

## Annual Data Sharing Session Comments August 5, 2020

### Discussions held through Microsoft Teams

**Participants:** VCSU faculty members Joan Klein, David Hanson, Tim Michaelson, Angie Williams, and Jodi Shorma facilitated five separate groups of educators through Microsoft Teams. The educators who joined the session have worked with teacher candidates in Wyoming as well as small, medium, and large districts in North Dakota. The educators included a special education teacher, a technology coordinator, a student performance strategist, principals, K-12 classroom teachers from both the elementary and secondary levels, and VCSU faculty members who prepare teacher candidates for the elementary, secondary, and K-12 levels. The School of Education assessment coordinator and administrative assessment assistant prepared the data and organized the links to the session.

The participants' comments about strengths and weaknesses are listed in Section I. The participants were asked to reflect on how their teaching changed in the midst of their COVID-19 experiences, and what type of adjustments educator preparation programs might consider making. The COVID-19 comments are shared in Section II, beginning with page nine of this summary.

There are some "thank you" comments in the midst of the first section and a couple of isolated "thank you" comments shared at the end of the summary. We included these "thank you" notes as an indicator that K-12 educators and VCSU faculty members appreciate the opportunity to view data about how teacher candidates are performing, and to a greater extent, we believe educators K-16 appreciate partnership and opportunities for dialogue about the continuous improvement of teacher preparation.

A link to the data and the audio instructions are available.

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

Instructions: <https://screencast-o-matic.com/watch/cYiUI7EEel>

### Section I Comments from Participants about Strengths and Considerations for Improvement

Thank you so much for this opportunity to look through data 😊

Positive:

\*cooperating teacher and student teacher are marking themselves around the same percentages...this tells me the program is building REFLECTIVE teachers. So important with our jobs as we have to be making a million decisions a day!

Next Steps to consider for the program:

\*teaching students some basic/generic ways to get data and go through the data driven dialogue such as: exit slips, running records using meaning, structure and visual cues

\* classroom management: teaching students about trauma and how to support it. With COVID the number 1 response I hope ALL teachers do when they get back to the classroom is to treat every kid with Trauma. Many children feel lonely and it needs to be discussed and labeled that its ok.

\*\*\*\*teaching students de-escalating skills. This is the most proactive way to prevent disruptions within the classroom

\*\*\*\*teaching students the skill of not 'siloing' academics and mental health but crafting them together. (a skill we ALL can benefit from)

I sure do love the passion that new teachers bring into our buildings. I LOVE the substitute teaching aspect within the last few years has been awesome...a win-win for us all!

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- Would it be possible to replace the 'parent involvement' survey questions to 'PLC involvement' questions? We've discussed in the past that our students really don't collaborate with parents – maybe just a bit

during conferences – and that work within the Professional Learning Committee might be a stronger item to evaluate.

- Differentiation is difficult to teach AND also perform. Could we set up more tours, or ask professional teachers to record themselves demonstrating techniques (like differentiation) to build a 'library' of videos for our VCSU students? Many of us need to SEE something in order to understand it better.
- Is it time to add more coursework for mental health training? We agree that this needs to be infused and not taught in isolation, but wonder if we need more. Merging practicum and classroom management into one course could be split apart – to feature more de-escalating skills, more voice calming techniques, more self-regulating strategies.....just overall 'toolbox' techniques that would fall under mental health training, as a stand alone course.
- When our students receive data from their students, we don't see them applying it. They may ask for an exit slip or a 'thumbs up' but then we don't see the follow up afterwards. As they move on, what is their plan to address those students who weren't mastering the concept? We need to help them take the instruction further so they can address that data they discovered through their assessments. We also want them to be able to write their own assessments, as some schools have no curriculum to follow.
- How can we help our students (and other schools) this fall during the pandemic crisis?
- Pair our preservice teachers with students who need tutoring support
- Pair our preservice teachers with students who need social support – almost like a 'Big Brother/Big Sister' program
- Pair our preservice teachers with families who have decided to homeschool this year, service as their support system when hitting roadblocks
- Ask our alumni teachers to allow our preservice teachers to join their online instructional sessions, to get another opportunity to SEE how this can be done effectively
- Include the online school (Minneapolis) in our practicum experience again, as online deliveries may become more and more 'normal' in the following years. Would it be beneficial to have some of those tools to experience and improve?

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Thanks for organizing the data sharing session. I cannot tell you how much I value the discussions!

