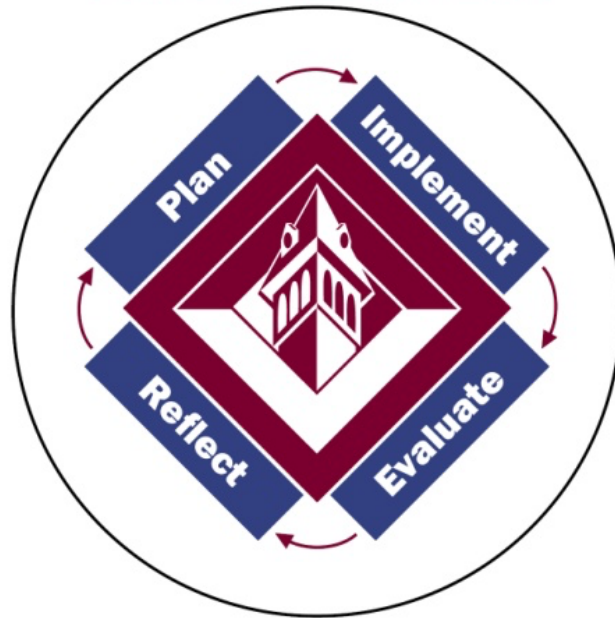**Valley City State University**
School of Education and Graduate Studies
Conceptual Framework

Teacher as a Knowledge-based Decision Maker

Completer Survey Data

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

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

InTASC Standard	Transition to Teaching/ First Year Teacher 2018-2019 Completers. "To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students' prior knowledge or experiences in instructional planning.	37	64.9%	16	28.1%	4	7.0%	0	0.0%	3.58	57
1	Differentiate for students at varied developmental levels.	31	55.4%	20	35.7%	5	8.9%	0	0.0%	3.46	56
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	34	59.7%	16	28.1%	6	10.5%	1	1.8%	3.46	57
2	Differentiate instruction for a variety of learning needs.	36	63.2%	18	31.6%	3	5.3%	0	0.0%	3.58	57
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	32	56.1%	21	36.8%	4	7.0%	0	0.0%	3.49	57
2	Differentiate instruction for students with IEPs and 504 plans.	28	49.1%	19	33.3%	10	17.5%	0	0.0%	3.32	57
2	Differentiate instruction for students with mental health needs.	27	47.4%	17	29.8%	13	22.8%	0	0.0%	3.25	57
2	Differentiate instruction for gifted and talented students.	29	51.8%	12	21.4%	14	25.0%	1	1.8%	3.23	56
2	Differentiate instruction for English-language learners.	23	40.4%	19	33.3%	14	24.6%	1	1.8%	3.12	57
2	Access resources to foster learning for students with diverse needs.	30	52.6%	17	29.8%	9	15.8%	1	1.8%	3.33	57
3	Develop and maintain a classroom environment that promotes student engagement.	42	73.7%	11	19.3%	4	7.0%	0	0.0%	3.67	57
3	Respond appropriately to student behavior.	37	64.9%	15	26.3%	5	8.8%	0	0.0%	3.56	57
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	41	71.9%	14	24.6%	2	3.5%	0	0.0%	3.68	57
3	Help students regulate their own behavior.	33	57.9%	14	24.6%	10	17.5%	0	0.0%	3.4	57
3	Effectively organize the physical environment of the classroom for instruction.	35	61.4%	16	28.1%	5	8.8%	1	1.8%	3.49	57
3	Clearly communicate expectations for appropriate student behavior.	38	66.7%	16	28.1%	3	5.3%	0	0.0%	3.61	57
4	Effectively teach the subject matter in my licensure area.	36	63.2%	19	33.3%	2	3.5%	0	0.0%	3.60	57
5	Design activities where students engage with subject matter from a variety of perspectives.	41	71.9%	13	22.8%	3	5.3%	0	0.0%	3.67	57
5	Help students develop critical thinking processes.	33	57.9%	21	36.8%	2	3.5%	1	1.8%	3.51	57
5	Help students develop skills to solve complex problems.	31	54.4%	23	40.4%	2	3.5%	1	1.8%	3.47	57
5	Make interdisciplinary connections among core subjects.	32	56.1%	21	36.8%	4	7.0%	0	0.0%	3.49	57
5	Know where and how to access resources to build global awareness and understanding.	33	57.9%	17	29.8%	6	10.5%	1	1.8%	3.44	57
5	Help students analyze multiple sources of evidence to draw sound conclusions.	30	52.6%	19	33.3%	7	12.3%	1	1.8%	3.37	57
5	Connect core content to students' real-life experiences.	38	66.7%	18	31.6%	1	1.8%	0	0.0%	3.65	57
5	Help students work together to achieve learning goals.	37	64.9%	19	33.3%	1	1.8%	0	0.0%	3.63	57
6	Design and modify assessments to match learning objectives.	38	66.7%	15	26.3%	4	7.02%	0	0.0%	3.6	57
6	Provide students with meaningful feedback to guide next steps in learning.	44	77.2%	11	19.3%	2	3.51%	0	0.0%	3.74	57
6	Engage students in self-assessment strategies.	34	59.7%	18	31.6%	4	7.02%	1	1.8%	3.49	57

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

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

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

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

Alumni survey data related to each InTASC standard.

