborative learning	65	20	17	0	0	2.74	100%	0
Commits to making learning opportunities accessible to all learners	59	18	24	1	0	2.66	99%	0
Is committed to linking subject content to real life issues	54	22	26	0	0	2.64	100%	0
Commits to making accommodations in assessments for all learners	58	13	26	4	1	2.60	95%	0
Is committed to planning learning opportunities that promote student growth	67	13	21	0	1	2.71	99%	0
Values the exploration of how to use new and emerging technologies to promote student learning	51	17	29	4	0	2.57	96%	1
Maintains a positive attitude in professional settings	82	11	7	2	0	2.85	98%	0
Commits to professional appearance in dress and grooming	85	7	9	1	0	2.86	99%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	85	10	7	0	0	2.88	100%	0
Values appropriate interpersonal relationships in all settings	75	14	13	0	0	2.80	100%	0
Is dependable: prepared, on time	76	10	15	1	0	2.79	99%	0
Is approachable: nonthreatening, positive	89	8	5	0	0	2.91	100%	0
Receives/uses constructive feedback professionally	67	14	18	2	0	2.72	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	65	14	18	1	0	2.73	99%	4
Communicates professionally through electronic means (email, social media, course management system)	75	8	16	0	0	2.80	100%	3
Communicates professionally in oral language when working with stakeholders	69	8	17	1	1	2.74	98%	6
Accepts responsibility for personal actions and behaviors	84	7	11	0	0	2.86	100%	0
Total number of ratings for each score level	1534	309	359	25	3			15
Percentage	68.8%	13.9%	16.1%	1.1%	0.1%	2.75	98.7%	

Field Experience Data Related to Dispositions

Rating form used by cooperating teachers for EDUC 250 Field Experience

	Unsatisfactory (1)	Needs Improvement (2)	Satisfactory (3)
Item	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>
Punctuality and Attendance	was late and/or did not attend more than half of the scheduled visits.	was late or did not attend 1-2 of the scheduled visits without a reasonable explanation.	was reliable and attended all scheduled visits or provided a reasonable explanation.
Candidate Engagement	did not engage, even with prompting, or was distracted by non-classroom activities.	appeared distracted and/or needed prompting to engage in classroom activities.	was engaged in classroom activities.
Appearance and Attire	was not well kempt and/or attire was inappropriate.	inconsistently displayed professional and appropriate appearance and attire.	consistently displayed professional and appropriate appearance and attire.
Communication	communicated inappropriately or ineffectively with students and the cooperating teacher.	was not consistent in communicating appropriately and effectively with students and the cooperating teacher.	communicated appropriately and effectively with students and the cooperating teacher.

The Valley City State University School of Education developed this form through the combination of discussion sessions from VCSU assessment work group field experience personnel, two forms shared by North Dakota State University, focus group and pilot feedback comments from cooperating teachers in partner schools.

Fall 2019-Spring 2020 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Count
Punctuality and Attendance	2.99	0%	1%	99%	181
Candidate Engagement	2.93	0%	7%	93%	181
Appearance and Attire	2.99	0%	1%	99%	181
Communication	2.97	0%	3%	97%	179

Field Experience Data Related to Dispositions

Methods Field Experience

EDUC 350/351 Field Experience Standards: CAEP 2.1 and 2.3

Rating form used by cooperating teachers for EDUC 350/351 Field Experience

	Unsatisfactory (1)	Needs Improvement (2)	Satisfactory (3)
Item	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>	<i>The teacher candidate...</i>
Punctuality and Attendance	was late and/or did not attend more than half of the scheduled visits.	was late or did not attend 1-2 of the scheduled visits without a reasonable explanation.	was reliable and attended all scheduled visits or provided a reasonable explanation.
Candidate Engagement	did not engage, even with prompting, or was distracted by non-classroom activities.	appeared distracted and/or needed prompting to engage in classroom activities.	was engaged in classroom activities.
Appearance and Attire	was not well kempt and/or attire was inappropriate.	inconsistently displayed professional and appropriate appearance and attire.	consistently displayed professional and appropriate appearance and attire.
Communication	communicated inappropriately or ineffectively with students and the cooperating teacher.	was not consistent in communicating appropriately and effectively with students and the cooperating teacher.	communicated appropriately and effectively with students and the cooperating teacher.
Collaborates with Cooperating Teacher	did not collaborate with the cooperating teacher.	had limited collaboration with the cooperating teacher.	collaborated effectively with the cooperating teacher.

The Valley City State University School of Education developed this form through the combination of discussion sessions from VCSU assessment work group field experience personnel, two forms shared by North Dakota State University, focus group and pilot feedback comments from cooperating teachers in partner schools.

Fall 2019 - Spring 2020 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	98%	0	213
Candidate Engagement	2.96	0%	3%	97%	0	212
Appearance and Attire	3.00	0%	0%	100%	0	213
Communication	3.00	0%	1%	99%	0	213
Collaborates with Cooperating Teacher	2.98	0%	2%	98%	0	209

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 2.1, 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.l)(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.l, 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

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

Three lowest mean score ratings

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

Dispositions: Spring 2012 – Spring 2019

Field Experience

INTRODUCTION: SPRING 2012-SPRING 2019

THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR CANDIDATES IN INTRODUCTION TO EDUCATION FIELD EXPERIENCES.

	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	15	2	1	863	0.23%	0.11%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	10	2	1	868	0.23%	0.11%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	79	1	2	799	0.11%	0.23%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	41	2	10	828	0.23%	1.14%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	17	3	19	841	0.34%	2.16%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	11	5	12	854	0.57%	1.36%
BEING PUNCTUAL AND PREPARED FOR CLASS	12	6	26	837	0.68%	2.95%
MODELING PROFESSIONAL ETHICS	14	3	10	853	0.34%	1.14%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	17	2	8	854	0.23%	0.91%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	96	3	3	780	0.34%	0.34%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	66	2	2	811	0.23%	0.23%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	536	1	1	343	0.11%	0.11%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	202	2	3	674	0.23%	0.34%

METHODS, PRACTICUM, OR DIVERSITY DISPOSITION:

SPRING 2012-SPRING 2019

THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR CANDIDATES IN METHODS OR DIVERSITY PRACTICUM FIELD EXPERIENCES.

	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	56	2	12	2260	0.09%	0.52%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	13	1	10	2304	0.04%	0.43%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	154	1	8	2164	0.04%	0.34%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	24	1	10	2292	0.04%	0.43%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	12	1 2	62	2241	0.52%	2.66%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	14	1 6	59	2238	0.69%	2.54%
BEING PUNCTUAL AND PREPARED FOR CLASS	11	2 2	105	2190	0.95%	4.51%
MODELING PROFESSIONAL ETHICS	13	7	36	2271	0.3%	1.55%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	13	6	29	2279	0.26%	1.25%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	93	3	16	2214	0.13%	0.69%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	134	1	16	2174	0.04%	0.69%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	552	1	24	1749	0.04%	1.03%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	188	1	10	2127	0.04%	0.43%

STUDENT TEACHING DISPOSITIONS: SPRING 2012-SPRING 2019 <i>THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR STUDENT TEACHERS.</i>	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
BEING FAIR AND JUST	2	0	3	922	0%	0.32%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	2	0	5	920	0%	0.54%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	11	0	3	912	0%	0.32%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	3	0	13	910	0%	1.4%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	2	1	16	907	0.11%	1.73%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	2	0	16	911	0%	1.72%
BEING PUNCTUAL AND PREPARED FOR CLASS	4	1	41	883	0.11%	4.41%
MODELING PROFESSIONAL ETHICS	2	1	16	908	0.11%	1.73%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	2	2	17	906	0.22%	1.83%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	5	0	5	917	0%	0.54%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	3	0	5	919	0%	0.54%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	51	0	12	863	0%	1.3%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	24	0	6	896	0%	0.65%

VCSU ON-CAMPUS DISPOSITION: SPRING 2012-SPRING 2019 <i>THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES <u>AND</u> BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.</i>	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	16	2	8	1610	0.12%	0.49%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	17	1	6	1612	0.06%	0.37%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	81	1	7	1545	0.06%	0.43%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	33	1	16	1585	0.06%	0.98%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	15	7	43	1569	0.43%	2.63%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	14	8	35	1579	0.49%	2.14%
BEING PUNCTUAL AND PREPARED FOR CLASS	14	13	84	1525	0.79%	5.13%
MODELING PROFESSIONAL ETHICS	16	5	28	1585	0.31%	1.71%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	15	5	24	1591	0.31%	1.47%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	97	4	5	1530	0.24%	0.31%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	80	2	10	1542	0.12%	0.61%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	543	1	10	1078	0.06%	0.61%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	220	2	11	1401	0.12%	0.67%

y Delivery Mode

VCSU ONLINE DISPOSITION: SPRING 2012-SPRING 2019

THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES AND BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.

	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	6	1	0	172	0.56%	0%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	3	0	0	175	0%	0%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	19	0	0	159	0%	0%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	8	0	2	168	0%	1.12%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	5	0	2	171	0%	1.12%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	6	0	3	169	0%	1.69%
BEING PUNCTUAL AND PREPARED FOR CLASS	4	0	10	164	0%	5.62%
MODELING PROFESSIONAL ETHICS	3	0	2	173	0%	1.12%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	5	0	2	171	0%	1.12%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	14	0	1	163	0%	0.56%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	11	0	1	166	0%	0.56%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	59	0	2	117	0%	1.12%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	29	0	1	148	0%	0.56%

NDSU ELEMENTARY DISPOSITION: SPRING 2012-SPRING 2019

THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES AND BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.

	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	48	1	3	1526	0.06%	0.19%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	2	2	5	1569	0.13%	0.32%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	126	1	3	1448	0.06%	0.19%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	22	2	5	1549	0.13%	0.32%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	6	4	30	1538	0.25%	1.9%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	3	5	29	1543	0.32%	1.84%
BEING PUNCTUAL AND PREPARED FOR CLASS	5	9	57	1508	0.57%	3.61%
MODELING PROFESSIONAL ETHICS	6	3	19	1550	0.19%	1.2%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	8	3	18	1549	0.19%	1.14%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	77	2	11	1487	0.13%	0.7%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	107	1	9	1460	0.06%	0.57%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	471	1	23	1082	0.06%	1.46%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	146	1	5	1426	0.06%	0.32%

WYOMING ELEMENTARY DISPOSITION: SPRING 2012-SPRING 2019 <i>THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES <u>AND</u> BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.</i>	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	1	0	3	459	0%	0.65%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	1	0	4	458	0%	0.86%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	8	0	3	452	0%	0.65%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	2	0	9	452	0%	1.94%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	3	0	12	448	0%	2.59%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	2	0	9	452	0%	1.94%
BEING PUNCTUAL AND PREPARED FOR CLASS	2	1	9	451	0.22%	1.94%
MODELING PROFESSIONAL ETHICS	2	0	6	455	0%	1.3%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	2	1	7	453	0.22%	1.51%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	3	0	5	455	0%	1.08%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	2	0	2	459	0%	0.43%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	23	0	2	438	0%	0.43%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	11	0	2	449	0%	0.43%

TBC ELEMENTARY DISPOSITION: SPRING 2012-SPRING 2019 <i>THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES <u>AND</u> BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.</i>	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	0	0	1	96	0%	1.03%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	0	0	1	96	0%	1.03%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	2	0	0	95	0%	0%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	0	0	0	96	0%	0%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	0	1	1	94	1.04%	1.04%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	0	1	1	95	1.03%	1.03%
BEING PUNCTUAL AND PREPARED FOR CLASS	0	1	1	95	1.03%	1.03%
MODELING PROFESSIONAL ETHICS	0	1	1	95	1.03%	1.03%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	0	0	0	97	0%	0%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	1	0	1	95	0%	1.03%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	1	0	0	96	0%	0%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	8	0	0	89	0%	0%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	5	0	0	92	0%	0%

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Student Teaching

VCSU Student Teacher Data

Cooperating Teacher Data: Fall 2017-Spring 2020 Six semesters of cooperating teacher ratings of student teachers

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)

InTASC Standard 1	Mean	% 3 or >	% < 3	Count
Supports student learning through developmentally appropriate instruction.	3.38	93%	7%	489
Accounts for differences in students' prior knowledge.	3.33	90%	10%	489
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (average calculated)	3.35	92%	8%	978
InTASC Standard 2	Mean	% 3 or >	% < 3	Count
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	3.31	90%	10%	489
Exhibits fairness and belief that all students can learn.	3.56	96%	4%	489
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. (average calculated)	3.43	93%	7%	978
InTASC Standard 3	Mean	% 3 or >	% < 3	Count
Creates a safe and respectful environment for learners.	3.50	95%	5%	489
Structures a classroom environment that promotes student engagement.	3.41	92%	8%	489
Clearly communicates expectations for appropriate student behavior.	3.35	89%	11%	489
Responds appropriately to student behavior.	3.36	89%	11%	489
Guides learners in using technologies in appropriate, safe, and effective ways.	3.35	93%	7%	489
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. (average calculated)	3.39	91%	9%	2445
Summary for Standards 1 -3 Learner and Learning	Mean	% 3 or >	% < 3	Count
(Calculated)	3.39	91%	9%	4401
InTASC Standard 4	Mean	% 3 or >	% < 3	Count
Effectively teaches subject matter.	3.39	92%	8%	489
Guides mastery of content through meaningful learning experiences.	3.34	91%	9%	489
Integrates culturally relevant content to build on learners' background knowledge.	3.22	88%	12%	489
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (average calculated)	3.32	90%	10%	1467
InTASC Standard 5	Mean	% 3 or >	% < 3	Count
Connects core content to relevant, real-life experiences and learning tasks.	3.36	90%	10%	489
Designs activities where students engage with subject matter from a variety of perspectives.	3.32	88%	12%	489
Accesses content resources to build global awareness.	3.20	83%	17%	489
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	3.28	87%	13%	489
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. (average calculated)	3.29	87%	13%	1956
Summary for Standards 4-5 Content Knowledge	Mean	% 3 or >	% < 3	Count
(Calculated)	3.30	88%	12%	3423

InTASC Standard 6	Mean	% 3 or >	% < 3	Count
Uses multiple methods of assessment.	3.29	90%	10%	489
Provides students with meaningful feedback to guide next steps in learning.	3.35	90%	10%	489
Uses appropriate data sources to identify student learning needs.	3.23	86%	14%	489
Engages students in self-assessment strategies.	3.22	86%	14%	489
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making. (average calculated)	3.27	88%	12%	1956
InTASC Standard 7	Mean	% 3 or >	% < 3	Count
Connects lesson goals with school curriculum and state standards.	3.41	93%	7%	489
Uses assessment data to inform planning for instruction.	3.27	87%	13%	489
Adjusts instructional plans to meet students' needs	3.35	89%	11%	489
Collaboratively designs instruction.	3.54	96%	4%	489
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (average calculated)	3.39	91%	9%	1956
InTASC Standard 8	Mean	% 3 or >	% < 3	Count
Varies instructional strategies to engage learners.	3.37	90%	10%	489
Uses technology appropriately to enhance instruction.	3.39	92%	8%	489
Differentiates instruction for a variety of learning needs.	3.33	89%	11%	489
Instructional practices reflect effective communication skills.	3.37	91%	9%	489
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (average calculated)	3.36	91%	9%	1956
Summary for Standards 6-8 Instructional Strategies	Mean	% 3 or >	% < 3	Count
(Calculated)	3.34	90%	10%	5868
InTASC Standard 9	Mean	% 3 or >	% < 3	Count
Uses feedback to improve teaching effectiveness.	3.51	94%	6%	489
Uses self-reflection to improve teaching effectiveness	3.50	93%	7%	489
Upholds legal responsibilities as a professional educator.	3.49	98%	2%	489
Demonstrates commitment to the profession.	3.55	94%	6%	489
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. (average calculated)	3.51	95%	5%	1956
InTASC Standard 10	Mean	% 3 or >	% < 3	Count
Collaborates with colleagues to improve student performance.	3.49	95%	5%	489
Collaborates with parent/guardian/advocate to improve student performance.	3.20	86%	14%	489
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. (average calculated)	3.34	90%	10%	978
Summary for Standards 9-10 Professional Responsibility	Mean	% 3 or >	% < 3	Count
(Calculated)	3.46	93%	7%	2934

Content Specific Ratings: Cooperating Teacher Ratings of Student Teachers

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)

Each academic area may have up to five items related to their field at the end of the final evaluation.

Elementary Education	Mean	% 3 or >	% < 3	Count
Effectively applies knowledge of teaching language arts	3.45	97%	3%	275
Effectively applies knowledge of teaching mathematics	3.43	96%	4%	270
Effectively applies knowledge of teaching science	3.38	96%	4%	250
Effectively applies knowledge of teaching social studies	3.40	96%	4%	254
Integrates concepts from various content areas	3.41	96%	4%	277
Pre-K	Mean	% 3 or >	% < 3	Count
Promotes child development and learning (NAEYC Standard 1)	3.42	92%	8%	13
Builds family and community relationships (NAEYC Standard 2)	3.23	77%	23%	13
Observes, documents, and assesses to support young children and families (NAEYC Standard 3)	3.19	77%	23%	13
Uses developmentally effective approaches to connect with children and families (NAEYC Standard 4)	3.27	85%	15%	13
Uses content knowledge to build meaningful curriculum (NAEYC Standard 5)	3.27	85%	15%	13
Math Education	Mean	% 3 or >	% < 3	Count
Teaches mathematics with equity in mind - high expectations & strong support for all students.	3.16	79%	21%	19
Develops an understanding of what students know and need to learn, then challenges and supports students to learn it well.	3.03	74%	26%	19
Assessments support the learning of important mathematics and furnish useful information to both teachers and students.	3.03	79%	21%	19
Teaches students to learn mathematics with conceptual understanding, actively building new knowledge from experience and prior knowledge.	3.13	79%	21%	19
Demonstrates understanding that math is more than a collection of activities; it is coherent, well-articulated, and provides students the opportunity to grow in communication, creativity, collaboration, and critical thinking.	3.03	74%	26%	19
Music Education	Mean	% 3 or >	% < 3	Count
Utilizes singing and/or conducting skills sufficient to lead the class.	3.45	100%	0%	10
Utilizes instrumental playing skills sufficient to lead the class (e.g. to provide accompaniment, model for students, teach parts or lead warm-ups).	3.05	80%	20%	10
Detects and corrects errors efficiently and accurately.	3.3	90%	10%	10
Demonstrates thorough knowledge of utilized musical scores.	3.25	90%	10%	10
Integrates music theory and/or history that assists learners with connecting to and deepening their understanding of music.	3.40	100%	0%	10
English Education	Mean	% 3 or >	% < 3	Count
Possesses strong academic and creative writing	3.21	88%	12%	17
Exhibits vital critical reading and thinking skills	3.29	88%	12%	17
Routinely applies competent research skills	3.41	94%	6%	17
Understands the value of cultural fluency	3.29	94%	6%	17
Social Science Education	Mean	% 3 or >	% < 3	Count
Identifies broad, conceptual questions to shape thematic approaches to history/social science.	3.13	70%	30%	27
Identifies and interprets primary sources, engages students with these sources, and integrates documents into the course content.	3.13	78%	22%	27
Thinks as a historian and/or social scientist and guides students in developing those perspectives.	3.11	74%	26%	27
Identifies and uses resources and assists students in locating and using resources appropriate to course content.	3.11	74%	26%	27
Integrates state and national History/Social Science standards in curricular development and teaching.	3.24	93%	7%	27

Health Education	Mean	% 3 or >	% < 3	Count
Effectively communicates subject matter content relative to health and/or physical education.	3.52	98%	2%	42
Teaches to appropriate cognitive understanding and/or physical ability levels of the students.	3.44	95%	5%	42
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness for all students.	3.50	98%	2%	42
Demonstrates decision-making skills to enhance health in the areas of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3.46	98%	2%	42
Uses both formal and informal assessment to affect subsequent teaching/learning activities.	3.29	93%	7%	42
Physical Education	Mean	% 3 or >	% < 3	Count
Effectively communicates subject matter content relative to health and/or physical education.	3.52	98%	2%	42
Teaches to appropriate cognitive understanding and/or physical ability levels of the students.	3.44	95%	5%	42
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness for all students.	3.50	98%	2%	42
Demonstrates decision-making skills to enhance health in the areas of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3.46	98%	2%	42
Uses both formal and informal assessment to affect subsequent teaching/learning activities.	3.29	93%	7%	42
Business Education	Mean	% 3 or >	% < 3	Count
Promotes economic literacy	3.13	75%	25%	8
Promotes career readiness skills	3.19	88%	13%	8
Models safety and ethical practice in decision-making	3.44	88%	13%	8
Promotes student understanding of business applications in society	3.31	75%	25%	8
Effectively utilizes technology in ways useful for career readiness	3.50	88%	13%	8
Art Education	Mean	% 3 or >	% < 3	Count
Relates Art history to studio activities	4.00	100%	0%	1
Guides learners to share intentions and/or meaning in their artwork	4.00	100%	0%	1
Demonstrates proficiency in a broad range of media	4.00	100%	0%	1
Makes connections between visual arts and other disciplines	4.00	100%	0%	1
Integrates understanding of visual language in studio activities	4.00	100%	0%	1
Technology Education	Mean	% 3 or >	% < 3	Count
Demonstrates knowledge of technology and society within the context of the designed world.	3.44	100%	0%	9
Guides students in the design process and understanding the attributes of design.	3.50	100%	0%	9
Demonstrates the relationships among technologies and makes important connections between other fields of study.	3.28	100%	0%	9
Plans, implements and evaluates curricula based upon Standards for Technological Literacy.	3.28	100%	0%	9
Models safety knowledge and procedures in the technology classroom and laboratory.	3.56	100%	0%	9
Science Education	Mean	% 3 or >	% < 3	Count
Demonstrates knowledge of and ability to teach the nature of science.	3.45	90%	10%	10
Models the use of inquiry/scientific method to help students construct science understanding.	3.35	80%	20%	10
Promotes student understanding of the science and society relationship.	3.30	80%	20%	10
Uses student assessment in science to guide/change instruction.	3.30	80%	20%	10
Models safety and ethical behavior in the science classroom/laboratory.	3.60	100%	0%	10

VCSU Student Teacher Data

Teacher Candidate Self-Assessment Data

Fall 2018-Spring 2020 Four semesters of self-assessment data using the assessment instrument developed for Fall 2017

InTASC Standard 1	Mean	% 3 or >	% < 3	Count
Supports student learning through developmentally appropriate instruction.	3.45	96%	4%	336
Accounts for differences in students' prior knowledge.	3.37	93%	7%	334
Standard #1: Learner Development. (Average Calculated)	3.41	94%	6%	670
InTASC Standard 2	Mean	% 3 or >	% < 3	Count
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	3.29	89%	11%	334
Exhibits fairness and belief that all students can learn.	3.69	99%	1%	335
Standard #2: Learning Differences. (Average Calculated)	3.49	94%	6%	669
InTASC Standard 3	Mean	% 3 or >	% < 3	Count
Creates a safe and respectful environment for learners.	3.69	99%	1%	335
Structures a classroom environment that promotes student engagement.	3.50	96%	4%	334
Clearly communicates expectations for appropriate student behavior.	3.42	94%	6%	335
Responds appropriately to student behavior.	3.41	92%	8%	335
Guides learners in using technologies in appropriate, safe, and effective ways.	3.40	90%	10%	335
Standard #3: Learning Environments. (Average Calculated)	3.48	94%	6%	1674
Summary for Standards 1 -3 Learner and Learning	Mean	% 3 or >	% < 3	Count
(Calculated)	3.47	94%	6%	3013
InTASC Standard 4	Mean	% 3 or >	% < 3	Count
Effectively teaches subject matter.	3.44	95%	5%	334
Guides mastery of content through meaningful learning experiences.	3.36	92%	8%	335
Integrates culturally relevant content to build on learners' background knowledge.	3.18	81%	19%	334
Standard #4: Content Knowledge. (Average Calculated)	3.33	89%	11%	1003
InTASC Standard 5	Mean	% 3 or >	% < 3	Count
Connects core content to relevant, real-life experiences and learning tasks.	3.42	95%	5%	335
Designs activities where students engage with subject matter from a variety of perspectives.	3.34	90%	10%	335
Accesses content resources to build global awareness.	3.09	79%	21%	335
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	3.39	94%	6%	334
Standard #5: Applications of Content. (Average Calculated)	3.31	89%	11%	1339
Summary for Standards 4-5 Content Knowledge	Mean	% 3 or >	% < 3	Count
(Calculated)	3.32	89%	11%	2342
InTASC Standard 6	Mean	% 3 or >	% < 3	Count
Uses multiple methods of assessment.	3.33	91%	9%	334
Provides students with meaningful feedback to guide next steps in learning.	3.34	88%	12%	333
Uses appropriate data sources to identify student learning needs.	3.24	85%	15%	332
Engages students in self-assessment strategies.	3.16	82%	18%	331
Standard #6: Assessment. (Average Calculated)	3.27	87%	13%	1330

InTASC Standard 7	Mean	% 3 or >	% < 3	Count
Connects lesson goals with school curriculum and state standards.	3.53	95%	5%	332
Uses assessment data to inform planning for instruction.	3.34	91%	9%	333
Adjusts instructional plans to meet students' needs	3.46	95%	5%	332
Collaboratively designs instruction.	3.48	97%	3%	333
Standard #7: Planning for Instruction. (Average Calculated)	3.45	94%	6%	1330
InTASC Standard 8	Mean	% 3 or >	% < 3	Count
Varies instructional strategies to engage learners.	3.40	94%	6%	333
Uses technology appropriately to enhance instruction.	3.43	92%	8%	332
Differentiates instruction for a variety of learning needs.	3.30	90%	10%	332
Instructional practices reflect effective communication skills.	3.43	93%	7%	333
Standard #8: Instructional Strategies. (Average Calculated)	3.39	92%	8%	1330
Summary for Standards 6-8 Instructional Strategies	Mean	% 3 or >	% < 3	Count
(Calculated)	3.37	91%	9%	3990
InTASC Standard 9	Mean	% 3 or >	% < 3	Count
Uses feedback to improve teaching effectiveness.	3.58	97%	3%	333
Uses self-reflection to improve teaching effectiveness	3.57	97%	3%	333
Upholds legal responsibilities as a professional educator.	3.68	99%	1%	333
Demonstrates commitment to the profession.	3.73	99%	1%	333
Standard #9: Professional Learning and Ethical Practice. (Average Calculated)	3.64	98%	2%	1332
InTASC Standard 10	Mean	% 3 or >	% < 3	Count
Collaborates with colleagues to improve student performance.	3.61	96%	4%	333
Collaborates with parent/guardian/advocate to improve student performance.	3.20	84%	16%	330
Standard #10: Leadership and Collaboration. (Average Calculated)	3.41	90%	10%	663
Summary for Standards 9-10 Professional Responsibility	Mean	% 3 or >	% < 3	Count
(Calculated)	3.56	95%	5%	1995

Student Teacher Final Evaluations Fall 2011-Spring 2017 4-point rating scale utilized by cooperating teachers:

(4) Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

(3) Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

(2) Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

(1) Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

Cooperating Teacher Final Evaluations of Student Teacher Placements (Fall 2011 to Spring 2017, 6 years) N = 920	Min	Max	Mean	Std. Dev.
Standard #1: Learner Development - The teacher candidate understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs and implements developmentally appropriate and challenging learning experiences.	2.0	4.0	3.52	.54
Designs developmentally appropriate instruction	1.0	4.0	3.53	.54
Implements developmentally appropriate instruction	1.0	4.0	3.52	.55
Standard #2: Learning Differences - The teacher candidate uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.	2.0	4.0	3.55	.52
Adapts instruction for individual needs	1.0	4.0	3.46	.60
Inquires about students as individuals with diverse personal and family backgrounds	2.0	4.0	3.58	.56
Exhibits fairness and the belief that all students can learn	2.0	4.0	3.71	.47
Standard #3: Learning Environments - The teacher candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.	2.0	4.0	3.58	.55
Fosters a safe and respectful environment that promotes learning	2.0	4.0	3.69	.49

Cooperating Teacher Final Evaluations of Student Teacher Placements (Fall 2011 to Spring 2017, 6 years) N = 920	Min	Max	Mean	Std. Dev.
Organizes time and resources to actively engage students in learning	2.0	4.0	3.53	.60
Manages classroom activity and behavior effectively	1.0	4.0	3.43	.65
Standard #4: Content Knowledge - The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s). Teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2.0	4.0	3.51	.56
Demonstrates knowledge of subject matter	2.0	4.0	3.52	.57
Creates meaningful learning experiences	1.5	4.0	3.57	.56
Standard #5: Applications of Content - The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.	1.5	4.0	3.45	.58
Connects content knowledge to relevant issues in students' lives	1.0	4.0	3.48	.60
Engages students in higher level thinking skills	1.0	4.0	3.41	.62
Standard #6: Assessment - The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teachers and learner's decision making.	1.5	5.0	3.49	.55
Integrates formal and informal assessments	1.0	4.0	3.45	.60
Communicates timely and useful descriptive feedback	1.0	4.0	3.52	.59
Aligns assessments with objectives and standards	2.0	4.0	3.49	.56
Exhibits fairness in grading practices	2.0	4.0	3.61	.52
Uses a variety of assessments	1.0	4.0	3.43	.60
Standard #7: Planning for Instruction - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1.0	4.0	3.50	.56
Connects lesson goals with school curriculum and state standards	2.0	4.0	3.56	.54
Uses assessment data to inform planning for instruction	1.0	4.0	3.43	.63
Standard #8: Instructional Strategies - The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	1.5	4.0	3.52	.56
Varies instructional strategies to engage learners	2.0	4.0	3.55	.56
Uses technology appropriately to enhance instruction	1.0	4.0	3.58	.57
Differentiates instruction	1.0	4.0	3.44	.62
Standard #9: Professional Learning and Ethical Practice- The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.	2.0	4.0	3.67	.52
Seeks and accepts feedback to improve teaching effectiveness	2.0	4.0	3.71	.52
Uses self-reflection to improve teaching effectiveness	2.0	4.0	3.69	.52
Demonstrates commitment to the profession	1.0	4.0	3.74	.49
Standard #10: Leadership and Collaboration - The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.	2.0	4.0	3.59	.54
Works effectively with school personnel	2.0	4.0	3.66	.51
Works effectively with parents (N = 892)	2.0	4.0	3.51	.58
Communication- The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	2.0	4.0	3.54	.54
Uses accurate and effective written communication	2.0	4.0	3.52	.56
Uses accurate and effective oral communication	2.0	4.0	3.56	.56
Uses effective non-verbal communication	1.0	4.0	3.54	.55
Overall Student Teaching Mean Score			3.54	.45

4-point rating scale utilized by cooperating teachers:

(4) Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

(3) Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

(2) Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

(1) Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

Student Teacher Proficiency Ratings

Cooperating Teacher Final Evaluations of Student Teachers **Fall 2011 – Spring 2017**

(Evaluation form developed in alignment with 2011 update of InTASC standards)

4-point rating scale utilized by cooperating teachers:

(4) Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

(3) Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

(2) Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

(1) Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

VCSU Student Teachers N=920 Total Student Teacher Placements	Rating of 4 N	Rating of 3.5 N	Rating of 3 N	Rating of 2.5 N	Rating of 2 N	Rating of 1.5 N	Rating of 1 N	Percent at 3 (Proficient) or higher
Standard #1: Learner Development (N=918)	491	9	395	4	19			95.4%
Designs developmentally appropriate instruction (N=920)	510	4	383	1	22			95.1%
Implements developmentally appropriate instruction (N=920)	505	5	384	1	24		2	94.4%
Standard #2: Learning Differences (N=916)	517	9	372	5	13			96.6%
Adapts instruction for individual needs (N=919)	472	5	391	4	46		1	89.3%
Inquires about students as individuals with diverse personal and family backgrounds (N=920)	559	1	325	1	29		1	93.2%
Exhibits fairness and the belief that all students can learn (N=920)	661	5	246	1	7			98.3%
Standard #3: Learning Environments (N=916)	552	6	329	6	23			94.3%
Fosters a safe and respectful environment that promotes learning (N=920)	645	5	255	2	13			97.0%
Organizes time and resources to actively engage students in learning (N=920)	530	3	339	2	46			89.8%
Manages classroom activity and behavior effectively (N=920)	467	6	367	8	69	1	2	83.0%
Standard #4: Content Knowledge (N=918)	493	9	384	4	28			93.4%
Demonstrates knowledge of subject matter (N=920)	513	8	363	2	34			92.4%
Creates meaningful learning experiences (N=920)	550	4	335	2	28	1		92.3%
Standard #5: Applications of Content (N=911)	442	10	416	7	35	1		91.2%
Connects content knowledge to relevant issues in students' lives (N=917)	489	5	378	1	41	1	2	89.2%
Engages students in higher level thinking skills (N=918)	439	6	403	6	62	1	1	85.1%
Standard #6: Assessment (N=913)	464	13	406	6	23	1		94.0%
Integrates formal and informal assessments (N=915)	462	5	401	2	41		4	89.6%
Communicates timely and useful descriptive feedback (N=919)	518	7	350	2	41		1	90.5%
Aligns assessments with objectives and standards (N=916)	479	3	401	3	30			93.1%
Exhibits fairness in grading practices (N=917)	571	2	324	3	15			96.4%
Uses a variety of assessments (N=917)	447	4	415	3	45	3		88.9%
Standard #7: Planning for Instruction (N=914)	488	6	387	6	26	1		93.4%
Connects lesson goals with school curriculum and state standards (N=920)	537	6	352	3	22			94.9%
Uses assessment data to inform planning for instruction (N=916)	453	8	396	2	52		5	86.9%
Standard #8: Instructional Strategies (N=912)	501	9	371	5	25	1		93.6%
Varies instructional strategies to engage learners (N=920)	536	3	347	3	31			92.9%
Uses technology appropriately to enhance instruction (N=920)	568	8	310	2	29		3	92.5%
Differentiates instruction (N=920)	461	3	392	6	57		1	86.6%
Standard #9: Professional Learning and Ethical Practice (N=913)	635	9	244	4	20	1		94.9%
Seeks and accepts feedback to improve teaching effectiveness (N=919)	677	2	212	4	23		1	94.3%
Uses self-reflection to improve teaching effectiveness (N=920)	656	3	233	4	23	1		94.3%
Demonstrates commitment to the profession (N=920)	697	3	200	2	16		2	95.6%

