Valley City State University
School of Education and Graduate Studies
Teacher Preparation Data Sharing and Discussion
August 6, 2018

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Members of the VCSU Teacher Education Committee

Assessment and Data Sharing Schedule

The following agenda and schedule were followed.

8:45- 9:00	Registration paperwork for stipend (Coffee, Soda, and Bottled Water available)
9:00- 9:15	The School of Education will share updates on its most recent data driven decisions to provide a pulse of what is currently happening at VCSU.
9:15-10:00	Student Teacher Data
10:10-10:40	Disposition Discussion (Lawshe Method) https://vcsu.qualtrics.com/jfe/form/SV_esa1ciplaAtm9c9
10:45-11:20	Exit Survey and First Year Teacher (Completer) Survey Data
11:25-11:55	Employer (Supervisor) Survey Data
11:40-11:55	Working lunch
11:55-12:15	Conclude discussion through large group sharing and summary. **Done by 12:15 sharp!** (Hand in comments)

Feedback Comments Collected at the End of the Session:

- Consider having secondary teacher candidates have at least two student teaching placements so they experience different perspectives
- Expose teacher candidates to "Develop Your Data Mindset" training for pre-service teachers through SLDS and EDU Tech (Jane Hovda)
- Global Awareness – virtual field trips – can be used to have students see different teaching experiences
- Encourage student teachers and cooperating teachers to have teacher candidates get started teaching/working with small groups of students instead of observing for long periods of time
- Increase length of student teaching – explore one year experience – fall semester student teachers don't experience the end of the year and spring semester student teachers don't experience the beginning of the year.
- All teacher candidates should have a beginning of the year experience.
- Observation hours should be ACTIVE hours, not just observing. Teacher candidates need to get involved, not just observe and check off boxes.
- Urge student teachers to create/distribute a newsletter (response to data about collaborating with parent/guardian/advocate)
- Get student teachers out into the community and attending events.
- Focus on the WHOLE STUDENT
- Some classroom curriculums are not diverse
- The data summaries were easy to digest. The data are organized and we can see trends and progress.
- "Thank you" to all the education faculty on their commitment to continued improvement in the program.
- Different tables talked about how they found this workshop beneficial and meaningful. Some people mentioned they look forward to this workshop every year.
- Like the idea of teacher candidates getting a "sub license" during their student experience. That enables the them to cover their own classroom and other experiences.
- Glad to hear about the additional credit for Educating Exceptional Students and what is going to be done
- Would like to see more data compared across four assessments in one table
- More multicultural experiences/global awareness – video conferencing, rural experiences
- Exposure to different assessments and use of data (SLDS training)
- Longer student teaching experiences (beginning of school year) – nice to have both fall and spring classroom time
- Collaboration of student teachers, try to get them involved in other classrooms beyond their home room
- Student teaching time for K-12 majors is too short. The teacher candidates split time between elementary and secondary, so the time is too short.

- Student teachers should spend time with a cooperating teacher in the fall at the beginning of the semester.
- Ethics training
- Develop Your Data Mindset
- Can some of the disposition assessment items be combined or reduced? Some of the items are redundant.
- Perhaps some of the language on the disposition form could be simplified.
- What is meant by "reciprocity" on the disposition form?
- Mental health – need for more instruction and professional help
- Positive numbers for the student teachers and first year teachers
- Combine some of the disposition items. Some of the InTASC, Marzano and Danielson items are repetitive.
- On the disposition survey and Lawshe method, consider limiting people's choice of "essential" to 15. Then you really get insight as to what those critical, "essential" areas are.
- VCSU looks like it is doing an outstanding job in teacher education! Taking time to self-evaluate your program is part of that excellence.
- Student teachers need to prepare lessons better prior to teaching their lessons.
- Know more ideas about assessing other than a paper test.
- It would be beneficial for student teachers to be with cooperating teachers at the beginning of the school year. They could help set up the classroom and see how the year starts out.
- Longer student teaching time to be a K-12 instructor.
- Develop Your Data Mindset
- Good that EDU Tech and SLDS representatives show PowerSchool and SLDS system to teacher candidates.
- Year-long student teaching would be wonderful. However, not all teachers have the same teaching styles. Perhaps the year could be divided between 2 or 3 cooperating teachers.
- I think it would be interesting to do something similar to the dispositional survey with veteran teachers to see what areas they rate low. I think with societal changes the areas would be the same.
- The Skoal Room was underline perfect for today! (Round tables with 4 or 5 educators per table) Thank you for everything!
- Observations in libraries
- Are the students able to know the scores? Why are we stressing the significance of specific areas such as mental health?
- Show examples of assessments/AIMS
- "Accommodate and modify" instead of "Design" instruction – experts design instruction, teachers use it
- Are teachers evaluated by test scores?
- InTASC 5 – Global Awareness
  - Blindfolded – awareness of visual ability
  - Head phones – awareness of hearing impairment
  - Virtual Reality Goggles – ELL
  - White boards
  - Translators
  - Nice to see the upward data trends in areas of mental health, Ell, gifted and talented, working with 504s and IEPs.
- InTASC 10 Collaborates with parents
  - Tough to create simulations of parent questioning your teaching (role play)
  - Parent panel in EDUC 350 and speaker for classroom management, accommodations
  - Student teacher newsletter to parents