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

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

InTASC Standard 1 -Learner Development (Standards 1, 2, and 3 focus on Learners and Learning)
The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

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

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

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

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

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

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

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

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

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

InTASC Standard 3 - Learning Environments (Standards 1, 2, and 3 focus on Learners and Learning)
The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

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

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

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

Respond appropriately to student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2013	16	59.3%	5	18.5%	6	22.2%	0	0.0%	3.37	27
2014	25	61.0%	12	29.3%	4	9.8%	0	0.0%	3.51	41
2015	34	56.7%	20	33.3%	5	8.3%	1	1.7%	3.45	60
2016	32	64.0%	17	34.0%	1	2.0%	0	0.0%	3.62	50
2017	32	57.1%	20	35.7%	4	7.1%	0	0.0%	3.50	56
2018	32	61.5%	14	26.9%	4	7.7%	2	3.8%	3.46	52
2019	27	48.2%	22	39.3%	5	8.9%	2	3.6%	3.32	56
2020	37	64.9%	15	26.3%	5	8.8%	0	0.0%	3.56	57
Overall Total	**235**	**58.9%**	**125**	**31.3%**	**34**	**8.5%**	**5**	**1.3%**	**3.48**	**399**

Effectively organize the physical environment of the classroom for instruction.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2013	21	80.8%	2	7.7%	3	11.5%	0	0.0%	3.69	26
2014	27	65.9%	13	31.7%	1	2.4%	0	0.0%	3.63	41
2015	40	65.6%	16	26.2%	4	6.6%	1	1.6%	3.56	61
2016	40	80.0%	9	18.0%	1	2.0%	0	0.0%	3.78	50
2017	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56
2018	36	69.2%	13	25.0%	2	3.8%	1	1.9%	3.62	52
2019	36	64.3%	17	30.4%	2	3.6%	1	1.8%	3.57	56
2020	35	61.4%	16	28.1%	5	8.8%	1	1.8%	3.49	57
Overall Total	**273**	**68.4%**	**101**	**25.3%**	**20**	**5.0%**	**5**	**1.3%**	**3.61**	**399**

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

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

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

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

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

InTASC Standard 5 - Applications of Content (Standards 4 and 5 focus on teaching and learning content)
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

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

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

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

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

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

VCSU Conceptual Framework -Plan, Implement, and Evaluate

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

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

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

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

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

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

VCSU Conceptual Framework -Plan, Implement, and Evaluate

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

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

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

Plan lessons with clear learning objectives/goals in mind.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	18	75.0%	5	20.8%	1	4.2%	0	0.0%	3.71	24

	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2013	32	91.4%	3	8.6%	0	0.0%	0	0.0%	3.91	35
2014	31	72.1%	12	27.9%	0	0.0%	0	0.0%	3.72	43
2015	47	75.8%	13	21.0%	2	3.2%	0	0.0%	3.73	62
2016	41	83.7%	6	12.2%	2	4.1%	0	0.0%	3.80	49
2017	44	73.3%	15	25.0%	1	1.7%	0	0.0%	3.72	60
2018	43	82.7%	9	17.3%	0	0.0%	0	0.0%	3.83	52
2019	41	73.2%	13	23.2%	2	3.6%	0	0.0%	3.70	56
2020	45	79.0%	11	19.3%	1	1.8%	0	0.0%	3.77	57
Overall Total	**342**	**78.1%**	**87**	**19.9%**	**9**	**2.1%**	**0**	**0.0%**	**3.76**	**438**

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

VCSU Conceptual Framework -Plan, Implement, and Evaluate

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

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

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

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

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

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

Standard 3: Respond appropriately to student behavior

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

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

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

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

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

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

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

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

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

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

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

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

InTASC Standard 9 - Professional Learning and Ethical Practice

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

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

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

Access the professional literature to expand my knowledge about teaching and learning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	21	63.6%	12	36.4%	0	0.0%	0	0.0%	3.64	33
2013	26	76.5%	7	20.6%	1	2.9%	0	0.0%	3.74	34
2014	25	61.0%	14	34.1%	2	4.9%	0	0.0%	3.56	41
2015	37	60.7%	20	32.8%	3	4.9%	1	1.6%	3.52	61
2016	29	58.0%	17	34.0%	4	8.0%	0	0.0%	3.50	50
2017	29	51.8%	21	37.5%	5	8.9%	1	1.8%	3.39	56
2018	28	53.8%	19	36.5%	5	9.6%	0	0.0%	3.44	52
2019	30	53.6%	21	37.5%	4	7.1%	1	1.8%	3.43	56
2020	32	56.1%	19	33.3%	6	10.5%	0	0.0%	3.46	57
Overall Total	**257**	**58.4%**	**150**	**34.1%**	**30**	**6.8%**	**3**	**0.7%**	**3.50**	**440**

Uphold laws related to student rights and teacher responsibility	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count