Here are a few of my highlights/comments:

- Collaboration with parents- changed to PLC collaboration within assigned building for student teaching experience
- Model self-assessment across the board
- Streamline coursework- having trauma, differentiation, resilience etc. build upon each other through our teacher ed coursework

Everyone is doing a wonderful job 😊

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I have to be honest with you that the sharing of information was confusing at the beginning but we got it going 😊

- \*\*Improve by adding to the diversity classes
- \*\*Inviting administrators to come into the diversity classes as a panel like set up to discuss different scenarios they have had to deal with. Along with this maybe invite student teachers with diverse backgrounds and have them share their experiences.
- \*\* Explore the Special Education part of DPI website to help with student teaching awareness.
- \*\*Teach how to Incorporate different modes of virtual learning...
- \*\*Improve the classroom management practicum class. If they are not being exposed to behavioral problems the student teachers will not get the experience.
- \*\* Teach Zoom and Teams technology

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I really enjoyed being a part of this once again. Here are my takeaways:

- \* even though assessment is still low, it is improving....my student teacher and I both worked on using assessment data to drive instruction and had some good results with student growth

- \* parent collaboration is an area of growth as well but this spring, both my student teacher and I collaborated more with parents than we ever have to effectively meet students' needs with distance learning
  - \* global awareness/multicultural awareness – we discussed how this is an area that is low, but it is hard to know how to improve it – Abby had some great insight on this
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From K-12:

- It is difficult to engage in global awareness or education without having a person not born and raised in North Dakota to help educate the teachers and students on culture.
  - It can feel less important to teach global education sometimes.
  - Surprised that communication with parents was low, simply because everything was placed online. Seems like more communication would be taking place.
  - Opportunities to talk to parents are often given to regular classroom teachers just because of how scarce and important they are.
  - University students benefit when they have opportunities to role play (talk with parents, guardians, community member)
  - There is a need for professional development and engagement in how to handle hate talk in schools.
  - Training in management programs (Canva, Seesaw, etc.) would be really helpful. Engagement with roleplay in distance learning would also be excellent. Also, how to forge relationships in online instruction.
  - This group of students seemed particularly well-prepared to student teach.
  - Mental health of children is a huge issue and might be the largest reason for teacher burnout.
  - Voice and choice are really good for students. Differentiation can be done in different ways, but children know their interests and need some choice in what they do.
  - The sub program seems really valuable. Learning to be flexible is integral to good teaching right now.
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My feedback from today's meeting, which was EXPERTLY organized, by the way:

- Teacher candidates may need more preparation in managing a digital classroom environment. While the traditional behaviors of acting out decrease in the presence of technology, the danger of students disappearing into a screen and becoming off-task increases. A quiet room doesn't mean learning is happening.
  - The sub program is a win-win-win situation for all! Keep it going! Perhaps give program participants who work with secondary students even more opportunities.
  - Students' mental health needs are ever-increasing. Might the program need to expand preparation for meeting this needs even more than the extra one credit?
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Thank-you for including me in this Data Analysis group. Looking at the data, it is obvious that VCSU takes our feedback and uses it to improve the program. Changes made just two years ago are improving scores.

The strengths noted in the Student Teaching Data did not surprise me. VCSU supports and encourages collaboration with group projects and co-teaching opportunities. That cooperation carries over to the classroom. The substitute teaching program has led to improved classroom management skills. Pre-service teachers are more confident when they begin their student teaching because they have had more experience in front of a class.

Education is changing so rapidly that it is difficult for teachers to keep up. Areas that could be improved are related to the strengths/weaknesses of the cooperating teachers. As a veteran teacher, I am working on building global awareness and guiding my students to self-assess and reflect on their own learning. Many student teachers are not being exposed to these standards in their classroom experiences.

I'm not sure *Collaboration with Parents to improve student performance* should be included on the student teacher survey. Student teachers have very little contact with parents. They may sit in on a few conferences or IEPs, but they would be observing, not leading the meeting. I would not have a student teacher contact a parent in most cases.

Differentiating instruction for Mental Health needs is something most teachers are working on. The social-emotional needs of kids is always on our minds, but I am not sure if teachers are differentiating their instruction at this point. We are all learning about how mental health factors in. Therefore, student teachers are not observing how to do this.

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My thoughts after today in regard to the strengths/weaknesses reported in the student teacher self-assessments:

- The lowest areas for the teacher candidates are all areas I would also self-identify as areas of improvement for myself (leading learners in self-reflection, for example). It's difficult to model these things for our student teachers if, as cooperating teachers, we feel less confident in those areas. They are things that I am continually learning the longer I'm in the field. The most helpful thing for me personally was seeing tons and tons of examples of how these things are done. I had to see it done many times in many ways to find a style that worked for me. I know that site visits are not always possible, but the more we can give your teachers live, authentic experiences, the better. Joan mentioned how finding quality teaching videos is challenging, so I reasonably suggested that VCSU compile its own video resource library. That's totally doable, right? 😊 But in all seriousness, is there a way you can use your connections to quality educators and get videos of things you want your teacher candidates to see? We have a video library at our school that has footage of many different things - from AVID strategies to whole-brain teaching. Educators just recorded themselves teaching and uploaded for the rest of the staff to use as needed.

- I love to see that one of the strengths is the belief that all students can learn. That is one of the number one predictors of student success, so that is one you should really celebrate. I remember the VCSU program instilling that philosophy in me, and it has served me well.

- I also love to see that your teacher candidates feel like they are well prepared to plan engaging lessons. I remember how much time, energy, and money my VCSU professors poured into us to show us what actually engaging our learners looked like. Again, I hope you celebrate that because keeping kids engaged today is no small feat.

