

**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 2021

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?	2011-2019 Total	Percent	2011-2020 Total	Percent	2011-2021 Total	Percent
Definitely Yes	698	75.70%	801	75.92%	895	75.46%
Probably Yes	201	21.80%	230	21.80%	261	22.01%
Probably No	18	1.95%	19	1.80%	25	2.11%
Definitely No	5	0.54%	5	0.47%	5	0.42%
Total	922		1055		1186	

VCSU student teachers rate their program satisfaction in a highly favorable manner. Between 2011 and 2019, 97.5% of the teacher candidates finishing the program rated stated they would “Definitely Yes” recommend the program (75.7%) and another 21.8% would “Probably Yes” recommend the program to other prospective teachers. Only 5 of 922 exiting student teachers stated that they would “Definitely Not” recommend the program. The Spring of 2021 data display the consistency of teacher preparation satisfaction levels of teacher candidates. The “Definitely Yes” plus “Probably Yes” ratings still round to 97.5% (97.47%) and the “Definitely No” rating only 5 out of 1186 teacher candidates.

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	58.93 %	34.64 %	4.67 %	0.83 %	0.92 %	1198
Advising on content course requirements	60.23 %	32.41 %	4.76 %	1 %	1.59 %	1197
Quality of instruction in your teacher preparation courses	55.97 %	40.35 %	3.34 %	0.25 %	0.08 %	1197
Balance between theory and practice in your teacher preparation courses	45.32 %	48.41 %	5.85 %	0.42 %	0 %	1196
Integration of technology throughout your teacher preparation program	55.77 %	37.54 %	6.19 %	0.42 %	0.08 %	1196
Coherence between your coursework and field experiences prior to student teaching	51.67 %	41.97 %	5.85 %	0.33 %	0.17 %	1196
Quality of field experiences prior to student teaching	61.15 %	33.42 %	4.76 %	0.5 %	0.17 %	1197
Your student teaching placement site	83.95 %	13.46 %	1.67 %	0.75 %	0.17 %	1196

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 trend is positive as the “Very Satisfied” percentage was at 43.82% after the Spring of 2019 and now is at 45.32% after the Spring of 2021.

Exit Survey data related to the InTASC standards

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 2021)

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. The trend of the data is positive as the “Very Satisfied” percentage was at 58.94% after the Spring of 2019 and now is at 60.942% after the Spring of 2021.

Action: The data continue to be favorable. The ratings 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 historic comparison with the Fall 2011- Spring 2021 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 2021)

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.	51.24 %	40.31 %	7.51 %	0.6 %	0.34 %	1171
Differentiate instruction for a variety of learning needs.	57.49 %	37.7 %	4.19 %	0.42 %	0.21 %	955
Differentiate for students at varied developmental levels.	59.14 %	35.32 %	5.02 %	0.42 %	0.1 %	957
Differentiate to meet the needs of students from various socioeconomic backgrounds.	56.83 %	35.58 %	7 %	0.43 %	0.17 %	1172
Differentiate instruction for students with IEPs and 504 plans.	41.63 %	40.9 %	15.38 %	1.88 %	0.21 %	956
Differentiate instruction for students with mental health needs.	34.24 %	42.93 %	19.23 %	2.63 %	0.97 %	1139
Differentiate instruction for gifted and talented students.	41.7 %	43.9 %	11.5 %	2.19 %	0.7 %	1139
Differentiate instruction for English-language learners.	37.77 %	43.99 %	14.75 %	2.47 %	1.02 %	1173
Access resources to foster learning for students with diverse needs.	48.53 %	42.03 %	8.39 %	0.84 %	0.21 %	954

Analysis: When the unit examines Exit Survey data related to the state standards, the data are positive. Over 91% 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 clearly areas where data indicate VCSU can do more to prepare teacher candidates.

Action: The data indicate work needs to be done. The good news is that “Agree” ratings range from 1 to 5% higher in every category compared to the 2011-2019 data. 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 and the 2020-2021 data continued the trend.

These data exist for historic comparison with the Fall 2011- Spring 2021 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 2021)

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.	71.56 %	26.76 %	1.24 %	0.36 %	0.09 %	1125
Help students work together to achieve learning goals.	73.31 %	24.68 %	1.9 %	0.11 %	0 %	948
Develop and maintain a classroom environment that promotes student engagement.	74.31 %	23.56 %	1.86 %	0.18 %	0.09 %	1129
Respond appropriately to student behavior.	59.90 %	34.25 %	5.25 %	0.52 %	0.09 %	1162
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	71.61 %	26.53 %	1.69 %	0 %	0.18 %	1127
Help students regulate their own behavior.	57.96 %	35.04 %	6.46 %	0.44 %	0.09 %	1130
Effectively organize the physical environment of the classroom for instruction.	66.37 %	28.38 %	4.54 %	0.62 %	0.09 %	1124

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: Over the past five years 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. The COVID-19 complications hopefully will not hurt the program's forward momentum and teacher candidates' perspectives too much.

These data exist for historic comparison with the Fall 2011- Spring 2021 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 2021)**

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.	69.39 %	27.82 %	2.45 %	0.25 %	0.08 %	1186

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. The “Agree” and “Tend to Agree” total is up to (97.21%) after the Spring of 2021 compared to (96.97%) after the Spring of 2019.

