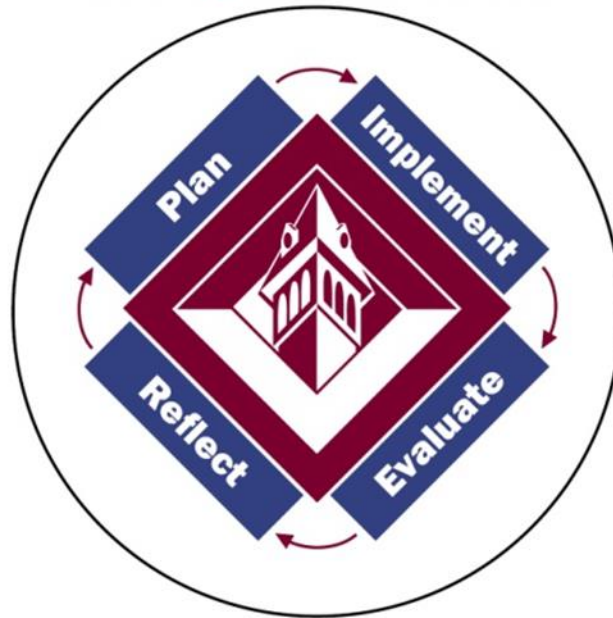


**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Completer Survey Data from 1st Year Teachers

Transition to Teaching (TTS) Data – 1st Year Teachers: 2012 – 2021

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

InTASC Standard	Transition to Teaching/ First Year Teacher 2019-2020 Completers. “To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?”	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students’ prior knowledge or experiences in instructional planning.	35	62.5%	16	28.6%	4	7.1%	1	1.8%	3.52	56
1	Differentiate for students at varied developmental levels.	33	58.9%	17	30.4%	5	8.9%	1	1.8%	3.46	56
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	32	57.1%	22	39.3%	1	1.8%	1	1.8%	3.52	56
2	Differentiate instruction for a variety of learning needs.	37	66.1%	17	30.4%	1	1.8%	1	1.8%	3.61	56
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	30	53.6%	19	33.9%	6	10.7%	1	1.8%	3.39	56
2	Differentiate instruction for students with IEPs and 504 plans.	31	55.4%	13	23.2%	9	16.1%	3	5.4%	3.29	56
2	Differentiate instruction for students with mental health needs.	30	53.6%	13	23.2%	10	17.9%	3	5.4%	3.25	56
2	Differentiate instruction for gifted and talented students.	30	53.6%	14	25.0%	7	12.5%	5	8.9%	3.23	56
2	Differentiate instruction for English-language learners.	23	41.1%	21	37.5%	8	14.3%	4	7.1%	3.13	56
2	Access resources to foster learning for students with diverse needs.	29	51.8%	21	37.5%	3	5.4%	3	5.4%	3.36	56
3	Develop and maintain a classroom environment that promotes student engagement.	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
3	Respond appropriately to student behavior.	33	58.9%	18	32.1%	3	5.4%	2	3.6%	3.46	56
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	37	66.1%	16	28.6%	1	1.8%	2	3.6%	3.57	56
3	Help students regulate their own behavior.	28	50.0%	17	30.4%	8	14.3%	3	5.4%	3.40	56
3	Effectively organize the physical environment of the classroom for instruction.	39	69.6%	12	21.4%	4	7.1%	1	1.8%	3.59	56
3	Clearly communicate expectations for appropriate student behavior.	34	60.7%	18	32.1%	2	3.6%	2	3.6%	3.50	56
4	Effectively teach the subject matter in my licensure area.	45	80.4%	8	14.3%	2	3.6%	1	1.8%	3.73	56
5	Design activities where students engage with subject matter from a variety of perspectives.	35	62.5%	16	28.6%	4	7.1%	1	1.8%	3.52	56
5	Help students develop critical thinking processes.	34	60.7%	16	28.6%	5	8.9%	1	1.8%	3.48	56
5	Help students develop skills to solve complex problems.	32	58.2%	18	32.7%	4	7.3%	1	1.8%	3.47	55
5	Make interdisciplinary connections among core subjects.	33	58.9%	20	35.7%	2	3.6%	1	1.8%	3.52	56
5	Help students analyze multiple sources of evidence to draw sound conclusions.	28	50.0%	20	35.7%	7	12.5%	1	1.8%	3.34	56
5	Connect core content to students' real-life experiences.	38	67.9%	15	26.8%	3	5.4%	0	0.0%	3.63	56
5	Help students work together to achieve learning goals.	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
6	Design and modify assessments to match learning objectives.	32	57.1%	19	33.9%	5	8.9%	0	0.0%	3.48	56
6	Provide students with meaningful feedback to guide next steps in learning.	41	73.2%	12	21.4%	3	5.4%	0	0.0%	3.68	56
6	Engage students in self-assessment strategies.	29	51.8%	21	37.5%	6	10.7%	0	0.0%	3.41	56
6	Use formative and summative assessments to inform instructional practice.	41	73.2%	14	25.0%	1	1.8%	0	0.0%	3.71	56
6	Identify issues of reliability and validity in assessment.	29	51.8%	22	39.3%	3	5.4%	2	3.6%	3.39	56
6	Analyze appropriate types of assessment data to identify student learning needs.	36	64.3%	14	25.0%	5	8.9%	1	1.8%	3.52	56
6	Differentiate assessment for all learners.	34	60.7%	18	32.1%	4	7.1%	0	0.0%	3.54	56