	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	26	78.8%	6	18.2%	1	3.0%	0	0.0%	3.76	33
2013	28	80.0%	7	20.0%	0	0.0%	0	0.0%	3.80	35
2014	27	65.9%	14	34.1%	0	0.0%	0	0.0%	3.66	41
2015	46	75.4%	12	19.7%	2	3.3%	1	1.6%	3.69	61
2016	40	80.0%	9	18.0%	1	2.0%	0	0.0%	3.78	50
2017	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56
2018	36	69.2%	15	28.8%	0	0.0%	1	1.9%	3.65	52
2019	36	64.3%	17	30.4%	3	5.4%	0	0.0%	3.59	56
2020	38	66.7%	13	22.8%	5	8.8%	1	1.8%	3.54	57
Overall Total	**315**	**71.4%**	**108**	**24.5%**	**14**	**3.2%**	**4**	**0.9%**	**3.66**	**441**
Use colleague feedback to support my development as a teacher	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	24	72.7%	8	24.2%	1	3.0%	0	0.0%	3.70	33
2013	31	88.6%	4	11.4%	0	0.0%	0	0.0%	3.89	35
2014	27	65.9%	13	31.7%	1	2.4%	0	0.0%	3.63	41
2015	45	73.8%	13	21.3%	1	1.6%	2	3.3%	3.66	61
2016	38	76.0%	12	24.0%	0	0.0%	0	0.0%	3.76	50
2017	38	67.9%	14	25.0%	4	7.1%	0	0.0%	3.61	56
2018	34	65.4%	15	28.8%	3	5.8%	0	0.0%	3.60	52
2019	39	69.6%	12	21.4%	4	7.1%	1	1.8%	3.59	56
2020	41	71.9%	14	24.6%	1	1.8%	1	1.8%	3.67	57
Overall Total	**317**	**71.9%**	**105**	**23.8%**	**15**	**3.4%**	**4**	**0.9%**	**3.67**	**441**
Act as an advocate for all students.										
2017	46	82.1%	10	17.9%	0	0.0%	0	0.0%	3.82	56
2018	43	82.7%	8	15.4%	0	0.0%	1	1.9%	3.79	52
2019	42	75.0%	10	17.9%	4	7.1%	0	0.0%	3.68	56
2020	45	79.0%	9	15.8%	3	5.3%	0	0.0%	3.74	57
Overall Total	**176**	**79.6%**	**37**	**16.7%**	**7**	**3.2%**	**1**	**0.5%**	**3.76**	**221**

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

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

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

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

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

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

InTASC Standard	Employers / Principals of 2018-2019 Completers "To what extent do you agree or disagree that this first-year teacher does the following?"	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students' prior knowledge or experiences in instructional planning.	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38
1	Differentiate for students at varied developmental levels.	24	63.2%	11	28.9%	2	5.3%	1	2.6%	3.53	38
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34
2	Differentiate instruction for a variety of learning needs.	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	23	62.2%	11	29.7%	2	5.4%	1	2.7%	3.51	37
2	Differentiate instruction for students with IEPs and 504 plans.	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38
2	Differentiate instruction for students with mental health needs.	24	66.7%	8	22.2%	3	8.3%	1	2.8%	3.53	36
2	Differentiate instruction for gifted and talented students.	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29
2	Differentiate instruction for English-language learners.	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20
2	Access resources to foster learning for students with diverse needs.	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36
3	Develop and maintain a classroom environment that promotes student engagement.	24	63.2%	10	26.3%	4	10.5%	0	0.0%	3.53	38
3	Respond appropriately to student behavior.	23	60.5%	10	26.3%	4	10.5%	1	2.6%	3.45	38
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	30	85.7%	4	11.4%	1	2.9%	0	0.0%	3.83	35
3	Help students regulate their own behavior.	23	60.5%	9	23.7%	6	15.8%	0	0.0%	3.45	38
3	Effectively organize the physical environment of the classroom for instruction.	28	73.7%	10	26.3%	0	0.0%	0	0.0%	3.74	38
3	Clearly communicate expectations for appropriate student behavior.	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38
4	Effectively teach the subject matter in my licensure area.	32	84.2%	5	13.2%	1	2.6%	0	0.0%	3.82	38
5	Design activities where students engage with subject matter from a variety of perspectives.	26	68.4%	10	26.3%	1	2.6%	1	2.6%	3.61	38
5	Help students develop critical thinking processes.	23	60.5%	13	34.2%	2	5.3%	0	0.0%	3.55	38
5	Help students develop skills to solve complex problems.	23	63.9%	9	25.0%	4	11.1%	0	0.0%	3.53	36
5	Make interdisciplinary connections among core subjects.	17	53.1%	9	28.1%	6	18.8%	0	0.0%	3.34	32
5	Know where and how to access resources to build global awareness and understanding.	16	47.1%	16	47.1%	2	5.9%	0	0.0%	3.41	34
5	Help students analyze multiple sources of evidence to draw sound conclusions.	16	48.5%	14	42.4%	3	9.1%	0	0.0%	3.39	33
5	Connect core content to students' real-life experiences.	24	63.2%	14	36.8%	0	0.0%	0	0.0%	3.63	38
5	Help students work together to achieve learning goals.	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38
6	Design and modify assessments to match learning objectives.	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37
6	Provide students with meaningful feedback to guide next steps in learning.	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38
6	Engage students in self-assessment strategies.	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34

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

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

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

The Supervisor Survey included 20 responses in 2012, 11 responses in 2013, 27 responses in 2014, and 60 responses in 2015, 48 in 2016,

46 in 2017, 28 in 2018, and 40 in 2019. The most important concept is that VCSU receives enough responses to find the data meaningful.