- o Practice filling out a behavioral referral
- ST newsletter to introduce themselves
  - o Interests and background
  - o Philosophy of disciplines
- Start student teachers with the cooperating teacher in the fall at the beginning of the year
- Increase the teacher candidate's experience with assessment skills and strategies
- Math student teachers should actually do problems they assign before they assign the problems to the students
- Surprised by how many first year teachers are evaluated on their students' state tests
- Increase "scope" of Standard 10 Collaborates with parent/guardian/advocate to improve student performance to include student socialization or other extracurricular activities or community events
- Longer student teaching time when getting K-12 music degree
- Candidates need to start a school year
- University supervisors should go through the student teacher evaluation form with the student teacher
- Need better awareness of socioeconomic, cultural, and ethical differences
- Assessment skills and strategies are lacking
- More needs to be taught about ethics and how they apply to teaching.
- Candidates need to be aware of how school's evaluate teachers.
- Explore a full year of student teaching model.
- Checklist for cooperating teachers (similar discussion to last year)
- Co-teaching training and/or evaluation training for cooperating teachers
- Get student teachers involved in the community
- Problem with VCHS and VCSU schedules for band and choir. Students never get time to collaborate or observe.
- It has been great to see the improvement in the classroom. The data and conversations we have are definitely a big part of the continued improvement. Let's keep it going!

Essential Dispositions

The North Dakota Association of Colleges for Teacher Education (NDACTE), a statewide organization comprised of representatives from every teacher preparation institution in North Dakota, has a subcommittee developing an instrument to assess professional dispositions* of teacher candidates. The items selected for a draft of key disposition items to assess are compiled from Interstate Teacher Assessment and Support Consortium (InTASC) standards and have been cross-walked with the work of Charlotte Danielson and Robert Marzano. InTASC defines dispositions as follows: *The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)*

Thirty-three **subject matter experts (SMEs)** reviewed 43 InTASC dispositional items and rated them as "Essential", "Useful, but not Essential", or "Not Necessary". The VCSU School of Education Dean, assessment coordinator, Intro to Education instructors, field experience personnel, methods instructors in English Language Learners, Special Education, Kindergarten, secondary Math Education, K-12 Physical Education, as well as elementary methods instructors for Science, Reading, Language Arts, and Social Studies were among the 13 VCSU SMEs who completed the survey. Twenty SMEs were from area K-12 schools, including 3 area elementary principals, 3 secondary principals, and 14 K-12 educators (7 at the elementary level and 7 at the high school level.)

The C. H. Lawshe method was used to provide some evidence of **content validity by gauging agreement among raters or judges regarding how essential a particular item is to assessing a performance or construct.** Lawshe (1975) proposed that each of the subject matter expert raters (SMEs) on the judging panel respond to the following question for each item: "Is the skill or knowledge measured by this item 'essential,' 'useful, but not essential,' or 'not necessary' to the performance of the construct?" If more than half the panelists indicate an item is essential, that item has at least some content validity. Greater levels of content validity exist as larger numbers of panelists agree that a particular item is essential. Using these assumptions, Lawshe developed a formula termed the content validity ratio, $CVR = [(E - (N / 2)) / (N / 2)]$.