- I also thought it was interesting that the cooperating teacher assessments and the self-assessment scores were similar. That must mean that your teacher candidates are doing some pretty accurate reflection. I did notice that, for most categories, the cooperating educator scored the teacher candidates lower than they scored themselves. I don't know if I have any wisdom on why this is, but I will say: people have very different ideas of how often they should be giving a "distinguished" score. Personally, I might be more willing to give someone a 4 for a job well done when others would only see that as 3-level work. It makes assessments like this difficult to score. The fact that the scores are pretty close must mean that the people filling out the surveys have a pretty similar understanding of what distinguished work looks like.

- Differentiating to the needs of various learners was another lower area. Again, I cannot stress enough how important it was for me to see this in action. It is more than just writing "For my high-flyers, I'll have something else for them to do when they finish early." I toured many schools and watched many videos of educators implementing more personalized lessons. After I sifted through what I liked and didn't like, I built my schedule to work for me and my kids. Before I had the opportunity to see personalization in action, I couldn't fully conceptualize the HOW.

I hope this is helpful in some way! Please don't hesitate to reach out to me for any reason. I truly have my dream job, and I have you and the rest of my VCSU educators to thank for helping me get there.

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I feel like we had a great discussion today! Here are some of the thoughts that were running through my mind:

\*I appreciate when a student teacher comes in with confidence, but by that I mean, they still realize that teaching is a team effort. We are not there to put on the best individual show in the building, instead we are there to create an entire building that excels!

\*I also want any VCSU student that comes into my room to realize that the students in my classroom will think of them as a teacher, not as a student. Everything they do and say will mean something to the kids in the room. Take every day seriously when you come to work. In the past, this seemed like a bit of an issue, but recently, I feel the VCSU students are getting this. 😊

\*There are a few things that I do not think VCSU can really "teach". You can provide awareness, but the learning is going to happen once they are actually in the classroom. Sometimes it cannot truly occur until they have their very own classroom.

\*I am referring to things such as communication with parents. I share with my student teachers conversations that I have with parents, or how I go about discussing tough topics, etc. However, these are things that I may not turn over to the student teacher to do completely on their own. It is awesome if they are able to attend parent-teacher conferences or IEP meetings to see how the exchange actually goes.

\*One final thing I would like to comment on is SEL. I do believe that your students are coming to us with knowledge about topics such as trauma sensitive schools. I feel that it is very important for me to share with my student teacher the various situations that my particular kids are dealing with behind the scenes. These topics are sensitive and private, but so very important when knowing how to help a student in our class to find success.

Thank you so much for continuing to keep dialogue fluid between VCSU and your cooperating schools. Let me know if you need anything else from me.

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Thank you so much for including me in this year's data analysis day! I think that the VCSU teacher education program has so much to celebrate in seeing identified areas make improvement - clearly you have all worked to continue to develop your program, and it shows.

A particular strength that I see reflected in your data and in my interaction with first and second-year teachers from VCSU is the professionalism and collegiality instilled in them. They seem so much more able to take on newly identified tasks and confident that they can contribute as part of an educational team. That's a direct reflection of the classwork and mentoring that is being done by your department and the multiple authentic opportunities you provide to your students.

If there is a challenge that I see across the board as I mentor new teachers, it is the difficulty in planning for an entire year - seeing how a daily or weekly goal fits into a large picture. I think this is something that experienced teachers struggle with as well, and I know that most teachers are never asked to create a curriculum map or do scope and sequence work. There are certainly other areas that are more crucial for your students and staff to focus on, so this may not be something that can really be addressed in a teacher preparation course.

I feel that the professionalism, flexibility, and enthusiasm that you are reinforcing with your students will help them navigate the uncertainties that this past year has created in education. I look forward to the school year knowing that not everything can be planned and not everything can be anticipated, but that everything can be approached with hope.

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Cooperating Teaching data - Diversity is in lowest category but still moving in the right direction...(make sure to include current events in classes...both diversity and communication-type)

Preparation for Teaching – students could use more long-range instructional planning (curriculum map for a year, etc.)

- Make sure all methods classes look at standards and discuss long-range planning
- ESE – look at essential elements on DPI page (special-ed assessment)
  - Differentiation for students – still need to work on this...we are moving in the right direction
- B2 Diverse Learners – Differentiate to meet the needs of students from various socioeconomic backgrounds (this number seems to not be in line with cooperating teacher data (putting together agree/tend to agree)
- Differentiation still has room for improvement (VCSU completers survey)
- Help students regulate their own behavior (we discussed that classroom management still has room to grow)
  - Classroom management...how does it look different in different types of classes
  - 351 practicum...make sure to have students in the type of classroom they are going to be teaching in and possibly how to place students in a class that actually has management issues – some students say there is nothing for them to do...they just sit there
- It was brought up that:
  - for some practicum experiences, some teachers say our students are sitting in the back and talking so they don't want them
  - The data is good, but in the completers survey the wording of "To what extent do you agree..." might be better to reword to account for students being prepared to approach these areas rather than prepared to do them – because it takes time to develop

- Overall the data looks strong and appropriate for our program...students are hitting proficient – perhaps looking at how to better assess weaknesses that the cooperating teacher sees would be good. The group felt that if they hit 3.0 in an area that is fine...and appropriate.
- Data from a 1<sup>st</sup> year teacher could be skewed by how panicked and frenzied they feel...they might reflect differently in the 2<sup>nd</sup> or third year of teaching

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Three areas to continue to work on

- Teaching to a diverse population
- Differentiation of instruction
- Classroom management

Our group did not get to the additional data section.