VCSU Student Teachers N=920 Total Student Teacher Placements	Rating of 4 N	Rating of 3.5 N	Rating of 3 N	Rating of 2.5 N	Rating of 2 N	Rating of 1.5 N	Rating of 1 N	Percent at 3 (Proficient) or higher
Standard #10: Leadership and Collaboration (N=915)	557	5	328	5	19		1	95.0%
Works effectively with school personnel (N=919)	626	4	271	3	14	1		96.3%
Works effectively with parents (N=892)	495	3	356	2	35		1	91.6%
Communication- The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (N=911)	513	4	372	3	19			95.5%
Uses accurate and effective written communication (N=917)	505	2	379	4	27			93.7%
Uses accurate and effective oral communication (N=918)	540	1	346	4	26		1	93.6%
Uses effective non-verbal communication (N=917)	524	2	362	4	24		1	94.0%

4-point rating scale utilized by cooperating teachers:

(4) Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

(3) Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

(2) Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

(1) Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

Cooperating Teacher Evaluation Ratings for VCSU Student Teacher Placements (Fall 2011- Spring 2017, 6-year trend comparison)	2016-2017 N=127 Mean	2015-2016 N=159 Mean	2014-2015 N=150 Mean	2013-2014 N=181 Mean	2012-2013 N=155 Mean	2011-2012 N=148 Mean
Standard #1: Learner Development	3.45	3.42	3.55	3.54	3.58	3.53
Designs developmentally appropriate instruction	3.48	3.45	3.56	3.56	3.57	3.55
Implements developmentally appropriate instruction	3.47	3.45	3.58	3.51	3.57	3.54
Standard #2: Learning Differences	3.49	3.47	3.59	3.53	3.60	3.62
Adapts instruction for individual needs	3.40	3.40	3.51	3.41	3.49	3.54
Inquires about students as individuals with diverse personal and family backgrounds	3.57	3.47	3.60	3.55	3.65	3.62
Exhibits fairness and the belief that all students can learn	3.65	3.66	3.74	3.69	3.79	3.75
Standard #3: Learning Environments	3.53	3.46	3.66	3.60	3.62	3.60
Fosters a safe and respectful environment that promotes learning	3.64	3.60	3.74	3.69	3.75	3.70
Organizes time and resources to actively engage students in learning	3.50	3.42	3.60	3.57	3.54	3.52
Manages classroom activity and behavior effectively	3.42	3.27	3.51	3.44	3.42	3.50
Standard #4: Content Knowledge	3.45	3.39	3.58	3.52	3.57	3.53
Demonstrates knowledge of subject matter	3.48	3.44	3.60	3.52	3.58	3.52
Creates meaningful learning experiences	3.48	3.45	3.64	3.62	3.62	3.57
Standard #5: Applications of Content	3.38	3.33	3.56	3.43	3.47	3.50
Connects content knowledge to relevant issues in students' lives	3.44	3.34	3.61	3.48	3.52	3.53
Engages students in higher level thinking skills	3.33	3.29	3.52	3.43	3.43	3.44
Standard #6: Assessment	3.44	3.37	3.53	3.50	3.53	3.53
Integrates formal and informal assessments	3.44	3.33	3.51	3.47	3.47	3.48
Communicates timely and useful descriptive feedback	3.48	3.37	3.58	3.52	3.58	3.58
Aligns assessments with objectives and standards	3.42	3.35	3.55	3.55	3.55	3.49
Exhibits fairness in grading practices	3.56	3.49	3.67	3.62	3.66	3.65
Uses a variety of assessments	3.39	3.29	3.49	3.47	3.46	3.48
Standard #7: Planning for Instruction	3.45	3.44	3.58	3.50	3.51	3.53

Cooperating Teacher Evaluation Ratings for VCSU Student Teacher Placements (Fall 2011-Spring 2017, 6-year trend comparison)	2016-2017 N=127 Mean	2015-2016 N=159 Mean	2014-2015 N=150 Mean	2013-2014 N=181 Mean	2012-2013 N=155 Mean	2011-2012 N=148 Mean
Connects lesson goals with school curriculum and state standards	3.51	3.50	3.63	3.57	3.59	3.56
Uses assessment data to inform planning for instruction	3.37	3.32	3.52	3.45	3.45	3.45
Standard #8: Instructional Strategies	3.46	3.39	3.58	3.55	3.56	3.56
Varies instructional strategies to engage learners	3.49	3.42	3.61	3.59	3.57	3.58
Uses technology appropriately to enhance instruction	3.53	3.46	3.60	3.59	3.65	3.66
Differentiates instruction	3.36	3.36	3.50	3.48	3.45	3.43
Standard #9: Professional Learning and Ethical Practice	.65	3.56	3.75	3.65	3.75	3.70
Seeks and accepts feedback to improve teaching effectiveness	3.72	3.61	3.74	3.67	3.76	3.73
Uses self-reflection to improve teaching effectiveness	3.67	3.60	3.76	3.67	3.74	3.69
Demonstrates commitment to the profession	3.75	3.62	3.77	3.72	3.79	3.77
Standard #10: Leadership and Collaboration	3.52	3.45	3.67	3.60	3.64	3.63
Works effectively with school personnel	3.60	3.56	3.73	3.67	3.72	3.70
Works effectively with parents	3.48	3.37	3.58	3.56	3.53	3.56
Communication- The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.51	3.44	3.60	3.52	3.58	3.60
Uses accurate and effective written communication	3.49	3.41	3.54	3.50	3.58	3.60
Uses accurate and effective oral communication	3.52	3.43	3.61	3.56	3.62	3.60
Uses effective non-verbal communication	3.49	3.42	3.61	3.53	3.61	3.57
Student Teaching Mean Score	3.50	3.43	3.61	3.53	3.59	3.58

4-point rating scale utilized by cooperating teachers:

- (4) Distinguished:** The teacher candidate has exceptional knowledge and ability to perform this task without guidance.
- (3) Proficient:** The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.
- (2) Emerging:** The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.
- (1) Undeveloped:** The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

STUDENT TEACHER: FINAL EVALUATION BY PROGRAM FALL 2011- SPRING 2017
(A NEW FINAL EVALUATION FORM WAS USED BEGINNING WITH FALL 2017)

	TOTAL	ELEMENTARY	PRE-K	BUSINESS	PE	SCIENCE	MATH	MUSIC	ART	TE	ENGLISH	SOCIAL STUDIES	SPANISH	HEALTH
<i>Mean Score / N (Number Of Cooperating Teacher Ratings In The Data Set)</i>														
The Learner And Learning														
Standard #1: Learner Development (Overall Rating)	3.50/ 904	3.50/ 571	3.57/ 104	3.68/ 22	3.54/ 67	3.36/ 14	3.17/ 18	3.67/ 9	3.8/1 0	3.73/ 11	3.47/ 34	3.29/ 35	3.00/ 2	3.7 5/4
Designs Developmentally Appropriate Instruction	3.52/ 908	3.52/ 573	3.56/ 104	3.64/ 22	3.57/ 67	3.43/ 14	3.17/ 18	3.78/ 9	3.73/ 11	3.73/ 11	3.49/ 35	3.34/ 35	3.00/ 2	3.7 5/4
Implements Developmentally Appropriate Instruction	3.51/ 907	3.52/ 572	3.57/ 104	3.64/ 22	3.54/ 67	3.36/ 14	3.22/ 18	3.67/ 9	3.73/ 11	3.82/ 11	3.46/ 35	3.29/ 35	3.00/ 2	3.7 5/4
Standard #2: Learning Differences (Overall Rating)	3.54/ 902	3.54/ 572	3.61/ 104	3.68/ 22	3.57/ 67	3.43/ 14	3.28/ 18	3.78/ 9	3.6/1 0	3.6/1 0	3.59/ 32	3.34/ 35	3.50/ 2	3.2 5/4
Adapts Instruction For Individual Needs	3.45/ 907	3.44/ 572	3.47/ 104	3.59/ 22	3.58/ 67	3.43/ 14	3.17/ 18	3.56/ 9	3.64/ 11	3.45/ 11	3.46/ 35	3.29/ 35	3.00/ 2	3.2 5/4
Inquires About Students As Individuals With Diverse Personal And Family Backgrounds	3.57/ 904	3.58/ 570	3.64/ 104	3.68/ 22	3.52/ 67	3.36/ 14	3.39/ 18	3.78/ 9	3.64/ 11	3.5/1 0	3.4/3 5	3.4/3 5	3.50/ 2	3.5 0/4
Exhibits Fairness And The Belief That All Students Can Learn	3.71/ 908	3.72/ 573	3.71/ 104	3.77/ 22	3.70/ 67	3.64/ 14	3.56/ 18	3.89/ 9	3.82/ 11	3.45/ 11	3.71/ 35	3.49/ 35	4.00/ 2	3.7 5/4
Standard #3: Learning Environments (Overall Rating)	3.56/ 901	3.57/ 570	3.57/ 104	3.59/ 22	3.62/ 66	3.29/ 14	3.44/ 18	3.89/ 9	3.8/1 0	3.73/ 11	3.53/ 34	3.38/ 34	3.00/ 2	3.5 0/4
Fosters A Safe And Respectful Environment That Promotes Learning	3.68/ 909	3.68/ 574	3.76/ 104	3.73/ 22	3.70/ 67	3.57/ 14	3.61/ 18	3.89/ 9	3.82/ 11	3.91/ 11	3.69/ 35	3.46/ 35	3.00/ 2	3.5 0/4
Organizes Time And Resources To Actively Engage Students In Learning	3.52/ 909	3.53/ 574	3.53/ 104	3.64/ 22	3.55/ 67	3.36/ 14	3.44/ 18	3.89/ 9	3.73/ 11	3.64/ 11	3.40/ 35	3.31/ 35	2.50/ 2	3.5 0/4
Manages Classroom Activity And Behavior Effectively	3.41/ 909	3.41/ 574	3.43/ 104	3.5/ 22	3.48/ 67	3.00/ 14	3.17/ 18	3.78/ 9	3.64/ 11	3.64/ 11	3.31/ 35	3.26/ 35	3.00/ 2	3.7 5/4
Content														
Standard #4: Content Knowledge (Overall Rating)	3.50/ 902	3.49/ 570	3.58/ 104	3.50/ 22	3.57/ 67	3.21/ 14	3.28/ 18	3.89/ 9	3.89/ 9	3.73/ 11	3.50/ 34	3.14/ 35	3.00/ 2	3.2 5/4
Demonstrates Knowledge Of Subject Matter	3.51/ 906	3.48/ 571	3.63/ 104	3.45/ 22	3.66/ 67	3.29/ 14	3.33/ 18	3.89/ 9	3.82/ 11	3.73/ 11	3.63/ 35	3.26/ 35	3.00/ 2	3.5 0/4
Creates Meaningful Learning Experiences	3.56/ 906	3.57/ 571	3.64/ 104	3.68/ 22	3.54/ 67	3.36/ 14	3.17/ 18	3.89/ 9	3.91/ 11	3.82/ 11	3.57/ 35	3.29/ 35	3.00/ 2	3.2 5/4
Standard #5: Applications Of Content (Overall Rating)	3.43/ 894	3.41/ 565	3.52/ 103	3.50/ 22	3.52/ 66	3.31/ 13	3.06/ 18	3.44/ 9	3.70/ 10	3.73/ 11	3.42/ 33	3.29/ 35	2.50/ 2	3.2 5/4
Connects Content Knowledge To Relevant Issues In Students' Lives	3.48/ 902	3.47/ 568	3.60/ 103	3.59/ 22	3.55/ 67	3.43/ 14	3.17/ 18	3.56/ 9	3.64/ 11	3.82/ 11	3.40/ 35	3.29/ 35	3.00/ 2	3.2 5/4
Engages Students In Higher Level Thinking Skills	3.39/ 903	3.37/ 569	3.42/ 103	3.50/ 22	3.42/ 67	3.29/ 14	3.06/ 18	3.89/ 9	3.91/ 11	3.73/ 11	3.43/ 35	3.20/ 35	2.50/ 2	3.0 0/4

Instructional Practice														
Standard #6: Assessment (Overall Rating)	3.47 /893	3.47 /564	3.42 /103	3.71 /21	3.48 /67	3.36 /14	3.28 /18	3.56 /9	3.80 /10	3.64 /11	3.52 /33	3.32 /34	3.00 /2	3.5 0/4
Integrates Formal And Informal Assessments	3.44 /901	3.46 /569	3.39 /103	3.59 /22	3.39 /67	3.21 /14	3.17 /18	3.63 /8	3.64 /11	3.64 /11	3.44 /34	3.37 /35	3.00 /2	3.5 0/4
Communicates Timely And Useful Descriptive Feedback	3.51 /904	3.51 /571	3.51 /104	3.73 /22	3.54 /67	3.54 /13	3.28 /18	3.63 /8	3.82 /11	3.64 /11	3.51 /35	3.20 /35	3.50 /2	3.5 0/4
Aligns Assessments With Objectives And Standards	3.48 /903	3.49 /571	3.44 /102	3.59 /22	3.54 /67	3.36 /14	3.33 /18	3.75 /8	3.73 /11	3.64 /11	3.43 /35	3.2/ 35	3.00 /2	3.7 5/4
Exhibits Fairness In Grading Practices	3.61 /900	3.63 /570	3.48 /101	3.73 /22	3.65 /65	3.71 /14	3.56 /18	3.78 /9	3.82 /11	3.91 /11	3.63 /35	3.4/ 35	3.00 /2	3.5 0/4
Uses A Variety Of Assessments	3.41 /902	3.42 /570	3.38 /103	3.71 /21	3.36 /67	3.36 /14	3.17 /18	3.75 /8	3.64 /11	3.55 /11	3.43 /35	3.34 /35	3.00 /2	3.5 0/4
Standard #7: Planning For Instruction (Overall Rating)	3.49 /896	3.51 /565	3.52 /104	3.59 /22	3.5/ 66	3.14 /14	3.18 /17	3.56 /9	3.70 /10	3.73 /11	3.41 /34	3.2/ 35	3.00 /2	3.5 0/4
Connects Lesson Goals With School Curriculum And State Standards	3.57 /903	3.57 /569	3.66 /104	3.62 /21	3.60 /67	3.36 /14	3.39 /18	3.56 /9	3.82 /11	3.82 /11	3.46 /35	3.34 /35	3.00 /2	3.7 5/4
Uses Assessment Data To Inform Planning For Instruction	3.41 / 901	3.44 /569	3.40 /103	3.41 /22	3.34 /67	3.07 /14	3.11 /18	3.56 /9	3.55 /11	3.73 /11	3.26 /34	3.20 /35	3.00 /1	3.5 0/4
Standard #8: Instructional Strategies (Overall Rating)	3.51 /893	3.52 /563	3.57 /104	3.67 /21	3.51 /67	3.21 /14	3.17 /18	3.67 /9	3.8/ 10	3.64 /11	3.48 /33	3.31 /35	3.00 /1	3.5 0/4
Varies Instructional Strategies To Engage Learners	3.54 /906	3.55 /571	3.66 /104	3.68 /22	3.54 /67	3.07 /14	3.22 /18	3.89 /9	3.73 /11	3.64 /11	3.46 /35	3.34 /35	3.00 /2	3.5 0/4
Uses Technology Appropriately To Enhance Instruction	3.57 /905	3.56 /571	3.60 /104	3.77 /22	3.58 /66	3.57 /14	3.33 /18	3.56 /9	3.91 /11	3.82 /11	3.49 /35	3.49 /35	3.50 /2	3.5 0/4
Differentiates Instruction	3.42 /904	3.42 /569	3.53 /104	3.50 /22	3.45 /67	3.14 /14	3.06 /18	3.56 /9	3.73 /11	3.64 /11	3.37 /35	3.23 /35	3.00 /2	3.5 0/4
Professional Responsibility														
Standard #9: Professional Learning And Ethical Practice (Overall Rating)	3.67 /899	3.67 /566	3.75 /104	3.64 /22	3.66 /67	3.79 /14	3.44 /18	4.00 /9	3.70 /10	3.73 /11	3.59 /34	3.40 /35	3.00 /2	3.7 5/4
Seeks And Accepts Feedback To Improve Teaching Effectiveness	3.70 /908	3.72 /574	3.76 /104	3.57 /21	3.67 /67	3.71 /14	3.56 /18	4.00 /9	3.64 /11	3.73 /11	3.66 /35	3.46 /35	3.50 /2	3.7 5/4
Uses Self-Reflection To Improve Teaching Effectiveness	3.68 /909	3.69 /574	3.76 /104	3.64 /22	3.72 /67	3.57 /14	3.39 /18	4.00 /9	3.73 /11	3.73 /11	3.63 /35	3.43 /35	3.00 /2	3.7 5/4
Demonstrates Commitment To The Profession	3.72 /908	3.73 /573	3.79 /104	3.73 /22	3.70 /67	3.86 /14	3.50 /18	4.00 /9	3.73 /11	3.82 /11	3.71 /35	3.49 /35	3.00 /2	3.7 5/4
Standard #10: Leadership And Collaboration (Overall Rating)	3.57 /899	3.57 /569	3.62 /104	3.64 /22	3.61 /67	3.29 /14	3.47 /17	4.00 /9	3.60 /10	3.55 /11	3.61 /33	3.4/ 35	3.00 /2	3.6 7/3
Works Effectively With School Personnel	3.67 /781	3.68 /476	3.70 /104	3.67 /21	3.63 /60	3.50 /10	3.50 /16	4.00 /6	3.63 /8	3.67 /9	3.63 /32	3.57 /30	3.00 /2	3.7 5/4
Works Effectively With Parents	3.50 /874	3.49 /563	3.59 /102	3.50 /20	3.54 /54	3.15 /13	3.29 /17	4.00 /8	3.55 /11	3.55 /11	3.56 /32	3.34 /35	3.00 /2	3.6 7/3
Communication (Overall Rating)	3.54 /895	3.52 /564	3.60 /104	3.77 /22	3.57 /67	3.29 /14	3.28 /18	3.89 /9	3.70 /10	3.82 /11	3.53 /32	3.43 /35	3.00 /2	3.7 5/4
Uses Accurate And Effective Written Communication	3.51 /905	3.49 /573	3.62 /104	3.77 /22	3.58 /66	3.21 /14	3.17 /18	3.78 /9	3.91 /11	3.64 /11	3.50 /34	3.29 /35	3.00 /2	3.5 0/4
Uses Accurate And Effective Oral Communication	3.55 /907	3.53 /573	3.62 /104	3.73 /22	3.58 /67	3.36 /14	3.22 /18	3.89 /9	3.73 /11	3.82 /11	3.50 /34	3.46 /35	3.00 /2	3.7 5/4
Uses Effective Non-Verbal Communication	3.53 /903	3.53 /572	3.53 /104	3.67 /21	3.61 /66	3.29 /14	3.33 /18	4.00 /9	3.73 /11	3.82 /11	3.50 /34	3.40 /35	3.00 /2	3.5 0/4

2017-2020 Student Teacher Data by Program (The new Evaluation Rubric began in the Fall of 2017) Cooperating teachers were provided with rubrics containing actionable descriptors.	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
InTASC Standard 1												
Supports student learning through developmentally appropriate instruction.	4/1	3.22/9	3.4/292	3.27/22	3.42/13	3.09/16	3.29/14	3.43/30	3.42/53	3.31/8	3.28/23	3.19/8
Accounts for differences in students' prior knowledge.	4/1	3.22/9	3.35/292	3.25/22	3.31/13	2.94/16	3.36/14	3.35/30	3.46/53	3.31/8	3.17/23	3.19/8
Standard #1: Learner Development. (average calculated)	4/2	3.22/18	3.38/584	3.26/44	3.37/26	3.02/32	3.32/28	3.39/60	3.44/106	3.31/16	3.23/46	3.19/16
InTASC Standard 2												
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	4/1	3.33/9	3.33/292	3.23/22	3.42/13	2.81/16	3.29/14	3.28/30	3.42/53	3.25/8	3.22/23	3.25/8
Exhibits fairness and belief that all students can learn.	4/1	3.5/9	3.56/292	3.52/22	3.58/13	3.34/16	3.57/14	3.57/30	3.7/53	3.5/8	3.39/23	3.56/8
Standard #2: Learning Differences. (average calculated)	4/2	3.42/18	3.44/584	3.38/44	3.5/26	3.08/32	3.43/28	3.43/60	3.56/106	3.38/16	3.3/46	3.41/16
InTASC Standard 3												
Creates a safe and respectful environment for learners.	4/1	3.33/9	3.52/292	3.3/22	3.65/13	3.31/16	3.46/14	3.5/30	3.6/53	3.56/8	3.35/23	3.44/8
Structures a classroom environment that promotes student engagement.	3.5/1	3.33/9	3.41/292	3.32/22	3.54/13	3.16/16	3.32/14	3.47/30	3.55/53	3.19/8	3.28/23	3.5/8
Clearly communicates expectations for appropriate student behavior.	3.5/1	3.28/9	3.41/292	3.09/22	3.35/13	2.91/16	3.18/14	3.47/30	3.44/53	3.19/8	3.11/23	3.06/8
Responds appropriately to student behavior.	3.5/1	3.39/9	3.4/292	3.18/22	3.31/13	2.97/16	3.18/14	3.35/30	3.55/53	3.25/8	3.2/23	3.25/8
Guides learners in using technologies in appropriate, safe, and effective ways.	4/1	3.67/9	3.34/292	3.48/22	3.42/13	3.09/16	3.32/14	3.28/30	3.36/53	3.25/8	3.28/23	3.56/8
Standard #3: Learning Environments. (average calculated)	3.7/5	3.4/45	3.42/1460	3.27/110	3.45/65	3.09/80	3.29/70	3.41/150	3.5/265	3.29/40	3.24/115	3.36/40
Summary for Standards 1-3 Learner and Learning (Calculated)	3.83/9	3.36/81	3.41/2628	3.29/198	3.44/117	3.07/144	3.33/126	3.41/270	3.5/477	3.31/72	3.25/207	3.33/72

InTASC Standard 4	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
Effectively teaches subject matter.	4/1	3.22/9	3.4/292	3.34/22	3.35/13	3.13/16	3.36/14	3.47/30	3.53/53	3.31/8	3.28/23	3.38/8
Guides mastery of content through meaningful learning experiences.	4/1	3.28/9	3.35/292	3.45/22	3.23/13	2.97/16	3.32/14	3.4/30	3.43/53	3.19/8	3.2/23	3.25/8
Integrates culturally relevant content to build on learners' background knowledge.	4/1	3.11/9	3.23/292	3.34/22	3.12/13	2.78/16	3.25/14	3.35/30	3.31/53	3/8	3.11/23	3.19/8
Standard #4: Content Knowledge. (average calculated)	4/3	3.2/27	3.32/876	3.38/66	3.23/39	2.96/48	3.31/42	3.41/90	3.42/159	3.17/24	3.2/69	3.27/24
InTASC Standard 5												
Connects core content to relevant, real-life experiences and learning tasks.	3.5/1	3.17/9	3.38/292	3.39/22	3.46/13	3.06/16	3.39/14	3.35/30	3.43/53	3.44/8	3.13/23	3.44/8
Designs activities where students engage with subject matter from a variety of perspectives.	4/1	3.17/9	3.34/292	3.39/22	3.31/13	3/16	3.21/14	3.4/30	3.4/53	3.19/8	3.15/23	3.13/8
Accesses content resources to build global awareness.	4/1	3.33/9	3.22/292	3.14/22	3.12/13	2.88/16	3.11/14	3.23/30	3.24/53	3.13/8	3.13/23	3.06/8
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	3.5/1	3.33/9	3.28/292	3.36/22	3.23/13	3/16	3.21/14	3.32/30	3.42/53	3.25/8	3.09/23	3.13/8
Standard #5: Applications of Content. (average calculated)	3.75/4	3.25/36	3.3/1168	3.32/88	3.28/52	2.98/64	3.23/56	3.33/120	3.37/212	3.25/32	3.13/92	3.19/32
Summary for Standards 4-5 Content Knowledge (Calculated)	3.86/7	3.23/63	3.31/2044	3.34/154	3.26/91	2.97/112	3.27/98	3.36/210	3.39/371	3.21/56	3.16/161	3.22/56
InTASC Standard 6												
Uses multiple methods of assessment.	4/1	3.39/9	3.31/292	3.41/22	3.19/13	3.06/16	3.25/14	3.28/30	3.29/53	3.25/8	3.15/23	3.31/8
Provides students with meaningful feedback to guide next steps in learning.	4/1	3.22/9	3.36/292	3.41/22	3.31/13	3.19/16	3.29/14	3.48/30	3.35/53	3.25/8	3.11/23	3.44/8
Uses appropriate data sources to identify student learning needs.	3.5/1	3.22/9	3.28/292	3.11/22	3.15/13	2.81/16	3.14/14	3.28/30	3.32/53	2.94/8	2.85/23	3.13/8
Engages students in self-assessment strategies.	4/1	3.11/9	3.23/292	3.23/22	3.15/13	2.84/16	3.29/14	3.37/30	3.29/53	3/8	3.02/23	3.38/8
Standard #6: Assessment. (average calculated)	3.88/4	3.24/36	3.29/1168	3.29/88	3.2/52	2.98/64	3.24/56	3.35/120	3.31/212	3.11/32	3.03/92	3.31/32

InTASC Standard 7	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
Connects lesson goals with school curriculum and state standards.	3.5/1	3.17/9	3.43/292	3.45/22	3.42/13	3.03/16	3.43/14	3.48/30	3.45/53	3.31/8	3.24/23	3.38/8
Uses assessment data to inform planning for instruction.	3.5/1	3.22/9	3.32/292	3.16/22	3.04/13	2.94/16	3.32/14	3.23/30	3.3/53	3/8	3.04/23	3.38/8
Adjusts instructional plans to meet students' needs	3/1	3.28/9	3.39/292	3.23/22	3.31/13	2.97/16	3.54/14	3.42/30	3.42/53	3.13/8	3.15/23	3.31/8
Collaboratively designs instruction.	3.5/1	3.33/9	3.56/292	3.59/22	3.46/13	3.22/16	3.46/14	3.67/30	3.6/53	3.19/8	3.43/23	3.56/8
Standard #7: Planning for Instruction. (average calculated)	3.38/4	3.25/36	3.43/1168	3.36/88	3.31/52	3.04/64	3.44/56	3.45/120	3.45/212	3.16/32	3.22/92	3.41/32
InTASC Standard 8												
Varies instructional strategies to engage learners.	4/1	3.39/9	3.38/292	3.25/22	3.35/13	2.97/16	3.36/14	3.45/30	3.51/53	3.19/8	3.2/23	3.25/8
Uses technology appropriately to enhance instruction.	4/1	3.44/9	3.4/292	3.45/22	3.27/13	3.19/16	3.32/14	3.3/30	3.4/53	3.44/8	3.37/23	3.44/8
Differentiates instruction for a variety of learning needs.	4/1	3.22/9	3.35/292	3.2/22	3.15/13	2.91/16	3.29/14	3.45/30	3.46/53	3.25/8	3.24/23	3.25/8
Instructional practices reflect effective communication skills.	4/1	3.22/9	3.4/292	3.32/22	3.23/13	3.16/16	3.32/14	3.4/30	3.49/53	3.13/8	3.15/23	3.13/8
Standard #8: Instructional Strategies. (average calculated)	4/4	3.32/36	3.38/1168	3.31/88	3.25/52	3.05/64	3.32/56	3.4/120	3.46/212	3.25/32	3.24/92	3.27/32
Summary for Standards 6-8 Instructional Strategies (Calculated)	3.75/12	3.27/108	3.37/3504	3.32/264	3.25/156	3.02/192	3.33/168	3.4/360	3.41/636	3.17/96	3.16/276	3.33/96
InTASC Standard 9												
Uses feedback to improve teaching effectiveness.	3.5/1	3.11/9	3.54/292	3.34/22	3.42/13	3.31/16	3.64/14	3.58/30	3.58/53	3.19/8	3.41/23	3.5/8
Uses self-reflection to improve teaching effectiveness	4/1	3.11/9	3.53/292	3.41/22	3.58/13	3.19/16	3.64/14	3.58/30	3.59/53	3.13/8	3.35/23	3.44/8
Upholds legal responsibilities as a professional educator.	3.5/1	3.61/9	3.48/292	3.48/22	3.54/13	3.28/16	3.36/14	3.62/30	3.63/53	3.31/8	3.37/23	3.38/8
Demonstrates commitment to the profession.	3/1	3.22/9	3.55/292	3.48/22	3.54/13	3.41/16	3.68/14	3.75/30	3.6/53	3.44/8	3.37/23	3.38/8
Standard #9: Professional Learning and Ethical Practice. (average calculated)	3.5/4	3.26/36	3.53/1168	3.43/88	3.52/52	3.3/64	3.58/56	3.63/120	3.6/212	3.27/32	3.38/92	3.42/32

InTASC Standard 10	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
Collaborates with colleagues to improve student performance.	3/1	3.44/9	3.51/292	3.34/22	3.35/13	3.22/16	3.43/14	3.62/30	3.59/53	3.38/8	3.46/23	3.31/8
Collaborates with parent/guardian/advocate to improve student performance.	3/1	3/9	3.23/292	3.2/22	3.12/13	2.75/16	3.18/14	3.2/30	3.31/53	3.06/8	2.91/23	3.31/8
Standard #10: Leadership and Collaboration. (average calculated)	3/2	3.22/18	3.37/584	3.27/44	3.23/26	2.98/32	3.3/28	3.41/60	3.45/106	3.22/16	3.18/46	3.31/16
Summary for Standards 9-10 Professional Responsibility (Calculated)	3.33/6	3.25/54	3.48/1752	3.38/132	3.42/78	3.19/96	3.49/84	3.56/180	3.55/318	3.25/48	3.31/138	3.39/48

Student Teacher Placements by Academic Area and Semester Fall 2001 – Spring 2020

	Academic placement													
Semester	Elementary	Early Childhood	Business	Physical Education	Science	Math	Music	Art	Technology Education	English	History	Spanish	Health	Total Number of Placements
Fall 2001	33	12	1	7	1	2	2	0	1	4	2	0	0	65
Spring 2002	36	13	5	12	4	0	0	3	1	5	1	0	3	83
Fall 2002	28	8	5	9	1	0	4	0	0	2	1	1	3	62
Spring 2003	53	13	3	9	2	0	0	0	1	6	4	1	2	94
Fall 2003	20	5	0	2	4	2	2	0	0	0	0	0	0	35
Spring 2004	39	10	3	3	1	4	2	1	1	0	1	0	1	66
Fall 2004	25	7	0	5	3	1	0	0	0	2	1	1	0	45
Spring 2005	38	14	5	5	4	3	4	1	2	5	6	1	1	89
Fall 2005	25	6	7	6	1	0	0	0	1	2	2	1	1	52
Spring 2006	41	8	2	10	6	1	0	2	5	5	5	3	3	91
Fall 2006	15	8	3	4	1	1	2	4	0	1	2	3	0	44
Spring 2007	34	10	2	12	1	5	2	1	1	4	2	1	4	79
Fall 2007	23	3	1	0	0	2	0	1	1	1	2	0	0	34
Spring 2008	29	3	0	2	1	3	0	2	0	6	2	4	0	52

Academic placement														
Semester	Elementary	Early Childhood	Business	Physical Education	Science	Math	Music	Art	Technology Education	English	History	Spanish	Health	Total Number of Placements
Fall 2008	20	5	1	4	1	0	0	2	1	2	0	0	2	38
Spring 2009	35	10	4	11	1	2	0	2	4	1	6	0	1	77
Fall 2009	20	4	2	1	0	2	0	0	2	2	4	0	0	37
Spring 2010	17	2	1	8	1	4	1	0	4	5	3	0	4	50
Fall 2010	30	5	2	5	0	1	2	0	5	0	1	0	1	52
Spring 2011	29	8	4	11	2	6	4	0	2	1	4	0	3	74
Fall 2011	36	7	2	2	0	2	0	0	0	1	3	1	0	54
Spring 2012	52	12	4	5	3	1	1	3	1	6	5	0	1	94
Fall 2012	34	6	5	4	0	1	0	0	1	1	1	0	0	53
Spring 2013	57	13	3	9	2	4	0	2	3	2	3	1	4	103
Fall 2013	47	11	0	2	1	0	3	0	2	4	1	0	1	72
Spring 2014	67	11	4	14	2	0	3	0	0	2	2	0	4	109
Fall 2014	37	5	1	11	0	1	0	2	0	3	3	0	0	63
Spring 2015	57	9	3	3	1	4	0	0	0	4	5	0	1	87
Fall 2015	34	7	0	1	1	0	0	1	0	5	0	0	1	50
Spring 2016	59	17	1	9	0	4	2	0	1	4	8	0	4	109
Fall 2016	33	8	0	2	1	0	0	2	0	0	0	0	0	46
Spring 2017	49	7	1	4	3	2	3	1	2	2	5	0	2	81
Fall 2017	39	5	1	1	0	1	5	2	0	7	2	0	0	63
Spring 2018	62	13	1	6	0	3	5	0	1	4	5	0	5	105
Fall 2018	49	12	1	6	1	1	2	0	1	3	4	0	3	83
Spring 2019	63	8	5	11	1	5	0	0	3	5	8	0	3	112
Fall 2019	38	5	0	3	1	4	2	0	2	3	4	0	1	63
Spring 2020	43	8	3	4	3	2	0	0	1	0	4	0	1	69
<i>Past 5 years Fall 2015 – Spring 2020</i>	469	90	13	47	11	22	19	6	11	33	40	0	20	781
19-year Total 2001-2020	1446	318	86	223	55	74	51	32	50	110	112	18	60	2635

**Student Teacher Placements Disaggregated by Semester and Location of Primary Course Work:
Fall 2001 – Spring 2020**

Semester	Elementary On Campus	NDSU Elementary	Secondary On Campus	Wyoming Elementary	TBC Elementary	Elementary Online	Secondary Online	K-12 (PE, Art, Music)	TBC (PE)	Total
Fall 2001	31	14	11	0	0	0	0	9	0	65
Spring 2002	25	24	19	0	0	0	0	15	0	83
Fall 2002	17	19	13	0	0	0	0	13	0	62
Spring 2003	42	24	19	0	0	0	0	9	0	94
Fall 2003	12	13	6	0	0	0	0	4	0	35
Spring 2004	29	20	11	0	0	0	0	6	0	66
Fall 2004	21	11	8	0	0	0	0	5	0	45
Spring 2005	40	12	27	0	0	0	0	10	0	89
Fall 2005	14	17	15	0	0	0	0	6	0	52
Spring 2006	26	23	30	0	0	0	0	12	0	91
Fall 2006	13	10	11	0	0	0	0	10	0	44
Spring 2007	21	23	20	0	0	0	0	15	0	79
Fall 2007	11	15	7	0	0	0	0	1	0	34
Spring 2008	14	18	18	0	0	0	0	2	0	52
Fall 2008	15	10	7	0	0	0	0	6	0	38
Spring 2009	23	22	19	0	0	0	0	13	0	77
Fall 2009	9	12	12	3	0	0	0	1	0	37
Spring 2010	10	8	22	1	0	0	0	9	0	50
Fall 2010	13	13	7	9	0	0	3	7	0	52
Spring 2011	15	18	20	4	0	0	2	15	0	74
Fall 2011	16	17	8	10	0	0	1	2	0	54
Spring 2012	19	39	18	4	2	0	3	9	0	94
Fall 2012	14	9	7	16	1	0	2	3	1	53
Spring 2013	21	36	15	10	3	0	7	8	3	103
Fall 2013	15	25	7	17	1	0	2	5	0	72
Spring 2014	24	42	11	8	5	0	2	16	1	109
Fall 2014	14	6	8	22	0	0	0	12	1	63
Spring 2015	12	35	13	14	6	0	5	16	1	87
Fall 2015	15	13	6	13	0	0	1	2	0	50
Spring 2016	20	45	17	9	2	0	5	10	1	109
Fall 2016	10	18	1	11	2	0	0	4	0	46
Spring 2017	14	31	13	11	0	0	4	7	1	81
Fall 2017	4	19	8	14	1	7	3	7	0	63
Spring 2018	19	41	19	8	1	5	0	10	1	105
Fall 2018	26	19	7	10	2	4	4	10	1	83
Spring 2019	17	45	13	6	3	0	16	9	3	112
Fall 2019	16	9	6	13	1	4	6	6	0	63
Spring 2020	18	30	9	2	0	3	4	1	2	69
Total last 5 years (Fall 2015-Spring 2020)	159	270	99	97	12	23	43	66	9	781
Percent	20.4%	34.6%	12.7%	12.4%	1.5%	2.9%	5.5%	8.5%	1.2%	100.0%
Total for last 19 years	695	805	488	215	30	23	70	305	16	2635
Percent	26.4%	30.6%	18.5%	8.2%	1.1%	0.9%	2.7%	11.6%	0.6%	100.0%

Co-Teaching Strategies

Data gathered from student teachers between Fall 2011 – Spring 2020

VCSU student teachers complete an Exit Survey shortly before graduation. The survey includes several questions about co-teaching. Which strategies were used? How often? Do you believe the strategies were effective?