Main factors in the early response rates: (1) some alumni were not full-time teaching; (2) the Common Metric procedure required each alumnus

to complete a permission section for the supervisor to be surveyed; (3) only 31 of 81 or 38.2% of those supervisors with permission from teachers responded.

VCSU changed its process to strive for an improved percentage of responses in the spring of 2014.

In 2015, VCSU had 60 of 102 potential supervisors (58.8%) completed the survey. In 2016, VCSU had more success at narrowing down the number of full-time

teachers before sending the surveys; 48 of 64 (75%) of supervisors responded. In 2017, 46/87 (52.9%) and in 2018, 28 of 86 (32.6%) of supervisors of 1st year

teachers who accepted full-time teaching positions responded. In 2019, VCSU worked through its list of 144 total completers in 2017-2018. VCSU found 119

working email addresses for the completers;105 of those 119 had full-time or part-time teaching positions in 2018-2019. VCSU found email addresses that

worked for 99 of the 105 supervisors (VCSU worked hard to get what we did. 40 out of 99 (40.4%) seems most accurate, but our percentage could be

calculated several different ways depending on someone's definition. No matter how the data are calculated, the percentage exceeds the CAEP 20% minimum.)

In 2020, VCSU found working emails for 71 supervisors of VCSU completers who were teaching - of those - 39 supervisors responded, 54.93%.

InTASC Standard 1 Learner Development

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

Accounts for students' prior knowledge or experiences in instructional planning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
Item not in 2012-2013 surveys											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	33	70.2%	13	27.7%	1	2.1%	0	0.0%	3.68	47	
2017	33	75.0%	10	22.7%	1	2.3%	0	0.0%	3.73	44	
2018	17	60.7%	8	28.6%	2	7.1%	1	3.6%	3.46	28	
2019	25	64.1%	11	28.2%	3	7.7%	0	0.0%	3.56	39	2
2020	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	1
Overall Total	**180**	**64.1%**	**87**	**31.0%**	**11**	**3.9%**	**3**	**1.1%**	**3.58**	**281**	5

Differentiates for students a varied developmental levels.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	28	62.2%	16	35.6%	1	2.2%	0	0.0%	3.60	45	
2018	16	57.1%	8	28.6%	3	10.7%	1	3.6%	3.39	28	
2019	22	53.7%	17	41.5%	2	4.9%	0	0.0%	3.49	41	
2020	24	63.2%	11	28.9%	2	5.3%	1	2.6%	3.53	38	1
Overall Total	**90**	**59.2%**	**52**	**34.2%**	**8**	**5.3%**	**2**	**1.3%**	**3.51**	**152**	1

InTASC Standard 2 Learning Differences

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

Effectively teach students from culturally and ethnically diverse backgrounds and communities.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
2012	10	66.7%	5	33.3%	0	0.0%	0	0.0%	3.67	15	
2013	9	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	9	
2014	14	63.6%	7	31.8%	1	4.5%	0	0.0%	3.59	22	
2015	38	74.5%	12	23.5%	0	0.0%	1	2.0%	3.71	51	8
2016	27	64.3%	13	31.0%	2	4.8%	0	0.0%	3.60	42	
2017	34	79.1%	8	18.6%	1	2.3%	0	0.0%	3.77	43	
2018	18	66.7%	8	29.6%	0	0.0%	1	3.7%	3.59	27	1
2019	19	59.4%	11	34.4%	2	6.3%	0	0.0%	3.53	32	9
2020	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34	5
Overall Total	**190**	**69.1%**	**75**	**27.3%**	**8**	**2.9%**	**2**	**0.7%**	**3.65**	**275**	23

Differentiates instruction for a variety of learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27	
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58	1
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47	1
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28	
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41	
2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38	1
Overall Total	**175**	**61.6%**	**87**	**30.6%**	**19**	**6.7%**	**3**	**1.1%**	**3.53**	**284**	3
Differentiates instruction for gifted and talented students.											Unable to Respond
2012	12	60.0%	7	35.0%	1	5.0%	0	0.0%	3.55	20	0
2013	6	60.0%	2	20.0%	1	10.0%	1	10.0%	3.30	10	
2014	9	47.4%	8	42.1%	2	10.5%	0	0.0%	3.37	19	8
2015	22	44.9%	22	44.9%	4	8.2%	1	2.0%	3.33	49	10
2016	17	43.6%	16	41.0%	4	10.3%	2	5.1%	3.23	39	9
2017	22	55.0%	15	37.5%	3	7.5%	0	0.0%	3.48	40	5
2018	14	56.0%	7	28.0%	3	12.0%	1	4.0%	3.36	25	3
2019	15	44.1%	15	44.1%	4	11.8%	0	0.0%	3.32	34	7
2020	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29	10
Overall Total	**134**	**50.6%**	**98**	**37.0%**	**27**	**10.2%**	**6**	**2.3%**	**3.36**	**265**	52
Differentiates instruction for English language learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2013	5	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	5	
2014	9	60.0%	5	33.3%	1	6.7%	0	0.0%	3.53	15	11
2015	18	52.9%	13	38.2%	2	5.9%	1	2.9%	3.41	34	24
2016	16	57.1%	9	32.1%	2	7.1%	1	3.6%	3.43	28	19
2017	19	67.9%	9	32.1%	0	0.0%	0	0.0%	3.68	28	16
2018	10	55.6%	6	33.3%	1	5.6%	1	5.6%	3.39	18	10
2019	13	59.1%	7	31.8%	2	9.1%	0	0.0%	3.50	22	19
2020	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20	19
Overall Total	**56**	**60.9%**	**29**	**31.5%**	**5**	**5.4%**	**2**	**2.2%**	**3.51**	**92**	118