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What do you see as the greatest strengths in the teacher candidates' performance?

- Professionalism
- Confidence
- Initiative
- The ability to 'dive right in'
- Understanding of content and the process
- Students know how to differentiate instruction.
- Students know standards
- Students willingness to participate in PLC's/MTSS/IEP's. Must be team players.
- Proper attitude
- The sub program is a HUGE development tool.

Where can the program improve?

- Learn all forms of technology and programs (i.e. Seesaw, Schoology/Teams/Smartboard/iPads/Apple TV, etc.)
- Understanding the 'big picture' of the school year from start to finish.
- Collaboration
- Don't be afraid to ask for help.
- Students need to learn to develop their own assessments. What did students learn from this assignment? Quick checks for understanding (thumbs-up, thumbs-down).
- Aware of the classroom and teacher presence. Eyes in the back of your head!
- The need to be over-prepared for a lesson rather than underprepared. Need to know more than what is in the book.

What are the biggest challenges to work on?

- Mentioned above regarding technology.
- Preparing the students for the unknown (COVID-19).
- Mental health and behaviors. Hard to teach this in a university class. Best experienced during a practicum or student teaching.

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Our group got slightly hung up on the numbers at the beginning. What we did come to a consensus on was that we really shouldn't expect teacher candidates to get 4's across the board. Being in the 90 percentile or getting a 3 is looking good considering they have had limited exposure to taking on a classroom on their own.

We really looked at the data of teacher candidates' preparedness for teaching to a diverse population. From what Angie and John said, it sounds like VCSU is starting to help their students build a firm foundation on diversity. Some additional suggestions were to have panels of different students present on their experiences. This would range from cultural, ethnic, socioeconomic, learning diversities etc. Also bringing in a panel of administrators to talk about the struggles in their schools and give examples of how they handled them would also be helpful for teacher candidates to hear.

We will never have a full understanding of a student's abilities, struggles, and learning styles just by taking a diversity class. As educators we know that comes from building relationships. Student teaching only ranges from 6-12 weeks with a cooperating teacher which is sometimes hardly enough to really understand how to meet a student's needs. We don't think longer student teaching periods is the answer, though. It is simply important to be aware of this when reading the data. One take away from other PD courses that we have had is to learn how to build SEL into the curriculum. This may help a teacher build relationships better and faster with students. Even if information is not delivered in the most appealing way, having a relationship with the students and them respecting you can go a long way in their motivation to learn the content. It also helps with behaviors.

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#### Teaching Data 2017-2020:

1. Some areas that we noticed were that InTASC 9, 7, & 2 were very high which is great but then when you look at InTASC 5, Global awareness was very low...these findings weren't too surprising to us but they did hold true for a common theme throughout all the data areas (Student teaching data, completer survey data, & employer survey data).
2. We found it interesting that the student teacher collaborated well but probably not so much in global awareness level. What content to bring in, how to differentiate the instruction, etc.
3. Overall when we look at the data on global awareness, diversity instruction, differentiated instruction, meeting the needs of students of diversity, etc. and we see that it is transitioning in an upward climb over 2018-2020 due to the addition/change in EDUC 240...it will be fun to watch these areas continue to increase.

#### Exit Survey:

1. B2 Prep for Teaching: Diverse Learners- Again the data is showing an upward climb, but the group thought it would be interesting to see the data broken down for each year.
- a. Differentiated instruction and Univ Design for Instruction are both being addressed at VCSU and will continue to do so.

One area of interest was that the socioeconomic data was considerably higher than differentiated instruction.

1. Maybe the student is not fully connecting to the content in the areas of IEP/504, Mental Health Needs, Talented and gifted students/ELL?
2. EDUC 240 addresses these areas.
3. Possible resource from Cindy (DPI: Explore Special Education/essential elements/lower ID students).