Procedure

Subject Matter Experts (SMEs) were asked to rate each disposition item as "essential", "useful, but not essential", or "not necessary". **Thirty-three experts completed the task. The** response ratings were tallied a Content Validity Ratio (CVR) is using the following formula, using the total number of experts (N) and the number who rated the descriptor as essential (E): $CVR = [(E - (N / 2)) / (N / 2)]$

The following information is from a CAEP recommendation from a PowerPoint prepared by Dr. Stevie Chepko, Senior VP for Accreditation (Retrieved on October 17, 2017 from https://www.education.ne.gov/wp-content/uploads/2017/07/NE-ContentValidityReliability.pdf)

- CVR is calculated for each indicator
- A minimum value of the CVR is based on the number of panelists and is on a CVR Table
- CVR values range from -1.0 to + 1.0 The closer to 1.0 the CVR is, the more essential the object is considered to be. Conversely, the closer to -1.0 the CVR is, the more non-essential it is.
- The more panelists the lower the CVR value
– 5 panelists requires a minimum CVR value of .99
– **15 panelists requires a minimum CVR value of .49** (33 panelists completed the survey)
– 40 panelists requires a minimum CVR value of .29
- The process allows for the retention or rejection of individual items

The "essential" ratings of thirty-three SMEs indicated a high enough level of agreement among the raters, *a content validity ratio of 0.49 or higher*, to identify 16 dispositional items that were most essential and have the strongest evidence for retention among the 43 InTASC items. The NDACTE subcommittee will consider the data as it narrows down the list of 43 items used to develop a dispositional assessment instrument that is both valid and practical. Additional data from other SMEs will be gathered and discussed before the final decisions are made.

Essential Dispositions - Lawshe Method August 6, 2018

#	Dispositional Attribute	Essential	Useful, but not Essential	Not Necessary	Total	Content Validity Ratio
**Learner and Learning (InTASC Standards 1-3) **Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.					
1	Respects learners' developmental strengths/needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20)	23	10	0	33	**0.39**
2	Commits to using learners' strengths as a basis for their growth (InTASC 1.i, 1.j) (Danielson 3c) (Marzano 3,15,20)	17	15	1	33	**0.03**
3	Values input from all stakeholders (e.g., families, colleagues, other professionals) regarding learners' growth/ development (InTASC 1.k, 1.j) (Danielson 4c) (Marzano 3)	17	16	0	33	**0.03**
4	Believes that all students can learn/ achieve (InTASC 2.l, 2.n) (Danielson 2.b)(Marzano 19)	30	3	0	33	**0.82**
5	Responds respectfully to individual needs (InTASC 2.m) (Danielson 2.d) (Marzano 20)	23	9	1	33	**0.39**
6	Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19)	20	13	0	33	**0.21**
7	Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (Marzano 15,20)	24	8	0	32	**0.50**
8	Believes that the classroom environment greatly affects students' learning (InTASC 3.n, 3.o, 3.p, 3.q) (Danielson 2a) (Marzano 17, 19,20)	23	10	0	33	**0.39**
9	Displays a commitment to developing a thoughtful/ responsive educational community (InTASC 3.q, 3.r) (Danielson 2b) (Marzano 17,19)	14	13	6	33	**-0.15**
10	Engages learners in decision-making for purposeful learning (InTASC 3.p)(Danielson 3c)(Marzano 18)	26	6	1	33	**0.58**
11	Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16)	24	8	1	33	**0.45**
**Content (InTASC Standards 4-5)** Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.					
1	Commits to making learning opportunities accessible to all learners (InTASC 4.r) (Danielson 3c)(Marzano 2)	31	2	0	33	**0.88**
2	Is committed to engaging learners in critical analysis of multiple perspectives to increase learners' content/skill mastery (InTASC 4.p, 4.q, 4.r)(Marzano 4)	14	18	0	32	**-0.13**
3	Is committed to engaging learners in critical/creative thinking as a means to solve local/global issues (InTASC 5q)(Marzano 13)	23	10	0	33	**0.39**
4	Is committed to linking subject content to real life issue (InTASC 5,q, 5.s)(Marzano 2)	21	12	0	33	**0.27**
5	Values student exploration that encourages new discoveries/ meaning (InTASC 5.r, 5.s) (Danielson 3c)(Marzano 11)	15	16	2	33	**-0.09**
**Instructional Practice (InTASC Standards 6-8) **Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.					
1	Takes responsibility for using student assessment data in teaching and learning (InTASC 6.r, 6.t, 6.v) (Danielson 3.d)	27	6	0	33	**0.64**
2	Commits to engaging learners in the assessment process* [*assessment process = choice of assessment, interpretation of assessment data, communication of assessment data] (InTASC 6.q, 6.s, 6.v) (Danielson 3d)(Marzano 14)	15	17	1	33	**-0.09**
3	Commits to making accommodations in testing/ assessments for all learners (InTASC 6.t, 6.u, 6.v) (Danielson 3d)	30	2	1	33	**0.82**