Differentiates to meet the needs of stduents from various socioeconomic backgrounds.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	65.4%	6	23.1%	3	11.5%	0	0.0%	3.54	26	1
2015	35	63.6%	18	32.7%	1	1.8%	1	1.8%	3.58	55	4
2016	30	65.2%	14	30.4%	2	4.3%	0	0.0%	3.61	46	2
2017	27	61.4%	14	31.8%	3	6.8%	0	0.0%	3.55	44	1
2018	15	53.6%	9	32.1%	3	10.7%	1	3.6%	3.36	28	1
2019	20	57.1%	11	31.4%	4	11.4%	0	0.0%	3.46	35	6
2020	23	62.2%	11	29.7%	2	5.4%	1	2.7%	3.51	37	2
Overall Total	**82**	**44.1%**	**83**	**44.6%**	**18**	**9.7%**	**3**	**1.6%**	**3.31**	**186**	17
Designs instruction for students with IEPs and 504 plans.											Unable to Respond
Item not in 2012-2013 surveys											
2014	12	50.0%	12	50.0%	0	0.0%	0	0.0%	3.50	24	3
2015	37	67.3%	15	27.3%	2	3.6%	1	1.8%	3.60	55	4
2016	29	64.4%	12	26.7%	2	4.4%	2	4.4%	3.51	45	3
2017	31	75.6%	10	24.4%	0	0.0%	0	0.0%	3.76	41	4
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	29	72.5%	9	22.5%	2	5.0%	0	0.0%	3.68	40	1
2020	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38	1
Overall Total	**183**	**67.8%**	**74**	**27.4%**	**9**	**3.3%**	**4**	**1.5%**	**3.61**	**270**	17
Designs instruction for students with mental health needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	10	45.5%	11	50.0%	1	4.5%	0	0.0%	3.41	22	
2015	27	61.4%	15	34.1%	1	2.3%	1	2.3%	3.55	44	15
2016	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	6
2017	23	65.7%	10	28.6%	2	5.7%	0	0.0%	3.60	35	9
2018	13	52.0%	9	36.0%	2	8.0%	1	4.0%	3.36	25	3
2019	23	62.2%	10	27.0%	4	10.8%	0	0.0%	3.51	37	4
2020	24	66.7%	8	22.2%	3	8.3%	1	2.8%	3.53	36	3
Overall Total	**141**	**59.5%**	**77**	**32.5%**	**15**	**6.3%**	**4**	**1.7%**	**3.50**	**237**	40

Accesses resources to foster learning for students with diverse needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41	4
2018	16	59.3%	9	33.3%	1	3.7%	1	3.7%	3.48	27	1
2019	21	52.5%	17	42.5%	2	5.0%	0	0.0%	3.48	40	1
2020	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36	3
Overall Total	**82**	**56.9%**	**56**	**38.9%**	**5**	**3.5%**	**1**	**0.7%**	**3.52**	**144**	**9**

InTASC Standard 3 Learning Environments

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

Develops and maintains a classroom environment that promotes student engagement.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	10	90.9%	0	0.0%	0	0.0%	1	9.1%	3.73	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	42	72.4%	12	20.7%	4	6.9%	0	0.0%	3.66	58	
2016	33	68.8%	12	25.0%	2	4.2%	1	2.1%	3.60	48	
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	19	67.9%	5	17.9%	2	7.1%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	24	63.2%	10	26.3%	4	10.5%	0	0.0%	3.53	38	1
Overall Total	**221**	**69.9%**	**70**	**22.2%**	**20**	**6.3%**	**5**	**1.6%**	**3.60**	**316**	**1**
Clearly communicates expectations for appropriate student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	5	18.5%	3	11.1%	1	3.7%	3.48	27	
2015	37	63.8%	16	27.6%	4	6.9%	1	1.7%	3.53	58	
2016	34	70.8%	10	20.8%	3	6.3%	1	2.1%	3.60	48	
2017	35	77.8%	10	22.2%	0	0.0%	0	0.0%	3.78	45	
2018	19	70.4%	6	22.2%	0	0.0%	2	7.4%	3.56	27	1
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38	1
Overall Total	**219**	**69.5%**	**69**	**21.9%**	**19**	**6.0%**	**8**	**2.5%**	**3.58**	**315**	**2**

Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2014	20	74.1%	6	22.2%	0	0.0%	1	3.7%	3.67	27	
2015	44	78.6%	12	21.4%	0	0.0%	0	0.0%	3.79	56	2
2016	36	78.3%	8	17.4%	2	4.3%	0	0.0%	3.74	46	2
2017	37	82.2%	8	17.8%	0	0.0%	0	0.0%	3.82	45	
2018	20	71.4%	7	25.0%	0	0.0%	1	3.6%	3.64	28	
2019	24	63.2%	12	31.6%	2	5.3%	0	0.0%	3.58	38	3
2020	30	85.7%	4	11.4%	1	2.9%	0	0.0%	3.83	35	4
Overall Total	**237**	**78.2%**	**59**	**19.5%**	**5**	**1.7%**	**2**	**0.7%**	**3.75**	**303**	**11**