#### Completer survey data from alumni:

1. The data on Global and Differentiated instruction mirrors the other data presented earlier = very consistent.
2. One area: Help students regulate their own behavior:
  - a. Seeing a common theme is area of weakness for class mgt, classroom techniques.
  - b. Addressed in EDUC 351, EDUC 400, & (PSYCH 250?). Also addressed in various methods for each content area.
1. Keep building on these areas: typically see these areas discussed as not weak (they are in the 3's) but still show as a weaker area each year.
  - a. Discussed how we need to continue to grow these areas but not to get overly concerned as they do fall in the 3's.
  - b. One area is that we could expand the student teaching experience (this comes up each year) as it is tough for our student teachers to "master" class mgt/classroom techniques/knowning their demographics in a 6-12 week student teaching practicum.
2. Discussion on changing the language of Transition to Teaching/first year teaching from "To what extent do you agree or disagree that your teacher preparation program **gave** you the basic skills to do the following?" to "To what extent do you agree or disagree that your teacher preparation program **exposed** you the basic skills to do the following?"
  - a. Cooperative teachers should expose student teachers to the teaching profession on various levels.
  - b. Teacher Education should teach and expose the teacher candidate through various courses and practicum settings.

Employer Survey Data: The data collected from the Principals in the same areas mirrored the data presented earlier (global, differentiated instruction, diverse learners, class mgt).

Substitute Teaching: we found that the areas students want more instruction/practice were in Class mgt and student behavior; classroom techniques and technology found in the school classrooms...putting it into practice and/or learning more about it.

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Our group leader asked us to submit two or three reflections/thoughts to you:

- 1) Is there room in the teacher preparation curriculum to focus on professional learning communities?
  - 2) Student engagement was a data topic that we didn't really discuss but I've noticed a lack of strategies in that area as I've observed, along with structured academic talk.
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I thought the conversation we did have was excellent. The folks in my group were very willing to share their ideas and gave a good effort in looking at the data and trying to make some judgements from what they saw. Much of our discussion was around the topics of...

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

\*Although we recognize that this is a lower area, those from K-12 did state that this would be a weaker area for them as well. Troy said that his staff are working towards working in this area but that our own geography plays against easy opportunities to put students in real world situations. He did state that there are more and more cases where diversity and how different groups treat each other is becoming more of an issue.

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

\*The group noted that Student Teachers and other field experience students aren't going to get much opportunity in this area other than MTSS & Parent-Teacher Conferences. Cooperating teachers don't want to put them in difficult parent situations and tend to want to handle those instances on their own. The idea of sharing the HOW they do so was discussed but we also said that being IN the moment is likely that best teacher.

**InTASC 6 item:** Uses appropriate data sources to identify student learning needs

\*We talked at length about Data. MTSS came up again and this has been a way that tenured teachers have become more adept at using data. It is important for our student teachers to have an opportunity to work with this data when they are in their student teaching experience.

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### **Teacher Candidate Strengths**

- Willingness to collaborate with veteran teachers and other staff members
- Willingness to try new techniques, strategies, and technologies

### **Areas for Improvement**

- Starting the teacher candidate at their placement at the beginning of the semester.
  - Allows for them to partake in PD, Data discussions, and be at the table to add input into decisions on setting routines and procedures.
- Add some examples to help filling out with the survey to allow for clarity when completing the survey.
  - Ex (TC collaborates with parents ...) add (this can be email correspondence, letters home, etc.) this accounts for multiple interactions to count rather than the traditional thinking of just parent teacher conferences or additional parent meetings. Not all students may have these opportunities so adding this exemplar will provide clarity to survey takers.

### **Challenges to work on**

- With the positive feedback from the substitute program, how can we develop a model for secondary methods students so that the teacher education experience is similar for all students



## Section II Comments related to COVID-19

### COVID-19 Thoughts

- If possible, get guarantees from the placement schools to utilize the cooperating teacher no matter the delivery method they are using so that these students get an experience of working in education. Hopefully these schools see these candidates as a great resource with fresh ideas especially during this uncertain time. For the surveys possible add a spot for them to explain their ranking as the delivery method might prevent certain observations from happening while promoting others. (Ex. Classroom management is hard to observe in an online, distant format. While communication with parents may increase with a distance learning format because you are providing weekly information to all stakeholders) Adding the explanation column may allow for better understanding of possible changes that may occur.
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### COVID-19

\*We talked a bit about this topic as well. Three areas came up that are MORE of a challenge with online delivery and therefore are more prevalent for VCSU to look at when considering how the Pandemic is affecting teachers and what we might look at including or emphasizing in our own program for our students.

Classroom Management (Online Environment)

LMS Systems and how they relate to online instruction...

Relationships-How do you develop strong-positive relationships with our student when faced with an online environment?

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Is there a way for student teachers to help parents who choose to home school or have their kids distance learn during the **Covid-19** crisis implement curriculum...maybe a community service project?

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Covid-19 tips for students in the teacher education program: learn the LMS systems (canvas, seesaw, etc.) and figure out how to continue building relationships with students if they are not able to be in school face to face

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Discussion on **COVID** and what could help in the future for online/remote instruction:

1. Remote classroom management, student management in that environment.
  2. Building courses to support the many students with special needs/unique needs.
  3. Training in specific tech areas such as the iPad.
  4. Expose to Teams/Zoom application processes.
  5. Building HyFlex, Universal Design for Instruction, 3-click module models for course design (Dr. Sheri Okland will be addressing this).
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### COVID

Here are just a few things to think about with distance learning and COVID...