#		Essential	Useful, but not essential	Not necessary	Total	
4	Takes responsibility for aligning assessment and instruction with learning goals/ standards (InTASC 6.r, 6.v) (Danielson 1c)(Marzano 14)	29	4	0	33	0.76
5	Is committed to organizing learning opportunities that will promote student growth (InTASC 7.n, 7.p, 4.r, 9.l)(Danielson 1a)(Marzano 3)	25	8	0	33	0.52
6	Demonstrates flexibility in planning for learner needs (InTASC 7.n, 7.p, 7.q, 8.p)(Danielson 3e)(Marzano 3)	26	7	0	33	0.58
7	Values collaborative planning (InTASC 7.o)	10	23	0	33	-0.39
8	Values the use of reciprocity to adapt instruction for learner needs (InTASC 8.p, 8.s) (Danielson 3a)(Marzano 11,12)	4	27	1	32	-0.75
9	Values the use of new/ emerging technologies that will promote student learning (InTASC 8.r, 8.q) (Danielson 1d)	17	16	0	33	0.03
Professional Responsibility (InTASC Standards 9-10) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.						
1	Maintains a positive attitude in academic/ professional settings (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21)	28	4	0	32	0.75
2	Commits to professional appearance in dress and grooming (InTASC 9.o)(Marzano 21)	19	12	0	31	0.23
3	Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics (InTASC 9.o) (Danielson 4f)(Marzano 21)	32	1	0	33	0.94
4	Values appropriate interpersonal relationships in all settings (InTASC 3.n, 10.r, 9.o) (Danielson 4.f) (Marzano 23)	14	17	2	33	-0.15
5	Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f)(Marzano 21)	30	3	0	33	0.82
6	Values self-assessment reflective practice to overcome limitations and enhance strengths (InTASC 9.l, 9.m, 9.n, 10.t) (Danielson 4.a) (Marzano 22)	17	15	1	33	0.03
7	Initiates self-directed learning/ professional development (InTASC 9.l, 9.m, 9.n) (Danielson 4e) (Marzano 23)	12	21	0	33	-0.27
8	Is committed to life-long learning by disseminating up-to-date knowledge/ research in the field (InTASC 9.n, 10.p, 10.r, 10.s) (Danielson 4.e) (Marzano 1,22)	17	14	0	31	0.10
9	Shows initiative in creating opportunities for positive change with mutual benefit (InTASC 10.p, 10.r, 10.s, 10.t) (Danielson 4.e) (Marzano 23)	9	20	2	31	-0.42
10	Is approachable: nonthreatening, positive (InTASC 10.q, 10.r)(Marzano 23)	26	6	0	32	0.63
11	Receives/uses constructive feedback professionally (InTASC 10.t)(Danielson 4d)(Marzano 22)	30	3	0	33	0.82
12	Contributes professionally to the discussion between stakeholders regarding children's education (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4.d) (Marzano 23)	16	15	2	33	-0.03
13	Advocates for the developmental/ academic needs of students during collaboration with stakeholders (InTASC 10.p, 10.q) (Danielson 4c, 4f)(Marzano 23)	21	10	2	33	0.27
14	Listens actively to stakeholders regarding children's education (InTASC 10.p, 10.q, 10.s) (Danielson 4c)(Marzano 23)	20	12	1	33	0.21
15	Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.s)(Danielson 4c)(Marzano 23)	20	13	0	33	0.21
16	Communicates professionally through electronic means (email, social media, course mgmt. system) (InTASC 10.q, 10.r) (Danielson 4c)	24	9	0	33	0.45
17	Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c)	25	8	0	33	0.52
18	Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p) (Danielson 4f)	32	1	0	33	0.94

Data Summary

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** – ratings from Introduction to Education teacher candidates (beginning of program)
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)

I.	Introduction to Education Entry Survey Summary:

Entry Survey   *Learning about VCSU Teacher Candidates*

Data from Fall 2012 to Spring 2018

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 displays the roots of the teacher candidates enrolled at Valley City State University in the undergraduate education program. The numbers represent the count of candidates who were born in the states identified on the map.