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 historic comparison with the Fall 2011- Spring 2021 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.	68.03 %	28.4 %	3.22 %	0.26 %	0.09 %	1148
Help students develop critical thinking processes.	59.61 %	37.38 %	2.8 %	0.21 %	0 %	963
Help students develop skill to solve complex problems.	55.61 %	40.23 %	3.85 %	0.31 %	0 %	962
Understand how interdisciplinary themes connect to core subjects.	56.31 %	39.21 %	3.96 %	0.52 %	0 %	959
Help students analyze multiple sources of evidence to draw sound conclusions.	56.24 %	38.93 %	4.41 %	0.42 %	0 %	953
Connect core content to students' real-life experiences.	69.80 %	27.99 %	2.04 %	0.09 %	0.09 %	1129

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 95%) 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 historic comparison with the Fall 2011- Spring 2021 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 2021)**

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.	57.63 %	36.61 %	5.08 %	0.51 %	0.17 %	1180
Provide students with meaningful feedback to guide next steps in learning.	67.19 %	29.41 %	3.14 %	0.26 %	0 %	1146
Engage students in self-assessment strategies.	58.17 %	35.72 %	5.68 %	0.44 %	0 %	1145
Use formative and summative assessments to inform instructional practice.	74.66 %	23.68 %	1.56 %	0.1 %	0 %	963
Understand issues of reliability and validity in assessment.	58.26 %	37.07 %	4.36 %	0.31 %	0 %	963
Analyze appropriate types of assessment data to identify student learning needs.	60.96 %	34.99 %	3.84 %	0.21 %	0 %	963
Differentiate assessment for all learners.	56.98 %	36.35 %	6.03 %	0.63 %	0 %	630

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. After the Spring of 2019 and again after the Spring of 2020, the lowest combination of agree or tend to agree was 92%. In the Spring of 2021, the lowest was 93% 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 indicated increased percentages in the "Agree" ratings for every item. The 2019 exit survey data increased in each area of assessment as well. The positive pattern has continued.

These data exist for historic 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 2021)**

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.	56.15 %	37.84 %	4.97 %	0.87 %	0.17 %	1147
Regularly adjust instructional plans to meet students' needs.	64.89 %	31.35 %	3.06 %	0.61 %	0.09 %	1145
Plan lessons with clear learning objectives/goals in mind.	79.34 %	18.48 %	1.74 %	0.35 %	0.09 %	1147

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 97.82% 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 historic comparison with the Fall 2011- Spring 2021 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 2021)**

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.	66.5 %	31.47 %	1.69 %	0.25 %	0.08 %	1182
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	51.24 %	40.31 %	7.51 %	0.6 %	0.34 %	1171
Effectively teach the subject matter in my licensure area.	69.39 %	27.82 %	2.45 %	0.25 %	0.08 %	1186

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 and the "Agree" ratings are trending in a positive direction.

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 completers often rate survey items related to technology and communication favorably.

These data exist for historic comparison with the Fall 2011- Spring 2021 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 2021)						
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	55.77 %	37.54 %	6.19 %	0.42 %	0.08 %	1196
Use digital and interactive technologies to achieve specific learning goals.	61.71 %	32.47 %	5.2 %	0.62 %	0 %	961
Engage students in using a range of technology tools to access, interpret, evaluate, and apply information.	59.42 %	34.13 %	5.72 %	0.73 %	0 %	961

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 2021)**

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.	71.56 %	26.76 %	1.24 %	0.36 %	0.09 %	1125
Use effective communication skills and strategies to convey ideas and information to students.	72.53 %	26.04 %	1.16 %	0.18 %	0.09 %	1125

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 historic comparison with the Fall 2011- Spring 2021 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.	78.84 %	16.84 %	2.94 %	1.21 %	0.17 %	1158
Seek out learning opportunities that align with my professional development goals.	61.29 %	32.59 %	5.49 %	0.63 %	0 %	948
Access the professional literature to expand my knowledge about teaching and learning.	58.12 %	35.49 %	5.77 %	0.62 %	0 %	1127
Use colleague feedback to support my development as a teacher.	70.27 %	27.61 %	2.04 %	0.09 %	0 %	1130
Uphold laws related to student rights and teacher responsibility.	70.03 %	27.72 %	1.92 %	0.32 %	0 %	624

Analysis: Teacher candidates verify the unit’s emphasis on reflective practice by a 95% Exit Survey rating, agreed (78.84%) or tended to agree (16.84%) they have developed basic skills as reflective practitioners. The program’s efforts to promote professional ethics are also verified in this section with 70.03% rating agree and another 27.72% tending to agree for a total of 97.75% positive ratings for the item “Uphold laws related to student rights and teacher responsibility.”

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 historic comparison with the Fall 2011- Spring 2021 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 2021)**

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.	52.28 %	36.89 %	9.72 %	0.86 %	0.26 %	1163
Collaborate with teaching colleagues to improve student performance.	70.65 %	26.94 %	2.07 %	0.26 %	0.09 %	1162

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. VCSU also needs to keep working on ways to help teacher candidates learn more about working with parents.

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.**