Helps students regulate their own behavior.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	4	14.8%	4	14.8%	1	3.7%	3.44	27	
2015	36	62.1%	20	34.5%	2	3.4%	0	0.0%	3.59	58	
2016	31	66.0%	12	25.5%	4	8.5%	0	0.0%	3.57	47	1
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	18	64.3%	6	21.4%	2	7.1%	2	7.1%	3.43	28	
2019	26	63.4%	10	24.4%	4	9.8%	1	2.4%	3.49	41	
2020	23	60.5%	9	23.7%	6	15.8%	0	0.0%	3.45	38	1
Overall Total	**206**	**65.4%**	**81**	**25.7%**	**23**	**7.3%**	**5**	**1.6%**	**3.55**	**315**	**2**

Effectively organizes the physical environment of the classroom for instruction.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	5	25.0%	0	0.0%	0	0.0%	3.75	20	
2013	8	88.9%	1	11.1%	0	0.0%	0	0.0%	3.89	9	
2014	18	69.2%	6	23.1%	2	7.7%	0	0.0%	3.62	26	
2015	42	72.4%	16	27.6%	0	0.0%	0	0.0%	3.72	58	
2016	37	78.7%	8	17.0%	2	4.3%	0	0.0%	3.74	47	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	21	75.0%	3	10.7%	2	7.1%	2	7.1%	3.54	28	
2019	29	70.7%	10	24.4%	2	4.9%	0	0.0%	3.66	41	
2020	28	73.7%	10	26.3%	0	0.0%	0	0.0%	3.74	38	1
Overall Total	**231**	**74.0%**	**71**	**22.8%**	**8**	**2.6%**	**2**	**0.6%**	**3.70**	**312**	**1**

Responds appropriately to student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	0	0.0%	1	9.1%	3.64	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	38	65.5%	15	25.9%	4	6.9%	1	1.7%	3.55	58	
2016	33	68.8%	11	22.9%	4	8.3%	0	0.0%	3.60	48	
2017	32	71.1%	12	26.7%	1	2.2%	0	0.0%	3.69	45	
2018	18	64.3%	7	25.0%	1	3.6%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	10	26.3%	4	10.5%	1	2.6%	3.45	38	1
Overall Total	**215**	**68.9%**	**73**	**23.4%**	**22**	**7.1%**	**2**	**0.6%**	**3.61**	**312**	**1**

InTASC Standard 4 Content Knowledge

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

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

InTASC Standard 5 Application of Content

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

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

Designs activities where students engage with subject matter from a variety of perspectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	5	25.0%		0.0%	0	0.0%	3.75	20	
2013	9	90.0%	1	10.0%	0	0.0%	0	0.0%	3.90	10	
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	40	67.8%	17	28.8%	1	1.7%	1	1.7%	3.63	59	1
2016	35	72.9%	12	25.0%	1	2.1%	0	0.0%	3.71	48	
2017	30	66.7%	15	33.3%	0	0.0%	0	0.0%	3.67	45	
2018	20	74.1%	5	18.5%	1	3.7%	1	3.7%	3.63	27	
2019	27	67.5%	11	27.5%	2	5.0%	0	0.0%	3.63	40	
2020	26	68.4%	10	26.3%	1	2.6%	1	2.6%	3.61	38	1
Overall Total	**218**	**69.6%**	**85**	**27.2%**	**7**	**2.2%**	**3**	**1.0%**	**3.65**	**313**	**2**

Helps students develop critical thinking processes.											
Item not in 2012-2013 surveys											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	32	56.1%	23	40.4%	1	1.8%	1	1.8%	3.51	57	3
2016	25	52.1%	20	41.7%	3	6.3%	0	0.0%	3.46	48	
2017	31	70.5%	13	29.5%	0	0.0%	0	0.0%	3.70	44	1
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	0
2019	18	45.0%	20	50.0%	2	5.0%	0	0.0%	3.40	40	1
2020	23	60.5%	13	34.2%	2	5.3%	0	0.0%	3.55	38	1
Overall Total	**162**	**57.4%**	**105**	**37.2%**	**13**	**4.6%**	**2**	**0.7%**	**3.51**	**282**	**6**