Location of Birth
1338 Candidates Entering Program
Fall 2012 - Spring 2018
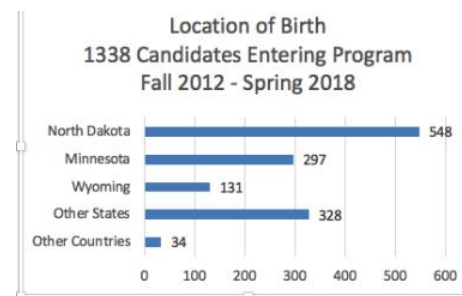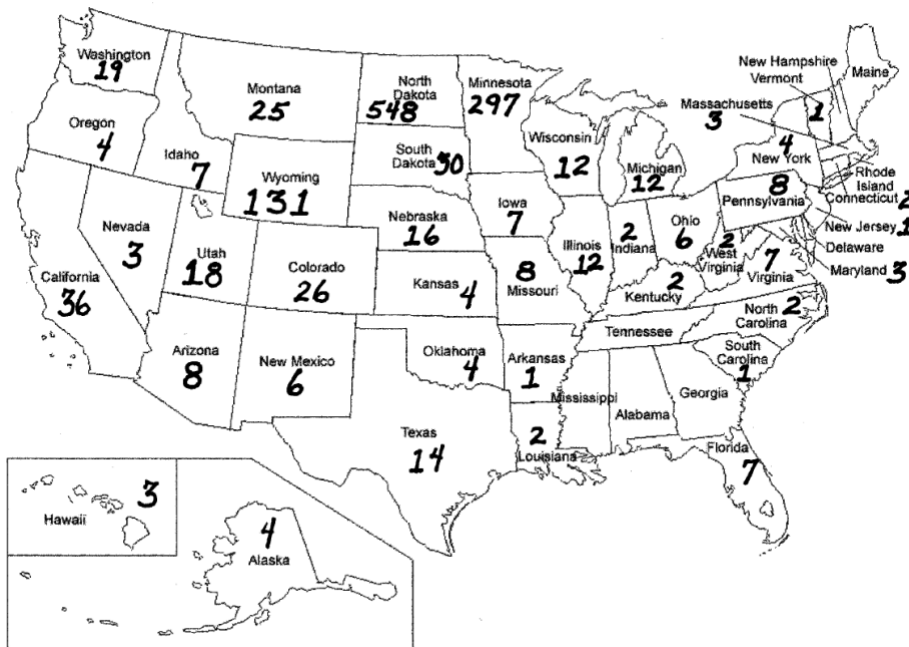
VCSU Teacher Candidates	Fall 2012-Spring 2018	
Location of Birth	Count	Percent
North Dakota	548	41.0%
Minnesota	297	22.2%
Wyoming	131	9.8%
Other States	328	24.5%
Other Countries	34	2.5%

Entry Survey Data Fall 2012 – Spring 2018

What is your sex? (Gender)	Total	Percent
Male	316	23.4%
Female	1035	76.6%
Total	**1351**	**100.0%**

What is your race/ethnicity? *Mark ALL that apply*	Total	Percent
American Indian or Alaskan Native	32	2.3%
Asian	13	0.9%
Black or African American	17	1.2%
Hispanic or Latino	51	3.7%
Native Hawaiian and other Pacific Islander	5	0.4%
White, non-Hispanic	1271	90.9%
Other	9	0.6%
Total	**1398**	**100.0%**

"Other" responses entered by teacher candidates: American, Metis (Native Canadian), Filipino-Swedish, Norwegian, White-Hispanic, White, German/Tunisian

Parent or Guardian Education	Mother or Female Guardian	Percent	Father or Male Guardian	Percent
No formal schooling	3	0.7%	1	0.2%
Elementary school education	3	0.7%	5	1.1%
Some high school	12	2.7%	13	2.9%
High school graduate/GED/diploma	87	19.4%	114	25.5%
Some college	83	18.5%	61	13.7%
2-year or technical degree	88	19.6%	78	17.5%
4-year degree	130	29.0%	120	26.9%
Some graduate school	6	1.3%	6	1.3%
Graduate or technical post-graduate degree	34	7.6%	45	10.0%
N/A	2	0.5%	4	0.9%
Total	**448**		**447**	

At what age (approximately) did you think of becoming a teacher?	Total	Percent
50-59	3	0.6%
40-49	4	0.9%
30-39	21	4.8%
20-29	155	35.3%
10-19	203	46.2%
3 - 9	53	12.1%
Total	**439**	