Over 900 student teachers have had the opportunity to complete these Exit Survey items related to co-teaching since the Fall of 2012. Not every student teacher has claimed to have used every co-teaching strategy. The cooperating teacher and teacher candidate utilize the strategy or strategies that work best for them in their situation.

Did you participate in co-teaching pairs training with your cooperating teacher?	Total	Percent
Yes	471	50.4%
No	463	49.6%
Total	934	

Check all strategies used and provide the number indicating the level of effectiveness in the box on the right	Very Effective	Somewhat	Minimally	Not at all	Total Count
One teach, one observe	69.10 %	26.97 %	3.35 %	0.58 %	686
One teach, one assist	80.96 %	17.69 %	1.2 %	0.15 %	667
Parallel Teaching	70.08 %	25.98 %	2.76 %	1.18 %	254
Station Teaching	82.61 %	14.58 %	2.56 %	0.26 %	391
Supplemental Teaching	74.24 %	23.14 %	2.62 %	0 %	229
Alternative/Differentiated Teaching	80.67 %	17.18 %	2.15 %	0 %	326
Team Teaching	82.68 %	15.37 %	1.95 %	0 %	410

How often have you and your cooperating teacher been able to use co-teaching strategies?	Total	Percent
Everyday	301	32.75%
2 or 3 day per week	283	30.79%
Once a week	81	8.81%
A few times	211	22.96%
Not at all	43	4.68%
Total	919	

Criteria	A great deal	Somewhat	Minimally	Not at all	Total Count
To what extent did your co-teaching experiences positively impact your time for solo teaching?	71.11 %	21.17 %	4.63 %	3.09 %	907
To what extent did the use of co-teaching strategies impact your development as a teacher?	73.18 %	18.76 %	5.08 %	2.98 %	906
Did the use of the co-teaching model strengthen your relationship with your cooperating teacher?	72.14 %	20.31 %	3.88 %	3.66 %	901

Cooperating Teacher and University Supervisor Support Ratings

Exit Survey Feedback from Graduating Student Teachers (Fall 2011 – Spring 2020)

Cooperating Teacher/Co-Teacher (A cooperating teacher is the teacher in an educational setting who works with, helps and advises the teacher candidate.) Please respond based on your most recent student teaching placement.

My cooperating teacher/co-teacher...

Criteria	Agree	Tend To Agree	Tend To Disagree	Disagree	Does Not Apply	Total Count
provided adequate opportunities for me to observe the classroom.	93.51 %	5.52 %	0.78 %	0.1 %	0.1 %	1032
provided adequate time for planning.	87.73 %	9.57 %	2.42 %	0.19 %	0.1 %	1035
helped me with classroom management.	85.2 %	9.86 %	3.97 %	0.87 %	0.1 %	1034
made me feel welcome.	89.86 %	7.54 %	1.64 %	0.87 %	0.1 %	1035
gave me constructive feedback on my teaching.	81.24 %	12.96 %	3.97 %	1.64 %	0.19 %	1034
let me experiment with my own teaching ideas.	85.4 %	11.03 %	2.51 %	0.87 %	0.19 %	1034
included me in parent-teacher conferences, school meetings, and other professional experiences.	92.55 %	5.61 %	1.16 %	0.39 %	0.29 %	1034
shared ideas and materials.	91.3 %	6.67 %	1.55 %	0.39 %	0.1 %	1035
helped me develop as a reflective practioner.	84.72 %	10.44 %	3.09 %	1.45 %	0.29 %	1034
helped me plan differentiated instruction for a variety of learning needs.	79.46 %	13.37 %	4.94 %	1.94 %	0.29 %	1032
helped me use student data to inform instruction.	79.51 %	13.5 %	4.56 %	2.23 %	0.19 %	1030

University Supervisor Support Ratings

Exit Survey Feedback from Graduating Student Teachers (Fall 2011 – Spring 2020)

University or College Supervisor (A university or college supervisor is the faculty member who is in charge of guiding, helping, and directing the teacher candidate.)

My university or college supervisor...

Criteria	Agree	Tend To Agree	Tend To Disagree	Disagree	Does Not Apply	Total Count
Was available when I needed help.	81.86 %	13.77 %	3.30 %	0.78 %	0.29 %	1031
Acted as a liaison between me and the school.	73.60 %	18.09 %	4.74 %	2.22 %	1.35 %	1034
Gave me constructive feedback on my teaching.	80.99 %	15.42 %	2.33 %	0.97 %	0.29 %	1031
Helped me understand my role and responsibilities as a teacher candidate.	79.92 %	15.91 %	2.81 %	1.26 %	0.1 %	1031
Helped me develop as a reflective practitioner.	78.99 %	16.83 %	2.82 %	1.17 %	0.19 %	1028

GPA & Praxis I: PPST/CORE Data
VCSU Student Teacher Placements: Fall 2019 – Spring 2020

	N	Minimum	Maximum	Mean	Std. Deviation
Grade Point Average	132	2.68	4.00	3.56	0.36
Core Reading 5712	132	146	200	175.9	12.0
Core Writing 5722	132	148	188	163.9	7.5
Core Math 5732	132	124	200	166.8	14.7
Core Composite	132	466	576	506.5	26.5

VCSU Student Teacher Placements: Fall 2018 – Spring 2019

	N	Minimum	Maximum	Mean	Std. Deviation
Grade Point Average	195	2.50	4.00	3.49	0.38
Core Reading 5712	195	142	200	176.0	13.1
Core Writing 5722	195	140	190	164.8	8.5
Core Math 5732	195	130	200	164.3	17.1
Core Composite	195	466	574	504.8	29.0

VCSU Student Teacher Placements: Fall 2017 – Spring 2018

	N	Minimum	Maximum	Mean	Std. Deviation
Grade Point Average	168	2.63	4.00	3.51	0.3
Core Reading 5712	168	138	200	177.6	14.2
Core Writing 5722	168	146	190	168.9	8.9
Core Math 5732	168	122	200	166.2	17.1
Core Composite	168	466	584	512.6	31.8

VCSU Student Teacher Placements: Fall 2016 – Spring 2017

	N	Minimum	Maximum	Mean	Std. Deviation
Grade Point Average	127	2.58	4.00	3.41	0.4
Core Reading 5712	99	150	198	174.9	12.8
Core Writing 5722	99	148	186	166.1	8.9
Core Math 5732	99	124	200	165.0	18.5
PPST Reading 5710	28	171	184	178.7	3.7
PPST Writing 5720	28	170	183	175.9	3.4
PPST Math 5730	28	152	187	179.1	7.1

VCSU Student Teacher Placements: Fall 2015 – Spring 2016

	N	Minimum	Maximum	Mean	Std. Deviation
Grade Point Average	159	2.51	4.00	3.41	0.3
Core Reading 5712	37	156	200	174.0	13.2
Core Writing 5722	37	148	184	167.2	9.1
Core Math 5732	37	136	200	163.3	17.2
PPST Reading 5710	122	166	200	177.8	5.0
PPST Writing 5720	122	165	186	175.6	3.6
PPST Math 5730	122	148	188	179.0	5.0

VCSU Student Teacher Placements: Fall 2014 – Spring 2015

	N	Minimum	Maximum	Mean	Std. Deviation
Grade Point Average	150	2.51	4.00	3.45	0.37
Reading PPST	150	167.0	190.0	178.3	4.87
Writing PPST	150	164.0	185.0	175.4	3.46
Math PPST	150	152.0	189.0	180.1	5.30

VCSU GPA Requirements: 2.75 to 4.00 GPA (2.50 to 2.74 GPAs must appeal to be admitted to program and student teach) Core: Reading 156, Writing 160, Math 150; meet at least two of three required scores and composite score of 466
PPST: Reading 173, Writing 173, Math 170; meet at least two of three required scores and composite score of 516
Core national median: Reading 172, Writing 164, Math 154; PPST national median: Reading 177, Writing 175, Math 178

Student Teacher “Uses technology appropriately to enhance instruction”
Data Disaggregated Fall 2017-Spring 2020

Possible ratings: 4=Distinguished, 3.5, 3=Proficient, 2.5, 2=Emerging, 1.5, 1=Underdeveloped

Course Delivery	Mean	N
Elementary on VCSU Campus	3.49	100
Secondary on VCSU Campus	3.34	64
K-12 Art, PE, Music on VCSU Campus	3.31	43
Elementary on NDSU Campus	3.37	163
Elementary in Wyoming (Distance)	3.32	53
Elementary Online	3.37	23
Secondary Online	3.41	33
Elementary on TBC Campus	3.33	9
K-12 PE on TBC Campus	3.43	7
Total	3.38	495

Student Teacher “Uses Technology Appropriately”
Data Disaggregated: Fall 2011-Spring 2017

Technology Note: 4-point scale (new form student teaching final evaluation in 2011)		Uses Technology Appropriately to Enhance Instruction	Overall Student Teaching Mean Score for All Student Teaching Attributes
Secondary On-Campus	Mean	3.54	3.45
	N	124	124
Secondary Online	Mean	3.68	3.56
	N	31	31
K-12 (PE, Art, Music)	Mean	3.64	3.67
	N	80	80
Elementary at VCSU	Mean	3.71	3.62
	N	194	194
Elementary at NDSU	Mean	3.52	3.51
	N	316	316
Elementary in Wyoming	Mean	3.55	3.51
	N	145	145
Elementary at Trinity Bible College	Mean	3.43	3.54
	N	22	22
PE at Trinity Bible College	Mean	3.78	3.76
	N	9	9
Total	Mean	3.58	3.54
	N	921	921

Laptop Data Research

Valley City State University (VCSU) is a NCATE accredited university in which students have access to laptop computers. These data were gathered to study the use of technology and laptop computers being used by VCSU student teachers.

Student Teaching Data: These assessment data were aggregated from cooperating teacher final evaluations of student teachers between the fall of 2001 and the spring of 2011. The student teachers were in the VCSU Elementary Education program located in Fargo at NDSU.

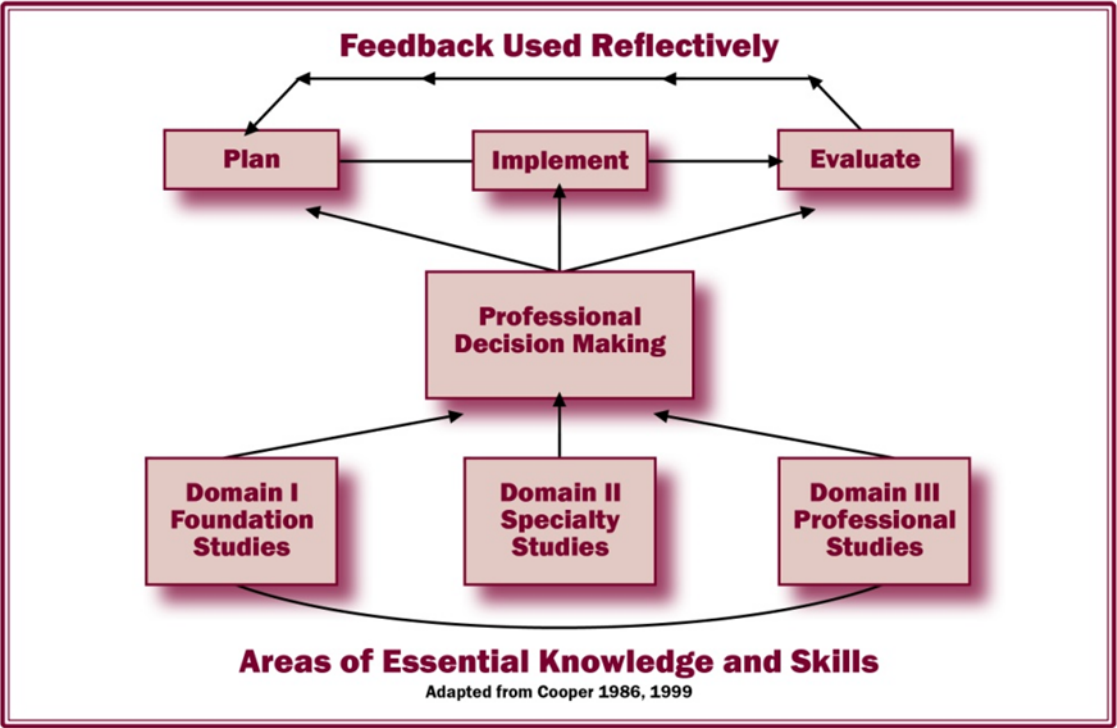
Cooperating teachers rated student teachers on a 1 to 5 scale with a score of “5” being the best rating (target), “3” was acceptable, and “1” was an unacceptable rating. The 114 ratings from VCSU student teacher placements at NDSU between the fall of 2001 through the spring of 2004 had an aggregate mean score of 4.75. Those student teachers did not have VCSU laptops or only had them for a portion of their VCSU Elementary Education courses.

The 181 student teachers between the fall of 2004 and spring of 2011 had laptops throughout their entire VCSU elementary education experience. VCSU student teachers from NDSU earned a higher aggregated mean score, 4.88, from cooperating teachers over the fourteen semesters (Fall 2004-Spring 2011) when NDSU students had VCSU laptop computers compared to the six semesters between 2001 and 2004 before NDSU students had regular access to laptop computers through VCSU.

Cooperating Teacher Final Evaluation Ratings for Elementary Majors at NDSU (5-Target, 3-Acceptable, 1-Unacceptable)		
	Use of Technology (Fall 2001-Spring 2004) Prior to laptops for each student	Uses Technology Appropriately (Fall 2004-Spring 2011) Laptop for each student
Mean	4.75	4.88
N	N=114	N=212
Std. Deviation	0.47	0.41

VCSU student teachers achieved a higher rating in technology use from cooperating teachers between the Fall of 2004 -Spring of 2011 than they did as an overall mean score (4.78). Of the 26 attributes evaluated by cooperating teachers for all 809 VCSU secondary and elementary majors, **“Uses Technology Appropriately”** was the fourth highest rated mean score at **4.84**. The top three student teaching mean scores were “Fairness and Belief that All Students Can Learn” (a dispositional attribute) at 4.88, Commitment to the Profession at 4.85, and Collaboration, Relationships, and Ethics (INTASC 10) at 4.85

Valley City State University School of Education and Graduate Studies



Conceptual Framework, Domains & University Abilities

Student Teacher Conceptual Framework Data Disaggregated: Fall 2017 – Spring 2020

Conceptual Framework and Program Learning Outcomes (Plan, Implement, Evaluate, and Reflect)

Mean Score for InTASC Standards 6-8 on Instructional Strategies

InTASC Standard 6: Assessment (Evaluate)

InTASC Standard 7: Planning (Plan)

InTASC Standard 8: Instructional Strategies (Implement)

InTASC Standard 9: Reflection is a component of Standard 9

Course Delivery	Mean for InTASC 6-8	Uses Self-Reflection to Improve Teaching Effectiveness	N
Elementary on VCSU Campus	3.46	3.58	100
Secondary on VCSU Campus	3.23	3.36	64
K-12 Art, PE, Music on VCSU Campus	3.35	3.63	43
Elementary on NDSU Campus	3.36	3.53	163
Elementary in Wyoming (Distance)	3.34	3.56	53
Elementary Online	3.36	3.43	23
Secondary Online	3.21	3.29	33
Elementary on TBC Campus	3.07	3.44	9
K-12 PE on TBC Campus	3.39	3.43	7
Total	3.34	3.51	495

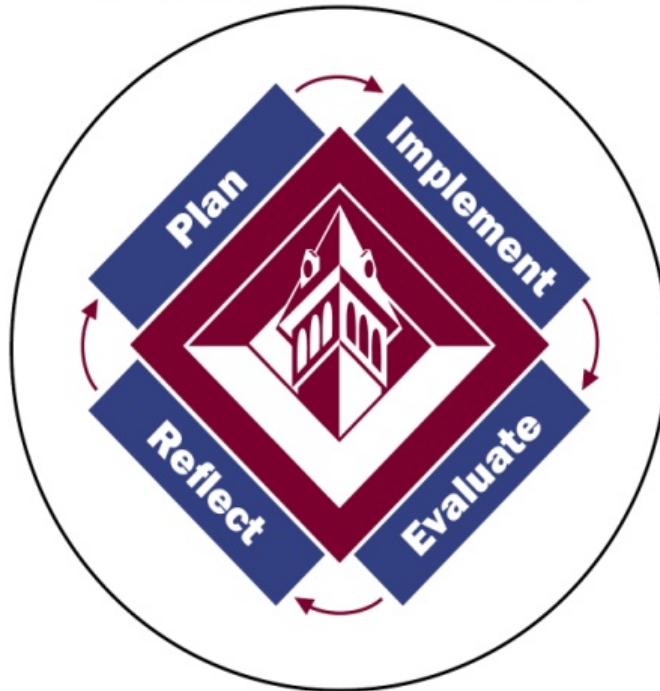
Student Teacher Conceptual Framework Data Disaggregated: Fall 2011 – Spring 2017

Conceptual Framework Note: 4-point scale (new form and 2011 InTASC standards)		Standard #7: Planning for Instruction	Standard #8: Instructional Strategies	Standard #6: Assessment	Uses self-reflection to improve teaching effectiveness (part of Standard #9)
Secondary On-Campus	Mean	3.34	3.41	3.45	3.54
	N	122	124	123	123
Secondary Online	Mean	3.52	3.53	3.58	3.53
	N	31	30	31	31
K-12 (PE, Art, Music)	Mean	3.60	3.64	3.65	3.68
	N	79	78	78	79
Elementary at VCSU	Mean	3.60	3.66	3.58	3.67
	N	194	193	192	193
Elementary at NDSU	Mean	3.47	3.47	3.42	3.52
	N	315	315	317	317
Elementary in Wyoming	Mean	3.50	3.47	3.40	3.61
	N	143	142	143	142
Elementary at Trinity Bible College	Mean	3.57	3.45	3.55	3.57
	N	21	21	20	21
PE at Trinity Bible College	Mean	3.78	3.67	3.72	3.83
	N	9	9	9	9
Total	Mean	3.50	3.52	3.49	3.59
	N	914	912	913	915

Student Teacher Conceptual Framework Data Disaggregated: Fall 2004 – Spring 2011

Conceptual Framework Note: 5-point scale (1992-2011 InTASC Standards)		Ability to Plan and Organize Lessons for Learning (InTASC 7)	Ability to Implement Appropriate Teaching Strategies (InTASC 4)	Ability to Formally and Informally Evaluate Students (InTASC 8)	Reflects on Teaching to Enhance Student Learning in the Future (InTASC 9)
VCSU Secondary	Mean	4.71	4.68	4.69	4.76
	N	335	335	335	335
	Std. Deviation	.57	.54	.53	.51
VCSU Elementary at VCSU	Mean	4.81	4.78	4.74	4.80
	N	248	248	248	248
	Std. Deviation	.55	.55	.55	.49
VCSU Elementary at NDSU	Mean	4.81	4.78	4.78	4.83
	N	212	212	212	212
	Std. Deviation	.51	.51	.50	.47
VCSU Elementary in Wyoming	Mean	4.79	4.64	4.43	4.64
	N	14	14	14	14
	Std. Deviation	.43	.50	.51	.63
Total	Mean	4.77	4.73	4.72	4.79
	N	809	809	809	809
	Std. Deviation	.54	.53	.53	.49

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Teaching for Learning Capstone (TLC)

School of Education and Graduate Studies (SEGS)

Faculty Assessment Ratings for the Teaching for Learning Capstone (TLC)

Report Summary based on August 8, 2019 TLC Assessment Session Findings

A 2017-2018 goal was to trim the length and wordiness of the TLC rubric descriptors. The Lawshe method was utilized in the Fall of 2017 to help the School of Education (SOE) decide which descriptors were most essential and valid to measure. The scale was changed from a 5-point rating system to a 4-point scale with the option to use half-point ratings such as 3.5, 2.5, or 1.5. The data from the Lawshe method process helped the SOE faculty to prioritize and reduce the number of descriptors found for each rubric and to increase the validity of the proficiency level. The Lawshe method results and rubrics are available in separate documents.

The August 2018 TLC assessment session provided faculty with an opportunity to pilot and put the finishing touches on the rubric in the Fall of 2018. During the August 2019 TLC assessment session, two tiny wording changes were recommended by faculty members to make the rubrics even more user friendly. The diversity and technology items were added for use in 2019-2020.

Procedure

In 2018, five pairs of two faculty members rated 30 Elementary Education TLC units. The ten faculty members included six faculty who teach primarily elementary education courses, two faculty who teach k-12 methods courses, and two faculty who teach secondary education methods courses. The teacher candidates included samples from VCSU on-campus face-to-face, Wyoming, NDSU, TBC, and online. The portfolio instructor attempted to select samples with a range of quality. The 10 faculty members were paired into five teams to address rater agreement and to invite discussion for any concerns about the new rubrics.

In 2019, nine faculty members completed the assessment work. Four faculty members teach primarily elementary education courses, two faculty members teach k-12 methods courses, two faculty members teach secondary education methods courses, and one faculty member works with field experiences at every grade level.

Outcomes

The efforts of the faculty members help the SOE learn more about the performance of teacher candidates in the areas of planning, implementing, evaluating, and reflecting on lessons for learning. The assessment efforts provide quantitative data for the performance of the teacher candidates' units. Rater agreement is studied along with changes to the rubric. The assessment process helps faculty develop a deeper understanding of teacher candidates' capstone efforts and the program's preparation of our teacher candidates.

	Count 2018	Percent 2018	Count 2019	Percent 2019	Count 2018-2019	Percent 2018-2019
Ratings of a 4 Distinguished	104	17.4%	142	20.6%	246	19.1%
Ratings of a 3.5	83	13.9%	117	17.0%	200	15.6%
Ratings of a 3 Proficient	205	34.4%	198	28.8%	403	31.4%
Ratings of a 2.5	105	17.6%	74	10.8%	179	13.9%
Ratings of a 2 Emerging	67	11.2%	100	14.5%	167	13.0%
Ratings of a 1.5	15	2.5%	19	2.8%	34	2.6%
Ratings of 1 Underdeveloped	17	2.9%	38	5.5%	55	4.3%
Total	596	100.0%	688	100.0%	1285	100.0%

Analysis: The faculty members' use of the rubrics yielded ratings that were balanced between "emerging, proficient, and distinguished" with the "proficient" rating (31.4%) leading the way during the first two years of using this version of the rubrics. The overall low number of 1 (4.3%) and 1.5 (2.6%) ratings were positive, but ratings below a "2" or "emerging" level are an area our unit would like to reduce or eliminate in the future.

The number of "distinguished" ratings increased from 17.4% to 20.6% and the 3.5% ratings increased from 13.9% to 17%. There is room for growth in the teacher candidate's TLC units. In addition to the Lawshe method changes to the rubrics in 2017-2018, faculty have made suggestions for modifications of the rubrics during the 2018 pilot session and 2019 work session.

Action: The ratings are shared with the portfolio instructor and the faculty who teach education and methods courses. The ratings provide quantitative data to identify areas of strength and improvement. The faculty also provide qualitative observations for improvement as they assess the TLC units. The portfolio instructor for Elementary Education majors also shares the data with the EDUC 491 teacher candidates who will be completing the TLC units.

Mean Score for Each Rubric Item	Mean Rating 2018	Percentage of Rater Agreement 2018	Mean Rating 2019	Percentage of Rater Agreement 2019	Overall Mean Rating	Trends of Mean Score Ratings
Rubric 1: Planning for Understanding of Content <i>How well does the teacher candidate plan to ensure the content standards and learning objectives will be met?</i> (InTASC 4 and 7; CAEP 1.1, 1.2, 1.4, 1.5, 2.3, 5.4)	3.03	93.30%	3.31	90.00%	3.17	up
Rubric 2: Using Knowledge of Students to Inform Teaching and Learning <i>How well does the teacher candidate use knowledge of his/her students to target support for students' development and understanding?</i> (InTASC 1 and 7, CAEP)	3.07	100.00%	3.20	100.00%	3.14	up
Rubric 3: Planning Assessments to Monitor and Support to Student Learning <i>How are the informal and formal assessments selected or designed to provide evidence of student progress toward the learning targets?</i> (InTASC 6 and 7, CAEP 2.3)	3.16	93.10%	3.20	86.67%	3.18	up
Rubric 4: Planning for Language Development <i>How does the candidate plan to support the students' academic language associated with content learning?</i> (InTASC 7, CAEP 1.4)	3.08	82.80%	2.23	93.33%	2.66	down
Rubric 5: Scaffolding Language <i>How does the candidate support language development?</i> (InTASC 8, CAEP 1.4)	3.06	96.70%	3.11	96.67%	3.08	up
Rubric 6: Classroom Management <i>How does the candidate manage the classroom and actively engage students?</i> (InTASC 3 and 8, CAEP 1.4)	2.89	100.00%	3.01	96.67%	2.95	up
Rubric 7: Engagement in Standards Based Instruction <i>How does the candidate elicit and monitor students' responses to deepen their understanding?</i> (InTASC 8, CAEP 1.1, 1.2, 1.4)	3.11	96.70%	3.00	93.10%	3.06	down
Rubric 8: Assessment and Analysis of Student Work <i>How does the candidate demonstrate an understanding of student performance with respect to learning targets?</i> (InTASC 6, CAEP 1.1, 1.4, 2.3)	2.61	73.70%	2.87	51.11%	2.74	up
Rubric 9: Using Assessment and Feedback to Inform Instruction and Guide Student Learning <i>How does the candidate use conclusions about what students know and can do to provide feedback and plan next steps in instruction to further learning?</i> (InTASC 6, CAEP 1.1, 2.3)	2.85	76.70%	2.99	45.56%	2.92	up
Rubric 10: Analyzing Teacher Effectiveness <i>How does the candidate use evidence and change teaching practice to meet the varied learning needs of the students?</i> (InTASC 6 and 9, CAEP 1.2, 5.4)	2.65	26.70%	2.67	50.00%	2.66	up
Overall	2.98	83.90%	2.98	83.90%	2.98	steady

Analysis

The VCSU program learning outcomes are related to planning, implementing, evaluating, and reflecting on lessons for learning. The rating scores over the past two years speak well for the consistency of the rubric and raters. While eight of the ten rubric areas demonstrated slight upward trends, the overall ratings remained steady. The assessment coordinator tried to select a mixture of teacher candidate TLC units from the VCSU campus, NDSU campus, in Wyoming or online. The instructor also tried to select TLC units that provided the raters with a range of quality.

Rubrics 1-4 relate to planning. In 2018, faculty feedback stated that teacher candidates did a better job of focusing on two or three standards instead of trying to assess too many standards in one unit. Another faculty member noticed improvement in the teacher candidates' planning for their classroom - putting the context for learning form into action. The faculty suggested one small change in Rubric 1 that was implemented. In 2018, three of the four raters who assessed the Plan sections had been raters for at least three years. In 2019, none of the four raters had assessed the Plan section for more than one year. The rater agreement was highest for rubric 2. The mean scores were strong for three of the four Plan sections: **Planning for Understanding of Content (3.17)**, **Using Knowledge of Students to Inform Teaching and Learning (3.14)**, and **Planning Assessments to Monitor and Support to Student Learning (3.18)**. The planning sections related to connecting the content

standards, learning targets, and assessment have been improving over the past two years. **Planning for Language Development (2.66) is the area most in need of improvement.**

In 2019, faculty rating the rubrics shared the following comments for improvement.

Teacher candidates need to:

- read their writing a second time or find a friend who can help edit. The TLC is a capstone project in which there should be very few if any spelling or grammatical errors.
- not only write that they used an assessment like an exit slip, but to be more specific about what they asked the students, how they recorded the observations, and what they did with the information to improve teaching and learning.
- show evidence of ongoing, continuous practice of language scaffolding for students to demonstrate comprehension of content. The teacher candidates may be doing this, but they only indicate language development evidence in one designated area of the template without displaying the continuous practice in the daily lesson plans.
- be more thorough in reflectively writing about their assessment analyses. Teacher candidates are assessing student learning and providing feedback for learning, but they are not all making the time to explain how they used the information they gathered to improve their teaching and their students' learning.
- be thoughtful about the type of chart they share. Teacher candidates are being taught to use a bar graph to display student growth between the pre-assessment and the post-assessment. Some teacher candidates might believe they are being more creative through the use of a pie chart or line graph, but some of the graphs the faculty viewed did not help to clarify the pre-/post-assessment data. The action step will be for the portfolio or methods instructors review this concept with teacher candidates to try to get the teacher candidates provide a more thorough explanation of the data in their graphs and in the analyses of their students' growth.
- write more thoughtfully about how they helped their students learn. The faculty feel teacher candidates know and did more than they are writing about or showing on teaching videos, but the teacher candidates need to take a little more time in each section for the faculty to score their performance higher on the rubrics.
- realize that faculty are using a rubric and can only assess the evidence they are given.

The portfolio or methods instructors who communicate about the TLC units will emphasize these points and do more to promote self-assessment with the rubrics. Teacher candidates see samples, the template, and rubrics – but more can be done to improve the teacher candidates' efforts to communicate about all the good work they are doing to enhance student learning. The TLC unit is a capstone project completed during the student teaching experience. Components of the TLC unit are taught and practice throughout the teacher candidates' experience in the program. The data in this report are shared with faculty so each instructor can consider ways to help the teacher candidate learn and be able to perform these concepts of effective teaching. The Dean of SEGS and assessment coordinator worked with SEGS faculty to revisit mapping plans from the past and update the tagging of the unit's program learning outcomes and connections to the TLC unit in their syllabi and courses.