- Develop technology and iPad expectations. Just like we have classroom expectation so should be the case with technology
  - Training on technology and education platforms such as Canvas, SeeSaw, Zoom, Microsoft Teams etc.
  - How do you keep the teacher/student relational piece with distance learning?
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With COVID the number 1 response I hope ALL teachers do when they get back to the classroom is to treat every kid with Trauma. Many children feel lonely and it needs to be discussed and labeled that its ok.

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After experiencing the impact of **COVID-19** last spring and its potential impact on the fall of 2020, do you see any additional areas of preparation that teacher education programs should focus on for the future?

- Teaching students to be flexible
- Be open-minded and not too negative.
- FLEXIBILITY!
- Make sure students know the importance of following a school's goals and objectives.

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### COVID challenges

- To watch videos on iPad and take notes on the same device is difficult
- Need to figure out how to teach our students how to approach blended learning living in this new age...what classes should be incorporating that training, how much and what to teach exactly....?

Opportunity – A chance to explore flipped instruction more to help alleviate stress of having so many students online at one time and be more efficient

Hi-flex – building online with F2F component

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### In regard to our COVID teaching discussion:

- I mentioned in my group that I vividly remember when I had to create an online lesson in Jackie Owen's math methods class. We had to figure out the video system, build and pace our lesson according to the standards, and deliver it in some way (I built a website at the time). While I was making 12+ instructional videos a week during distance learning and pushing them out to my kids, I was so grateful that making my own videos wasn't a new concept to me. I also use video lessons as a way for me to personalize in my room -- not just during distance learning. I create my own instructional videos for my content - lessons, direction videos, read a louds for my kids who can do the content but can't read the material....anything. I tell my kids it allows me to clone myself so I can be in several places at once. Often times I can deliver the content virtually in the classroom first and then pull small groups to work with me. It also allows my kids who get it right away to run! All of this is to say: teaching your students to create virtual/online content is a very useful skill!

- Obviously, another important piece is learning HOW to teach soft skills. Those were so important during distance learning. Resilience, grit, determination, time management, growth mindset, etc. These are skills we have to explicitly teach - not just assume our kids can figure them out. We all know our kids need these skills to be successful, but how to teach them is fuzzy. The more you can support your teacher candidates in this, the better!

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\*As far as the impact of **COVID-19** on your program, I do not think many changes need to be made. Teachers must be flexible. Teachers must be constantly willing to learn. Teachers have to have a positive attitude. These are the things to keep in mind and they are just magnified at this point in our lives.

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How do we prepare future teachers for **a global pandemic**? Well, that's a tough one! We can guide our pre-service teachers to use technology more effectively. Students should be creating and producing with their tech tools, not just playing review games. VCSU students should have an opportunity to work with a variety of Learning Management Systems and other tools for on-line learning. They also need to learn how to teach Social-Emotional skills like perseverance and resilience.

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Re: Lessons from **COVID-19**, program participants may need more instruction on building effective modules and timing/pacing of hybrid or distance courses.

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Thanks for the opportunity to be a part of the discussion, let me know if you need anything else or need some clarity on any of my notes.

Thanks for all the work that you did in setting things up today – it was informative and good discussion...very well organized as usual. 😊

*Haley Jenrich received this message.* Thank you for setting up today's data sharing opportunity. Everything worked beautifully, and I was able to access all documents well ahead of time to prepare. Have a great school year!

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

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

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

- I. **Entry Survey** – Introduction to Education (basic information about the VCSU teacher candidates)
- II. **Student Teacher Final Evaluation** – ratings from cooperating teachers
- III. **Exit Survey** – ratings from student teachers at the time of graduation
- IV. **Transition to Teaching Survey (TTS)** – ratings from first-year teachers (April)
- V. **Supervisor Survey (SS)** – ratings of employers of first-year teachers (April)
- VI. **Substitute Teaching Reflections** – candidate reflections on substitute teaching experiences

The Valley City State University School of Education asks each teacher candidate to complete an Entry Survey while enrolled in the EDUC 249 or EDUC 250 Intro to Education course. The intent of the survey to learn more about the background of the teacher candidates at VCSU and their path towards choosing teacher education.

The map below provides a look at the roots of the teacher candidates enrolled in Intro to Education courses through at Valley City State University from the Fall of 2018 through the Spring of 2020.



**Teacher Candidates Fall 2012 - Spring 2018**

Location of Birth	Count	Percent
North Dakota	548	41.0%
Minnesota	297	22.2%
Wyoming	131	9.8%
Other States	328	24.5%
Other Countries	34	2.5%

**Teacher Candidates Fall 2018 – Spring 2020**

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

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

## II. Student Teacher Final Evaluation Summary:

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

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

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

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

**Areas of Strength and Areas of Challenge**

**Three Highest Mean Score Ratings**

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

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

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

**Lowest Mean Score Ratings**

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

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

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

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

### III. Exit Survey Summary:

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

**Exit Survey Data** – data gathered from student teachers just prior to graduation. The combination of data from exit surveys, completer surveys, employer surveys and student teaching data provide feedback from the perspective of student teachers, cooperating teachers, alumni and principals.