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

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

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).

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	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).

VCSU completers are surveyed in the spring of their first year of teaching. These survey data are gathered from 2017-2018 alumni in the spring of 2019. *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.	30	53.6%	23	41.1%	3	5.4%	0	0.0%	3.48	56
1	Differentiate for students at varied developmental levels.	29	52.7%	17	30.9%	7	12.7%	2	3.6%	3.33	55
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	32	57.1%	20	35.7%	3	5.4%	1	1.8%	3.48	56
2	Differentiate instruction for a variety of learning needs.	29	52.7%	17	30.9%	7	12.7%	2	3.6%	3.33	55
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	33	58.9%	12	21.4%	10	17.9%	1	1.8%	3.38	56
2	Differentiate instruction for students with IEPs and 504 plans.	30	53.6%	12	21.4%	11	19.6%	3	5.4%	3.23	56
2	Differentiate instruction for students with mental health needs.	28	50.0%	8	14.3%	15	26.8%	5	8.9%	3.05	56
2	Differentiate instruction for gifted and talented students.	29	51.8%	14	25.0%	10	17.9%	3	5.4%	3.23	56
2	Differentiate instruction for English-language learners.	30	54.5%	9	16.4%	13	23.6%	3	5.5%	3.20	55
2	Access resources to foster learning for students with diverse needs.	27	48.2%	19	33.9%	10	17.9%	0	0.0%	3.30	56
3	Develop and maintain a classroom environment that promotes student engagement.	36	64.3%	17	30.4%	2	3.6%	1	1.8%	3.57	56
3	Respond appropriately to student behavior.	27	48.2%	22	39.3%	5	8.9%	2	3.6%	3.32	56
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	40	71.4%	12	21.4%	4	7.1%	0	0.0%	3.64	56
3	Help students regulate their own behavior.	26	46.4%	21	37.5%	7	12.5%	2	3.6%	3.27	56
3	Effectively organize the physical environment of the classroom for instruction.	36	64.3%	17	30.4%	2	3.6%	1	1.8%	3.57	56
3	Clearly communicate expectations for appropriate student behavior.	33	58.9%	21	37.5%	1	1.8%	1	1.8%	3.54	56
4	Effectively teach the subject matter in my licensure area.	31	55.4%	24	42.9%	1	1.8%	0	0.0%	3.54	56
5	Design activities where students engage with subject matter from a variety of perspectives.	36	64.3%	17	30.4%	3	5.4%	0	0.0%	3.59	56
5	Help students develop critical thinking processes.	28	50.0%	21	37.5%	5	8.9%	2	3.6%	3.34	56
5	Help students develop skills to solve complex problems.	28	50.0%	23	41.1%	4	7.1%	1	1.8%	3.39	56
5	Make interdisciplinary connections among core subjects.	29	51.8%	22	39.3%	5	8.9%	0	0.0%	3.43	56
5	Help students analyze multiple sources of evidence to draw sound conclusions.	26	46.4%	22	39.3%	8	14.3%	0	0.0%	3.32	56
5	Connect core content to students’ real-life experiences.	37	66.1%	16	28.6%	3	5.4%	0	0.0%	3.61	56
5	Help students work together to achieve learning goals.	37	67.3%	14	25.5%	3	5.5%	1	1.8%	3.58	55
6	Design and modify assessments to match learning objectives.	34	60.7%	18	32.1%	4	7.1%	0	0.0%	3.54	56
6	Provide students with meaningful feedback to guide next steps in learning.	31	56.4%	20	36.4%	4	7.3%	0	0.0%	3.49	55
6	Engage students in self-assessment strategies.	29	52.7%	20	36.4%	4	7.3%	2	3.6%	3.38	55
6	Use formative and summative assessments to inform instructional practice.	39	70.9%	15	27.3%	1	1.8%	0	0.0%	3.69	55
6	Identify issues of reliability and validity in assessment.	30	54.5%	18	32.7%	7	12.7%	0	0.0%	3.42	55
6	Analyze appropriate types of assessment data to identify student learning needs.	30	54.5%	19	34.5%	6	10.9%	0	0.0%	3.44	55
6	Differentiate assessment for all learners.	31	56.4%	14	25.5%	7	12.7%	3	5.5%	3.33	55
7	Design long-range instructional plans that meet curricular goals.	26	46.4%	22	39.3%	6	10.7%	2	3.6%	3.29	56
7	Regularly adjust instructional plans to meet students’ needs.	32	57.1%	20	35.7%	4	7.1%	0	0.0%	3.50	56
7	Plan lessons with clear learning objectives/goals in mind.	41	73.2%	13	23.2%	2	3.6%	0	0.0%	3.70	56