Helps students develop skills to solve complex problems.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	51.9%	8	29.6%	5	18.5%	0	0.0%	3.33	27	
2015	32	58.2%	21	38.2%	1	1.8%	1	1.8%	3.53	55	4
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	28	63.6%	15	34.1%	1	2.3%	0	0.0%	3.61	44	
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	
2019	17	45.9%	16	43.2%	4	10.8%	0	0.0%	3.35	37	3
2020	23	63.9%	9	25.0%	4	11.1%	0	0.0%	3.53	36	3
Overall Total	**160**	**58.2%**	**94**	**34.2%**	**19**	**6.9%**	**2**	**0.7%**	**3.50**	**275**	**10**
Makes interdisciplinary connections among core subjects.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	63.0%	8	29.6%	1	3.7%	0	0.0%	3.48	27	1
2015	34	58.6%	19	32.8%	3	5.2%	2	3.4%	3.47	58	2
2016	26	56.5%	18	39.1%	2	4.3%	0	0.0%	3.52	46	
2017	24	55.8%	16	37.2%	2	4.7%	1	2.3%	3.47	43	2
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	20	52.6%	13	34.2%	4	10.5%	1	2.6%	3.37	38	3
2020	17	53.1%	9	28.1%	6	18.8%	0	0.0%	3.34	32	7
Overall Total	**155**	**57.4%**	**91**	**33.7%**	**19**	**7.0%**	**5**	**1.9%**	**3.47**	**270**	**16**
Helps students analyze multiple sources of evidence to draw sound conclusions.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	53.8%	10	38.5%	2	7.7%	0	0.0%	3.46	26	
2015	28	53.8%	21	40.4%	2	3.8%	1	1.9%	3.46	52	8
2016	25	52.1%	22	45.8%	0	0.0%	1	2.1%	3.48	48	
2017	28	63.6%	13	29.5%	3	6.8%	0	0.0%	3.57	44	1
2018	14	51.9%	10	37.0%	2	7.4%	1	3.7%	3.37	27	1
2019	18	50.0%	15	41.7%	3	8.3%	0	0.0%	3.42	36	5
2020	16	48.5%	14	42.4%	3	9.1%	0	0.0%	3.39	33	6
Overall Total	**143**	**53.8%**	**105**	**39.5%**	**15**	**5.6%**	**3**	**1.1%**	**3.46**	**266**	**21**

Knows where and how to access resources to build global awareness and understanding	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	33	61.1%	20	37.0%	0	0.0%	1	1.9%	3.57	54	5
2016	30	65.2%	14	30.4%	1	2.2%	1	2.2%	3.59	46	
2017	28	63.6%	13	29.5%	2	4.5%	1	2.3%	3.55	44	1
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	0
2019	23	60.5%	13	34.2%	1	2.6%	1	2.6%	3.53	38	3
2020	16	47.1%	16	47.1%	2	5.9%	0	0.0%	3.41	34	5
Overall Total	**162**	**60.0%**	**96**	**35.6%**	**7**	**2.6%**	**5**	**1.9%**	**3.54**	**270**	**14**

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

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

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

Provides students with meaningful feedback to guide next steps in learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	1	9.1%	0	0.0%	3.73	11	
2014	15	57.7%	10	38.5%	1	3.8%	0	0.0%	3.54	26	1
2015	38	64.4%	19	32.2%	2	3.4%	0	0.0%	3.61	59	1
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	20	74.1%	3	11.1%	2	7.4%	2	7.4%	3.52	27	1
2019	22	56.4%	14	35.9%	3	7.7%	0	0.0%	3.49	39	2
2020	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38	1
Overall Total	**199**	**63.6%**	**94**	**30.0%**	**18**	**5.8%**	**2**	**0.6%**	**3.57**	**313**	**6**
Engages students in self-assessment strategies.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	10	58.8%	5	29.4%	2	11.8%	0	0.0%	3.47	17	
2013	6	75.0%	2	25.0%	0	0.0%	0	0.0%	3.75	8	
2014	13	50.0%	7	26.9%	6	23.1%	0	0.0%	3.27	26	1
2015	30	54.5%	21	38.2%	3	5.5%	1	1.8%	3.45	55	1
2016	27	57.4%	18	38.3%	2	4.3%	0	0.0%	3.53	47	1
2017	22	48.9%	20	44.4%	2	4.4%	1	2.2%	3.40	45	
2018	14	50.0%	10	35.7%	3	10.7%	1	3.6%	3.32	28	
2019	13	37.1%	17	48.6%	5	14.3%	0	0.0%	3.23	35	6
2020	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34	5
Overall Total	**150**	**50.8%**	**117**	**39.7%**	**25**	**8.5%**	**3**	**1.0%**	**3.40**	**295**	**14**
Designs and modifies assessments to match learning objectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	35	60.3%	22	37.9%	1	1.7%	0	0.0%	3.59	58	2
2016	26	55.3%	19	40.4%	2	4.3%	0	0.0%	3.51	47	1
2017	29	64.4%	15	33.3%	1	2.2%	0	0.0%	3.62	45	
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	
2019	20	50.0%	18	45.0%	2	5.0%	0	0.0%	3.45	40	1
2020	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37	2
Overall Total	**162**	**57.4%**	**109**	**38.7%**	**10**	**3.5%**	**1**	**0.4%**	**3.53**	**282**	**6**