Rubrics 5-7 involve implementation of the unit and lesson plans. In 2018, the two faculty members who rated the implementation videos also commented on the improvement of teacher candidates' work in this section. The faculty members worked on the first couple videos together and found a couple of small tweaks in the rubric descriptors that would make the rubric more accurate and fitting. Rubric 6 was adjusted to increase the clarity of what faculty are looking for when assessing the classroom management videos. The faculty members also helped solidify the 2017-2018 discussions on what the videos should assess and how the teacher candidates should post their evidence. The rater agreement was excellent. In the Fall of 2018, teacher candidates were provided with an option to create three videos of approximately 90-seconds each to meet the expectations outlined in rubrics 5-7 or the teacher candidates were permitted to record one video approximately 5-8 minutes in length that included evidence for meeting all three areas in rubrics 5-7. Another suggestion included more directions for the teacher candidates with respect to what should be included in the videos.

The 2019 rating scores were consistent with 2018 and included a slight increase in two of the three areas. **Scaffolding Language** ratings were up from 3.06 to 3.11 and **Classroom Management** ratings were up from 2.89 to 3.01. **Engagement in Standards Based Instruction** video ratings were down from 3.11 to 3.00. The raters were comfortable with the teacher candidates' option to isolate or integrate the video evidence of their classroom teaching.

During the 2018 TLC rating session, two faculty members rated rubrics 8 and 9 related to assessment and feedback. Two different faculty members assessed rubric 10 on reflection. In 2019, three faculty members rated rubrics 8, 9, and 10. The three faculty members had not worked on ratings together. Since there were three raters, all three ratings were compared and calculated for rater agreement.

Rubrics 8-9 involve the evaluation portion of instruction where teacher candidates display work samples of their students' work

and the types of formative feedback the candidates provide for their learners. In 2018, the raters had not assessed TLC projects together in the past, but their rater agreement percentages were over 73 and 76 percent respectively. While the rater agreement was not quite 80%, the ratings were consistently within a half-point of each other.

Rubric 10 involved reflection. In 2018, the feedback from this section warranted the most attention. First, the facilitator of the session (the assessment coordinator) wanted to do a better job in 2019 of getting the raters to check with each other after assessing the first few portfolios. The two faculty members in 2018 had not rated the same sections of the portfolio in previous years, and the two raters had a low level of agreement. Either the rubric descriptors or the training for the raters needed to improve. The raters did not suggest any rubric changes, so the focus was on improving the reliability through increased rater communication in the future.

The TLC unit ratings for assessment, feedback, and reflective analysis of teacher effectiveness were up slightly in 2019.

Assessment and Analysis of Student Work ratings were up from 2.61 to 2.87, **Using Assessment and Feedback to Inform Instruction and Guide Student Learning** ratings were up from 2.85 to 2.99, and **Analyzing Teacher Effectiveness** up from 2.65 to 2.67. The positive upward trends were positive, but the faculty comments demonstrate room for growth in the future.

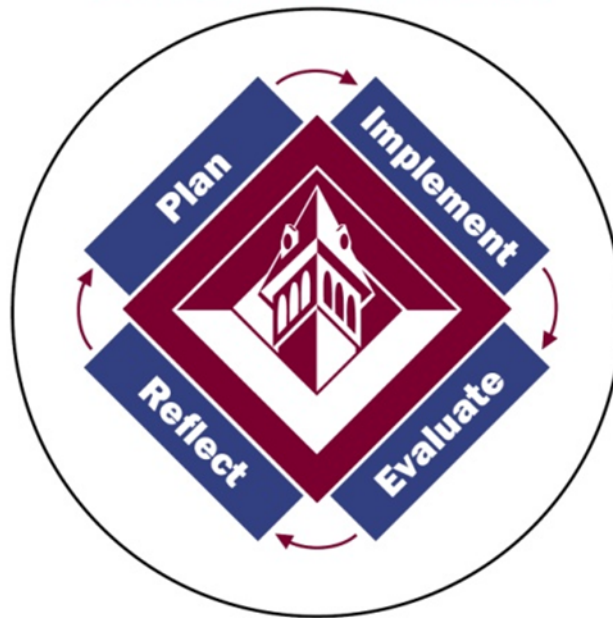
Making changes in the preparation of teacher candidates will be part of the outcomes from this section. Faculty feedback indicated the teacher candidates' reflections were broad. The teacher candidates need to do a better job of writing more specifically as they reflect on their assessment results and communicate their plans to meet the varied needs of the learners. The instructors working with the capstone courses and the TLC unit can use this feedback and the new rubric to promote teacher candidate self-assessment practices for improving in this area for the future.

Rater Agreement

In 2018, the overall rater agreement percentage was 83.9%. That exceeds the CAEP sufficient level of 80%. The 2019 overall rater agreement was again 83.9%. The proficient rating of 3.0 (31.4%) was used most often in 2018 and 2019. The 4-point rating scale allows for half-point ratings. A teacher candidate meeting the expectations at a proficient level (3) and demonstrating partial achievement of the actionable descriptor for the distinguished level (4) could receive a 3.5 rating. A 3.5 rating was given 15.6% of the time in 2018-2019, a 2.5 rating given 13.9%, and a 1.5 rating given 2.6% of the time. The half-point ratings have been used for 31% ($15.6\% + 13.9\% + 2.6\% = 31.0\%$) of the faculty ratings. Since faculty members utilize the half-point ratings, the 4-point scale essentially becomes a 7-point scale. The addition of the half-point scale adds to the rater's accuracy, but also adds extra challenge to obtaining perfect rater agreement.

The overall meaning rating scores for all 10 of the TLC unit rubrics was 2.98 both in 2018 and 2019. Even though these scores are consistent, VCSU wants to continue to work on the reliability of its assessment instruments and the ratings of teacher candidate performance. The Lawshe method process in 2017-2018 helped increase the validity of the TLC assessment. TLC efforts for continuous improvement in 2019-2020 will include communication about the August 2018 and 2019 assessment workshop findings, an increased emphasis during the instruction of the capstone course on the quality of writing, depth of reflection, and language development. The assessment coordinator (also the Elementary Education portfolio instructor) will share data with faculty and the teacher candidates, make increased efforts to promote teacher candidate self-assessment (using the rubrics), and communicate with faculty as the program reviews of how the components of the TLC unit are tagged to courses and the teacher candidates are given opportunities for practice prior to their student teaching experience.

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Praxis Tests

Praxis CORE Data Disaggregated - snapshot for all test-takers on 7/29/2020

The Praxis Core Reading, Writing, Math exams are disaggregated by major prior to 8/31/2019. (No Math 5733 scores yet.)

Core Test	Elem. Total	Pre-K Total	Bus. Total	PE Total	Sci. Total	Math Total	Music Total	Art Total	TE Total	Engl Total	SocS Total	Span. Total	Hlth Total
Reading	681	74	30	57	21	31	15	11	20	59	67	1	35
Writing	674	74	29	56	21	31	15	12	20	59	65	1	34
Math	667	74	30	57	21	31	14	9	20	58	64	1	35

Core Test	Elem. Mean	Pre-K Mean	Bus. Mean	PE Mean	Sci. Mean	Math Mean	Music Mean	Art Mean	TE Mean	Engl Mean	SocS Mean	Span. Mean	Hlth Mean
Reading	174.36	173.38	175.07	165.79	180	171.35	182.53	172.36	178.95	183.49	181.07	192	167.31
Writing	164.43	164.97	165.79	158.43	166.48	163.87	168.8	164.5	161.5	168.92	163.57	180	159.24
Math	161.42	159.95	170.87	154.7	175.9	182.77	176.14	165.78	164.55	159.52	161.56	180	152.06

Core Test Breakdown	Overall Mean Score	Total Number of Tests Taken	Percent of Students Passing	VCSU on-campus Mean	VCSU on-line Mean Score	NDSU Elementary Mean Score	Wyoming Elementary Mean Score	Overall Median Score
Reading	175.33	995	92%	171.42	180.91	175.68	175.3	176
Writing	164.51	986	73%	163.24	165.8	165.59	163.59	164
Math	162.78	974	77%	162.95	161.7	166.19	157.12	162

Core Breakdown	Count	VCSU Mean %	State %	National %
Reading				
Key Ideas & Details	981	72%	75%	73%
Craft; Structure; Language Skills	981	69%	69%	69%
Integration of Knowledge & Ideas	981	69%	73%	68%
Writing				
Text Types; Purposes; Production	977	64%	64%	64%
Language and Research Skills for Writing	977	62%	64%	63%
Math – 5732				
Number & Quantity	980	70%	71%	63%
Algebra & Functions	980	67%	66%	60%
Geometry	975	57%	57%	51%
Statistics & Probability	980	70%	72%	64%
Math – 5733				
Number and Quantity	0	NAN%	0%	0%

The Praxis Core Reading, Writing, Math exams are disaggregated by major after 8/31/2019. The 5733 Math exam was revised compared to the 5732 Math exam.

Core Test	Elem. Total	Pre-K Total	Bus. Total	PE Total	Sci. Total	Math Total	Music Total	Art Total	TE Total	Engl Total	SocS Total	Span. Total	Hlth Total
Reading	71	0	4	6	1	1	0	3	6	12	9	0	3
Writing	77	0	4	7	1	1	0	2	6	12	10	0	4
Math	84	0	4	6	1	1	1	5	6	13	11	0	3

Core Test	Elem. Mean	Pre-K Mean	Bus. Mean	PE Mean	Sci. Mean	Math Mean	Music Mean	Art Mean	TE Mean	Engl Mean	SocS Mean	Span. Mean	Hlth Mean
Reading	166	NAN	181	149	174	190	NAN	145.33	175.33	180.33	175.33	NAN	156.67
Writing	159.66	NAN	165	148.86	140	160	NAN	161	160	167	160.2	NAN	159
Math	166.55	NAN	189	149.67	180	198	148	156.6	187	174.92	168.18	NAN	164

Core Test Breakdown	Overall Mean Score	Total Number of Tests Taken	Percent of Students Passing	VCSU on-campus Mean	VCSU on-line Mean Score	NDSU Elementary Mean Score	Wyoming Elementary Mean Score	Overall Median Score
Reading	169.8	149	81%	166.88	174.48	163.82	167.5	172
Writing	160.47	150	57%	159.33	162.07	159.13	159.47	160
Math	171.06	169	88%	170.95	167.38	166	166.54	172

Core Breakdown	Count	VCSU Mean %	State %	National %
Reading				
Key Ideas & Details	126	68%	75%	73%
Craft; Structure; Language Skills	126	66%	69%	69%
Integration of Knowledge & Ideas	126	71%	73%	68%
Writing				
Text Types; Purposes; Production	125	60%	64%	64%
Language and Research Skills for Writing	125	58%	64%	63%
Math – 5732				
Number & Quantity	2	60%	71%	63%
Algebra & Functions	2	87%	66%	60%
Geometry	2	55%	57%	51%
Statistics & Probability	2	70%	72%	64%
Math – 5733				
Number and Quantity	149	73%	0%	0%
Data Interpretation and Representation, Statistics, and Probability	148	73%	0%	0%
Algebra and Geometry	149	71%	0%	0%

Praxis Core Initial Pass Rates – snapshot as of 7/29/29

Teacher candidates who do not pass the Praxis Core basic skills – Reading, Writing, Math exams may re-take the test. The data below display the initial pass rates and the pass after teacher candidates complete more than one attempt.

Praxis Core scores up to 8/31/2019

	VCSU (On Campus)	VCSU (Online)	NDSU	Wyoming	TBC	ALL
Test Count	320	155	275	153	25	928
Pass First	209	125	220	104	18	676
	65%	81%	80%	68%	72%	73%

	Count	Percentage
Pass Initially	676	73%
Initially Do Not Pass	252	27%
Pass after Re-try	185	
Still Not Passing At This Point	67	7%
Total Passing Count and Percentage	861	93%
Total Test Taken	928	

Praxis Core scores after 8/31/2019 (these results are behind schedule due to COVID-19 delays)

	VCSU (On Campus)	VCSU (Online)	NDSU	Wyoming	TBC	ALL
Test Count	47	25	6	16	0	94
Pass First	32	19	2	10	0	63
	68%	76%	33%	63%	NAN%	67%

	Count	Percentage
Pass Initially	63	67%
Initially Do Not Pass	31	33%
Pass after Re-try	20	
Still Not Passing At This Point	11	12%
Total Passing Count and Percentage	83	88%
Total Test Taken	94	

Subject Matter (Praxis II) Passing Percentages: All test takers

These pass rates reflect student test scores in CAS as of 7/29/20

	Academic Major	ETS Test	VCSU Count	VCSU Passing	VCSU % Passing	VCSU Median	VCSU High Score	National Median	ND Score Required
Art	Art	5134	12	11	92%	165	178	166	158
Business	Business Education	5101	60	60	100%	178.5	198	172	154
Elementary	Elementary Education	5017	571	556	97%	168	196	171	153
English	English Language Arts	5038	61	59	97%	176	198	178	167
Math	Mathematics	5161	31	17	55%	160	179	158	160
Music	Music	5113	23	22	96%	168	180	168	149
PE & Health	Health Education	5551	37	29	78%	160	176	166	154
	Physical Education	5091	93	93	100%	154	169	155	143
Science	Biology	5235	13	11	85%	161	189	163	153
	Chemistry	5245	6	4	67%	153	184	160	150
	Earth & Space Science	5571	<5	<5	100%	162	162	160	149
	General Science	5435	30	30	100%	165.5	193	165	150
Social Studies	Social Studies	5081	83	71	86%	158	190	166	153
	World and U.S. History	5941	7	6	86%	158	176	161	151
Technology Education	Technology Education	5051	40	40	100%	181	200	180	150
PLT	Elementary	5622	892	863	97%	174	196	174	162
	Secondary	5624	361	334	93%	170	192	176	157

Praxis II: Completers
Test scores in CAS as of 7/29/20

Science	ETS Test	Count	% Passing
Biology	5235	12	83%
General Science	5435	24	100%
Chemistry	5245	<10	<80%
Earth & Space Science	5571	<10	100%
Science Overall Summary		41	90%

History/Social Science	ETS Test	Count	% Passing
Social Studies	5081	80	89%
World and U.S. History Content Knowledge	5941	7	86%
History/Social Science Overall Summary		87	89%

Major	ETS Test	Count	% Passing
Art	5134	12	92%
Business Education	5101	50	100%
Elementary Education	5017	558	98%
English Language Arts: Content Knowledge	5038	53	98%
Health Education	5551	36	78%
Math: Content Knowledge	5161	28	57%
Music	5113	20	100%
Physical Education	5091	86	100%
PLT, 7-12	5624	342	92%
PLT, K-6	5622	875	97%
Technology Education	5051	29	100%

Principles of Learning and Teaching (PLT)
Pedagogy exam – disaggregated data (snapshot of data on 7/29/20)

Academic Major	Count	Passing	Percent Passing	Median	National Median	ND Score Required
Art Education (VCSU on-campus)	10	9	90%	164	177	157
Art Education (VCSU online)	1	1	100%	178	177	157
Business Education (VCSU on-campus)	17	17	100%	173	177	157
Business Education (VCSU online)	27	27	100%	174	177	157
English Education (VCSU on-campus)	31	30	97%	171	177	157
English Education (VCSU online)	34	34	100%	174	177	157
Health Education (TBC)	2	2	100%	171.5	177	157
Health Education (VCSU on-campus)	37	31	84%	161	177	157
Math Education (VCSU on-campus)	36	35	97%	167.5	177	157
Music Education (VCSU on-campus)	12	12	100%	176	177	157
Physical Education (TBC)	17	15	88%	166	177	157
Physical Education (VCSU on-campus)	51	43	84%	165	177	157
Science Education (VCSU on-campus)	23	21	91%	174	177	157
Social Science Education (VCSU on-campus)	43	35	81%	167	177	157
Social Science Education (VCSU online)	19	18	95%	174	177	157
Spanish Education (VCSU on-campus)	3	3	100%	174	177	157
Technology Education (VCSU on-campus)	4	4	100%	158	177	157
Technology Education (VCSU online)	21	19	90%	169	177	157

Praxis II Data – Principles of Learning and Teaching (PLT) Breakdown Percentages by Exam Sections

Secondary Education Major			
PLT, 7-12 - 5624	VCSU % / Count	State %	National %
Students as Learners	66% / 367	72%	73%
Instructional Process	71% / 367	77%	76%
Assessment	72% / 367	79%	81%
Professional Development, Leadership and Community	71% / 367	80%	80%
Analysis of Instructional Scenarios	62% / 367	65%	65%
Elementary Education Major			
PLT, K-6 - 5622	VCSU % Mean / Count	State %	National %
Students as Learners	69% / 885	70%	71%
Instructional Process	74% / 885	75%	76%
Assessment	72% / 885	67%	68%
Professional Development, Leadership and Community	79% / 885	82%	83%
Analysis of Instructional Scenarios	77% / 885	71%	74%
Elementary Education - 5017	VCSU % Mean / Count	State %	National %
Reading and Language Arts	74% / 594	74%	74%
Mathematics	77% / 595	76%	75%
Science	79% / 595	80%	78%
Social Studies	75% / 595	75%	74%
Art and Physical Education	83% / 594	84%	81%

Praxis II Data Disaggregated by Delivery Method or Location

Teacher candidates complete a subject matter exam and a pedagogy exam. (data on 7/29/20)

VCSU on-campus							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Business Education	5101	24	24	100%	166.5	172	154
Elementary Education	5017	134	124	93%	164	170	153
English Language Arts: Content Knowledge	5038	28	27	96%	174.5	178	167
PLT, 7-12	5624	228	206	90%	168	176	157
PLT, K-6	5622	212	202	95%	171	177	160
Social Studies	5081	65	54	83%	158	166	153
Technology Education	5051	7	7	100%	179	180	150
World and U.S. History Content Knowledge*	5941	4	3	75%	156	162	151
VCSU online							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Business Education	5101	27	27	100%	182	172	154
Elementary Education	5017	22	21	95%	162.5	171	153
English Language Arts: Content Knowledge	5038	30	29	97%	178	179	167
PLT, 7-12	5624	110	107	98%	173	177	157
PLT, K-6	5622	23	22	96%	171	177	160
Social Studies	5081	18	17	94%	172	167	153
Technology Education	5051	29	29	100%	183	181	150
World and U.S. History Content Knowledge*	5941	2	2	100%	182	162	151

***Version of Praxis Exam is now retired and no longer in use**

Praxis II Data Disaggregated Elementary Education by Delivery Method or Location

Elementary Education Majors complete a subject matter exam, 5017, and a pedagogy exam, 5622.

VCSU On-Campus							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	134	124	93%	164	171	153
PLT, K-6	5622	212	202	95%	171	177	160
NDSU Elementary							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	271	268	99%	171	171	153
PLT, K-6	5622	407	403	99%	176	177	160
Wyoming Elementary							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	126	126	100%	165	171	153
PLT, K-6	5622	217	203	94%	174	177	160
TBC							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	18	17	94%	174	171	153
PLT, K-6	5622	32	32	100%	172	177	160
Online							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	22	21	95%	162.5	171	153
PLT, K-6	5622	23	22	96%	171	177	160

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

VCSU Unit Surveys

Exit Survey Data: Fall of 2011 – Spring 2020

NExT Common Metrics - Student teachers complete an Exit Survey at the time of graduation.

The Exit Survey –lowest response rate for a semester was 84% and highest response rate was 96%.

Unit data - based on survey responses for student teachers from all academic areas

Teacher Education Program Satisfaction: Program Structure/Quality

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%
Total	1055	

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 (75.9%) and another 21.8% 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.

How satisfied were you with the following aspects of your teacher preparation program?

Criteria	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply	Total Count
Advising on professional education program requirements	58.95 %	34.3 %	4.78 %	0.94 %	1.03 %	1067
Advising on content course requirements	60.04 %	32.18 %	4.88 %	1.13 %	1.78 %	1066
Quality of instruction in your teacher preparation courses	55.44 %	40.99 %	3.19 %	0.28 %	0.09 %	1066
Balance between theory and practice in your teacher preparation courses	44.98 %	48.54 %	6.01 %	0.47 %	0 %	1065
Integration of technology throughout your teacher preparation program	55.21 %	37.56 %	6.67 %	0.47 %	0.09 %	1065
Coherence between your coursework and field experiences prior to student teaching	51.17 %	42.44 %	5.82 %	0.38 %	0.19 %	1065
Quality of field experiences prior to student teaching	60.51 %	34.05 %	4.69 %	0.56 %	0.19 %	1066
Your student teaching placement site	83.29 %	14.08 %	1.69 %	0.75 %	0.19 %	1065

Analysis: Student teachers appear to be highly satisfied with their student teaching placement sites and overall expressed small percentages of dissatisfaction with their advising, instruction, and preparation in the program.

Action: The data are shared with unit faculty each August. These data were specifically shared with the Director of Field Experiences to note the overall satisfaction of the placement sites. The balance between theory and practice is an important data set to follow.

The “Total Count” column will vary. The factor analysis results and follow-up Common Metric meetings have led to adding, deleting, and revising items in the survey. The NExT Common Metrics were developed in collaboration with 13 other universities in Minnesota, North Dakota, and South Dakota.						
Alignment: InTASC Standard 1 Learner Development (Fall 2011 - Spring 2020)						
Section of the Exit Survey: Preparation for Teaching – The Learner and Learning						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	DoesNot Apply	Total Count
Account for students' prior knowledge or experiences in instructional planning.	60.18 %	35.69 %	3.74 %	0.39 %	0 %	1017

Analysis: The data indicate that over 95% of the graduating student teachers agreed or tended to agree that the program gave them the basic skills they needed for understanding the development of their learners.

Action: The data continue to be favorable. The trends have been consistently in the same range. The data are encouraging and the program does not specifically identify an area of weakness requiring new direction at this time.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 1 Learner Development (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Account for students' prior knowledge or experiences in instructional planning	59.4%	37.0%	3.7%			406
Understands how students' learning is influenced by childhood/adolescent development	66.1%	30.9%	2.8%		0.3%	327
**Understand how students' learning is influenced by their social/emotional development.	60.1%	32.8%	7.1%			183

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 2 Learning Differences (Fall 2011 - Spring 2020)						
Section of the Exit Survey: Preparation for Teaching – The Learner and Learning						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	50.05 %	40.83 %	8.07 %	0.67 %	0.38 %	1041
Differentiate instruction for a variety of learning needs.	56.24 %	38.42 %	4.61 %	0.48 %	0.24 %	825
Differentiate for students at varied developmental levels.	58.89 %	35.43 %	5.08 %	0.48 %	0.12 %	827
Differentiate to meet the needs of students from various socioeconomic backgrounds.	56.14 %	35.8 %	7.39 %	0.48 %	0.19 %	1042
Differentiate instruction for students with IEPs and 504 plans.	39.95 %	40.92 %	16.71 %	2.18 %	0.24 %	826
Differentiate instruction for students with mental health needs.	32.61 %	43.11 %	20.42 %	2.78 %	1.09 %	1009
Differentiate instruction for gifted and talented students.	39.84 %	44.4 %	12.69 %	2.28 %	0.79 %	1009
Differentiate instruction for English-language learners.	36.53 %	44.2 %	15.44 %	2.68 %	1.15 %	1043
Access resources to foster learning for students with diverse needs.	47.69 %	42.23 %	8.98 %	0.85 %	0.24 %	824

Analysis: When the unit examines Exit Survey data related to the state standards, the data are positive. Approximately 90% of the student teachers indicated “Agree” or “Tend to Agree” that the program gave them the basic skills they needed to effectively teach students from culturally and ethnically diverse backgrounds and communities. There are areas where data indicate VCSU can do more to prepare teacher candidates.

Action: The data indicate work needs to be done. The program has given increased attention towards improving teacher preparation in the areas of differentiation, mental health, and working with English learners and gifted and talented students. The 2019-2020 data were higher in each area.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 2 Learning Differences (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	47.5%	42.2%	8.7%	0.7%	0.9%	436
Understand the needs of students from various socioeconomic backgrounds.	55.8%	36.9%	6.8%	0.0%	0.5%	439
Design instruction for students with IEPs and 504 plans.	30.9%	45.5%	20.9%	1.8%	0.9%	220
Design instruction for students with mental health needs.	28.3%	42.2%	24.3%	2.5%	2.7%	403
Design instruction for gifted and talented students.	35.2%	47.9%	13.7%	1.2%	2.0%	403
Design instruction for English language learners.	33.2%	45.8%	16.7%	1.6%	2.8%	437
Access resources, programs, and other school personnel to foster student learning.	48.4%	44.8%	5.9%	0.0%	0.9%	219
Develop fair and unbiased assessments for all learners.	62.7%	33.2%	3.6%	0.0%	0.5%	220
**Design instruction for students of all ability levels.	67.7%	29.4%	3.0%	0.0%	0.0%	34
**Plan instruction for whole class while differentiating for diverse learning needs.	55.3%	35.9%	7.8%	0.5%	0.5%	217

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 3 Learning Environments (Fall 2011 - Spring 2020)

Section of the Exit Survey: Preparation for Teaching – The Learner and Learning						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicate expectations for appropriate student behavior.	71.26 %	27.04 %	1.21 %	0.4 %	0.1 %	995
Help students work together to achieve learning goals.	72.86 %	25.18 %	1.83 %	0.12 %	0 %	818
Develop and maintain a classroom environment that promotes student engagement.	73.97 %	23.82 %	1.9 %	0.2 %	0.1 %	999
Respond appropriately to student behavior.	59.21 %	34.88 %	5.23 %	0.58 %	0.1 %	1032
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
Help students regulate their own behavior.	58.10 %	34.8 %	6.6 %	0.4 %	0.1 %	1000
Effectively organize the physical environment of the classroom for instruction.	66.10 %	28.77 %	4.43 %	0.6 %	0.1 %	994

Analysis: Over 90% of the student teachers made positive statements about their preparation in developing and maintaining an active learning environment. Classroom management and responding appropriately to student misbehavior are among the biggest challenges for many teachers entering the profession. The data are improved compared to the previous year.

Action: VCSU has increased curriculum and field experience time in EDUC 350/EDUC 351 related to helping teacher candidates prepare for managing and leading their classrooms. The substitute teaching program is making a big difference for teacher candidates.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 3 Learning Environments (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicates expectations for appropriate student behavior.	70.5%	28.0%	1.3%	0.0%	0.3%	400
Develop and maintain a classroom environment that promotes student engagement.	71.5%	26.8%	1.5%	0.0%	0.3%	400
Respond appropriately to student misbehavior.	56.3%	36.6%	6.0%	0.9%	0.2%	432
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	68.2%	28.3%	3.0%	0.0%	0.5%	399
**Develop and maintain an active learning environment	76.4%	20.6%	3.0%	0.0%	0.0%	34

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 4 Content Knowledge (Fall 2011 - Spring 2020)

The “Total Count” column will vary. The factor analysis results and follow-up Common Metric meetings have led to adding, deleting, and revising items in the survey. The NExT Common Metrics were developed in collaboration with 13 other universities in Minnesota, North Dakota, and South Dakota.						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Effectively teach the subject matter in my licensure area.	68.53 %	28.72 %	2.37 %	0.28 %	0.09 %	1055

Analysis: Over 97% of the student teachers that completed the Exit Survey identified themselves as agreeing or tending to agree that they received the basic skills to teach in their content knowledge area.

Action: Content knowledge test success and perceptions are both meaningful to track. Evidence from multiple sources indicate content knowledge as an area of strength for the unit.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table.

Alignment: InTASC Standard 4 Content Knowledge (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Effectively teach the subject matter in my licensure area	66.5%	31.0%	2.0%	0.2%	0.3%	442
**Align instruction with state subject matter standards of what students should know and be able to do.	69.0%	26.4%	3.2%	1.4%	0.0%	216
**Set clear subject matter learning goals for students.	72.0%	23.6%	3.9%	0.0%	0.5%	182

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 5 Application of Content (Fall 2011 - Spring 2020)

Section of the Exit Survey: Preparation for Teaching – Content						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Design activities where students engage with subject matter from a variety of perspectives.	67.19 %	29.17 %	3.24 %	0.29 %	0.1 %	1018
Help students develop critical thinking processes.	59.54 %	37.45 %	2.76 %	0.24 %	0 %	833
Help students develop skill to solve complex problems.	54.09 %	41.71 %	3.85 %	0.36 %	0 %	832
Understand how interdisciplinary themes connect to core subjects.	55.78 %	39.64 %	4.10 %	0.48 %	0 %	830
Help students analyze multiple sources of evidence to draw sound conclusions.	54.37 %	40.78 %	4.37 %	0.49 %	0 %	824
Connect core content to students' real-life experiences.	69.87 %	27.83 %	2.10 %	0.1 %	0.1 %	999

Analysis: Application of content can involve a variety of perspectives. The assessment items examine the understanding of the teacher candidates to connect the content with the students' lives, as well as the teacher candidates' ability to engage students in the process thinking critically and learning. The data indicate high levels (over 96%) of teacher candidate ratings who agree or tend to agree that they have learned basic skills for engaging students with subject matter from a variety of perspectives and are connecting core content to real-life experiences for students.

Action: The unit has been working to improve candidates' efforts to engage students in higher level thinking skills. Efforts by methods teachers and the TLC unit assignment for student teachers are making a difference in application of content teacher preparation practices for VCSU candidates. The unit also promotes co-teaching and STEM related efforts to promote collaborative teaching efforts and curriculum integration.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 5 Application of Content (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Design activities where students engage with subject matter from a variety of perspectives	69.5%	28.8%	1.2%	0.3%	0.2%	407
Understand how interdisciplinary themes connect to core subjects.	56.8%	40.1%	3.2%	0.0%	0.0%	222
Help students develop critical thinking processes.	54.5%	41.9%	3.6%	0.0%	0.0%	222
Help students develop skill to solve complex problems.	49.6%	45.1%	5.4%	0.0%	0.0%	222
Understand how interdisciplinary themes connect to core subjects.	56.8%	40.1%	3.2%	0.0%	0.0%	222
Help students analyze multiple sources of evidence to draw sound conclusions.	54.1%	41.8%	4.1%	0.0%	0.0%	220
Design instruction and learning tasks that connect core content to real-life experiences for students.	70.7%	27.6%	1.7%	0%	0.0%	407

Alignment: InTASC Standard 6 Assessment (Fall 2011 - Spring 2020)

Section of the Exit Survey: Instructional Practice						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Design and modify assessments to accommodate students with diverse learning needs.	57.05 %	36.95 %	5.24 %	0.57 %	0.19 %	1050
Provide students with meaningful feedback to guide next steps in learning.	66.24 %	30.12 %	3.35 %	0.30 %	0 %	1016
Engage students in self-assessment strategies.	57.83 %	36.06 %	5.62 %	0.49 %	0 %	1015
Use formative and summative assessments to inform instructional practice.	73.71 %	24.49 %	1.68 %	0.12 %	0 %	833
Understand issues of reliability and validity in assessment.	56.90 %	38.06 %	4.68 %	0.36 %	0 %	833
Analyze appropriate types of assessment data to identify student learning needs.	60.02 %	35.53 %	4.20 %	0.24 %	0 %	833
Differentiate assessment for all learners.	54.80 %	38.80 %	5.60 %	0.80 %	0 %	500

Analysis: The assessment InTASC standard is aligned directly with the evaluation portion of the VCSU teacher candidates' conceptual framework. Assessment is an area of K-12 education and teacher preparation that has changed substantially over the past decade. The unit has worked with K-12 educators to improve its methods courses and to remodel an existing course to create more learning opportunities involving assessment. Each assessment item has a favorable level of Exit Survey responses (over 92% agree or tend to agree).

Action: The EDUC 450 Trends in Assessment and Educational Issues course, the efforts of methods teachers, and the TLC unit completed by student teachers all contribute to VCSU's increased efforts to prepare teachers in the area of assessment for learning. At the annual data sharing session held in August of 2015, VCSU stakeholders made a data driven decision to establish a work group consisting of area P-12 educators and VCSU teacher education faculty members with plans to actively meet during the spring of 2016 with the goal of updating and revising the current EDUC 450 Trends in Assessment and Education Issues course by the fall of 2016. The 2018 exit survey data have increased percentages in the "Agree" ratings for every item. The 2019 exit survey data increased in each area as well.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 6 Assessment (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Design and modify assessments to accommodate students with diverse learning needs.	56.7%	38.0%	4.6%	0.2%	0.5%	439
Provide students with meaningful feedback to guide next steps in learning.	65.4%	32.1%	2.2%	0.3%	0.0%	405
Engage students in self-assessment strategies.	57.4%	38.1%	4.2%	0.3%	0.0%	404
Understand how to use formative and summative assessments to support student learning.	71.8%	27.4%	0.9%	0.0%	0.0%	223
Understand issues of reliability and validity in assessment.	59.6%	36.3%	4.0%	0.0%	0.0%	223
Use multiple and appropriate types of assessment data to identify student learning needs.	59.5%	37.8%	2.7%	0.0%	0.0%	222
Develop fair and unbiased assessments for all learners.	65.3%	31.6%	2.8%	0%	0.3%	326
**Strategically use a variety of assessments to monitor student learning	69.0%	29.1%	1.9%	0.0%	0.0%	216
**Understand the role and interpretation of standardized testing in schools.	53.0%	38.7%	7.2%	0.0%	1.1%	181
**Use assessment data to diagnose gaps in students' knowledge skills	54.7%	39.2%	5.5%	0.6%	0.0%	181
**Reflect on and use student data to inform my instruction	69.2%	27.6%	2.8%	0.0%	0.4%	214

****The item is no longer administered as part of the current Exit Survey.**

Alignment: **InTASC Standard 7 Planning for Instruction (Fall 2011 - Spring 2020)**

Section of the Exit Survey: Preparation for Teaching - Instructional Practice						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Design long-range instructional plans that meet curricular goals.	55.36 %	38.45 %	5.01 %	0.98 %	0.2 %	1017
Regularly adjust instructional plans to meet students' needs.	63.84 %	32.12 %	3.25 %	0.69 %	0.1 %	1015
Plan lessons with clear learning objectives/goals in mind.	78.86 %	18.68 %	1.97 %	0.39 %	0.1 %	1017

Analysis: Planning is critical to effective teaching. The planning instruction standard is aligned directly with the planning section of the VCSU teacher candidates' conceptual framework. The unit's student teachers indicate a high level of satisfaction with their preparation. Over 93% of the Exit Survey respondents indicated they agree or tend to agree that they developed basic skills for planning through their teacher preparation program.