8	Select instructional strategies to align with learning goals and standards.	35	62.5%	16	28.6%	5	8.9%	0	0.0%	3.54	56
8	Use digital and interactive technologies to achieve instructional goals.	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
8	Engage students in using a range of technology tools to achieve learning goals.	31	55.4%	17	30.4%	8	14.3%	0	0.0%	3.41	56
8	Use effective communication skills and strategies to convey ideas and information to students.	39	69.6%	16	28.6%	1	1.8%	0	0.0%	3.68	56
9	Seek out learning opportunities that align with my professional development goals.	31	55.4%	21	37.5%	4	7.1%	0	0.0%	3.48	56
9	Access the professional literature to expand my knowledge about teaching and learning.	30	53.6%	21	37.5%	4	7.1%	1	1.8%	3.43	56
9	Use colleague feedback to support my development as a teacher.	39	69.6%	12	21.4%	4	7.1%	1	1.8%	3.59	56
9	Uphold laws related to student rights and teacher responsibility.	36	64.3%	17	30.4%	3	5.4%	0	0.0%	3.59	56
9	Act as an advocate for all students.	42	75.0%	10	17.9%	4	7.1%	0	0.0%	3.68	56
10	Collaborate with parents and guardians to support student learning.	21	37.5%	23	41.1%	11	19.6%	1	1.8%	3.14	56
10	Collaborate with teaching colleagues to improve student performance.	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56

<i>The responses in this table are gathered from 2017-2018 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.	45	80.4%	9	16.1%	2	3.6%	0	0%	3.77	56
I am as happy about teaching as I thought I would be.	34	60.7%	16	28.6%	5	8.9%	1	1.8%	3.48	56
The rewards of teaching are worth the efforts required by my preparation program.	43	76.8%	8	14.3%	4	7.1%	1	1.8%	3.66	56
My teacher education program prepared me to be successful in my current teaching position.	38	67.9%	11	19.6%	6	10.7%	1	1.8%	3.28	56

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 2012-2021)

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%). In 2021, 56 of 112 completers with full-time teaching positions (50%) responded to the main teacher preparation items.

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...

Account 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
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	28.1%	4	7.0%	0	0.0%	3.58	57
2021	35	62.5%	16	28.6%	4	7.1%	1	1.8%	3.52	56
Overall Total	305	62.0%	160	32.5%	25	5.1%	2	0.4%	3.56	492

Differentiate at varied developmental levels	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
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
2021	33	58.9%	17	30.4%	5	8.9%	1	1.8%	3.46	56
Overall Total	145	52.7%	94	34.2%	32	11.6%	4	1.5%	3.38	275

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
<i>Item not in 2012-2013 surveys</i>										
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
2021	37	66.1%	17	30.4%	1	1.8%	1	1.8%	3.61	56
Overall Total	244	56.9%	146	34.0%	33	7.7%	6	1.4%	3.46	429

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	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	59.6%	16	28.1%	6	10.5%	1	1.8%	3.46	57	
2021	32	57.1%	22	39.3%	1	1.8%	1	1.8%	3.52	56	
Overall Total	285	58.4%	166	34.0%	31	6.4%	6	1.2%	3.50	488	1
Differentiate instruction for gifted and talented students	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	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	
2021	30	53.6%	14	25.0%	7	12.5%	5	8.9%	3.23	56	
Overall Total	211	43.5%	167	34.4%	86	17.7%	21	4.3%	3.17	485	1