Did anyone discourage you from pursuing a teaching career?	Total	Percent
Yes	275	20.9%
No	1039	79.1%
Total	**1314**	

How long do you plan on teaching?	Total	Percent
1-2 years	6	0.46%
3-5 years	25	1.9%
6-10 years	81	6.15%
11 or more years	**1189**	**90.21%**
I do not plan to teach	17	1.29%
Total	**1318**	

II. Student Teacher Final Evaluation Summary:

2017-2018 cooperating teacher ratings of student teachers yielded a mean score of 3.36 on a four-point scale. The mean score represents a solid value between the proficient (3) and distinguished (4) level ratings.

Highest aggregate ratings from cooperating teachers	Lowest aggregate ratings from cooperating teachers
Demonstrates commitment to the profession, 3.58	Accesses content resources to build global awareness 3.18
Collaboratively designs instruction, 3.57	Collaborates with parent/guardian/advocate to improve student performance, 3.18
Exhibits fairness and belief that all students can learn, 3.53	Engages students in self-assessment strategies, 3.22
Uses self-reflection to improve teaching effectiveness, 3.51	Integrates culturally relevant content to build on learners' background knowledge, 3.22

Student Teacher Final Evaluations: 4-point rating scale utilized by cooperating teachers:
(4) Distinguished, (3) Proficient,(2) Emerging, (1) Undeveloped. A full list of the rubric descriptors and cooperating ratings are available.
VCSU began using a new student teacher evaluation instrument in the Fall of 2017. (N=168 placements in 2017-2018)

III. Exit Survey Final Evaluation Summary:

The overall satisfaction ratings from student teachers exiting the VCSU program is high. Over 97% would "definitely" or "probably" recommend the VCSU teacher education program to other prospective teachers.

Student Teachers – Exit Survey Results Assessment Item	VCSU Count / Percent N=775 2011-2018	VCSU Count / Percent N=98 2017-2018	[1]NExT Count / Percent 2015-2016	[2]ND Count / Percent 2015-2016	[3]Super Aggregate Count/Percent 2016-2017
Definitely yes	585 / 75.5%	70 / 71.4%	750 / 43.7%	186 / 60.6%	584/55.9%
Probably yes	170 / 21.9%	26 / 26.5%	752 / 43.8%	97 / 31.6%	361/34.6%
Probably no	17 / 2.2%	1 / 1.0%	172 / 10.0%	20 / 6.5%	80/7.7%
Definitely no	3 / 0.4%	1 / 1.0%	44 / 2.6%	4 / 1.3%	20/1.9%

[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).
[2] Data were provided by Dickinson State University, Mayville State University, North Dakota State University, University of North Dakota, and Valley City State University. *(Only 5 of 12 institutions reported data to the aggregate in 2015-2016. Data should be viewed cautiously.)*
[3] This total includes respondents from 30 institutions across the five states of Alaska, Minnesota, North Dakota, South Dakota, and West Virginia.

VCSU student teachers rate their program satisfaction in a highly favorable manner; 97.42% rate their preparation favorably enough to state they would definitely recommend the program (75.48%) and another 21.94% would probably recommend the program to other prospective teachers. Only 3 of 775 exiting student teachers stated that they would not recommend the program; less than one-half of one percent.

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*)

Some of the highest rated areas included:
- Plan lessons with clear learning objectives/goals in mind (3.84)
- Act as an advocate for all students. (3.76)
- Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected (3.73)
- Use effective communication skills and strategies to convey ideas and information to students. (3.73)
- Help students work together to achieve learning goals. (3.73)
- Clearly communicate expectations for appropriate student behavior. (3.72)
- Develop and maintain a classroom environment that promotes student engagement. (3.70)
- Collaborate with teaching colleagues to improve student performance. (3.68)
- Use colleague feedback to support my development as a teacher. (3.68)
- Use formative and summative assessments to inform instructional practice (3.67)
- Uphold laws related to student rights and teacher responsibility. (3.66)
- Effectively teach the subject matter in my licensure area. (3.66)

Multi-year comparison of VCSU responses for the Exit Survey: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Exit Survey Data	2016-2017			2015-2016			2014-2015			2013-2014			2012-2013		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Effectively teach the subject matter in my licensure area.	94	3.66	0.5	107	3.70	0.5	103	3.65	0.5	118	3.64	0.5	113	3.60	0.6

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

Student teachers exiting the program marked some of their lowest ratings in the area of InTASC Standard 2 Learner Differences. (Mean score on a 4-point scale)
- Differentiate instruction for students with mental health needs (3.04)
- Differentiate instruction for students with IEPs and 504 plans (3.17)
- Differentiate instruction for English language learners (3.19)
- Access resources to foster learning for students with diverse needs. (3.27)
- Differentiate instruction for gifted and talented students (3.28)
- Know where and how to access resources to build global awareness and understanding. (3.32)
- Collaborate with parents and guardians to support student learning. (3.37)

The data indicate an upward trend over the past two years, but progress needs to continue to be made.