#### Would you recommend your teacher education program to other prospective teachers?

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

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

#### Highest and Lowest Rated Exit Survey Scores

*(The variance in the Total Count responses is related to assessment items being removed or added over the years.)*

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

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

**Highest:** These areas of strength are all important for teacher effectiveness. The fact that over 96% of the graduating seniors either “Agree” or “Tend to Agree” that they were well prepared to plan lessons, use assessment information to inform instruction and provide feedback, and teach subject matter effectively is extremely positive.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Plan lessons with clear learning objectives/goals in mind.	78.86 %	18.68 %	1.97 %	0.39 %	0.1 %	1017
Use formative and summative assessments to inform instructional practice.	73.71 %	24.49 %	1.68 %	0.12 %	0 %	833
Effectively teach the subject matter in my licensure area.	68.53 %	28.72 %	2.37 %	0.28 %	0.09 %	1055
Design activities where students engage with subject matter from a variety of perspectives.	67.19 %	29.17 %	3.24 %	0.29 %	0.1 %	1018
Provide students with meaningful feedback to guide next steps in learning.	66.24 %	30.12 %	3.35 %	0.3 %	0 %	1016

**Lowest:** The fact that 93.81% of the student teachers nearing graduation either “Agree” or “Tend to Agree” that they feel prepared in long-range planning is positive, yet this is among the five lowest rated areas of preparation by candidates as they approach program completion. The percentage that confidently “Agree” is comparatively lower than the highest rated items, such as planning lessons with clear learning objectives/goals in mind listed above. The data related to finding resources to build global awareness and efforts to help students develop skills beyond the subject matter being learned are worth mentioning for faculty and stakeholder discussion.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Know where and how to access resources to build global awareness and understanding.	48.31 %	43.22 %	7.75 %	0.73 %	0 %	826
Help students develop skill to solve complex problems.	54.09 %	41.71 %	3.85 %	0.36 %	0 %	832
Help students analyze multiple sources of evidence to draw sound conclusions.	54.37 %	40.78 %	4.37 %	0.49 %	0 %	824
Differentiate assessment for all learners.	54.80 %	38.8 %	5.6 %	0.8 %	0 %	500
Design long-range instructional plans that meet curricular goals.	55.36 %	38.45 %	5.01 %	0.98 %	0.2 %	1017

## Diverse Learners

**Highest:** These two differentiation areas are related to InTASC Standards 1 and Standard 2. Over 91% of candidates feel well prepared to differentiate instruction to meet the needs of students from various socioeconomic backgrounds, and over 94% “Agree” or “Tend to Agree” confident about differentiating for students at varied developmental levels.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Differentiate for students at varied developmental levels.	58.89 %	35.43 %	5.08 %	0.48 %	0.12 %	827
Differentiate instruction for a variety of learning needs.	56.24 %	38.42 %	4.61 %	0.48 %	0.24 %	825
Differentiate to meet the needs of students from various socioeconomic backgrounds.	56.14 %	35.80 %	7.39 %	0.48 %	0.19 %	1042

**Lowest:** The overall data for these items are so low, the data have been an area of focus for several years. The data shared in the Summer of 2017 is also listed in the table below. The program’s Dean required all faculty to attend mental health training sessions in 2018-2019, and one credit was added to the EDUC 240 Educating Exceptional Students course in the Fall of 2018. The intent has been to improve the efforts for teacher preparation in mental health and working with English learners in a specific course and also throughout the curriculum. Progress is being made as the percentages of candidates who agree they feel prepared in these areas has risen. Please look at the next two tables below to see the improvement.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
2011-2020: Differentiate instruction for students with mental health needs.	32.61 %	43.11 %	20.42 %	2.78 %	1.09 %	1009
2011-2020: Differentiate instruction for English-language learners.	36.53 %	44.2 %	15.44 %	2.68 %	1.15 %	1043
2011-2020: Differentiate instruction for gifted and talented students.	39.84 %	44.4 %	12.69 %	2.28 %	0.79 %	1009
2011-2017: Differentiate instruction for students with mental health needs.	28.99 %	42.64 %	23.93 %	2.76 %	1.69 %	652
2011-2017: Differentiate instruction for English-language learners.	34.11 %	45.63 %	15.89 %	2.62 %	1.75 %	686
2011-2017: Differentiate instruction for gifted and talented students.	38.30 %	46.81 %	8.51 %	6.38 %	0.00 %	1009

Please notice the improved trajectory of the data over the past three semesters. The changes for adding a credit to EDUC 240 Educating Exceptional Students and attention shown to this concern in other courses is making a difference.