Differentiate 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	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	
2021	23	41.1%	21	37.5%	8	14.3%	4	7.1%	3.13	56	
Overall Total	183	38.1%	173	36.0%	101	21.0%	23	4.8%	3.08	480	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	
<i>Item not in 2012-2013 surveys</i>											
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	
2021	30	53.6%	19	33.9%	6	10.7%	1	1.8%	3.39	56	
Overall Total	235	54.8%	144	33.6%	43	10.0%	7	1.6%	3.41	429	

Access resources to foster learning for students with diverse needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
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
2021	29	51.8%	21	37.5%	3	5.4%	3	5.4%	3.36	56
Overall Total	231	50.8%	165	36.3%	49	10.8%	10	2.2%	3.36	455

Differentiates instruction for students with mental health needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	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	
2021	30	53.6%	13	23.2%	10	17.9%	3	5.4%	3.25	56	
Overall Total	176	38.9%	157	34.7%	97	21.5%	22	4.9%	3.08	452	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
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
2021	31	55.4%	13	23.2%	9	16.1%	3	5.4%	3.29	56
Overall Total	133	48.4%	81	29.5%	48	17.5%	13	4.7%	3.21	275

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
2021	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
Overall Total	367	74.7%	105	21.4%	17	3.5%	2	0.4%	3.70	491

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
2021	34	60.7%	18	32.1%	2	3.6%	2	3.6%	3.50	56
Overall Total	335	68.2%	135	27.5%	17	3.5%	4	0.8%	3.63	491
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
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
2021	37	66.1%	16	28.6%	1	1.8%	2	3.6%	3.57	56
Overall Total	373	76.1%	99	20.2%	13	2.7%	5	1.0%	3.71	490

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
2021	33	58.9%	18	32.1%	3	5.4%	2	3.6%	3.46	56
Overall Total	268	58.9%	143	31.4%	37	8.1%	7	1.5%	3.48	455
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
2021	39	69.6%	12	21.4%	4	7.1%	1	1.8%	3.59	56
Overall Total	312	68.6%	113	24.8%	24	5.3%	6	1.3%	3.61	455

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
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
2021	28	50.0%	17	30.4%	8	14.3%	3	5.4%	3.40	56
Overall Total	145	52.7%	82	29.8%	40	14.5%	8	2.9%	3.32	275

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...

Effectively teach the subject matter in my 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
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
2021	45	80.4%	8	14.3%	2	3.6%	1	1.8%	3.73	56
Overall Total	360	73.0%	121	24.5%	10	2.0%	2	0.4%	3.70	493

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
2021	35	62.5%	16	28.6%	4	7.1%	1	1.8%	3.52	56
Overall Total	289	66.7%	127	29.3%	15	3.5%	2	0.5%	3.62	433
Help students develop critical thinking processes	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
<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
2021	34	60.7%	16	28.6%	5	8.9%	1	1.8%	3.48	56
Overall Total	243	56.3%	158	36.6%	26	6.0%	5	1.2%	3.48	432

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
2021	32	58.2%	18	32.7%	4	7.3%	1	1.8%	3.47	55
Overall Total	236	54.8%	164	38.1%	27	6.3%	4	0.9%	3.47	431
Make 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
<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
2021	33	58.9%	20	35.7%	2	3.6%	1	1.8%	3.52	56
Overall Total	256	59.3%	151	35.0%	22	5.1%	3	0.7%	3.53	432

Connect 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
<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
2021	38	67.9%	15	26.8%	3	5.4%	0	0.0%	3.63	56
Overall Total	294	68.5%	120	28.0%	13	3.0%	2	0.5%	3.65	429
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
2021	28	50.0%	20	35.7%	7	12.5%	1	1.8%	3.34	56
Overall Total	143	51.4%	100	36.0%	32	11.5%	3	1.1%	3.38	278
Help 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
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
2021	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
Overall Total	192	69.6%	73	26.4%	10	3.6%	1	0.4%	3.65	276

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	
2021	41	73.2%	12	21.4%	3	5.4%	0	0.0%	3.68	56	
Overall Total	324	65.9%	147	29.9%	17	3.5%	4	0.8%	3.61	492	
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	59.6%	18	31.6%	4	7.0%	1	1.8%	3.49	57	
2021	29	51.8%	21	37.5%	6	10.7%	0	0.0%	3.41	56	
Overall Total	251	51.1%	192	39.1%	41	8.4%	7	1.4%	3.40	491	1