Action: The areas of teacher preparation that the unit has responded to data for the greatest amount of change involving Standard 2 Diverse Learners (differentiation, ELL strategies), Standard 3 Learning Environment (classroom management), Standard 5 Applications of Content (engaging learners in higher level thinking and problem solving skills) and Standard 6 Assessment (differentiating assessments for all learners). All of these areas are being addressed by methods teachers and put into practice by student teachers as they incorporate their Teaching for Learning Capstone (TLC) units. Based on TLC unit data, faculty have made efforts have to help teacher candidates learn to "Plan lessons with clear learning objectives/goals in mind." The data indicate that 97.51% of the teacher candidates "Agree" or "Tend to Agree" that the teacher preparation program gave them the basic skills to do in this area.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 7 Planning for Instruction (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Design long-range instructional plans that meet curricular goals.	52.6%	40.7%	5.7%	0.5%	0.5%	405
Regularly adjust instructional plans to meet students' needs.	64.4%	32.6%	2.7%	0.0%	0.3%	405
Plan lessons with clear learning objectives/goals in mind.	80.0%	17.5%	1.7%	0.5%	0.3%	405
Plan differentiated instruction for a variety of learning needs.	55.3%	39.2%	4.3%	0.7%	0.5%	421
**Plan instruction for whole class while differentiating for diverse learning needs.	55.3%	35.9%	7.8%	0.5%	0.5%	217
**Design instruction for students of all ability levels.	67.7%	29.4%	2.9%	0.0%	0.0%	34

****The item is no longer administered as part of the current Exit Survey.**

Alignment: **InTASC Standard 8 Instructional Strategies (Fall 2011 - Spring 2020)**

Section of the Exit Survey: Preparation for Teaching - Instructional Practice						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Select instructional strategies to align with learning goals and standards.	65.27 %	32.64 %	1.71 %	0.29 %	0.10 %	1051
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	50.05 %	40.83 %	8.07 %	0.67 %	0.38 %	1041
Effectively teach the subject matter in my licensure area.	68.53 %	28.72 %	2.37 %	0.28 %	0.09 %	1055

Analysis: The instructional strategies standard is aligned directly with the implementation of the VCSU teacher candidates' conceptual framework. The unit has also included Exit Survey data items associated with Technology and Communication to be aligned with this standard. The unit's student teacher responses are favorable.

Action: Instructional strategies for diverse learners are emphasized in EDUC 283 for all students. Methods courses, field experiences, and TLC units completed during student teaching all impact candidate preparation in instructional strategies. VCSU graduates often rate survey items related to technology and communication favorably. VCSU candidates complete a senior portfolio using myeFolio for graduation and have access to Activboards over the course of their preparation.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 8 Instructional Strategies (Fall 2011-Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Select instructional strategies to align with learning goals and standards	63.7%	34.5%	1.4%	0.2%	0.2%	441
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	47.5%	42.2%	8.7%	0.7%	0.9%	436
**Develop and maintain an active learning environment	76.4%	20.6%	3.0%	0.0%	0.0%	34
Effectively teach the subject matter in my licensure area	66.5%	31.0%	2.0%	0.2%	0.3%	442

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 8 Instructional Strategies (Fall 2011 - Spring 2020)						
Use of Technology						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Integration of technology throughout your teacher preparation program	55.21 %	37.56 %	6.67 %	0.47 %	0.09 %	1065
Use digital and interactive technologies to achieve specific learning goals.	60.05 %	33.94 %	5.42 %	0.60 %	0 %	831
Engage students in using a range of technology tools to access, interpret, evaluate, and apply information.	57.88 %	35.62 %	5.78 %	0.72 %	0 %	831

Analysis: VCSU technology data are solid with over 92% of the responses being favorable in each area. VCSU faculty and teacher candidates must continue to lifelong learners of technology.

Action: EDUC 300, the Educational Technology course, is important for all teacher candidates. VCSU faculty from a variety of courses must contribute to the teacher candidates' technological development in order for the tools and strategies to be utilized effectively to enhance student learning.

Alignment: Technology - an area of emphasis for VCSU, has connections with standard 8 (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Integration of technology throughout your teacher preparation program	52.1%	38.9%	8.1%	0.7%	0.2%	447
Engage students in using a range of technology tools to access, interpret, evaluate, and apply information	57.2%	38.3%	4.1%	0.5%	0.0%	222
Understand how to use digital and interactive technologies to achieve specific learning goals.	55.9%	39.2%	4.1%	0.9%	0.0%	222
**Use instructional technology as a learning tool.	73.5%	23.5%	3.0%	0.0%	0.0%	34
**Integrate a variety of media and educational technologies into instruction.	67.0%	28.6%	4.4%	0.0%	0.0%	182

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 8 Instructional Strategies (Fall 2011 - Spring 2020)

Communication						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicate expectations for appropriate student behavior.	71.26 %	27.04 %	1.21 %	0.4 %	0.1 %	995
Use effective communication skills and strategies to convey ideas and information to students.	72.06 %	26.63 %	1.01 %	0.2 %	0.1 %	995

Analysis: The 2011 InTASC standards removed communication as a separate standard and integrated the concept into multiple areas. The School of Education continues to track communication data as it relates to teaching. The current VCSU data are highly favorable with over 98% of the student teachers rating “Agree” or “Tend to Agree”.

Action: VCSU will continue to promote the value of effective communication and assess this important aspect of effective teaching.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: Communication - an area of emphasis for VCSU, has connection with standard 8 (Fall 2011 – Spring 2015, NCATE visit data)						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Clearly communicates expectations for appropriate student behavior	70.5%	28.0%	1.3%	0.0%	0.3%	400
Use effective communication skills and strategies to convey ideas and information to students	70.8%	27.5%	1.5%	0.0%	0.3%	397
**Use effective listening techniques when communicating with students	67.0%	30.2%	1.6%	0.6%	0.6%	182
**Communicate with students using non-biased language	58.7%	34.6%	3.9%	1.1%	1.7%	182
**Stimulate effective classroom communication among students.	67.0%	29.1%	3.3%	0.0%	0.5%	182

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 9 Professional Learning and Ethical Practice (Fall 2011 - Spring 2020)

Section of the Exit Survey: Preparation for Teaching – Professional Responsibility						
Stem: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?						
Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Helped me develop as a reflective practitioner.	78.99 %	16.83 %	2.82 %	1.17 %	0.19 %	1028
Seek out learning opportunities that align with my professional development goals.	60.27 %	33.74 %	5.38 %	0.61 %	0 %	818
Access the professional literature to expand my knowledge about teaching and learning.	57.57 %	36.01 %	5.72 %	0.7 %	0 %	997
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

Analysis: Teacher candidates verify the unit’s emphasis on reflective practice by a 95% Exit Survey rating, agreed (78.99%) or tended to agree (16.83%) they have developed basic skills as reflective practitioners.

Action: Unit faculty members advocate for professional learning opportunities and teach the value of reflective thought for improvement and lifelong growth as an educator. Reflection is part of the VCSU conceptual framework and program learning outcomes.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 9 Professional Learning and Ethical Practice (Fall 2011 – Spring 2015, NCATE visit data)

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

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Helped me develop as a reflective practitioner	74.0%	20.0%	3.9%	1.6%	0.5%	431
Seek out learning opportunities that align with my professional development goals	59.8%	34.3%	5.9%	0.0%	0.0%	219
Access the professional literature to expand my knowledge about teaching and learning	59.7%	35.1%	5.0%	0.3%	0.0%	399
Use colleague feedback to support my development as a teacher	71.0%	27.0%	2.0%	0.0%	0.0%	400
Uphold my legal responsibilities as a professional educator and student advocate	71.3%	27.3%	1.5%	0.0%	0.0%	400
**Reflect on and use student data to inform my instruction	69.2%	27.6%	2.8%	0.0%	0.4%	214
**Value professional development opportunities to improve teaching	72.8%	24.4%	2.2%	0.0%	0.6%	180

****The item is no longer administered as part of the current Exit Survey.**

Alignment: InTASC Standard 10 Leadership and Collaboration (Fall 2011 - Spring 2020)

Section of the Exit Survey: Preparation for Teaching – Professional Responsibility

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

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Collaborate with parents and guardians to support student learning.	52.47 %	36.59 %	9.78 %	0.87 %	0.29 %	1033
Collaborate with teaching colleagues to improve student performance.	70.47 %	27.3 %	1.84 %	0.29 %	0.1 %	1033

Analysis: Collaboration has been interwoven into the fabric of the university's curriculum. Collaborating with colleagues should be natural for VCSU graduates. Learning to collaborate with parents is something teacher candidates must learn about on campus, but needs to be put into practice in collaboration with cooperating teachers.

Action: Collaboration is emphasized throughout the university and also in teacher education projects as well. The co-teaching model is emphasized through coursework and field experiences. Candidates learn about professional learning communities and are frequently exposed to collaborative teaching projects. VCSU faculty need to continue integrating and promoting collaborative learning activities.

These data exist for comparison with the Fall 2011- Spring 2020 data found in the previous table

Alignment: InTASC Standard 10 Leadership and Collaboration (Fall 2011 – Spring 2015, NCATE visit data)

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

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Actively engage with parents/guardians about issues affecting student learning	56.9%	34.6%	7.1%	0.7%	0.7%	434
Collaborate with teaching colleagues to improve student performance.	71.2%	26.5%	2.1%	0.0%	0.2%	434
**Work collaboratively with diverse teams	74.2%	22.5%	2.4%	0.0%	0.9%	213
**Collaborate with other non-teaching professionals in the school	67.7%	23.5%	8.8%	0.0%	0.0%	34
**Collaborate with other school personnel about the well-being of my students	70.6%	26.7%	1.6%	0.0%	1.1%	180

****The item is no longer administered as part of the current Exit Survey.**

Transition to Teaching (TTS) Data – 1st Year Teachers: 2012 – 2020

VCSU completers are surveyed in the spring of their first year of teaching. These survey data are gathered from 2018-2019 alumni in the spring of 2020. *The Network for Excellence of Teaching (NExT)* referred to this completer survey as a *Transition to Teaching Survey*.

InTASC Standard	Transition to Teaching/ First Year Teacher 2018-2019 Completers. "To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students' prior knowledge or experiences in instructional planning.	37	64.9%	16	28.1%	4	7.0%	0	0.0%	3.58	57
1	Differentiate for students at varied developmental levels.	31	55.4%	20	35.7%	5	8.9%	0	0.0%	3.46	56
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	34	59.7%	16	28.1%	6	10.5%	1	1.8%	3.46	57
2	Differentiate instruction for a variety of learning needs.	36	63.2%	18	31.6%	3	5.3%	0	0.0%	3.58	57
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	32	56.1%	21	36.8%	4	7.0%	0	0.0%	3.49	57
2	Differentiate instruction for students with IEPs and 504 plans.	28	49.1%	19	33.3%	10	17.5%	0	0.0%	3.32	57
2	Differentiate instruction for students with mental health needs.	27	47.4%	17	29.8%	13	22.8%	0	0.0%	3.25	57
2	Differentiate instruction for gifted and talented students.	29	51.8%	12	21.4%	14	25.0%	1	1.8%	3.23	56
2	Differentiate instruction for English-language learners.	23	40.4%	19	33.3%	14	24.6%	1	1.8%	3.12	57
2	Access resources to foster learning for students with diverse needs.	30	52.6%	17	29.8%	9	15.8%	1	1.8%	3.33	57
3	Develop and maintain a classroom environment that promotes student engagement.	42	73.7%	11	19.3%	4	7.0%	0	0.0%	3.67	57
3	Respond appropriately to student behavior.	37	64.9%	15	26.3%	5	8.8%	0	0.0%	3.56	57
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	41	71.9%	14	24.6%	2	3.5%	0	0.0%	3.68	57
3	Help students regulate their own behavior.	33	57.9%	14	24.6%	10	17.5%	0	0.0%	3.4	57
3	Effectively organize the physical environment of the classroom for instruction.	35	61.4%	16	28.1%	5	8.8%	1	1.8%	3.49	57
3	Clearly communicate expectations for appropriate student behavior.	38	66.7%	16	28.1%	3	5.3%	0	0.0%	3.61	57
4	Effectively teach the subject matter in my licensure area.	36	63.2%	19	33.3%	2	3.5%	0	0.0%	3.60	57
5	Design activities where students engage with subject matter from a variety of perspectives.	41	71.9%	13	22.8%	3	5.3%	0	0.0%	3.67	57
5	Help students develop critical thinking processes.	33	57.9%	21	36.8%	2	3.5%	1	1.8%	3.51	57
5	Help students develop skills to solve complex problems.	31	54.4%	23	40.4%	2	3.5%	1	1.8%	3.47	57
5	Make interdisciplinary connections among core subjects.	32	56.1%	21	36.8%	4	7.0%	0	0.0%	3.49	57
5	Know where and how to access resources to build global awareness and understanding.	33	57.9%	17	29.8%	6	10.5%	1	1.8%	3.44	57
5	Help students analyze multiple sources of evidence to draw sound conclusions.	30	52.6%	19	33.3%	7	12.3%	1	1.8%	3.37	57
5	Connect core content to students' real-life experiences.	38	66.7%	18	31.6%	1	1.8%	0	0.0%	3.65	57
5	Help students work together to achieve learning goals.	37	64.9%	19	33.3%	1	1.8%	0	0.0%	3.63	57

6	Design and modify assessments to match learning objectives.	38	66.7%	15	26.3%	4	7.02%	0	0.0%	3.6	57
6	Provide students with meaningful feedback to guide next steps in learning.	44	77.2%	11	19.3%	2	3.51%	0	0.0%	3.74	57
6	Engage students in self-assessment strategies.	34	59.7%	18	31.6%	4	7.02%	1	1.8%	3.49	57
6	Use formative and summative assessments to inform instructional practice.	44	77.2%	12	21.1%	0	0.00%	1	1.8%	3.74	57
6	Identify issues of reliability and validity in assessment.	36	63.2%	15	26.3%	5	8.77%	1	1.8%	3.51	57
6	Analyze appropriate types of assessment data to identify student learning needs.	35	61.4%	18	31.6%	3	5.26%	1	1.8%	3.53	57
6	Differentiate assessment for all learners.	31	54.4%	21	36.8%	3	5.26%	2	3.5%	3.42	57
7	Design long-range instructional plans that meet curricular goals.	26	45.6%	24	42.1%	6	10.5%	1	1.8%	3.32	57
7	Regularly adjust instructional plans to meet students' needs.	38	66.7%	13	22.8%	6	10.5%	0	0.0%	3.56	57
7	Plan lessons with clear learning objectives/goals in mind.	45	79.0%	11	19.3%	1	1.8%	0	0.0%	3.77	57
8	Select instructional strategies to align with learning goals and standards.	42	73.7%	14	24.6%	1	1.8%	0	0.0%	3.72	57
8	Use digital and interactive technologies to achieve instructional goals.	36	63.2%	18	31.6%	3	5.3%	0	0.0%	3.58	57
8	Engage students in using a range of technology tools to achieve learning goals.	33	57.9%	20	35.1%	4	7.0%	0	0.0%	3.51	57
8	Use effective communication skills and strategies to convey ideas and information to students.	37	64.9%	17	29.8%	3	5.3%	0	0.0%	3.60	57
9	Seek out learning opportunities that align with my professional development goals.	34	59.7%	16	28.1%	5	8.8%	2	3.5%	3.44	57
9	Access the professional literature to expand my knowledge about teaching and learning.	32	56.1%	19	33.3%	6	10.5%	0	0.0%	3.46	57
9	Use colleague feedback to support my development as a teacher.	41	71.9%	14	24.6%	1	1.8%	1	1.8%	3.67	57
9	Uphold laws related to student rights and teacher responsibility.	38	66.7%	13	22.8%	5	8.8%	1	1.8%	3.54	57
9	Act as an advocate for all students.	45	79.0%	9	15.8%	3	5.3%	0	0.0%	3.74	57
10	Collaborate with parents and guardians to support student learning.	28	49.1%	18	31.6%	9	15.8%	2	3.5%	3.26	57
10	Collaborate with teaching colleagues to improve student performance.	40	71.4%	13	23.2%	2	3.6%	1	1.8%	3.64	56

<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

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).

Transition to Teaching Survey (TTS) Data - 1st Year Teachers (Nine years of data from 2012-2020)

Alumni survey data related to each InTASC standard.

TTS included 39 responses in 2012 (39/90 = 43.3%), 49 responses in 2013 (49/106 = 46.2%), 85 responses in 2014 (85/131 64.9%), 83/139 (59.7%) in 2015, 69/131 (52.7%) in 2016, 75/130 (57.7%) in 2017, 60/118 (50.8%) in 2018, 62 of 144 (43.1%) in 2019 (62 of the 105 teachers with full-time teaching positions and confirmed email addresses), in 2020 - 89 of 169 total completers responded (52.7%) - 57 of the 89 had full-time teaching positions (64%).

Total Count #s do not always match the number of responders, some alumni did not answer every question.

***Scale for establishing Mean Score:** 4 = Agree, 3 = Tend to Agree, 2 = Tend to Disagree, 1 = Disagree

InTASC Standard 1 -Learner Development (Standards 1, 2, and 3 focus on Learners and Learning)

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
Account for students' prior knowledge or experiences in instructional planning										
2012	15	65.2%	5	21.7%	2	8.7%	1	4.3%	3.48	23
2013	23	65.7%	10	28.6%	2	5.7%	0	0.0%	3.60	35
2014	25	58.1%	18	41.9%	0	0.0%	0	0.0%	3.58	43
2015	36	59.0%	23	37.7%	2	3.3%	0	0.0%	3.56	61
2016	31	63.3%	18	36.7%	0	0.0%	0	0.0%	3.63	49
2017	44	73.3%	15	25.0%	1	1.7%	0	0.0%	3.72	60
2018	29	55.8%	16	30.8%	7	13.5%	0	0.0%	3.42	52
2019	30	53.6%	23	41.1%	3	5.4%	0	0.0%	3.48	56
2020	37	64.9%	16	28.07%	4	7.0%	0	0.0%	3.58	57
Overall Total	270	61.9%	144	33.0%	21	4.8%	1	0.2%	3.57	436

Differentiate at varied developmental levels										
2017	29	51.8%	19	33.9%	8	14.3%	0	0.0%	3.38	56
2018	23	44.2%	21	40.4%	7	13.5%	1	1.9%	3.27	52
2019	29	52.7%	17	30.9%	7	12.7%	2	3.6%	3.33	55
2020	31	55.4%	20	35.7%	5	8.9%	0	0.0%	3.46	56
Overall Total	112	51.1%	77	35.2%	27	12.3%	3	1.4%	3.36	219

InTASC Standard 2- Learning Differences (Standards 1, 2, and 3 focus on Learners and Learning)

The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

Stem: *To what extent do you agree or disagree that your teacher preparation program prepared you to...*

Differentiate instruction for a variety of learning needs											
Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count		
Item not in 2012-2013 surveys											
2014	20	47.6%	19	45.2%	3	7.1%	0	0.0%	3.40	42	
2015	34	55.7%	19	31.1%	6	9.8%	2	3.3%	3.39	61	
2016	31	62.0%	16	32.0%	3	6.0%	0	0.0%	3.56	50	
2017	32	57.1%	17	30.4%	6	10.7%	1	1.8%	3.43	56	
2018	25	48.1%	23	44.2%	4	7.7%	0	0.0%	3.40	52	
2019	29	52.7%	17	30.9%	7	12.7%	2	3.6%	3.33	55	
2020	36	63.2%	18	31.6%	3	5.3%	0	0.0%	3.58	57	
Overall Total	207	55.5%	129	34.6%	32	8.6%	5	1.3%	3.44	373	
Effectively teach students from culturally and ethnically diverse backgrounds and communities											Does Not Apply
2012	18	78.3%	5	21.7%	0	0.0%	0	0.0%	3.78	23	1
2013	19	54.3%	13	37.1%	3	8.6%	0	0.0%	3.46	35	
2014	21	50.0%	17	40.5%	4	9.5%	0	0.0%	3.40	42	
2015	31	50.8%	24	39.3%	5	8.2%	1	1.6%	3.39	61	
2016	32	64.0%	16	32.0%	2	4.0%	0	0.0%	3.60	50	
2017	34	60.7%	18	32.1%	3	5.4%	1	1.8%	3.52	56	
2018	32	61.5%	15	28.8%	4	7.7%	1	1.9%	3.50	52	
2019	32	57.1%	20	35.7%	3	5.4%	1	1.8%	3.48	56	
2020	34	59.7%	16	28.1%	6	10.5%	1	1.8%	3.46	57	
Overall Total	253	58.6%	144	33.3%	30	6.9%	5	1.2%	3.49	432	1

Differentiate instruction for gifted and talented students											Does Not Apply
2012	9	39.1%	10	43.5%	4	17.4%	0	0.0%	3.22	23	1
2013	14	42.4%	13	39.4%	5	15.2%	1	3.0%	3.21	33	
2014	13	31.0%	20	47.6%	9	21.4%	0	0.0%	3.10	42	
2015	19	31.1%	26	42.6%	12	19.7%	4	6.6%	2.98	61	
2016	21	42.0%	18	36.0%	9	18.0%	2	4.0%	3.16	50	
2017	24	42.9%	25	44.6%	5	8.9%	2	3.6%	3.27	56	
2018	23	44.2%	15	28.8%	11	21.2%	3	5.8%	3.12	52	
2019	29	51.8%	14	25.0%	10	17.9%	3	5.4%	3.23	56	
2020	29	51.8%	12	21.4%	14	25.0%	1	1.8%	3.23	56	
Overall Total	181	42.2%	153	35.7%	79	18.4%	16	3.7%	3.16	429	1
Differentiate instruction for English language learners											Does Not Apply
2012	6	25.0%	10	41.7%	5	20.8%	0	0.0%	3.05	21	3
2013	12	40.0%	11	36.7%	7	23.3%	0	0.0%	3.17	30	
2014	7	16.7%	20	47.6%	15	35.7%	0	0.0%	2.81	42	
2015	19	31.1%	25	41.0%	14	23.0%	3	4.9%	2.98	61	
2016	18	36.0%	20	40.0%	8	16.0%	4	8.0%	3.04	50	
2017	23	41.1%	24	42.9%	5	8.9%	4	7.1%	3.18	56	
2018	22	42.3%	14	26.9%	12	23.1%	4	7.7%	3.04	52	
2019	30	54.5%	9	16.4%	13	23.6%	3	5.5%	3.20	55	
2020	23	40.4%	19	33.3%	14	24.6%	1	1.8%	3.12	57	
Overall Total	160	37.7%	152	35.8%	93	21.9%	19	4.5%	3.07	424	3

Differentiates to meet the needs of students from various socioeconomic backgrounds	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
Item not in 2012-2013 surveys											
2014	19	45.2%	19	45.2%	4	9.5%	0	0.0%	3.36	42	
2015	33	54.1%	22	36.1%	5	8.2%	1	1.6%	3.43	61	
2016	31	63.3%	16	32.7%	2	4.1%	0	0.0%	3.59	49	
2017	32	57.1%	17	30.4%	5	8.9%	2	3.6%	3.41	56	
2018	25	48.1%	18	34.6%	7	13.5%	2	3.8%	3.27	52	
2019	33	58.9%	12	21.4%	10	17.9%	1	1.8%	3.38	56	
2020	32	56.1%	21	36.8%	4	7.0%	0	0.0%	3.49	57	
Overall Total	205	55.0%	125	33.5%	37	9.9%	6	1.6%	3.42	373	
Access resources to foster learning for students with diverse needs											
2013	13	52.0%	10	40.0%	2	8.0%	0	0.0%	3.44	25	
2014	20	47.6%	18	42.9%	4	9.5%	0	0.0%	3.38	42	
2015	33	54.1%	21	34.4%	5	8.2%	2	3.3%	3.39	61	
2016	30	60.0%	17	34.0%	3	6.0%	0	0.0%	3.54	50	
2017	26	46.4%	21	37.5%	6	10.7%	3	5.4%	3.25	56	
2018	23	44.2%	21	40.4%	7	13.5%	1	1.9%	3.27	52	
2019	27	48.2%	19	33.9%	10	17.9%	0	0.0%	3.30	56	
2020	30	52.6%	17	29.8%	9	15.8%	1	1.8%	3.33	57	
Overall Total	202	50.6%	144	36.1%	46	11.5%	7	1.8%	3.36	399	
Differentiates instruction for students with mental health needs											Does Not Apply
2013	7	30.4%	12	52.2%	3	13.0%	1	4.3%	3.09	23	3
2014	6	14.3%	24	57.1%	11	26.2%	1	2.4%	2.83	42	
2015	18	29.5%	24	39.3%	17	27.9%	2	3.3%	2.95	61	
2016	15	30.0%	22	44.0%	11	22.0%	2	4.0%	3.00	50	
2017	21	38.2%	24	43.6%	7	12.7%	3	5.5%	3.15	55	
2018	24	46.2%	13	25.0%	10	19.2%	5	9.6%	3.08	52	
2019	28	50.0%	8	14.3%	15	26.8%	5	8.9%	3.05	56	
2020	27	47.4%	17	29.8%	13	22.8%	0	0.0%	3.25	57	
Overall Total	146	36.9%	144	36.4%	87	22.0%	19	4.8%	3.05	396	3

Differentiate instruction for students with IEPs and 504 plans	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Does Not Apply
2017	22	40.0%	21	38.2%	8	14.5%	4	7.3%	3.11	55	
2018	22	43.1%	16	31.4%	10	19.6%	3	5.9%	3.12	51	
2019	30	53.6%	12	21.4%	11	19.6%	3	5.4%	3.23	56	
2020	28	49.1%	19	33.3%	10	17.5%	0	0.0%	3.32	57	
Overall Total	102	46.6%	68	31.1%	39	17.8%	10	4.6%	3.20	219	

InTASC Standard 3 - Learning Environments (Standards 1, 2, and 3 focus on Learners and Learning)

The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Develop and maintain a classroom environment that promotes student engagement	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	22	81.5%	4	14.8%	1	3.7%	0	0.0%	3.78	27
2013	26	74.3%	9	25.7%	0	0.0%	0	0.0%	3.74	35
2014	30	73.2%	11	26.8%	0	0.0%	0	0.0%	3.73	41
2015	44	72.1%	14	23.0%	2	3.3%	1	1.6%	3.66	61
2016	44	88.0%	6	12.0%	0	0.0%	0	0.0%	3.88	50
2017	42	75.0%	12	21.4%	2	3.6%	0	0.0%	3.71	56
2018	40	76.9%	10	19.2%	2	3.8%	0	0.0%	3.73	52
2019	36	64.3%	17	30.4%	2	3.6%	1	1.8%	3.57	56
2020	42	73.7%	11	19.3%	4	7.0%	0	0.0%	3.67	57
Overall Total	326	74.9%	94	21.6%	13	3.0%	2	0.5%	3.71	435

Clearly communicate expectations for appropriate student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	19	70.4%	7	25.9%	1	3.7%	0	0.0%	3.67	27
2013	27	77.1%	8	22.9%	0	0.0%	0	0.0%	3.77	35
2014	30	73.2%	10	24.4%	1	2.4%	0	0.0%	3.71	41
2015	42	68.9%	18	29.5%	0	0.0%	1	1.6%	3.66	61
2016	37	74.0%	13	26.0%	0	0.0%	0	0.0%	3.74	50
2017	39	69.6%	15	26.8%	2	3.6%	0	0.0%	3.66	56
2018	36	69.2%	9	17.3%	7	13.5%	0	0.0%	3.56	52
2019	33	58.9%	21	37.5%	1	1.8%	1	1.8%	3.54	56
2020	38	66.7%	16	28.1%	3	5.3%	0	0.0%	3.61	57
Overall Total	301	69.2%	117	26.9%	15	3.4%	2	0.5%	3.65	435
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.										
2012	22	81.5%	4	14.8%	1	3.7%	0	0.0%	3.78	27
2013	28	80.0%	6	17.1%	1	2.9%	0	0.0%	3.77	35
2014	32	78.0%	9	22.0%	0	0.0%	0	0.0%	3.78	41
2015	44	73.3%	14	23.3%	1	1.7%	1	1.7%	3.68	60
2016	42	84.0%	8	16.0%	0	0.0%	0	0.0%	3.84	50
2017	43	76.8%	10	17.9%	2	3.6%	1	1.8%	3.70	56
2018	44	84.6%	6	11.5%	1	1.9%	1	1.9%	3.79	52
2019	40	71.4%	12	21.4%	4	7.1%	0	0.0%	3.64	56
2020	41	71.9%	14	24.6%	2	3.5%	0	0.0%	3.68	57
Overall Total	336	77.4%	83	19.1%	12	2.8%	3	0.7%	3.73	434

Respond appropriately to student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2013	16	59.3%	5	18.5%	6	22.2%	0	0.0%	3.37	27
2014	25	61.0%	12	29.3%	4	9.8%	0	0.0%	3.51	41
2015	34	56.7%	20	33.3%	5	8.3%	1	1.7%	3.45	60
2016	32	64.0%	17	34.0%	1	2.0%	0	0.0%	3.62	50
2017	32	57.1%	20	35.7%	4	7.1%	0	0.0%	3.50	56
2018	32	61.5%	14	26.9%	4	7.7%	2	3.8%	3.46	52
2019	27	48.2%	22	39.3%	5	8.9%	2	3.6%	3.32	56
2020	37	64.9%	15	26.3%	5	8.8%	0	0.0%	3.56	57
Overall Total	235	58.9%	125	31.3%	34	8.5%	5	1.3%	3.48	399
Effectively organize the physical environment of the classroom for instruction.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2013	21	80.8%	2	7.7%	3	11.5%	0	0.0%	3.69	26
2014	27	65.9%	13	31.7%	1	2.4%	0	0.0%	3.63	41
2015	40	65.6%	16	26.2%	4	6.6%	1	1.6%	3.56	61
2016	40	80.0%	9	18.0%	1	2.0%	0	0.0%	3.78	50
2017	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56
2018	36	69.2%	13	25.0%	2	3.8%	1	1.9%	3.62	52
2019	36	64.3%	17	30.4%	2	3.6%	1	1.8%	3.57	56
2020	35	61.4%	16	28.1%	5	8.8%	1	1.8%	3.49	57
Overall Total	273	68.4%	101	25.3%	20	5.0%	5	1.3%	3.61	399

Help students regulate their own behavior.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Does Not Apply
2017	29	52.7%	21	38.2%	4	7.3%	1	1.8%	3.42	55	
2018	29	56.9%	9	17.6%	11	21.6%	2	3.9%	3.27	51	
2019	26	46.4%	21	37.5%	7	12.5%	2	3.6%	3.27	56	
2020	33	57.9%	14	24.6%	10	17.5%	0	0.0%	3.40	57	
Overall Total	117	53.4%	65	29.7%	32	14.6%	5	2.3%	3.34	219	

InTASC Standard 4 - Content Knowledge (Standards 4 and 5 focus on teaching and learning content)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Item and year the data were gathered:	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
Effectively teach the subject matter in my licensure area										
2012	20	87.0%	2	8.7%	1	4.3%	0	0.0%	3.83	23
2013	30	85.7%	5	14.3%	0	0.0%	0	0.0%	3.86	35
2014	30	69.8%	13	30.2%	0	0.0%	0	0.0%	3.70	43
2015	50	80.6%	11	17.7%	0	0.0%	1	1.6%	3.77	62
2016	35	71.4%	14	28.6%	0	0.0%	0	0.0%	3.71	49
2017	44	73.3%	14	23.3%	2	3.3%	0	0.0%	3.70	60
2018	39	75.0%	11	21.2%	2	3.8%	0	0.0%	3.71	52
2019	31	55.4%	24	42.9%	1	1.8%	0	0.0%	3.54	56
2020	36	63.2%	19	33.3%	2	3.5%	0	0.0%	3.60	57
Overall Total	315	72.1%	113	25.9%	8	1.8%	1	0.2%	3.70	437

InTASC Standard 5 - Applications of Content (Standards 4 and 5 focus on teaching and learning content)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Stem: *To what extent do you agree or disagree that your teacher preparation program prepared you to...*