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

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

## Learning Environment

**Highest:** The InTASC Standard 3 data are encouraging for the program to see so many items from this section with Agree and Tend to Agree ranking percentages at 97% or higher. The candidates' experiences with developing a plan for classroom routines and procedures as well as the development of communication skills are represented in these data.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Develop and maintain a classroom environment that promotes student engagement.	73.97 %	23.82 %	1.9 %	0.2 %	0.1 %	999
Help students work together to achieve learning goals.	72.86 %	25.18 %	1.83 %	0.12 %	0 %	818
Use effective communication skills and strategies to convey ideas and information to students.	72.06 %	26.63 %	1.01 %	0.2 %	0.1 %	995
Clearly communicate expectations for appropriate student behavior.	71.26 %	27.04 %	1.21 %	0.4 %	0.1 %	995
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	71.21 %	26.68 %	1.91 %	0 %	0.2 %	997
Connect core content to students' real-life experiences.	69.87 %	27.83 %	2.1 %	0.1 %	0.1 %	999

**Lowest:** While the data are favorable with over 92% of the ratings being "Agree" or "Tend to Agree", these areas require experience and often mentoring. The program has faculty members doing more with learning behavior scenarios and practice in courses, and the program will continue to work at providing opportunities for reflection, discussions, and mentorship to encourage growth. The Substitute Teaching Program efforts have been beneficial. The "Respond appropriately to student behavior "Agree" data were at 57.29% after the Spring of 2017, and at 59.21% after the Spring of 2020. The data between 2017 and 2020 are trending in a favorable direction.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Help students regulate their own behavior.	58.10 %	34.80 %	6.60 %	0.40 %	0.1 %	1000
Respond appropriately to student behavior.	59.21 %	34.88 %	5.23 %	0.58 %	0.1 %	1032

## Professionalism

**Highest:** The data are encouraging with each of these items with ratings of "Agree" or "Tend to Agree" at 97% or higher. The data indicate that teacher candidates are willing to advocate for their students, seek feedback for improvement, and collaborate with other educators.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Act as an advocate for all students.	77.69 %	20.69 %	1.01 %	0.61 %	0 %	493
Collaborate with teaching colleagues to improve student performance.	70.47 %	27.30 %	1.84 %	0.29 %	0.1 %	1033
Use colleague feedback to support my development as a teacher.	69.90 %	28.20 %	1.90 %	0 %	0 %	1000
Uphold laws related to student rights and teacher responsibility.	68.22 %	29.15 %	2.23 %	0.4 %	0 %	494

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

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

Isolation of Fall 2019-Spring 2020 data:

2019-2020 Collaborate with parents and guardians to support student learning.	55.70 %	38.20 %	6.10 %	0.00 %	0.00 %	131
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The 14 member institutions of the Network for Excellence in Teaching (NExT) initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine's, Hamline, and St. Thomas).



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## VI. Substitute Teacher Reflection Summary

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

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

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

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

	1 N=	1.5 N=	2 N=	2.5 N=	3 N=	3.5 N=	4 N=	4.5 N=	5 N=	More than 5	Mean	Median
Days of Substitute Teaching	4	0	1	0	6	0	15	2	9	95	8.73	8

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

Teacher candidates were asked to rank the following the items by dragging them to the left and placing them in order of importance in relationship to their own learning experience. Candidates are free to choose "Not Applicable".

Actual data gathered from the teacher candidates' responses:

	1 N=	2 N=	3 N=	4 N=	5 N=	6 N=	7 N=	8 N=	9 N=	10 N=	11 N=	12 N=	13 N=	Total Ratings N=
Developmental Readiness of Learners (InTASC1)	0	1	4	3	3	13	10	13	5	10	19	16	20	117
Differences Among Learners (InTASC2)	6	9	14	17	12	7	8	18	11	11	6	11	2	132
Establishing A Supportive Learning Environment (InTASC 3)	16	10	17	13	15	17	12	9	12	7	1	5	0	134
Managing Classroom Behavior (InTASC 3)	83	24	10	5	6	3	2	1	0	0	3	0	2	139
Teaching Content to Learners (InTASC 4)	4	17	24	15	10	13	12	16	8	6	4	1	3	133
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	2	9	11	17	12	20	15	13	12	8	7	4	3	133
Assessing Student Learning (InTASC 6)	3	3	1	3	4	3	8	12	19	9	10	27	16	118
Providing Feedback to Students (InTASC 6)	1	1	8	6	8	7	7	8	15	23	23	13	6	126
The Importance of Planning (InTASC 7)	10	27	14	9	22	5	11	7	7	6	7	2	3	130
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	2	12	11	19	19	9	17	8	8	12	1	9	3	130
Using Technology in the Classroom (InTASC 8)	0	1	4	8	6	13	12	8	15	12	14	11	30	134
Professionalism and Ethics (InTASC 9)	7	15	14	15	10	15	11	9	6	3	11	8	9	133
Leadership and Collaboration (InTASC 10)	5	10	7	7	10	11	10	11	12	16	12	5	10	126

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

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

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

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

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

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

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

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

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

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

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

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

#### Teacher Candidate Comments:

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

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

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