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?"**

Assessment Item	"Agree" ratings after 2011-2018 compared to 2011-2017 and 2011-2015
Differentiate instruction for students with IEPs and 504 plans	Up to 35.4% after 2018 compared to 33.3% in 2017 and 30.9% after 2015
Differentiate instruction for students with mental health needs	Up to 30.1% after 2018 compared to 28.9% in 2017 and 28.3% after 2015
Differentiate instruction for gifted and talented students	Up to 37.9% after 2018 compared to 36.4% in 2017 and 35.2% after 2015
Differentiate instruction for English language learners	Up to 35.4% after 2018 compared to 34.3% in 2017 and 33.2% after 2015

"Agree" is the most favorable choice and "Tend to Agree" is the second highest option. The combination of "Agree" and "Tend to Agree" bring the totals for these items to 72-83% favorable, with the remainder of the responses falling largely in the "Tend to Disagree" rating.

These areas of learner differences are challenging for teachers and teacher preparation programs. More work needs to be done, but the positive trend in the data is encouraging. The table below compares VCSU mean score ratings with aggregate mean score ratings from the 14 [1]NExT institutions and a [2]North Dakota aggregate.

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?"**

Student Teachers – Exit Survey Results **Assessment Item**	VCSU **mean score** **N = 98** 2017-2018	VCSU **mean score** **N = 107** 2015-2016	[1]NExT mean score N= 1708 2015-2016	[2]ND mean score N=305 2015-2016
Design instruction for students with IEPs and 504 plans	**3.17**	3.01	3.02	2.96
Design instruction for students with mental health needs	**3.04**	2.95	2.87	2.86
Design instruction for gifted and talented students	**3.28**	3.13	2.87	2.97
Design instruction for English language learners	**3.19**	3.08	3.03	3.00

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

[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).
[2] Data were provided by Dickinson State University, Mayville State University, North Dakota State University, University of North Dakota, and Valley City State University. *(Only 5 of 12 institutions reported data to the aggregate. Data should be viewed cautiously.*

IV.   Transition to Teaching Survey (TTS) Summary - *first-year teachers:*

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?"**
Some highly rated areas included:
- Use formative and summative assessments to inform instructional practice. (3.78)
- Use effective communication skills and strategies to convey ideas and information to students. (3.75)
- Connect core content to students' real-life experiences. (3.73)
- Plan lessons with clear learning objectives/goals in mind. (3.72)
- Account for students' prior knowledge or experiences in instructional planning. (3.72)
- Develop and maintain a classroom environment that promotes student engagement. (3.71)
- Effectively teach the subject matter in my licensure area. (3.70)
- Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.70)
- Design activities where students engage with subject matter from a variety of perspectives. (3.68)
- Regularly adjust instructional plans to meet students' needs. (3.67)
- Clearly communicate expectations for appropriate student behavior. (3.66)
- Help students work together to achieve learning goals. (3.66)

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?"**
Some lower rated areas included:
- Differentiate instruction for students with IEPs and 504 plans. (3.11)
- Differentiate instruction for students with mental health needs. (3.15)
- Differentiate instruction for English-language learners. (3.18)
- Access resources to foster learning for students with diverse needs. (3.25)
- Differentiate instruction for gifted and talented students. (3.27)
- Collaborate with parents and guardians to support student learning. (3.29)

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?"**

First-year teachers **Assessment Item**	VCSU mean score N = 55 2016-2017	VCSU mean score N = 50 2015-2016	[1]NExT mean score N= 685 2015-2016	[2]ND mean score N=229 2015-2016
Design instruction for students with IEPs and 504 plans	3.12	3.12	3.04	2.94
Design instruction for students with mental health needs	3.15	3.00	2.78	2.77
Design instruction for students for gifted and talented students	3.27	3.16	2.84	2.83
Design instruction for students for English language learners	3.18	3.04	2.99	2.76

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

[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).
[2] Data were provided by Dickinson State University, Mayville State University, Minot State University, North Dakota State University, Turtle Mountain Community College, University of North Dakota, and Valley City State University. *(Only 7 of 12 institutions reported data to the aggregate. Data should be viewed cautiously.)*

An example of improvement, efforts continue for improvement in the area of mental health needs.