Design activities where students engage with subject matter from a variety of perspectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
<i>Item not in 2012-2013 surveys</i>										
2014	27	62.8%	16	37.2%	0	0.0%	0	0.0%	3.63	43
2015	40	65.6%	19	31.1%	1	1.6%	1	1.6%	3.61	61
2016	34	70.8%	14	29.2%	0	0.0%	0	0.0%	3.71	48
2017	43	71.7%	15	25.0%	2	3.3%	0	0.0%	3.68	60
2018	33	63.5%	17	32.7%	2	3.8%	0	0.0%	3.60	52
2019	36	64.3%	17	30.4%	3	5.4%	0	0.0%	3.59	56
2020	41	71.9%	13	22.8%	3	5.3%	0	0.0%	3.67	57
Overall Total	254	67.4%	111	29.4%	11	2.9%	1	0.3%	3.64	377
Help students develop critical thinking processes										
<i>Item not in 2012-2013 surveys</i>										
2014	20	46.5%	20	46.5%	3	7.0%	0	0.0%	3.40	43
2015	36	58.1%	23	37.1%	2	3.2%	1	1.6%	3.52	62
2016	28	56.0%	22	44.0%	0	0.0%	0	0.0%	3.56	50
2017	33	58.9%	18	32.1%	5	8.9%	0	0.0%	3.50	56
2018	33	63.5%	15	28.8%	4	7.7%	0	0.0%	3.56	52
2019	28	50.0%	21	37.5%	5	8.9%	2	3.6%	3.34	56
2020	31	54.4%	23	40.4%	2	3.5%	1	1.8%	3.47	57
Overall Total	209	55.6%	142	37.8%	21	5.6%	4	1.1%	3.48	376

Help students develop skills to solve complex problems	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
<i>Item not in 2012-2013 surveys</i>										
2014	19	44.2%	22	51.2%	2	4.7%	0	0.0%	3.40	43
2015	38	61.3%	21	33.9%	2	3.2%	1	1.6%	3.55	62
2016	26	52.0%	22	44.0%	2	4.0%	0	0.0%	3.48	50
2017	33	58.9%	19	33.9%	4	7.1%	0	0.0%	3.52	56
2018	29	55.8%	16	30.8%	7	13.5%	0	0.0%	3.42	52
2019	28	50.0%	23	41.1%	4	7.1%	1	1.8%	3.39	56
2020	31	54.4%	23	40.4%	2	3.5%	1	1.8%	3.47	57
Overall Total	204	54.3%	146	38.8%	23	6.1%	3	0.8%	3.47	376
Make interdisciplinary connections among core subjects										
<i>Item not in 2012-2013 surveys</i>										
2014	22	51.2%	20	46.5%	1	2.3%	0	0.0%	3.49	43
2015	41	66.1%	19	30.6%	1	1.6%	1	1.6%	3.61	62
2016	32	64.0%	16	32.0%	2	4.0%	0	0.0%	3.60	50
2017	34	60.7%	19	33.9%	2	3.6%	1	1.8%	3.54	56
2018	33	63.5%	14	26.9%	5	9.6%	0	0.0%	3.54	52
2019	29	51.8%	22	39.3%	5	8.9%	0	0.0%	3.43	56
2020	32	56.1%	21	36.8%	4	7.0%	0	0.0%	3.49	57
Overall Total	223	59.3%	131	34.8%	20	5.3%	2	0.5%	3.53	376
Connect core content to students' real-life experiences										
<i>Item not in 2012-2013 surveys</i>										
2014	27	65.9%	14	34.1%	0	0.0%	0	0.0%	3.66	41
2015	41	67.2%	17	27.9%	2	3.3%	1	1.6%	3.61	61
2016	38	76.0%	11	22.0%	0	0.0%	1	2.0%	3.72	50
2017	42	75.0%	13	23.2%	1	1.8%	0	0.0%	3.73	56
2018	33	63.5%	16	30.8%	3	5.8%	0	0.0%	3.58	52
2019	37	66.1%	16	28.6%	3	5.4%	0	0.0%	3.61	56
2020	38	66.7%	18	31.6%	1	1.8%	0	0.0%	3.65	57
Overall Total	256	68.6%	105	28.2%	10	2.7%	2	0.5%	3.65	373

Help students analyze multiple sources of evidence to draw sound conclusions.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2017	32	56.1%	20	35.1%	5	8.8%	0	0.0%	3.47	57
2018	27	51.9%	19	36.5%	5	9.6%	1	1.9%	3.38	52
2019	26	46.4%	22	39.3%	8	14.3%	0	0.0%	3.32	56
2020	30	52.6%	19	33.3%	7	12.3%	1	1.8%	3.37	57
Overall Total	115	51.8%	80	36.0%	25	11.3%	2	0.9%	3.39	222
Help students work together to achieve learning goals.										
2017	38	67.9%	17	30.4%	1	1.8%	0	0.0%	3.66	56
2018	39	75.0%	12	23.1%	1	1.9%	0	0.0%	3.73	52
2019	37	67.3%	14	25.5%	3	5.5%	1	1.8%	3.58	55
2020	37	64.9%	19	33.3%	1	1.8%	0	0.0%	3.63	57
Overall Total	151	68.6%	62	28.2%	6	2.7%	1	0.5%	3.65	220

InTASC Standard 6 - Assessment (Standards 6, 7, and 8 focus on instructional practice)

VCSU Conceptual Framework -Plan, Implement, and Evaluate

Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Provide students with meaningful feedback to guide next steps in learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	13	56.5%	9	39.1%	1	4.3%	0	0.0%	3.52	23
2013	24	68.6%	11	31.4%	0	0.0%	0	0.0%	3.69	35
2014	23	53.5%	20	46.5%	0	0.0%	0	0.0%	3.53	43
2015	38	61.3%	19	30.6%	4	6.5%	1	1.6%	3.52	62
2016	36	72.0%	13	26.0%	1	2.0%	0	0.0%	3.70	50
2017	37	62.7%	21	35.6%	1	1.7%	0	0.0%	3.61	59
2018	37	71.2%	11	21.2%	1	1.9%	3	5.8%	3.58	52
2019	31	56.4%	20	36.4%	4	7.3%	0	0.0%	3.49	55
2020	44	77.2%	11	19.3%	2	3.5%	0	0.0%	3.74	57
Overall Total	283	64.9%	135	31.0%	14	3.2%	4	0.9%	3.60	436

Engage students in self-assessment strategies.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Does Not Apply
2012	14	63.6%	6	27.3%	1	4.5%	1	4.5%	3.50	22	1
2013	14	40.0%	19	54.3%	2	5.7%	0	0.0%	3.34	35	
2014	19	44.2%	21	48.8%	3	7.0%	0	0.0%	3.37	43	
2015	30	48.4%	23	37.1%	8	12.9%	1	1.6%	3.32	62	
2016	27	54.0%	20	40.0%	3	6.0%	0	0.0%	3.48	50	
2017	30	50.8%	24	40.7%	5	8.5%	0	0.0%	3.42	59	
2018	25	48.1%	20	38.5%	5	9.6%	2	3.8%	3.31	52	
2019	29	52.7%	20	36.4%	4	7.3%	2	3.6%	3.38	55	
2020	34	59.7%	18	31.6%	4	7.0%	1	1.8%	3.49	57	
Overall Total	222	51.0%	171	39.3%	35	8.0%	7	1.6%	3.40	435	1
Design and modify assessments to match learning objectives											
<i>Item not in 2012 or 2013 surveys</i>											
2014	23	53.5%	19	44.2%	1	2.3%	0	0.0%	3.51	43	
2015	36	58.1%	23	37.1%	2	3.2%	1	1.6%	3.52	62	
2016	34	68.0%	12	24.0%	4	8.0%	0	0.0%	3.60	50	
2017	31	52.5%	26	44.1%	2	3.4%	0	0.0%	3.49	59	
2018	38	73.1%	10	19.2%	4	7.7%	0	0.0%	3.65	52	
2019	34	60.7%	18	32.1%	4	7.1%	0	0.0%	3.54	56	
2020	38	66.7%	15	26.3%	4	7.0%	0	0.0%	3.60	57	
Overall Total	234	61.7%	123	32.5%	21	5.5%	1	0.3%	3.56	379	
Use formative and summative assessments to inform instructional practice											
<i>Item not in 2012 or 2013 surveys</i>											
2014	30	69.8%	12	27.9%	1	2.3%	0	0.0%	3.67	43	
2015	40	64.5%	19	30.6%	2	3.2%	1	1.6%	3.58	62	
2016	38	76.0%	12	24.0%	0	0.0%	0	0.0%	3.76	50	
2017	47	79.7%	11	18.6%	1	1.7%	0	0.0%	3.78	59	
2018	41	78.8%	9	17.3%	2	3.8%	0	0.0%	3.75	52	
2019	39	70.9%	15	27.3%	1	1.8%	0	0.0%	3.69	55	
2020	44	77.2%	12	21.1%	0	0.0%	1	1.8%	3.74	57	
Overall Total	279	73.8%	90	23.8%	7	1.9%	2	0.5%	3.71	378	

Analyze appropriate types of assessment data to identify student learning needs										
<i>Item not in 2012 -2013 surveys</i>										
2014	28	65.1%	13	30.2%	2	4.7%	0	0.0%	3.60	43
2015	37	60.7%	18	29.5%	5	8.2%	1	1.6%	3.49	61
2016	32	64.0%	16	32.0%	2	4.0%	0	0.0%	3.60	50
2017	29	49.2%	26	44.1%	3	5.1%	1	1.7%	3.41	59
2018	33	63.5%	14	26.9%	5	9.6%	0	0.0%	3.54	52
2019	30	54.5%	19	34.5%	6	10.9%	0	0.0%	3.44	55
2020	35	61.4%	18	31.6%	3	5.26%	1	1.8%	3.53	57
Overall Total	224	59.4%	124	32.9%	26	6.9%	3	0.8%	3.51	377
Identify issues of reliability and validity in assessment										
<i>Item not in 2012-2013 surveys</i>										
2014	21	48.8%	19	44.2%	3	7.0%	0	0.0%	3.42	43
2015	37	60.7%	18	29.5%	5	8.2%	1	1.6%	3.49	61
2016	27	54.0%	20	40.0%	3	6.0%	0	0.0%	3.48	50
2017	29	49.2%	27	45.8%	3	5.1%	0	0.0%	3.44	59
2018	34	66.7%	13	25.5%	4	7.8%	0	0.0%	3.59	51
2019	30	54.5%	18	32.7%	7	12.7%	0	0.0%	3.42	55
2020	36	63.2%	15	26.3%	5	8.8%	1	1.8%	3.51	57
Overall Total	214	56.9%	130	34.6%	30	8.0%	2	0.5%	3.48	376
Differentiate assessment for all learners.										
2017	36	60.0%	17	28.3%	6	10.0%	1	1.7%	3.47	60
2018	27	51.9%	19	36.5%	5	9.6%	1	1.9%	3.38	52
2019	31	56.4%	14	25.5%	7	12.7%	3	5.5%	3.33	55
2020	31	54.4%	21	36.8%	3	5.3%	2	3.5%	3.42	57
Overall Total	125	55.8%	71	31.7%	21	9.4%	7	3.1%	3.40	224

InTASC Standard 7- Planning for Instruction (Standards 6, 7, and 8 focus on instructional practice)

VCSU Conceptual Framework -Plan, Implement, and Evaluate

Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Stem: *To what extent do you agree or disagree that your teacher preparation program prepared you to...*

Design long-range instructional plans that meet curricular goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
2012	12	52.2%	10	43.5%	1	4.3%	0	0.0%	3.48	23	
2013	20	58.8%	10	29.4%	4	11.8%	0	0.0%	3.47	34	
2014	26	60.5%	14	32.6%	3	7.0%	0	0.0%	3.53	43	
2015	38	61.3%	16	25.8%	6	9.7%	2	3.2%	3.45	62	
2016	20	40.8%	27	55.1%	2	4.1%	0	0.0%	3.37	49	
2017	28	46.7%	25	41.7%	6	10.0%	1	1.7%	3.33	60	
2018	28	53.8%	17	32.7%	5	9.6%	2	3.8%	3.37	52	
2019	26	46.4%	22	39.3%	6	10.7%	2	3.6%	3.29	56	
2020	26	45.6%	24	42.1%	6	10.5%	1	1.8%	3.32	57	
Overall Total	224	51.4%	165	37.8%	39	8.9%	8	1.8%	3.39	436	
Regularly adjust instructional plans to meet students' needs											Does Not Apply
2012	16	76.2%	4	19.0%	1	4.8%	0	0.0%	3.71	21	2
2013	26	74.3%	8	22.9%	1	2.9%	0	0.0%	3.71	35	
2014	30	66.7%	12	26.7%	3	6.7%	0	0.0%	3.60	45	
2015	40	65.6%	16	26.2%	4	6.6%	1	1.6%	3.56	61	
2016	36	73.5%	8	16.3%	5	10.2%	0	0.0%	3.63	49	
2017	43	71.7%	15	25.0%	1	1.7%	1	1.7%	3.67	60	
2018	36	69.2%	11	21.2%	4	7.7%	1	1.9%	3.58	52	
2019	32	57.1%	20	35.7%	4	7.1%	0	0.0%	3.50	56	
2020	38	66.7%	13	22.8%	6	10.5%	0	0.0%	3.56	57	
Overall Total	297	68.1%	107	24.5%	29	6.7%	3	0.7%	3.60	436	2

Plan lessons with clear learning objectives/goals in mind.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	18	75.0%	5	20.8%	1	4.2%	0	0.0%	3.71	24
2013	32	91.4%	3	8.6%	0	0.0%	0	0.0%	3.91	35
2014	31	72.1%	12	27.9%	0	0.0%	0	0.0%	3.72	43
2015	47	75.8%	13	21.0%	2	3.2%	0	0.0%	3.73	62
2016	41	83.7%	6	12.2%	2	4.1%	0	0.0%	3.80	49
2017	44	73.3%	15	25.0%	1	1.7%	0	0.0%	3.72	60
2018	43	82.7%	9	17.3%	0	0.0%	0	0.0%	3.83	52
2019	41	73.2%	13	23.2%	2	3.6%	0	0.0%	3.70	56
2020	45	79.0%	11	19.3%	1	1.8%	0	0.0%	3.77	57
Overall Total	342	78.1%	87	19.9%	9	2.1%	0	0.0%	3.76	438

InTASC Standard 8 - Instructional Strategies (Standards 6, 7 , and 8 focus on instructional practice)

VCSU Conceptual Framework -Plan, Implement, and Evaluate

Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Select instructional strategies to align with learning goals and standards	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	18	78.3%	5	21.7%	0	0.0%	0	0.0%	3.78	23
2013	24	70.6%	9	26.5%	1	2.9%	0	0.0%	3.68	34
2014	28	65.1%	13	30.2%	2	4.7%	0	0.0%	3.60	43
2015	45	72.6%	16	25.8%	1	1.6%	0	0.0%	3.71	62
2016	34	69.4%	15	30.6%	0	0.0%	0	0.0%	3.69	49
2017	37	61.7%	20	33.3%	1	1.7%	2	3.3%	3.53	60
2018	33	64.7%	17	33.3%	1	2.0%	0	0.0%	3.63	51
2019	35	62.5%	16	28.6%	5	8.9%	0	0.0%	3.54	56
2020	42	73.7%	14	24.6%	1	1.8%	0	0.0%	3.72	57
Overall Total	296	68.0%	125	28.7%	12	2.8%	2	0.5%	3.64	435

Please consider cross-referencing data noted in the following standards:

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

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

Standard 3: Respond appropriately to student behavior

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

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

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

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

InTASC Standard 8 Technology - not an InTASC standard, but important to the VCSU mission for teacher education

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Item and year the data were gathered:	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
Use digital and interactive technologies to achieve specific learning goals										
<i>Item not in 2012-2013 surveys</i>										
2014	29	67.4%	13	30.2%	1	2.3%	0	0.0%	3.65	43
2015	38	61.3%	19	30.6%	4	6.5%	1	1.6%	3.52	62
2016	32	64.0%	15	30.0%	3	6.0%	0	0.0%	3.58	50
2017	35	62.5%	20	35.7%	0	0.0%	1	1.8%	3.59	56
2018	36	69.2%	10	19.2%	5	9.6%	1	1.9%	3.56	52
2019	34	60.7%	16	28.6%	6	10.7%	0	0.0%	3.50	56
2020	36	63.2%	18	31.6%	3	5.3%	0	0.0%	3.58	57
Overall Total	240	63.8%	111	29.5%	22	5.9%	3	0.8%	3.56	376

Engage students in a range of technology tools to achieve learning goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2017	32	56.1%	21	36.8%	3	5.3%	1	1.8%	3.47	57
2018	34	65.4%	13	25.0%	5	9.6%	0	0.0%	3.56	52
2019	31	55.4%	17	30.4%	8	14.3%	0	0.0%	3.41	56
2020	33	57.9%	20	35.1%	4	7.0%	0	0.0%	3.51	57
Overall Total	130	58.6%	71	32.0%	20	9.0%	1	0.5%	3.49	222

InTASC Standard 8 Communication - not an InTASC standard, but an important area to VCSU

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Item and year the data were gathered:	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
Clearly communicates expectations for appropriate student behavior										
2012	19	70.4%	7	25.9%	1	3.7%	0	0.0%	3.67	27
2013	27	77.1%	8	22.9%	0	0.0%	0	0.0%	3.77	35
2014	30	73.2%	10	24.4%	1	2.4%	0	0.0%	3.71	41
2015	42	68.9%	18	29.5%	0	0.0%	1	1.6%	3.66	61
2016	37	74.0%	13	26.0%	0	0.0%	0	0.0%	3.74	50
2017	39	69.6%	15	26.8%	2	3.6%	0	0.0%	3.66	56
2018	36	69.2%	9	17.3%	7	13.5%	0	0.0%	3.56	52
2019	33	58.9%	21	37.5%	1	1.8%	1	1.8%	3.54	56
(InTASC 3) 2020	38	66.7%	16	28.1%	3	5.3%	0	0.0%	3.61	57
Overall Total	301	69.2%	117	26.9%	15	3.4%	2	0.5%	3.65	435

Use effective communication skills and strategies to convey ideas and information to students	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	20	76.9%	5	19.2%	1	3.8%	0	0.0%	3.73	26
2013	28	80.0%	6	17.1%	0	0.0%	1	2.9%	3.74	35
2014	32	78.0%	9	22.0%	0	0.0%	0	0.0%	3.78	41
2015	44	72.1%	16	26.2%	0	0.0%	1	1.6%	3.69	61
2016	40	80.0%	10	20.0%	0	0.0%	0	0.0%	3.80	50
2017	42	75.0%	14	25.0%	0	0.0%	0	0.0%	3.75	56
2018	40	76.9%	10	19.2%	2	3.8%	0	0.0%	3.73	52
2019	39	69.6%	16	28.6%	1	1.8%	0	0.0%	3.68	56
2020	37	64.9%	17	29.8%	3	5.3%	0	0.0%	3.60	57
Overall Total	322	74.2%	103	23.7%	7	1.6%	2	0.5%	3.72	434

InTASC Standard 9 - Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Seek out learning opportunities that align with my professional development goals	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
<i>Item not in 2012-2013 surveys</i>										
2014	24	58.5%	15	36.6%	1	2.4%	1	2.4%	3.51	41
2015	39	63.9%	20	32.8%	1	1.6%	1	1.6%	3.59	61
2016	31	62.0%	18	36.0%	1	2.0%	0	0.0%	3.60	50
2017	27	48.2%	24	42.9%	3	5.4%	2	3.6%	3.36	56
2018	32	61.5%	13	25.0%	7	13.5%	0	0.0%	3.48	52
2019	31	55.4%	21	37.5%	4	7.1%	0	0.0%	3.48	56
2020	34	59.7%	16	28.1%	5	8.8%	2	3.5%	3.44	57
Overall Total	218	58.4%	127	34.0%	22	5.9%	6	1.6%	3.49	373

Access the professional literature to expand my knowledge about teaching and learning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	21	63.6%	12	36.4%	0	0.0%	0	0.0%	3.64	33
2013	26	76.5%	7	20.6%	1	2.9%	0	0.0%	3.74	34
2014	25	61.0%	14	34.1%	2	4.9%	0	0.0%	3.56	41
2015	37	60.7%	20	32.8%	3	4.9%	1	1.6%	3.52	61
2016	29	58.0%	17	34.0%	4	8.0%	0	0.0%	3.50	50
2017	29	51.8%	21	37.5%	5	8.9%	1	1.8%	3.39	56
2018	28	53.8%	19	36.5%	5	9.6%	0	0.0%	3.44	52
2019	30	53.6%	21	37.5%	4	7.1%	1	1.8%	3.43	56
2020	32	56.1%	19	33.3%	6	10.5%	0	0.0%	3.46	57
Overall Total	257	58.4%	150	34.1%	30	6.8%	3	0.7%	3.50	440
Uphold laws related to student rights and teacher responsibility										
2012	26	78.8%	6	18.2%	1	3.0%	0	0.0%	3.76	33
2013	28	80.0%	7	20.0%	0	0.0%	0	0.0%	3.80	35
2014	27	65.9%	14	34.1%	0	0.0%	0	0.0%	3.66	41
2015	46	75.4%	12	19.7%	2	3.3%	1	1.6%	3.69	61
2016	40	80.0%	9	18.0%	1	2.0%	0	0.0%	3.78	50
2017	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56
2018	36	69.2%	15	28.8%	0	0.0%	1	1.9%	3.65	52
2019	36	64.3%	17	30.4%	3	5.4%	0	0.0%	3.59	56
2020	38	66.7%	13	22.8%	5	8.8%	1	1.8%	3.54	57
Overall Total	315	71.4%	108	24.5%	14	3.2%	4	0.9%	3.66	441

Use colleague feedback to support my development as a teacher	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	24	72.7%	8	24.2%	1	3.0%	0	0.0%	3.70	33
2013	31	88.6%	4	11.4%	0	0.0%	0	0.0%	3.89	35
2014	27	65.9%	13	31.7%	1	2.4%	0	0.0%	3.63	41
2015	45	73.8%	13	21.3%	1	1.6%	2	3.3%	3.66	61
2016	38	76.0%	12	24.0%	0	0.0%	0	0.0%	3.76	50
2017	38	67.9%	14	25.0%	4	7.1%	0	0.0%	3.61	56
2018	34	65.4%	15	28.8%	3	5.8%	0	0.0%	3.60	52
2019	39	69.6%	12	21.4%	4	7.1%	1	1.8%	3.59	56
2020	41	71.9%	14	24.6%	1	1.8%	1	1.8%	3.67	57
Overall Total	317	71.9%	105	23.8%	15	3.4%	4	0.9%	3.67	441
Act as an advocate for all students.										
2017	46	82.1%	10	17.9%	0	0.0%	0	0.0%	3.82	56
2018	43	82.7%	8	15.4%	0	0.0%	1	1.9%	3.79	52
2019	42	75.0%	10	17.9%	4	7.1%	0	0.0%	3.68	56
2020	45	79.0%	9	15.8%	3	5.3%	0	0.0%	3.74	57
Overall Total	176	79.6%	37	16.7%	7	3.2%	1	0.5%	3.76	221

InTASC Standard 10 - Leadership and Collaboration (Standards 9 and 10 focus on professional responsibility)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.

Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to...

Item and year the data were gathered:	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
Collaborate with teaching colleagues to improve student performance											
<i>Item not in 2012-2013 surveys</i>											
2014	28	68.3%	12	29.3%	1	2.4%	0	0.0%	3.66	41	
2015	45	75.0%	11	18.3%	3	5.0%	1	1.7%	3.67	60	
2016	39	78.0%	11	22.0%	0	0.0%	0	0.0%	3.78	50	
2017	36	64.3%	16	28.6%	4	7.1%	0	0.0%	3.57	56	
2018	37	72.5%	13	25.5%	1	2.0%	0	0.0%	3.71	51	
2019	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56	
2020	40	71.4%	13	23.2%	2	3.6%	1	1.8%	3.64	56	
Overall Total	263	71.1%	91	24.6%	13	3.5%	3	0.8%	3.66	370	
Collaborates with parents and guardians to support student learning											Does Not Apply
2012	25	80.6%	4	12.9%	2	6.5%	0	0.0%	3.74	31	2
2013	22	64.7%	9	26.5%	3	8.8%	0	0.0%	3.56	34	
2014	19	46.3%	19	46.3%	2	4.9%	1	2.4%	3.37	41	
2015	33	54.1%	21	34.4%	5	8.2%	2	3.3%	3.39	61	
2016	21	42.0%	25	50.0%	4	8.0%	0	0.0%	3.34	50	
2017	26	46.4%	21	37.5%	8	14.3%	1	1.8%	3.29	56	
2018	25	48.1%	17	32.7%	8	15.4%	2	3.8%	3.25	52	
2019	21	37.5%	23	41.1%	11	19.6%	1	1.8%	3.14	56	
2020	28	49.1%	18	31.6%	9	15.8%	2	3.5%	3.26	57	
Overall Total	220	50.2%	157	35.8%	52	11.9%	9	2.1%	3.34	438	2

Supervisor Survey (SS) – Data gathered from employers of 1st Year Teachers: 2012 – 2020

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

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

6	Design and modify assessments to match learning objectives.	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37
6	Provide students with meaningful feedback to guide next steps in learning.	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38
6	Engage students in self-assessment strategies.	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34
6	Use formative and summative assessments to inform instructional practice.	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37
6	Identify issues of reliability and validity in assessment.	14	42.4%	17	51.5%	2	6.1%	0	0.0%	3.36	33
6	Analyze appropriate types of assessment data to identify student learning needs.	17	50.0%	13	38.2%	4	11.8%	0	0.0%	3.38	34
6	Differentiate assessment for all learners.	17	48.6%	14	40.0%	4	11.4%	0	0.0%	3.37	35
7	Design long-range instructional plans that meet curricular goals.	20	52.6%	14	36.8%	2	5.3%	2	5.3%	3.37	38
7	Regularly adjust instructional plans to meet students' needs.	28	73.7%	9	23.7%	0	0.0%	1	2.6%	3.68	38
7	Plan lessons with clear learning objectives/goals in mind.	29	76.3%	7	18.4%	2	5.3%	0	0.0%	3.71	38
8	Select instructional strategies to align with learning goals and standards.	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38
8	Use digital and interactive technologies to achieve instructional goals.	28	75.7%	8	21.6%	1	2.7%	0	0.0%	3.73	37
8	Engage students in using a range of technology tools to achieve learning goals.	27	73.0%	7	18.9%	3	8.1%	0	0.0%	3.65	37
8	Use effective communication skills and strategies to convey ideas and information to students.	24	63.2%	13	34.2%	1	2.6%	0	0.0%	3.61	38
9	Access the professional literature to expand my knowledge about teaching and learning.	23	62.2%	13	35.1%	1	2.7%	0	0.0%	3.59	37
9	Use colleague feedback to support my development as a teacher.	29	76.3%	8	21.1%	1	2.6%	0	0.0%	3.74	38
9	Uphold laws related to student rights and teacher responsibility.	31	81.6%	7	18.4%	0	0.0%	0	0.0%	3.82	38
9	Act as an advocate for all students.	29	78.4%	7	18.9%	1	2.7%	0	0.0%	3.76	37
10	Collaborate with parents and guardians to support student learning.	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37
10	Collaborate with teaching colleagues to improve student performance.	28	73.7%	9	23.7%	1	2.6%	0	0.0%	3.71	38

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

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

The Supervisor Survey included 20 responses in 2012, 11 responses in 2013, 27 responses in 2014, and 60 responses in 2015, 48 in 2016, 46 in 2017, 28 in 2018, and 40 in 2019. The most important concept is that VCSU receives enough responses to find the data meaningful.

Main factors in the early response rates: (1) some alumni were not full-time teaching; (2) the Common Metric procedure required each alumnus to complete a permission section for the supervisor to be surveyed; (3) only 31 of 81 or 38.2% of those supervisors with permission from teachers responded. VCSU changed its process to strive for an improved percentage of responses in the spring of 2014.

In 2015, VCSU had 60 of 102 potential supervisors (58.8%) completed the survey. In 2016, VCSU had more success at narrowing down the number of full-time teachers before sending the surveys; 48 of 64 (75%) of supervisors responded. In 2017, 46/87 (52.9%) and in 2018, 28 of 86 (32.6%) of supervisors of 1st year teachers who accepted full-time teaching positions responded. In 2019, VCSU worked through its list of 144 total completers in 2017-2018. VCSU found 119

working email addresses for the completers; 105 of those 119 had full-time or part-time teaching positions in 2018-2019. VCSU found email addresses that worked for 99 of the 105 supervisors (VCSU worked hard to get what we did. 40 out of 99 (40.4%) seems most accurate, but our percentage could be calculated several different ways depending on someone's definition. No matter how the data are calculated, the percentage exceeds the CAEP 20% minimum.) In 2020, VCSU found working emails for 71 supervisors of VCSU completers who were teaching - of those - 39 supervisors responded, 54.93%.

InTASC Standard 1 Learner Development

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

Accounts for students' prior knowledge or experiences in instructional planning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
<i>Item not in 2012-2013 surveys</i>											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	33	70.2%	13	27.7%	1	2.1%	0	0.0%	3.68	47	
2017	33	75.0%	10	22.7%	1	2.3%	0	0.0%	3.73	44	
2018	17	60.7%	8	28.6%	2	7.1%	1	3.6%	3.46	28	
2019	25	64.1%	11	28.2%	3	7.7%	0	0.0%	3.56	39	2
2020	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	1
Overall Total	180	64.1%	87	31.0%	11	3.9%	3	1.1%	3.58	281	5
Differentiates for students a varied developmental levels.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	28	62.2%	16	35.6%	1	2.2%	0	0.0%	3.60	45	
2018	16	57.1%	8	28.6%	3	10.7%	1	3.6%	3.39	28	
2019	22	53.7%	17	41.5%	2	4.9%	0	0.0%	3.49	41	
2020	24	63.2%	11	28.9%	2	5.3%	1	2.6%	3.53	38	1
Overall Total	90	59.2%	52	34.2%	8	5.3%	2	1.3%	3.51	152	1

InTASC Standard 2 Learning Differences

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

Effectively teach students from culturally and ethnically diverse backgrounds and communities.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
2012	10	66.7%	5	33.3%	0	0.0%	0	0.0%	3.67	15	
2013	9	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	9	
2014	14	63.6%	7	31.8%	1	4.5%	0	0.0%	3.59	22	
2015	38	74.5%	12	23.5%	0	0.0%	1	2.0%	3.71	51	8
2016	27	64.3%	13	31.0%	2	4.8%	0	0.0%	3.60	42	
2017	34	79.1%	8	18.6%	1	2.3%	0	0.0%	3.77	43	
2018	18	66.7%	8	29.6%	0	0.0%	1	3.7%	3.59	27	1
2019	19	59.4%	11	34.4%	2	6.3%	0	0.0%	3.53	32	9
2020	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34	5
Overall Total	190	69.1%	75	27.3%	8	2.9%	2	0.7%	3.65	275	23
Differentiates instruction for a variety of learning needs.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27	
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58	1
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47	1
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28	
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41	
2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38	1
Overall Total	175	61.6%	87	30.6%	19	6.7%	3	1.1%	3.53	284	3
Differentiates instruction for gifted and talented students.											Unable to Respond
2012	12	60.0%	7	35.0%	1	5.0%	0	0.0%	3.55	20	0
2013	6	60.0%	2	20.0%	1	10.0%	1	10.0%	3.30	10	
2014	9	47.4%	8	42.1%	2	10.5%	0	0.0%	3.37	19	8
2015	22	44.9%	22	44.9%	4	8.2%	1	2.0%	3.33	49	10
2016	17	43.6%	16	41.0%	4	10.3%	2	5.1%	3.23	39	9
2017	22	55.0%	15	37.5%	3	7.5%	0	0.0%	3.48	40	5
2018	14	56.0%	7	28.0%	3	12.0%	1	4.0%	3.36	25	3
2019	15	44.1%	15	44.1%	4	11.8%	0	0.0%	3.32	34	7
2020	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29	10
Overall Total	134	50.6%	98	37.0%	27	10.2%	6	2.3%	3.36	265	52

Differentiates instruction for English language learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2013	5	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	5	
2014	9	60.0%	5	33.3%	1	6.7%	0	0.0%	3.53	15	11
2015	18	52.9%	13	38.2%	2	5.9%	1	2.9%	3.41	34	24
2016	16	57.1%	9	32.1%	2	7.1%	1	3.6%	3.43	28	19
2017	19	67.9%	9	32.1%	0	0.0%	0	0.0%	3.68	28	16
2018	10	55.6%	6	33.3%	1	5.6%	1	5.6%	3.39	18	10
2019	13	59.1%	7	31.8%	2	9.1%	0	0.0%	3.50	22	19
2020	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20	19
Overall Total	56	60.9%	29	31.5%	5	5.4%	2	2.2%	3.51	92	118
Differentiates to meet the needs of students from various socioeconomic backgrounds.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	17	65.4%	6	23.1%	3	11.5%	0	0.0%	3.54	26	1
2015	35	63.6%	18	32.7%	1	1.8%	1	1.8%	3.58	55	4
2016	30	65.2%	14	30.4%	2	4.3%	0	0.0%	3.61	46	2
2017	27	61.4%	14	31.8%	3	6.8%	0	0.0%	3.55	44	1
2018	15	53.6%	9	32.1%	3	10.7%	1	3.6%	3.36	28	1
2019	20	57.1%	11	31.4%	4	11.4%	0	0.0%	3.46	35	6
2020	23	62.2%	11	29.7%	2	5.4%	1	2.7%	3.51	37	2
Overall Total	82	44.1%	83	44.6%	18	9.7%	3	1.6%	3.31	186	17
Designs instruction for students with IEPs and 504 plans.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	12	50.0%	12	50.0%	0	0.0%	0	0.0%	3.50	24	3
2015	37	67.3%	15	27.3%	2	3.6%	1	1.8%	3.60	55	4
2016	29	64.4%	12	26.7%	2	4.4%	2	4.4%	3.51	45	3
2017	31	75.6%	10	24.4%	0	0.0%	0	0.0%	3.76	41	4
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	29	72.5%	9	22.5%	2	5.0%	0	0.0%	3.68	40	1
2020	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38	1
Overall Total	183	67.8%	74	27.4%	9	3.3%	4	1.5%	3.61	270	17