Design and modify assessments to match learning objectives	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
<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
2021	32	57.1%	19	33.9%	5	8.9%	0	0.0%	3.48	56
Overall Total	266	61.1%	142	32.6%	26	6.0%	1	0.2%	3.55	435
Use formative and summative assessments to inform instructional practice	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 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
2021	41	73.2%	14	25.0%	1	1.8%	0	0.0%	3.71	56
Overall Total	320	73.7%	104	24.0%	8	1.8%	2	0.5%	3.71	434

Analyze appropriate types of assessment data to identify student learning needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
<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	5.3%	1	1.8%	3.53	57
2021	36	64.3%	14	25.0%	5	8.9%	1	1.8%	3.52	56
Overall Total	260	60.0%	138	31.9%	31	7.2%	4	0.9%	3.51	433
Identify issues of reliability and validity in assessment.	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	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
2021	29	51.8%	22	39.3%	3	5.4%	2	3.6%	3.39	56
Overall Total	243	56.3%	152	35.2%	33	7.6%	4	0.9%	3.47	432

Differentiate assessment for all learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
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
2021	34	60.7%	18	32.1%	4	7.1%	0	0.0%	3.54	56
Overall Total	159	56.8%	89	31.8%	25	8.9%	7	2.5%	3.43	280

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
2021	25	44.6%	26	46.4%	4	7.1%	1	1.8%	3.34	56
Overall Total	249	50.6%	191	38.8%	43	8.7%	9	1.8%	3.38	492

Regularly adjust instructional plans to meet students' needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	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	
2021	38	67.9%	17	30.4%	1	1.8%	0	0.0%	3.66	56	
Overall Total	335	68.1%	124	25.2%	30	6.1%	3	0.6%	3.61	492	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	78.9%	11	19.3%	1	1.8%	0	0.0%	3.77	57	
2021	43	76.8%	10	17.9%	2	3.6%	1	1.8%	3.70	56	
Overall Total	385	77.9%	97	19.6%	11	2.2%	1	0.2%	3.75	494	

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

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
2021	38	67.9%	16	28.6%	1	1.8%	1	1.8%	3.63	56
Overall Total	334	68.0%	141	28.7%	13	2.6%	3	0.6%	3.64	491

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...

Use 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
<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
2021	41	73.2%	11	19.6%	4	7.1%	0	0.0%	3.66	56
Overall Total	281	65.0%	122	28.2%	26	6.0%	3	0.7%	3.58	432
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
2021	40	71.4%	13	23.2%	3	5.4%	0	0.0%	3.66	56
Overall Total	170	61.2%	84	30.2%	23	8.3%	1	0.4%	3.52	278

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...

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
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
2021	34	60.7%	18	32.1%	2	3.6%	2	3.6%	3.50	56
Overall Total	335	68.2%	135	27.5%	17	3.5%	4	0.8%	3.63	491
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
2021	40	71.4%	12	21.4%	3	5.4%	1	1.8%	3.63	56
Overall Total	362	73.9%	115	23.5%	10	2.0%	3	0.6%	3.71	490

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	59.6%	16	28.1%	5	8.8%	2	3.5%	3.44	57
2021	32	57.1%	17	30.4%	5	8.9%	2	3.6%	3.41	56
Overall Total	250	58.3%	144	33.6%	27	6.3%	8	1.9%	3.48	429
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
2021	34	60.7%	17	30.4%	3	5.4%	2	3.6%	3.48	56
Overall Total	291	58.7%	167	33.7%	33	6.7%	5	1.0%	3.50	496

Uphold laws related to student rights and teacher responsibility	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
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
2021	37	66.1%	16	28.6%	1	1.8%	2	3.6%	3.57	56
Overall Total	352	70.8%	124	24.9%	15	3.0%	6	1.2%	3.65	497
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
2021	43	76.8%	12	21.4%	1	1.8%	0	0.0%	3.75	56
Overall Total	360	72.4%	117	23.5%	16	3.2%	4	0.8%	3.68	497

Act 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
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	78.9%	9	15.8%	3	5.3%	0	0.0%	3.74	57
2021	42	75.0%	11	19.6%	2	3.6%	1	1.8%	3.68	56
Overall Total	218	78.7%	48	17.3%	9	3.2%	2	0.7%	3.74	277

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...

Collaborate 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
<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
2021	41	73.2%	11	19.6%	2	3.6%	2	3.6%	3.63	56
Overall Total	304	71.4%	102	23.9%	15	3.5%	5	1.2%	3.65	426

Collaborates with parents and guardians to support student learning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	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	
2021	31	55.4%	13	23.2%	9	16.1%	3	5.4%	3.29	56	
Overall Total	251	50.8%	170	34.4%	61	12.3%	12	2.4%	3.34	494	2