Uses formative and summative assessments to support student learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	2
2015	39	67.2%	17	29.3%	1	1.7%	1	1.7%	3.62	58	1
2016	31	66.0%	13	27.7%	3	6.4%	0	0.0%	3.60	47	1
2017	30	66.7%	13	28.9%	2	4.4%	0	0.0%	3.62	45	
2018	19	67.9%	8	28.6%	0	0.0%	1	3.6%	3.61	28	
2019	24	58.5%	14	34.1%	3	7.3%	0	0.0%	3.51	41	
2020	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37	2
Overall Total	**184**	**65.0%**	**86**	**30.4%**	**11**	**3.9%**	**2**	**0.7%**	**3.60**	**283**	6
Identifies issues of reliability and validity	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	11	47.8%	10	43.5%	2	8.7%	0	0.0%	3.39	23	1
2015	25	47.2%	23	43.4%	3	5.7%	2	3.8%	3.34	53	7
2016	19	44.2%	20	46.5%	1	2.3%	3	7.0%	3.28	43	5
2017	21	51.2%	18	43.9%	2	4.9%	0	0.0%	3.46	41	4
2018	13	52.0%	8	32.0%	2	8.0%	2	8.0%	3.28	25	3
2019	15	45.5%	11	33.3%	7	21.2%	0	0.0%	3.24	33	8
2020	14	42.4%	17	51.5%	2	6.1%	0	0.0%	3.36	33	6
Overall Total	**118**	**47.0%**	**107**	**42.6%**	**19**	**7.6%**	**7**	**2.8%**	**3.34**	**251**	**34**
Analyzes multiple and appropriate types of assessment data to identify student learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
Item not in 2012-2013 surveys											
2014	14	51.9%	11	40.7%	2	7.4%	0	0.0%	3.44	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	27	57.4%	17	36.2%	2	4.3%	1	2.1%	3.49	47	1
2017	25	55.6%	17	37.8%	3	6.7%	0	0.0%	3.49	45	
2018	16	57.1%	10	35.7%	1	3.6%	1	3.6%	3.46	28	
2019	20	55.6%	10	27.8%	6	16.7%	0	0.0%	3.39	36	5
2020	17	50.0%	13	38.2%	4	11.8%	0	0.0%	3.38	34	5
Overall Total	**153**	**55.6%**	**99**	**36.0%**	**20**	**7.3%**	**3**	**1.1%**	**3.46**	**275**	**13**

Differentiates assessments for all learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	24	55.8%	15	34.9%	3	7.0%	1	2.3%	3.44	43	1
2018	12	44.4%	9	33.3%	4	14.8%	2	7.4%	3.15	27	
2019	15	37.5%	22	55.0%	3	7.5%	0	0.0%	3.30	40	1
2020	17	48.6%	14	40.0%	4	11.4%	0	0.0%	3.37	35	4
Overall Total	**68**	**46.9%**	**60**	**41.4%**	**14**	**9.7%**	**3**	**2.1%**	**3.33**	**145**	**6**

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

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

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

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

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

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

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

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

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

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

Standard 3: Respond appropriately to student behavior

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

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

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

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

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

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

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

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

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

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

InTASC Standard 9 Professional Learning and Ethical Practice

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

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

Acts as an advocate for all students.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	38	86.4%	6	13.6%	0	0.0%	0	0.0%	3.86	44	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	31	75.6%	8	19.5%	1	2.4%	1	2.4%	3.68	41	
2020	29	78.4%	7	18.9%	1	2.7%	0	0.0%	3.76	37	2
Overall Total	**119**	**79.3%**	**26**	**17.3%**	**3**	**2.0%**	**2**	**1.3%**	**3.75**	**150**	2

InTASC Standard 10 Leadership and Collaboration

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

Collaborates with teaching colleagues to improve student performance.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	17	85.0%	3	15.0%	0	0.0%	0	0.0%	3.85	20	
2013	9	81.8%	2	18.2%	0	0.0%	0	0.0%	3.82	11	
2014	19	70.4%	8	29.6%	0	0.0%	0	0.0%	3.70	27	
2015	43	76.8%	11	19.6%	1	1.8%	1	1.8%	3.71	56	1
2016	34	70.8%	13	27.1%	1	2.1%	0	0.0%	3.69	48	
2017	36	80.0%	8	17.8%	1	2.2%	0	0.0%	3.78	45	
2018	20	71.4%	6	21.4%	1	3.6%	1	3.6%	3.61	28	
2019	31	75.6%	6	14.6%	4	9.8%	0	0.0%	3.66	41	
2020	28	73.7%	9	23.7%	1	2.6%	0	0.0%	3.71	38	1
Overall Total	**237**	**75.5%**	**66**	**21.0%**	**9**	**2.9%**	**2**	**0.6%**	**3.71**	**314**	2
Collaborates with parents and guardians to support student learning											Unable to Respond
2012	13	65.0%	7	35.0%	0	0.0%	0	0.0%	3.65	20	
2013	7	70.0%	2	20.0%	0	0.0%	1	10.0%	3.50	10	
2014	16	59.3%	9	33.3%	2	7.4%	0	0.0%	3.52	27	
2015	35	66.0%	14	26.4%	3	5.7%	1	1.9%	3.57	53	4
2016	28	59.6%	17	36.2%	2	4.3%	0	0.0%	3.55	47	1
2017	33	75.0%	9	20.5%	2	4.5%	0	0.0%	3.70	44	
2018	18	64.3%	6	21.4%	3	10.7%	1	3.6%	3.46	28	1
2019	25	64.1%	9	23.1%	4	10.3%	1	2.6%	3.49	39	2
2020	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37	2
Overall Total	**196**	**64.3%**	**86**	**28.2%**	**18**	**5.9%**	**5**	**1.6%**	**3.55**	**305**	10

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