Designs instruction for students with mental health needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	10	45.5%	11	50.0%	1	4.5%	0	0.0%	3.41	22	
2015	27	61.4%	15	34.1%	1	2.3%	1	2.3%	3.55	44	15
2016	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	6
2017	23	65.7%	10	28.6%	2	5.7%	0	0.0%	3.60	35	9
2018	13	52.0%	9	36.0%	2	8.0%	1	4.0%	3.36	25	3
2019	23	62.2%	10	27.0%	4	10.8%	0	0.0%	3.51	37	4
2020	24	66.7%	8	22.2%	3	8.3%	1	2.8%	3.53	36	3
Overall Total	141	59.5%	77	32.5%	15	6.3%	4	1.7%	3.50	237	40
Accesses resources to foster learning for students with diverse needs.											Unable to Respond
2017	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41	4
2018	16	59.3%	9	33.3%	1	3.7%	1	3.7%	3.48	27	1
2019	21	52.5%	17	42.5%	2	5.0%	0	0.0%	3.48	40	1
2020	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36	3
Overall Total	82	56.9%	56	38.9%	5	3.5%	1	0.7%	3.52	144	9

InTASC Standard 3 Learning Environments

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

Develops and maintains a classroom environment that promotes student engagement.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	10	90.9%	0	0.0%	0	0.0%	1	9.1%	3.73	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	42	72.4%	12	20.7%	4	6.9%	0	0.0%	3.66	58	
2016	33	68.8%	12	25.0%	2	4.2%	1	2.1%	3.60	48	
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	19	67.9%	5	17.9%	2	7.1%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	24	63.2%	10	26.3%	4	10.5%	0	0.0%	3.53	38	1
Overall Total	221	69.9%	70	22.2%	20	6.3%	5	1.6%	3.60	316	1

Clearly communicates expectations for appropriate student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	5	18.5%	3	11.1%	1	3.7%	3.48	27	
2015	37	63.8%	16	27.6%	4	6.9%	1	1.7%	3.53	58	
2016	34	70.8%	10	20.8%	3	6.3%	1	2.1%	3.60	48	
2017	35	77.8%	10	22.2%	0	0.0%	0	0.0%	3.78	45	
2018	19	70.4%	6	22.2%	0	0.0%	2	7.4%	3.56	27	1
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38	1
Overall Total	219	69.5%	69	21.9%	19	6.0%	8	2.5%	3.58	315	2
Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.											Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2014	20	74.1%	6	22.2%	0	0.0%	1	3.7%	3.67	27	
2015	44	78.6%	12	21.4%	0	0.0%	0	0.0%	3.79	56	2
2016	36	78.3%	8	17.4%	2	4.3%	0	0.0%	3.74	46	2
2017	37	82.2%	8	17.8%	0	0.0%	0	0.0%	3.82	45	
2018	20	71.4%	7	25.0%	0	0.0%	1	3.6%	3.64	28	
2019	24	63.2%	12	31.6%	2	5.3%	0	0.0%	3.58	38	3
2020	30	85.7%	4	11.4%	1	2.9%	0	0.0%	3.83	35	4
Overall Total	237	78.2%	59	19.5%	5	1.7%	2	0.7%	3.75	303	11

Helps students regulate their own behavior.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	4	14.8%	4	14.8%	1	3.7%	3.44	27	
2015	36	62.1%	20	34.5%	2	3.4%	0	0.0%	3.59	58	
2016	31	66.0%	12	25.5%	4	8.5%	0	0.0%	3.57	47	1
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	18	64.3%	6	21.4%	2	7.1%	2	7.1%	3.43	28	
2019	26	63.4%	10	24.4%	4	9.8%	1	2.4%	3.49	41	
2020	23	60.5%	9	23.7%	6	15.8%	0	0.0%	3.45	38	1
Overall Total	206	65.4%	81	25.7%	23	7.3%	5	1.6%	3.55	315	2
Effectively organizes the physical environment of the classroom for instruction.											Unable to Respond
2012	15	75.0%	5	25.0%	0	0.0%	0	0.0%	3.75	20	
2013	8	88.9%	1	11.1%	0	0.0%	0	0.0%	3.89	9	
2014	18	69.2%	6	23.1%	2	7.7%	0	0.0%	3.62	26	
2015	42	72.4%	16	27.6%	0	0.0%	0	0.0%	3.72	58	
2016	37	78.7%	8	17.0%	2	4.3%	0	0.0%	3.74	47	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	21	75.0%	3	10.7%	2	7.1%	2	7.1%	3.54	28	
2019	29	70.7%	10	24.4%	2	4.9%	0	0.0%	3.66	41	
2020	28	73.7%	10	26.3%	0	0.0%	0	0.0%	3.74	38	1
Overall Total	231	74.0%	71	22.8%	8	2.6%	2	0.6%	3.70	312	1
Responds appropriately to student behavior											Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	0	0.0%	1	9.1%	3.64	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	38	65.5%	15	25.9%	4	6.9%	1	1.7%	3.55	58	
2016	33	68.8%	11	22.9%	4	8.3%	0	0.0%	3.60	48	
2017	32	71.1%	12	26.7%	1	2.2%	0	0.0%	3.69	45	
2018	18	64.3%	7	25.0%	1	3.6%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	10	26.3%	4	10.5%	1	2.6%	3.45	38	1
Overall Total	215	68.9%	73	23.4%	22	7.1%	2	0.6%	3.61	312	1

InTASC Standard 4 Content Knowledge

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

Effectively teaches the subject matter in his/her licensure area.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	2	10.0%		0.0%	0	0.0%	3.90	20	
2013	10	90.9%	1	9.1%	0	0.0%	0	0.0%	3.91	11	
2014	20	74.1%	6	22.2%	1	3.7%	0	0.0%	3.70	27	
2015	44	74.6%	13	22.0%	1	1.7%	1	1.7%	3.69	59	1
2016	40	83.3%	7	14.6%	1	2.1%	0	0.0%	3.81	48	
2017	36	80.0%	9	20.0%	0	0.0%	0	0.0%	3.80	45	
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	31	75.6%	9	22.0%	1	2.4%	0	0.0%	3.73	41	
2020	32	84.2%	5	13.2%	1	2.6%	0	0.0%	3.82	38	1
Overall Total	252	79.5%	58	18.3%	5	1.6%	2	0.6%	3.77	317	2

InTASC Standard 5 Application of Content

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

Connects core content to students' real-life experiences.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	14	70.0%	5	25.0%	1	5.0%	0	0.0%	3.65	20	
2013	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	39	67.2%	16	27.6%	3	5.2%	0	0.0%	3.62	58	
2016	30	62.5%	17	35.4%	1	2.1%	0	0.0%	3.60	48	
2017	31	68.9%	13	28.9%	1	2.2%	0	0.0%	3.67	45	
2018	15	55.6%	9	33.3%	2	7.4%	1	3.7%	3.41	27	1
2019	26	63.4%	13	31.7%	2	4.9%	0	0.0%	3.59	41	
2020	24	63.2%	14	36.8%	0	0.0%	0	0.0%	3.63	38	1
Overall Total	206	65.6%	94	29.9%	13	4.1%	1	0.3%	3.61	314	2

Designs activities where students engage with subject matter from a variety of perspectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	5	25.0%		0.0%	0	0.0%	3.75	20	
2013	9	90.0%	1	10.0%	0	0.0%	0	0.0%	3.90	10	
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	40	67.8%	17	28.8%	1	1.7%	1	1.7%	3.63	59	1
2016	35	72.9%	12	25.0%	1	2.1%	0	0.0%	3.71	48	
2017	30	66.7%	15	33.3%	0	0.0%	0	0.0%	3.67	45	
2018	20	74.1%	5	18.5%	1	3.7%	1	3.7%	3.63	27	
2019	27	67.5%	11	27.5%	2	5.0%	0	0.0%	3.63	40	
2020	26	68.4%	10	26.3%	1	2.6%	1	2.6%	3.61	38	1
Overall Total	218	69.6%	85	27.2%	7	2.2%	3	1.0%	3.65	313	2
Helps students develop critical thinking processes.											
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	32	56.1%	23	40.4%	1	1.8%	1	1.8%	3.51	57	3
2016	25	52.1%	20	41.7%	3	6.3%	0	0.0%	3.46	48	
2017	31	70.5%	13	29.5%	0	0.0%	0	0.0%	3.70	44	1
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	0
2019	18	45.0%	20	50.0%	2	5.0%	0	0.0%	3.40	40	1
2020	23	60.5%	13	34.2%	2	5.3%	0	0.0%	3.55	38	1
Overall Total	162	57.4%	105	37.2%	13	4.6%	2	0.7%	3.51	282	6
Helps students develop skills to solve complex problems.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	8	29.6%	5	18.5%	0	0.0%	3.33	27	
2015	32	58.2%	21	38.2%	1	1.8%	1	1.8%	3.53	55	4
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	28	63.6%	15	34.1%	1	2.3%	0	0.0%	3.61	44	
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	
2019	17	45.9%	16	43.2%	4	10.8%	0	0.0%	3.35	37	3
2020	23	63.9%	9	25.0%	4	11.1%	0	0.0%	3.53	36	3
Overall Total	160	58.2%	94	34.2%	19	6.9%	2	0.7%	3.50	275	10

Makes interdisciplinary connections among core subjects.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	17	63.0%	8	29.6%	1	3.7%	0	0.0%	3.48	27	1
2015	34	58.6%	19	32.8%	3	5.2%	2	3.4%	3.47	58	2
2016	26	56.5%	18	39.1%	2	4.3%	0	0.0%	3.52	46	
2017	24	55.8%	16	37.2%	2	4.7%	1	2.3%	3.47	43	2
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	20	52.6%	13	34.2%	4	10.5%	1	2.6%	3.37	38	3
2020	17	53.1%	9	28.1%	6	18.8%	0	0.0%	3.34	32	7
Overall Total	155	57.4%	91	33.7%	19	7.0%	5	1.9%	3.47	270	16
Helps students analyze multiple sources of evidence to draw sound conclusions.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	53.8%	10	38.5%	2	7.7%	0	0.0%	3.46	26	
2015	28	53.8%	21	40.4%	2	3.8%	1	1.9%	3.46	52	8
2016	25	52.1%	22	45.8%	0	0.0%	1	2.1%	3.48	48	
2017	28	63.6%	13	29.5%	3	6.8%	0	0.0%	3.57	44	1
2018	14	51.9%	10	37.0%	2	7.4%	1	3.7%	3.37	27	1
2019	18	50.0%	15	41.7%	3	8.3%	0	0.0%	3.42	36	5
2020	16	48.5%	14	42.4%	3	9.1%	0	0.0%	3.39	33	6
Overall Total	143	53.8%	105	39.5%	15	5.6%	3	1.1%	3.46	266	21
Knows where and how to access resources to build global awareness and understanding	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	33	61.1%	20	37.0%	0	0.0%	1	1.9%	3.57	54	5
2016	30	65.2%	14	30.4%	1	2.2%	1	2.2%	3.59	46	
2017	28	63.6%	13	29.5%	2	4.5%	1	2.3%	3.55	44	1
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	0
2019	23	60.5%	13	34.2%	1	2.6%	1	2.6%	3.53	38	3
2020	16	47.1%	16	47.1%	2	5.9%	0	0.0%	3.41	34	5
Overall Total	162	60.0%	96	35.6%	7	2.6%	5	1.9%	3.54	270	14

Helps students work together to achieve learning goals	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	41	70.7%	15	25.9%	2	3.4%	0	0.0%	3.67	58	
2016	34	70.8%	12	25.0%	1	2.1%	1	2.1%	3.65	48	
2017	34	75.6%	11	24.4%	0	0.0%	0	0.0%	3.76	45	
2018	20	71.4%	5	17.9%	2	7.1%	1	3.6%	3.57	28	
2019	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
Overall Total	197	69.1%	79	27.7%	7	2.5%	2	0.7%	3.65	285	0

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

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

Item and year the data were gathered:	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Provides students with meaningful feedback to guide next steps in learning.											
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	1	9.1%	0	0.0%	3.73	11	
2014	15	57.7%	10	38.5%	1	3.8%	0	0.0%	3.54	26	1
2015	38	64.4%	19	32.2%	2	3.4%	0	0.0%	3.61	59	1
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	20	74.1%	3	11.1%	2	7.4%	2	7.4%	3.52	27	1
2019	22	56.4%	14	35.9%	3	7.7%	0	0.0%	3.49	39	2
2020	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38	1
Overall Total	199	63.6%	94	30.0%	18	5.8%	2	0.6%	3.57	313	6

Engages students in self-assessment strategies.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	10	58.8%	5	29.4%	2	11.8%	0	0.0%	3.47	17	
2013	6	75.0%	2	25.0%	0	0.0%	0	0.0%	3.75	8	
2014	13	50.0%	7	26.9%	6	23.1%	0	0.0%	3.27	26	1
2015	30	54.5%	21	38.2%	3	5.5%	1	1.8%	3.45	55	1
2016	27	57.4%	18	38.3%	2	4.3%	0	0.0%	3.53	47	1
2017	22	48.9%	20	44.4%	2	4.4%	1	2.2%	3.40	45	
2018	14	50.0%	10	35.7%	3	10.7%	1	3.6%	3.32	28	
2019	13	37.1%	17	48.6%	5	14.3%	0	0.0%	3.23	35	6
2020	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34	5
Overall Total	150	50.8%	117	39.7%	25	8.5%	3	1.0%	3.40	295	14
Designs and modifies assessments to match learning objectives.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	35	60.3%	22	37.9%	1	1.7%	0	0.0%	3.59	58	2
2016	26	55.3%	19	40.4%	2	4.3%	0	0.0%	3.51	47	1
2017	29	64.4%	15	33.3%	1	2.2%	0	0.0%	3.62	45	
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	
2019	20	50.0%	18	45.0%	2	5.0%	0	0.0%	3.45	40	1
2020	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37	2
Overall Total	162	57.4%	109	38.7%	10	3.5%	1	0.4%	3.53	282	6
Uses formative and summative assessments to support student learning.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	2
2015	39	67.2%	17	29.3%	1	1.7%	1	1.7%	3.62	58	1
2016	31	66.0%	13	27.7%	3	6.4%	0	0.0%	3.60	47	1
2017	30	66.7%	13	28.9%	2	4.4%	0	0.0%	3.62	45	
2018	19	67.9%	8	28.6%	0	0.0%	1	3.6%	3.61	28	
2019	24	58.5%	14	34.1%	3	7.3%	0	0.0%	3.51	41	
2020	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37	2
Overall Total	184	65.0%	86	30.4%	11	3.9%	2	0.7%	3.60	283	6

Identifies issues of reliability and validity	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	11	47.8%	10	43.5%	2	8.7%	0	0.0%	3.39	23	1
2015	25	47.2%	23	43.4%	3	5.7%	2	3.8%	3.34	53	7
2016	19	44.2%	20	46.5%	1	2.3%	3	7.0%	3.28	43	5
2017	21	51.2%	18	43.9%	2	4.9%	0	0.0%	3.46	41	4
2018	13	52.0%	8	32.0%	2	8.0%	2	8.0%	3.28	25	3
2019	15	45.5%	11	33.3%	7	21.2%	0	0.0%	3.24	33	8
2020	14	42.4%	17	51.5%	2	6.1%	0	0.0%	3.36	33	6
Overall Total	118	47.0%	107	42.6%	19	7.6%	7	2.8%	3.34	251	34
Analyzes multiple and appropriate types of assessment data to identify student learning needs.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	11	40.7%	2	7.4%	0	0.0%	3.44	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	27	57.4%	17	36.2%	2	4.3%	1	2.1%	3.49	47	1
2017	25	55.6%	17	37.8%	3	6.7%	0	0.0%	3.49	45	
2018	16	57.1%	10	35.7%	1	3.6%	1	3.6%	3.46	28	
2019	20	55.6%	10	27.8%	6	16.7%	0	0.0%	3.39	36	5
2020	17	50.0%	13	38.2%	4	11.8%	0	0.0%	3.38	34	5
Overall Total	153	55.6%	99	36.0%	20	7.3%	3	1.1%	3.46	275	13
Differentiates assessments for all learners.											Unable to Respond
2017	24	55.8%	15	34.9%	3	7.0%	1	2.3%	3.44	43	1
2018	12	44.4%	9	33.3%	4	14.8%	2	7.4%	3.15	27	
2019	15	37.5%	22	55.0%	3	7.5%	0	0.0%	3.30	40	1
2020	17	48.6%	14	40.0%	4	11.4%	0	0.0%	3.37	35	4
Overall Total	68	46.9%	60	41.4%	14	9.7%	3	2.1%	3.33	145	6

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

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

The teacher designs long-range instructional plans that meet curricular goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	12	63.2%	5	26.3%	2	10.5%	0	0.0%	3.53	19	
2013	5	62.5%	3	37.5%	0	0.0%	0	0.0%	3.63	8	
2014	12	46.2%	11	42.3%	2	7.7%	1	3.8%	3.31	26	
2015	32	55.2%	23	39.7%	2	3.4%	1	1.7%	3.48	58	2
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	
2019	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37	4
2020	20	52.6%	14	36.8%	2	5.3%	2	5.3%	3.37	38	1
Overall Total	181	59.0%	106	34.5%	15	4.9%	5	1.6%	3.51	307	7
Regularly adjusts instructional plans to meet students' needs.											Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	8	72.7%	2	18.2%	1	9.1%	0	0.0%	3.64	11	
2014	18	66.7%	8	29.6%	1	3.7%	0	0.0%	3.63	27	
2015	38	64.4%	19	32.2%	2	3.4%	0	0.0%	3.61	59	1
2016	33	70.2%	13	27.7%	1	2.1%	0	0.0%	3.68	47	
2017	36	80.0%	9	20.0%	0	0.0%	0	0.0%	3.80	45	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	23	56.1%	16	39.0%	2	4.9%	0	0.0%	3.51	41	
2020	28	73.7%	9	23.7%	0	0.0%	1	2.6%	3.68	38	1
Overall Total	221	69.9%	83	26.3%	10	3.2%	2	0.6%	3.66	316	2

Plans lessons with clear learning objectives/goals in mind.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	6	60.0%	4	40.0%	0	0.0%	0	0.0%	3.60	10	
2014	14	51.9%	10	37.0%	1	3.7%	2	7.4%	3.33	27	
2015	41	69.5%	15	25.4%	3	5.1%	0	0.0%	3.64	59	1
2016	34	70.8%	13	27.1%	1	2.1%	0	0.0%	3.69	48	
2017	32	71.1%	13	28.9%	0	0.0%	0	0.0%	3.71	45	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41	
2020	29	76.3%	7	18.4%	2	5.3%	0	0.0%	3.71	38	1
Overall Total	219	69.3%	83	26.3%	11	3.5%	3	0.9%	3.64	316	2
Differentiates instruction for a variety of learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27	
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58	1
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47	1
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28	
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41	
InTASC 2 2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38	1
Overall Total	175	61.6%	87	30.6%	19	6.7%	3	1.1%	3.53	284	3

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

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

Selects instructional strategies to align with learning goals and standards	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	19	70.4%	6	22.2%	2	7.4%	0	0.0%	3.63	27	
2015	43	72.9%	15	25.4%	1	1.7%	0	0.0%	3.71	59	1
2016	33	68.8%	14	29.2%	1	2.1%	0	0.0%	3.67	48	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	25	61.0%	15	36.6%	1	2.4%	0	0.0%	3.59	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
Overall Total	199	69.6%	81	28.3%	5	1.7%	1	0.3%	3.67	286	2

Please consider cross-referencing data noted in the following standards:

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

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

Standard 3: Respond appropriately to student behavior

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

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

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

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

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

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

Uses digital and interactive technologies to achieve specific learning goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	23	85.2%	3	11.1%	1	3.7%	0	0.0%	3.81	27	
2015	37	64.9%	17	29.8%	1	1.8%	2	3.5%	3.56	57	3
2016	35	74.5%	9	19.1%	2	4.3%	1	2.1%	3.66	47	1
2017	33	75.0%	9	20.5%	2	4.5%	0	0.0%	3.70	44	1
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	26	66.7%	10	25.6%	3	7.7%	0	0.0%	3.59	39	2
2020	28	75.7%	8	21.6%	1	2.7%	0	0.0%	3.73	37	2
Overall Total	203	72.8%	62	22.2%	10	3.6%	4	1.4%	3.66	279	9
Engages students in a range of technology tools to access, interpret, evaluate, and apply information.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	18	66.7%	7	25.9%	2	7.4%	0	0.0%	3.59	27	
2015	31	54.4%	20	35.1%	4	7.0%	2	3.5%	3.40	57	3
2016	28	60.9%	15	32.6%	2	4.3%	1	2.2%	3.52	46	1
2017	32	72.7%	12	27.3%	0	0.0%	0	0.0%	3.73	44	1
2018	17	60.7%	8	28.6%	1	3.6%	2	7.1%	3.43	28	
2019	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38	3
2020	27	73.0%	7	18.9%	3	8.1%	0	0.0%	3.65	37	2
Overall Total	176	63.5%	79	28.5%	17	6.1%	5	1.8%	3.54	277	10

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

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

The teacher uses effective communication skills and strategies to convey ideas and information to students	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	17	85.0%	2	10.0%	1	5.0%	0	0.0%	3.80	20	
2013	9	81.8%	2	18.2%	0	0.0%	0	0.0%	3.82	11	
2014	20	74.1%	4	14.8%	3	11.1%	0	0.0%	3.63	27	
2015	41	70.7%	14	24.1%	3	5.2%	0	0.0%	3.66	58	
2016	36	75.0%	9	18.8%	2	4.2%	1	2.1%	3.67	48	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	20	71.4%	6	21.4%	0	0.0%	2	7.1%	3.57	28	
2019	29	70.7%	9	22.0%	2	4.9%	1	2.4%	3.61	41	
2020	24	63.2%	13	34.2%	1	2.6%	0	0.0%	3.61	38	1
Overall Total	229	72.5%	71	22.5%	12	3.8%	4	1.3%	3.66	316	1
Clearly communicates expectations for appropriate student behavior											Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	5	18.5%	3	11.1%	1	3.7%	3.48	27	
2015	37	63.8%	16	27.6%	4	6.9%	1	1.7%	3.53	58	
2016	34	70.8%	10	20.8%	3	6.3%	1	2.1%	3.60	48	
2017	35	77.8%	10	22.2%	0	0.0%	0	0.0%	3.78	45	
2018	19	70.4%	6	22.2%	0	0.0%	2	7.4%	3.56	27	1
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	1
InTASC 3 2020	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38	1
Overall Total	219	69.5%	69	21.9%	19	6.0%	8	2.5%	3.58	315	3

InTASC Standard 9 Professional Learning and Ethical Practice

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

Seeks out learning opportunities that align with professional development goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	
2015	37	68.5%	14	25.9%	2	3.7%	1	1.9%	3.61	54	
2016	30	62.5%	17	35.4%	1	2.1%	0	0.0%	3.60	48	4
2017	35	77.8%	9	20.0%	1	2.2%	0	0.0%	3.76	45	
2018	18	64.3%	7	25.0%	2	7.1%	1	3.6%	3.50	28	
2019	21	52.5%	16	40.0%	3	7.5%	0	0.0%	3.45	40	1
2020	23	62.2%	13	35.1%	1	2.7%	0	0.0%	3.59	37	2
Overall Total	181	64.9%	86	30.8%	10	3.6%	2	0.7%	3.60	279	7
Upholds laws related to student rights and teacher responsibility											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	47	82.5%	10	17.5%	0	0.0%	0	0.0%	3.82	57	1
2016	39	81.3%	9	18.8%	0	0.0%	0	0.0%	3.81	48	
2017	39	86.7%	6	13.3%	0	0.0%	0	0.0%	3.87	45	
2018	22	78.6%	5	17.9%	0	0.0%	1	3.6%	3.71	28	
2019	31	75.6%	7	17.1%	3	7.3%	0	0.0%	3.68	41	
2020	31	81.6%	7	18.4%	0	0.0%	0	0.0%	3.82	38	1
Overall Total	230	81.0%	49	17.3%	4	1.4%	1	0.4%	3.79	284	2
Uses colleague feedback to support development as a teacher											Unable to Respond
2012	16	80.0%	4	20.0%	0	0.0%	0	0.0%	3.80	20	
2013	10	90.9%	1	9.1%	0	0.0%	0	0.0%	3.91	11	
2014	20	74.1%	6	22.2%	1	3.7%	0	0.0%	3.70	27	
2015	43	76.8%	11	19.6%	1	1.8%	1	1.8%	3.71	56	1
2016	31	64.6%	17	35.4%	0	0.0%	0	0.0%	3.65	48	
2017	37	82.2%	8	17.8%	0	0.0%	0	0.0%	3.82	45	
2018	18	64.3%	8	28.6%	1	3.6%	1	3.6%	3.54	28	
2019	25	64.1%	11	28.2%	2	5.1%	1	2.6%	3.54	39	2
2020	29	76.3%	8	21.1%	1	2.6%	0	0.0%	3.74	38	1
Overall Total	229	73.4%	74	23.7%	6	1.9%	3	1.0%	3.70	312	4
Acts as an advocate for all students.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond

2017	38	86.4%	6	13.6%	0	0.0%	0	0.0%	3.86	44	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	31	75.6%	8	19.5%	1	2.4%	1	2.4%	3.68	41	
2020	29	78.4%	7	18.9%	1	2.7%	0	0.0%	3.76	37	2
Overall Total	119	79.3%	26	17.3%	3	2.0%	2	1.3%	3.75	150	2

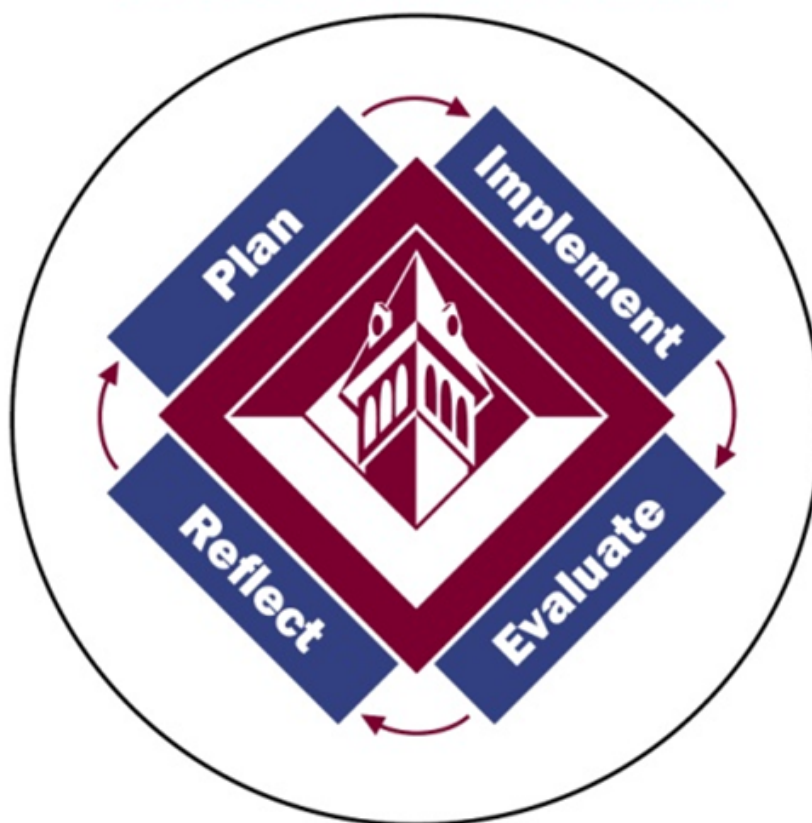
InTASC Standard 10 Leadership and Collaboration

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

Collaborates with teaching colleagues to improve student performance.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	17	85.0%	3	15.0%	0	0.0%	0	0.0%	3.85	20	
2013	9	81.8%	2	18.2%	0	0.0%	0	0.0%	3.82	11	
2014	19	70.4%	8	29.6%	0	0.0%	0	0.0%	3.70	27	
2015	43	76.8%	11	19.6%	1	1.8%	1	1.8%	3.71	56	1
2016	34	70.8%	13	27.1%	1	2.1%	0	0.0%	3.69	48	
2017	36	80.0%	8	17.8%	1	2.2%	0	0.0%	3.78	45	
2018	20	71.4%	6	21.4%	1	3.6%	1	3.6%	3.61	28	
2019	31	75.6%	6	14.6%	4	9.8%	0	0.0%	3.66	41	
2020	28	73.7%	9	23.7%	1	2.6%	0	0.0%	3.71	38	1
Overall Total	237	75.5%	66	21.0%	9	2.9%	2	0.6%	3.71	314	2
Collaborates with parents and guardians to support student learning											Unable to Respond
2012	13	65.0%	7	35.0%	0	0.0%	0	0.0%	3.65	20	
2013	7	70.0%	2	20.0%	0	0.0%	1	10.0%	3.50	10	
2014	16	59.3%	9	33.3%	2	7.4%	0	0.0%	3.52	27	
2015	35	66.0%	14	26.4%	3	5.7%	1	1.9%	3.57	53	4
2016	28	59.6%	17	36.2%	2	4.3%	0	0.0%	3.55	47	1
2017	33	75.0%	9	20.5%	2	4.5%	0	0.0%	3.70	44	
2018	18	64.3%	6	21.4%	3	10.7%	1	3.6%	3.46	28	1
2019	25	64.1%	9	23.1%	4	10.3%	1	2.6%	3.49	39	2
2020	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37	2
Overall Total	196	64.3%	86	28.2%	18	5.9%	5	1.6%	3.55	305	10
Helps students work together to achieve learning goals	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											

2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	41	70.7%	15	25.9%	2	3.4%	0	0.0%	3.67	58	
2016	34	70.8%	12	25.0%	1	2.1%	1	2.1%	3.65	48	
2017	34	75.6%	11	24.4%	0	0.0%	0	0.0%	3.76	45	
2018	20	71.4%	5	17.9%	2	7.1%	1	3.6%	3.57	28	
2019	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
Overall Total	197	69.1%	79	27.7%	7	2.5%	2	0.7%	3.65	285	0

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Data Informed Decisions

**Valley City State University
School of Education and Graduate Studies
Changes and Data Informed Decisions for Learner and Program Improvement**

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VCSU Background

Valley City State University (VCSU) has been known for teacher education preparation since the institution began in 1890. VCSU has been nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE¹) since 1954.

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

Changes for VCSU since fall of 2009

- **Bush Grant initiatives** - VCSU has worked collaboratively with 14 institutions² as part of a Bush Grant initiative and the Network for Excellence in Teaching (NExT). VCSU has been a member of the Valley Partnership³ and worked collaboratively with North Dakota State University (NDSU) and Minnesota State University Moorhead (MSUM). The goal has been to improve teacher education preparation in ways that enhance student learning in K-12 classrooms.
- **Co-Teaching** - Decision was based on research and Bush Grant collaborative efforts
 - VCSU works with K-12 educators in workshops and training sessions
- **Summer Academies** - Summer workshops for first year teachers
 - Valley Partnership members and K-12 educators provide advice, resources, and information to completers who will soon be starting their first days of school as a teacher.
- **Place and Support**
 - Graduates can stay in touch with the VCSU SEGS and receive support during their first three years of teaching.

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

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

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

- **Curriculum changes since 2015**

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

- Work groups included area K-12 educators and VCSU faculty members who shared strategies and resources useful for working in K-12 classrooms. The outcome of the work group meetings was a **book of strategies** and resources useful to VCSU teacher candidates as they progress through their methods courses, student teaching experience and enter the profession.
- **Assessment** curriculum change in EDUC 450 course
 - A workgroup of area K-12 educators and VCSU faculty members met in 2010 to discuss what teachers entering the profession needed to know and do with assessments and the use of data in schools to enhance student learning.
 - The workgroup also viewed multiple textbooks before deciding on *The Seven Strategies of Assessment for Learning* by Jan Chappius
 - The outcome of the feedback from the workgroup helped to shape the assessment course.
 - A second workgroup of area K-12 educators and VCSU faculty members met in 2016 to discuss updates and decisions for revisions.
- **Classroom Management** curriculum changes
 - The EDUC 351 course on classroom management and additional practicum time was established to enhance classroom management learning opportunities for secondary majors
 - The EDUC 350 practicum course for elementary majors incorporated additional classroom management learning experiences
- **EDUC 240 changed from a two-credit course to a three-credit course.**
 - Survey Data from Exit Surveys (data gathered from student teachers), Transition to Teaching Surveys (from first year teachers), and Supervisor Surveys (from employers of first year teachers) identified many program strengths. The data also indicated the need to do more in the area of teacher preparation related to IEPs and 504 plans, as well as instruction for students who are English learners or gifted and talented, or those who may have mental health needs.
 - VCSU faculty members responded to the data by integrating more opportunities for learning about differentiated instruction across the curriculum, but the data have improved the ratings only slightly. The data indicated that student teachers and first year teachers feel they could have benefited from more opportunities to learn about mental health and working with the diverse needs of their learners. The change to add one credit to EDUC 240 was a positive step for the program and the teacher candidates.
 - The change benefits teacher candidates in their preparation as educators and third credit benefits VCSU graduates in their pursuit of additional endorsements in the field of special education. The extra course time has allowed for an increase in Trauma Sensitive School (TSS) training to address mental health concerns and also allows for additional field experience time.
- **MATH 277 and MATH 278 moved up in NDSU Elementary Education curriculum.** While Core exam data indicated that NDSU collaborative elementary majors were doing as well or better than other VCSU on-campus or Wyoming elementary majors on the math section, some collaborative students were struggling with the math exam section. Offering MATH 277 and MATH 278 earlier in the curriculum enabled collaborative students in need to build or refresh their math skills to successfully pass the Core exam and gain admission to the Teacher Education program.
- **MATH 277 and MATH 278 were changed to EDUC 277 and EDUC 278.** The decision was partly due to budgets and credit hour production, but also gave the Education department even more freedom to coordinate the content with the specific needs of teacher candidates in Elementary Education.
- **EDUC 278/MATH 278 and EDUC 323 were changed from 2 to 3 hour credit hours.** North Dakota changed the Elementary Education licensure from grades 1-6 to 1-8. The decision increases the potential for Elementary Education graduates to teach 7th and 8th grade content. VCSU responded by increasing the breadth and depth of curriculum for Elementary Education majors in mathematics and reading.
- **Co-teaching and Substitute Teaching – improving classroom management preparation through additional Field Experience prior to student teaching**
 - VCSU expanded its field experience time for teacher candidates through opportunities for co-teaching and substitute teaching. The substitute teaching program enables pairs of teacher candidates to gain experience in

classrooms while VCSU partners with area P-12 schools, so their faculty have time for professional development opportunities.

- Feedback from teacher candidates have indicated that their substitute teaching experiences have been highly beneficial, especially in gaining classroom management experience.
- **Student teacher final evaluation forms**
 - In the fall of 2015, VCSU began its transition from NCATE to Council for the Accreditation of Educator Preparation (CAEP). VCSU representatives attended state CAEP sessions in 2015 and national training sessions in the summer of 2016. VCSU representatives worked collaboratively with North Dakota Association of Colleges for Teacher Education (NDACTE) representatives to create a new student teacher observation tool piloted and tested for reliability and validity in the fall of 2016 and spring of 2017, before beginning implementation in the fall of 2017. A third round of reliability and validity analyses is scheduled for the summer of 2019. Student teachers began self-assessment in the fall of 2018.
- **Improvement of Pre-Student Teaching Field Experience Assessments**
 - The 2017-2018 VCSU Assessment Workgroup helped to develop new field experience forms for EDUC 250, EDUC 350, and EDUC 351. The rubrics have actionable descriptors. Pilot and focus group follow-up discussions in the spring of 2018 indicated highly favorable feedback from cooperating teachers. Follow-up focus group feedback provided to the SEGS liaison who communicates regularly with partnering schools was again highly favorable in 2018-2019.
- **Improvement of Disposition Assessment Process**
 - The unit has participated in a two-year process of developing a dispositional assessment instrument with improved performance indicators and descriptors. A VCSU representative worked with representatives from five other CAEP institutions to establish and valid instrument for assessing dispositions. The Lawshe Method was used to gain feedback from 83 stakeholders who were considered subject matter experts based on their work with student teachers: university supervisors, cooperating teachers, and PK-12 administrators. The stakeholders helped narrow down a potential list of 43 InTASC dispositional items to the 22 most essential items.
 - The instrument was piloted in the Fall of 2018 and improved. The revised version was piloted in the spring of 2019 and viewed more favorably. The instrument was implemented in the Fall of 2019. The results from the first semester were informative and the data will be observed over multiple semesters before decisions are made based on the data.
 - The unit kept its disposition referral process in place but made changes to its disposition assessment instrument to help identify teacher candidates' growth of professional dispositions as they progress through the program.
- **Continuation of the NExT Common Metrics efforts (designed in collaboration with 14 institutions) beyond the grant expectations. VCSU is sustaining work beyond and grant expectations for completing the assessments:**
 - Entry Survey (Intro to Education teacher candidates) – instrument revised for fall of 2018
 - Exit Survey (Student teachers complete in the final weeks before graduation)
 - Transition to Teaching (1st year teacher/Alumni survey)
 - Supervisor Survey (Employer/Administrator survey) – instrument revised for spring of 2019
 - VCSU and NDSU helped to integrate these common assessments throughout ND.
- **K-12 educators collaborated with VCSU faculty to develop a Teaching for Learning Capstone (TLC) Unit**
 - VCSU representatives attended Teacher Performance Assessment (TPA, now called edTPA) workshops and then engaged P-12 educators and VCSU faculty in developing a **Teaching for Learning Capstone (TLC) Unit** for VCSU teacher candidates to complete during their student teaching experience.
 - The TLC Unit adds rigor and consistency to the expectations of student teachers in areas planning, implementing, evaluating, and reflecting on a unit of teaching and student learning. The TLC unit provides a way for teacher candidates to thoroughly reflect on their teaching and measure their impact on student learning.
 - Updates were made to the TLC Unit rubric in 2017-2018 to increase validity and rater reliability. The Lawshe Method was used to valid the rubric criteria and make the wording more teacher candidate friendly. The improvements to the TLC rubrics are being assessed on an annual basis and the data are sharing in efforts to improve teacher preparation and rater reliability. The rater reliability improved between 2017-2018 and 2018-2019.

VCSU Unit and Program Data Sharing

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

- **Unit faculty members receive access to updated unit data every August.**

- Unit data reports include the final evaluation data for all VCSU student teachers, praxis data, pre-student teaching field experience data, and disposition data as well as completer and employer data. Unit faculty members are able to see the program's strengths and areas that can be improved. Faculty often comment about changes they make in their teaching in order to not only address an area that was not rated highly, but to make sure the area receives greater emphasis and the teacher candidates gain additional opportunities for practice.
- Data are shared annually with P-12 stakeholders, the Teacher Education Committee, and each semester with student teachers. The stakeholders are able to share their personal experiences working with teacher candidates along with seeing data from multiple assessments to gain perspectives from student teachers, cooperating teachers, first year teachers and employers of first year teachers.
- **Program data are shared in September and February.**
 - Program reports disaggregate data by academic area, so faculty (shared through the methods teachers) can see GPA, licensure tests, and student teacher final evaluation data for their content area.
 - The data shared with each program In February 2020 included three years of specific data that helpful for writing state reports.

Often the data indicate areas of strength in which VCSU teacher candidates and graduates have performed well. The intention of the data sharing sessions is to provide awareness and useful information in the decision-making process for improvement. Unit faculty members are involved in the preparation and assessment of our students. VCSU provides release time for an assessment coordinator and has three division assistants in the SEGS area.

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

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

² The 14 member institutions of the NExT initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine's, Hamline, and St. Thomas).

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

Student Teaching Placement Length: Historic Comparisons by Form and Length of Experience

Student Teacher Placements Fall 2009 - Spring 2011 (VCSU switch to 12-week placements)						2004-09
	N	Min	Max	12-week Mean	Std. Dev.	10-week placements (N = 601)
Responsibility/Dependability	208	3.00	5.00	4.88	.38	4.80
Oral Expression and Effectiveness of Speech	208	2.00	5.00	4.72	.54	4.65
Written Expression	208	2.00	5.00	4.72	.55	4.70
Critical Thinking Skills	208	3.00	5.00	4.78	.47	4.77
Tact and Judgment	208	2.50	5.00	4.80	.47	4.77
Reflective Response to Feedback (INTASC 9)	208	3.00	5.00	4.86	.39	4.84
Enthusiasm and Initiative	208	3.00	5.00	4.83	.43	4.75
Fairness and Belief that All Students Can Learn	208	4.00	5.00	4.93	.26	4.87
Professional Appearance and Demeanor	208	3.00	5.00	4.86	.39	4.83
Commitment to Profession	208	3.00	5.00	4.89	.34	4.83
General Promise as a Teacher	208	2.00	5.00	4.86	.43	4.82
Knowledge of Subject Matter Content (INTASC 1)	208	3.00	5.00	4.71	.48	4.69
Lessons connect to School Curriculum and Standards (INTASC 7)	208	3.00	5.00	4.83	.38	4.78
Ability to Plan and Organize Lessons for Learning (INTASC 7)	208	2.00	5.00	4.81	.46	4.76
Ability to Implement Appropriate Teaching Strategies (INTASC 4)	208	2.00	5.00	4.80	.47	4.71
Ability to Formally and Informally Evaluate Students (INTASC 8)	208	3.00	5.00	4.75	.48	4.72
Reflects on Teaching to Enhance Student Learning in the Future (INTASC 9)	208	2.00	5.00	4.81	.46	4.78
Uses Technology Appropriately (INTASC 4)	208	2.00	5.00	4.85	.41	4.83
Uses Verbal and Non-Verbal Communication to Motivate Students (INTASC 6)	208	2.00	5.00	4.73	.54	4.73
Rapport with Students (INTASC 5)	208	3.00	5.00	4.84	.43	4.82
Organization and Classroom Management (INTASC 5)	208	2.00	5.00	4.64	.57	4.60
General Quality of Work	208	3.00	5.00	4.81	.45	4.80
Collaboration, Relationships, and Ethics (INTASC 10)	208	3.00	5.00	4.87	.38	4.85
Provides Developmentally Appropriate Activities and Assignments (INTASC 2)	208	3.00	5.00	4.85	.42	4.81
Fosters a Positive Learning Environment for Student Interaction (INTASC 5)	208	2.00	5.00	4.87	.39	4.82
Adapts to Diverse Needs and Backgrounds of All Learners (INTASC 3)	208	3.00	5.00	4.78	.45	4.74
Student Teaching Mean Score	208	3.15	5.00	4.81	.33	4.77

The data may indicate that K-12 cooperating teachers rated VCSU student teachers higher from 2009-2011 because the teacher candidates were better prepared or perhaps the cooperating teachers came to know the teacher candidates better given two more weeks of time together. While the reason for the increase can't be fully explained, it is fair to say the change to a longer student teaching time frame did not impact the teacher candidates' final evaluations for a student teaching in a negative way. As a whole, student teacher final evaluation scores from cooperating teachers rose after the length of student teacher time was changed from 10 to 12 weeks.

GPA Requirement for Admission Raised based on 2004-2011 Student Teaching Data

Student Teacher Final Evaluations and Grade Point Average Comparisons: A significant relationship ($p < .001$) exists between GPA and Student Teacher Final Evaluations (please note the changes in subgroup mean scores from left to right)							Overall Mean Scores
Research: Fall 2004 - Spring 2011, 808 placements	GPA 2.50-2.74 N=97	GPA 2.75-2.99 N=103	GPA 3.00-3.24 N=152	GPA 3.25-3.49 N=150	GPA 3.50-3.74 N=164	GPA 3.75-4.00 N=142	GPA 2.50-4.00 N=808
Grade Point Average (mean of subgroup)	2.62	2.87	3.12	3.38	3.62	3.89	3.31
Math PPST (mean of subgroup)	177.3	178.77	179.2	179.7	180.1	183.0	179.9
Reading PPST (mean of subgroup)	176.5	177.23	177.3	177.3	177.9	179.8	177.7
Writing PPST (mean of subgroup)	173.8	175.51	175.0	175.9	175.8	177.5	175.7
Student Teacher Attributes:	Cooperating teacher final evaluations						
Knowledge of Subject Matter Content (INTASC 1)	4.55	4.66	4.66	4.66	4.77	4.81	4.70
Provides Developmentally Appropriate Activities and Assignments (INTASC 2)	4.64	4.82	4.81	4.81	4.85	4.91	4.82
Adapts to Diverse Needs and Backgrounds of All Learners (INTASC 3)	4.60	4.71	4.73	4.75	4.78	4.86	4.75
Uses Technology Appropriately (INTASC 4)	4.71	4.75	4.81	4.89	4.88	4.93	4.84
Ability to Implement Appropriate Teaching Strategies (INTASC 4)	4.53	4.63	4.69	4.75	4.84	4.85	4.73
Fosters a Positive Learning Environment for Student Interaction (INTASC 5)	4.65	4.75	4.86	4.85	4.90	4.92	4.84
Rapport with Students (INTASC 5)	4.70	4.75	4.83	4.83	4.89	4.89	4.83
Organization and Classroom Management (INTASC 5)	4.46	4.50	4.53	4.62	4.71	4.76	4.61
Uses Verbal and Non-Verbal Communication to Motivate Students (INTASC 6)	4.64	4.64	4.69	4.73	4.80	4.83	4.73
Oral Expression and Effectiveness of Speech (INTASC 6)	4.51	4.63	4.63	4.65	4.70	4.81	4.67
Written Expression (INTASC 6)	4.49	4.64	4.66	4.71	4.78	4.86	4.71
Ability to Plan and Organize Lessons for Learning (INTASC 7)	4.48	4.66	4.75	4.84	4.84	4.92	4.77
Lessons connect to School Curriculum and Standards (INTASC 7)	4.63	4.76	4.80	4.77	4.82	4.93	4.80
Ability to Formally and Informally Evaluate Students (INTASC 8)	4.59	4.66	4.69	4.77	4.73	4.84	4.72
Reflects on Teaching to Enhance Student Learning in the Future (INTASC 9)	4.64	4.72	4.74	4.82	4.86	4.87	4.79
Reflective Response to Feedback (INTASC 9)	4.72	4.79	4.79	4.88	4.87	4.94	4.84
Professional Appearance and Demeanor (INTASC 9)	4.66	4.81	4.80	4.84	4.88	4.97	4.84
Commitment to Profession (INTASC 9)	4.63	4.83	4.82	4.88	4.91	4.92	4.85
Collaboration, Relationships, and Ethics (INTASC 10)	4.69	4.86	4.81	4.87	4.91	4.92	4.85
Responsibility/Dependability	4.55	4.76	4.78	4.86	4.90	4.96	4.82
Critical Thinking Skills	4.60	4.67	4.74	4.81	4.82	4.90	4.77
Tact and Judgment	4.59	4.65	4.75	4.79	4.88	4.89	4.78
Enthusiasm and Initiative	4.56	4.70	4.72	4.79	4.81	4.94	4.77
Fairness and Belief that All Students Can Learn	4.76	4.83	4.87	4.91	4.93	4.94	4.88
General Quality of Work	4.57	4.77	4.77	4.83	4.88	4.92	4.81
General Promise as a Teacher	4.55	4.76	4.82	4.86	4.92	4.94	4.83
Mean for Individual Student Teacher (Fall 2004 to Spring 2011)	4.61	4.72	4.75	4.80	4.84	4.89	4.78

A significant relationship exists between GPA and Student Teacher Final Evaluations. GPA has its greatest predicative potential involving cooperating teacher ratings of Responsibility/Dependability and the overall Mean of Student Teacher ratings in all categories. (Boxes highlighted)

Relationship of GPA and Student Teacher Evaluations: Fall 2017-Spring 2020

Between the Fall of 2017 and Spring of 2020, 495 student teacher placements have yielded a mean score of 3.37 on a four-point scale with half-points. (Possible ratings: 4, 3.5, 3, 2.5, 2, 1.5, 1)

Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
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Fall 2017-Spring 2020 Data

The cumulative GPA mean for the 495 student teacher placements was 3.52.

The overall student teacher final evaluation mean score rating was 3.37.

Fall 2017- Spring 2020	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N =
Count N=495	11	39	64	91	107	183	495
Percentage of Student Teachers	2.2%	7.9%	12.9%	18.3%	21.6%	36.9%	
Mean scores for the groups							
Student Teacher Final Evaluation Ratings (Mean)	2.95	3.32	3.33	3.32	3.40	3.43	3.37

A significant correlation exists between overall mean scores for teacher candidates and cumulative GPA. Individual results for student teachers continue to vary, but an overall pattern exists. Almost every faculty member can name a teacher candidate with a lower GPA who excelled during his or her student teaching experience, and almost every faculty member can think of an honor student who did not shine during student teaching. Examples that are contrary to the overall data pattern exist. The overall data continue to indicate a significant correlation ($p < .01$) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers.

		Overall Mean for Student Teaching Ratings	Cumulative GPA
Overall mean for Student Teaching Ratings	Pearson Correlation	1	.167**
	Sig. (2-tailed)		.000
	N	495	495
Cumulative GPA	Pearson Correlation	.167**	1
	Sig. (2-tailed)	.000	
	N	495	495

** Correlation is significant at the 0.01 level (2-tailed).

Student teacher final evaluations did not have a significant correlation with Praxis Core exams (Reading, Writing, Mathematics) or the Praxis II content or pedagogy exams.

Data impact and history:

The 2011 decision to raise the admission requirement from 2.50 to 2.75 was informed by data. The VCSU Teacher Education Committee noted that some teacher candidates with GPAs in the range of 2.50 to 2.74 were successful in their student teaching, so an appeal process was established. Teacher candidates with a GPA between 2.50 and 2.74 that have done well in their early field experiences, displayed favorable dispositions, and have shown a recent trend towards higher achievement in the classroom are able to appeal for admission.

GPA Requirement for Admission Raised based on 2004-2011 Student Teaching Data

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Student Teacher Attributes:	Cooperating teacher final evaluations						
Knowledge of Subject Matter Content (INTASC 1)	4.55	4.66	4.66	4.66	4.77	4.81	4.70
Provides Developmentally Appropriate Activities and Assignments (INTASC 2)	4.64	4.82	4.81	4.81	4.85	4.91	4.82
Adapts to Diverse Needs and Backgrounds of All Learners (INTASC 3)	4.60	4.71	4.73	4.75	4.78	4.86	4.75
Uses Technology Appropriately (INTASC 4)	4.71	4.75	4.81	4.89	4.88	4.93	4.84
Ability to Implement Appropriate Teaching Strategies (INTASC 4)	4.53	4.63	4.69	4.75	4.84	4.85	4.73
Fosters a Positive Learning Environment for Student Interaction (INTASC 5)	4.65	4.75	4.86	4.85	4.90	4.92	4.84
Rapport with Students (INTASC 5)	4.70	4.75	4.83	4.83	4.89	4.89	4.83
Organization and Classroom Management (INTASC 5)	4.46	4.50	4.53	4.62	4.71	4.76	4.61
Uses Verbal and Non-Verbal Communication to Motivate Students (INTASC 6)	4.64	4.64	4.69	4.73	4.80	4.83	4.73
Oral Expression and Effectiveness of Speech (INTASC 6)	4.51	4.63	4.63	4.65	4.70	4.81	4.67
Written Expression (INTASC 6)	4.49	4.64	4.66	4.71	4.78	4.86	4.71
Ability to Plan and Organize Lessons for Learning (INTASC 7)	4.48	4.66	4.75	4.84	4.84	4.92	4.77
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Professional Appearance and Demeanor (INTASC 9)	4.66	4.81	4.80	4.84	4.88	4.97	4.84
Commitment to Profession (INTASC 9)	4.63	4.83	4.82	4.88	4.91	4.92	4.85
Collaboration, Relationships, and Ethics (INTASC 10)	4.69	4.86	4.81	4.87	4.91	4.92	4.85
Responsibility/Dependability	4.55	4.76	4.78	4.86	4.90	4.96	4.82
Critical Thinking Skills	4.60	4.67	4.74	4.81	4.82	4.90	4.77
Tact and Judgment	4.59	4.65	4.75	4.79	4.88	4.89	4.78
Enthusiasm and Initiative	4.56	4.70	4.72	4.79	4.81	4.94	4.77
Fairness and Belief that All Students Can Learn	4.76	4.83	4.87	4.91	4.93	4.94	4.88
General Quality of Work	4.57	4.77	4.77	4.83	4.88	4.92	4.81
General Promise as a Teacher	4.55	4.76	4.82	4.86	4.92	4.94	4.83
Mean for Individual Student Teacher (Fall 2004-Spring 2011)	4.61	4.72	4.75	4.80	4.84	4.89	4.78

A significant relationship exists between GPA and Student Teacher Final Evaluations. GPA has its greatest predicative potential involving cooperating teacher ratings of Responsibility/Dependability and the overall Mean of Student Teacher ratings in all categories. (Boxes highlighted)

Comparison of GPA Subgroups with the Overall Student Teacher Mean Score

The data in the chart below indicate the results from 808 student teacher placements between the fall semester of 2004 and the spring semester of 2011. The overall mean score for the 808 student teacher placements was 4.78 with a standard deviation of .374. The purpose of this data collection was to analyze the final evaluations of student teachers (who were placed in various subgroups according to their GPA) in relationship to overall mean score for all student teachers.

The subgroup with a GPA of 2.50-2.74 had the highest percentage of student teachers with mean scores at least one standard deviation below the mean for all VCSU student teachers. This chart provides one more way of examining the significant relationship that exists between GPA and student teaching final evaluations. While VCSU has had many student teachers who have had a high final evaluation score with a GPA in the range of 2.50-2.74, the data indicate this subgroup involves the highest percentage of student teachers who are not evaluated as highly by cooperating teachers as other student teachers with higher GPAs.

Descriptive Statistics							
	N	Min	Max	Mean	Std. Dev.		
Grade Point Average	808	2.50	4.00	3.3138	.416		
Student Teaching Mean Score	808	3.00	5.00	4.7817	.374		
The overall Student Teacher Mean Score was 4.78 with a standard deviation of .37 . A student teaching score of 4.41 was used to represent a value one standard deviation from the mean. The largest percentage (26.8%) of the teacher candidates whose mean score was at least one standard deviation below average were in the GPA range of 2.50 – 2.74.							
Student Teacher Mean Score Rating	GPA 2.50 - 2.74	GPA 2.75- 2.99	GPA 3.00- 3.24	GPA 3.25- 3.49	GPA 3.50- 3.74	GPA 3.75- 4.00	Total
Number of scores below 4.41 (more than one standard deviation below the mean)	26	17	20	17	15	5	100
Percentage of student teachers one standard deviation below the overall mean for all student teachers (4.41 or lower)	26.8%	16.5%	13.1%	11.3%	9.1%	3.5%	12.3%
Percentage of student teacher mean scores at 4.41 or higher	73.2%	83.5%	86.9%	88.7%	90.8%	96.5%	87.7%
Total Number of Student Teachers (N = 808)	97	103	152	150	164	142	808

The Fall 2004 – Spring 2011 data indicated an overall trend - as student teachers' Grade Point Averages increased - student teacher final evaluations also increased.

GPA breakdown into category ranges (N =count of student teachers)

Student Teacher Final Evaluations	GPA	GPA	GPA	GPA	GPA	GPA	GPA
Fall 2004 - Spring 2011 808placements	2.50- 2.74	2.75- 2.99	3.00- 3.24	3.25- 3.49	3.50- 3.74	3.75- 4.00	2.50- 4.00
N = number of student teacher placements in the GPA range:	N= 97	N= 103	N= 152	N=150	N= 164	N= 142	N=808
Grade Point Average	2.62	2.87	3.13	3.38	3.62	3.89	3.31
Mean for Individual Student Teacher (Fall 2004 to Spring 2011, a total of 14 semesters)	4.61	4.72	4.75	4.79	4.84	4.89	4.78

Mean Score of Student Teacher Evaluations in that GPA range

*Follow-up research on decision to raise GPA minimum for admission from 2.50 to 2.75
Fall 2011 – Spring 2014, 483 placements*

GPA breakdown into category ranges (N =count of student teachers)

Student Teacher Final Evaluations	GPA	GPA	GPA	GPA	GPA	GPA	GPA
Fall 2011-Spring 2014 , 483 placements	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	2.50-4.00
GPA and Praxis I (PPST) test score means:	N= 32	N= 59	N= 80	N=99	N= 119	N= 94	N=483
Grade Point Average	2.63	2.87	3.11	3.36	3.61	3.89	3.38
Overall Mean All 44 Student Teacher Attributes (Fall 2011 to Spring 2014, 6 semesters)	3.37	3.47	3.49	3.55	3.68	3.65	3.57

Mean Score of Student Teacher Evaluations in that GPA range

As a whole, as the student teachers' Grade Point Averages increase, the student teachers' final evaluations also increase.

Follow-up research after decision to raise GPA minimum for admission from 2.50 to 2.75

Comparison of Fall 2004- Spring 2011 Student Teacher Data
with Fall 2011 – Spring 2014 Student Teacher Data
(new evaluation form – similar trends)

	GPA 2.50-2.74	GPA 2.75-2.99	GPA 3.00-3.24	GPA 3.25-3.49	GPA 3.50-3.74	GPA 3.75-4.00	Overall Average
2004-2011 Student Teachers N=808 Placements	N=97 12.0%	N = 103 12.7%	N=152 18.8%	N=150 18.6%	N=164 20.3%	N=142 17.6%	N=808 Mean GPA = 3.31
Mean Score Evaluations on a 5-point scale	4.61 Lowest Average	4.72	4.75	4.79	4.84	4.89	Student Teaching Mean = 4.78
		Similar Mean Scores from 2.75-3.49			Strongest Scores 3.50 – 4.00		
2011-2014 Student Teachers N=483 Placements	N=32 6.6%	N=59 12.2%	N=80 16.6%	N=99 20.5%	N=119 24.6%	N=94 19.5%	N = 483 Mean GPA = 3.38
Mean Score Evaluations on a 4-point scale	3.37 Lowest Average	3.47	3.49	3.55	3.68	3.65	Student Teaching Mean = 3.57
		Similar Mean Scores from 2.75-3.49			Strongest Scores 3.50 – 4.00		

Follow-up research after decision to raise GPA minimum for admission from 2.50 to 2.75

Mean scores of all 44 areas evaluated by a student teacher's cooperating teacher in relationship to the student teacher's GPA (Fall 2011 – Spring 2014) N = 483 placements

Student Teacher Mean Score Rating	GPA 2.50-2.74	GPA 2.75-2.99	GPA 3.00-3.24	GPA 3.25-3.49	GPA 3.50-3.74	GPA 3.75-4.00	Total
Final evaluation of score 1-1.99 Undeveloped	1	1	0	0	0	0	2
Final evaluation score of 2.00- 2.49 Emerging	1	2	1	1	0	0	5
Final evaluation score of 2.50-2.99 Proficient/Emerging	6	5	11	7	5	4	38
Final evaluation score of 3.00 – 3.49 Proficient	10	20	26	32	34	25	147
Final evaluation score of 3.50 – 3.99 Proficient/Distinguished	11	20	21	36	35	36	159
Final evaluation score of 4 Distinguished (Best rating possible)	3	11	21	23	45	29	132
Totals (N= 483)	32	59	80	99	119	94	483
Percent receiving a score of 4 in all student teacher categories: Distinguished (Best possible)	9.3%	18.6%	26.3%	23.2%	37.8%	30.9%	27.3%
Percent below "proficient" or 3.00	25%	13.6%	15.0%	8.1%	4.2%	4.2%	9.3%

GPA Requirement for Admission

Follow-up data on Grade Point Average (GPA) decision using new assessment from 2011-2017:

In 2011, the unit made a data driven decision that candidates must have a 2.75 GPA for admission to the Teacher Education program. The Teacher Education Committee and an ad-hoc subcommittee decided that candidates with GPAs between 2.50-2.74 may appeal for admission to the program. The appeals committee reviews a candidate's early field experiences, faculty references, dispositions, GPA in his or her major, and recent history in the program.

From a historic perspective, in the time frame between 2004 and 2011 student teachers with a GPA of 2.50-2.74 contained a higher percentage of the overall student teacher population (12%, 97 out of 808 student teacher placements between 2004 and 2011) compared to (5.8%, 53 out of 920 student teacher placements between 2011 and 2017) and the mean scores for group with GPAs between 2.50-2.74 GPA lagged behind the mean scores for the student teaching population as a whole (*4.61 mean score for the 2.50-2.74 GPA group compared to a 4.78 mean score for the student teaching population as a whole*).

Student Teacher Final Evaluations and Grade Point Average Comparisons: A significant relationship ($p < .001$) exists between GPA and Student Teacher Final Evaluations (please note the changes in subgroup mean scores from left to right)							Overall
Fall 2004 - Spring 2011	GPA 2.50-2.74	GPA 2.75-2.99	GPA 3.00-3.24	GPA 3.25-3.49	GPA 3.50-3.74	GPA 3.75-4.00	GPA 2.50-4.00
GPA range and count, N=	N=97	N=103	N=152	N=150	N=164	N=142	N=808
Grade Point Average (mean of GPA subgroup)	2.62	2.87	3.12	3.38	3.62	3.89	3.31
Overall mean for student teaching (mean of GPA subgroup)	4.61	4.72	4.75	4.80	4.84	4.89	4.78

5-point scale for 2004 – 2011 student teacher evaluation instrument: 5=Target, 3 = Acceptable, 1 = Unacceptable

Individual results for student teachers continue to vary. Cases exist where individual candidates with a lower GPA have received all the highest ratings a cooperating teacher can give and instances where teacher candidates with a high GPA received low ratings. The overall data indicate a significant correlation ($p < .01$) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers.

Student teachers with a GPA between 2.50 and 2.74, must go through an appeals process to student teach. The data indicate that the program does not have large numbers of annual placements in this appeals range, but the student teachers who are placed are doing well. Follow-up research indicates the mean scores of student teachers with a GPA between 2.50-2.74 has progressively increased. The selectivity of the teacher candidates appears to be making a difference. The success validates the decision of the Teacher Education Committee ad hoc committee and respective appeals committees.

The student teacher assessment tool was changed in the Fall of 2011 to an instrument with a 4-point rating scale.

4-point rating scale utilized by cooperating teachers while rating student teacher items:

- (4) **Distinguished:** The teacher candidate has exceptional knowledge and ability to perform this task without guidance.
- (3) **Proficient:** The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.
- (2) **Emerging:** The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.
- (1) **Undeveloped:** The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

Follow-up data on student teacher evaluations by GPA from Fall 2011- Spring 2014:

Fall 2011- Spring 2014	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=606
Count N=	32	59	80	99	119	94	483
Mean scores for the groups							
Student Teacher Final Evaluation Ratings (Mean)	3.37	3.47	3.49	3.55	3.68	3.65	3.58

The Fall 2011-Spring 2014 data for student teacher placements with a candidate whose GPA is in the 2.50 -2.74 range went from 32 placements with a 3.37 mean score rating to a total of 41 placements and an improved mean score of 3.46. The ratings of the 2.50-2.74 placements continue to improve.

Update after Spring 2015 student teacher evaluations:

Fall 2011- Spring 2015	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=606
Count N=	41	65	92	124	163	121	606
Mean scores for the groups							
Student Teacher Final Evaluation Ratings (Mean)	3.46	3.46	3.51	3.57	3.68	3.65	3.58

Update after Spring 2016 student teacher evaluations:

Fall 2011- Spring 2016	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=793
Count N=	46	78	131	178	207	153	793
Mean scores for the groups							
Student Teacher Final Evaluation Ratings (Mean)	3.47	3.44	3.48	3.52	3.64	3.61	3.55

Update after Spring 2017 student teacher evaluations:

Fall 2011- Spring 2017	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=920
Count N=	53	88	158	204	234	153	920
Mean scores for the groups							
Student Teacher Final Evaluation Ratings (Mean)	3.48	3.42	3.45	3.52	3.63	3.62	3.54

Individual results for student teachers continue to vary. The overall data continue to indicate a significant correlation ($p<.01$) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers and the teacher candidates with GPAs above 3.25 are the highest rated groups overall.

Relationship of GPA and Student Teacher Evaluations: Fall 2017-Spring 2019 (New assessment)

Between the Fall of 2017 and Spring of 2019, 363 student teacher placements have yielded a mean score of 3.35 on a four-point scale with half-points. (A new rubric included possible ratings: 4, 3.5, 3, 2.5, 2, 1.5, 1)

Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	
Fall 2017- Spring 2019	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N =
Count N=363	9	31	45	75	78	125	363
Mean scores for the groups							
Student Teacher Final Evaluation Ratings (Mean)	2.99	3.28	3.30	3.35	3.38	3.40	3.35

Relationship of GPA and Student Teacher Evaluations: Fall 2017-Spring 2020

Between the Fall of 2017 and Spring of 2020, 495 student teacher placements have yielded a mean score of 3.37 on a four-point scale with half-points. (Possible ratings: 4, 3.5, 3, 2.5, 2, 1.5, 1)

Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
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Fall 2017-Spring 2020

The mean GPA for the 495 student teacher placements was 3.52.

The mean overall student teacher final evaluation rating was 3.37.

Fall 2017- Spring 2020	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N =
Count N=495	11	39	64	91	107	183	495
Percentage of Student Teachers	2.2%	7.9%	12.9%	18.3%	21.6%	36.9%	
Mean scores for the groups							
Student Teacher Final Evaluation Ratings (Mean)	2.95	3.32	3.33	3.32	3.40	3.43	3.37

A significant correlation exists between overall mean scores for teacher candidates and cumulative GPA. Individual results for student teachers continue to vary, but an overall pattern exists. Almost every faculty member can name a teacher candidate with a lower GPA who excelled during his or her student teaching experience, and almost every faculty member can think of an honor student who did not shine during student teaching. Examples that are contrary to the overall data pattern exist. The overall data continue to indicate a significant correlation ($p < .01$) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers.

		Overall Mean for Student Teaching Ratings	Cumulative GPA
Overall mean for Student Teaching Ratings	Pearson Correlation	1	.167**
	Sig. (2-tailed)		.000
	N	495	495
Cumulative GPA	Pearson Correlation	.167**	1
	Sig. (2-tailed)	.000	
	N	495	495

** Correlation is significant at the 0.01 level (2-tailed).

Student teacher final evaluations did not have a significant correlation with Praxis Core exams (Reading, Writing, Mathematics) or the Praxis II content or pedagogy exams.

Studying the GPAs and the final evaluation ratings of student teachers continues to provide evidence that support the Teacher Education decision to raise GPA expectations from 2.50 to 2.75. The appeal process in place has permitted eleven teacher candidates to move forward and all eleven have successfully completed their experience.