Differentiates instruction for students with mental health needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %
2013	7	30.4%	12	52.2%	3	13.0%	1	4.3%
2014	6	14.3%	24	57.1%	11	26.2%	1	2.4%
2015	18	29.5%	24	39.3%	17	27.9%	2	3.3%
2016	15	30.0%	22	44.0%	11	22.0%	2	4.0%
2017	21	38.2%	24	43.6%	7	12.7%	3	5.5%
2018	24	46.2%	13	25.0%	10	19.2%	5	9.6%
Overall Total	**91**	**32.2%**	**119**	**42.0%**	**59**	**20.8%**	**14**	4.9%

Is a formal mentoring/induction program available to you in your school or district?

	n = 58	
	#	Percent
Yes	43	74.1
No	15	25.9

How long do you plan on teaching?

	n = 58	
	#	Percent
1-2 years	1	1.7
3-5 years	1	1.7
6-10 years	4	6.9
11 or more years	52	89.7

To what extent do you agree or disagree with each of the following statements?

	n	Mean	SD
I would recommend my teacher preparation program to a prospective teacher.	56	3.8	0.534
I am as happy about teaching as I thought I would be.	56	3.8	0.433
The rewards of teaching are worth the efforts required by my preparation program.	56	3.8	0.410
My teacher education program prepared me to be successful in my current teaching position.	56	3.7	0.517

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

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?"**

Some highly rated areas include:

- Acts as an advocate for all students. (3.87)
- Collaborates with parents and guardians to support student learning. (3.86)
- Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.82)
- Upholds laws related to student rights and teacher responsibility. (3.82)
- Effectively teaches the subject matter in his/her licensure area. (3.80)
- Regularly adjusts instructional plans to meet students' needs. (3.80)
- Clearly communicates expectations for appropriate student behavior. (3.78)
- Uses colleague feedback to support development as a teacher. (3.78)
- Effectively teaches students from culturally and ethnically diverse backgrounds and communities. (3.77)
- Differentiates instruction for students with IEPs and 504 plans. (3.76)
- Helps students work together to achieve learning goals. (3.76)
- Seeks out learning opportunities that align with professional development goals. (3.76)
- Engages students in using a range of technology tools to achieve learning goals. (3.73)

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?"**

Supervisors of first-year teachers **Assessment Item**	**VCSU mean score N = 45 2016-2017**	**VCSU mean score N = 45 2015-2016**	[1]NExT mean score N= 526 2015-2016	[2]ND mean score N=151 2015-2016
Design instruction for students with IEPs and 504 plans	**3.76**	3.51	3.42	3.58
Design instruction for students with mental health needs	**3.60**	3.48	3.34	3.49
Design instruction for students for gifted and talented students	**3.48**	3.23	3.22	3.38
Design instruction for students for English language learners	**3.68**	3.43	3.36	3.48

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

[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).

[2] Data were provided by Mayville State University, Minot State University, North Dakota State University, University of North Dakota, and Valley City State University. *(Only 5 of 12 institutions reported data to the aggregate. Data should be viewed cautiously.)*

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?"**

Some lower rated areas include:
- Engages students in self-assessment strategies. (3.40)
- Differentiates assessment for all learners. (3.44)
- Identifies issues of reliability and validity in assessment. (3.46)
- Makes interdisciplinary connections among core subjects. (3.47)
- Differentiates instruction for gifted and talented students. (3.48)

How are new teachers in your building evaluated in each of these areas? *Mark all that apply*.

Student Achievement	VCSU n = 42		Super Aggregate* n =512	
	#	Percent of Cases	#	Percent of Cases
Scores on statewide tests	20	47.6	235	45.90
Scores on districtwide tests	27	64.3	236	46.09
Performance on student learning objectives	31	73.8	389	75.98
Value added scores	4	9.5	82	16.02
Other[a]	5	11.9	79	15.43

Note. Data from item A5. The "does not apply" responses were removed from the frequency counts.

[a]Other responses from supervisors of VCSU graduates included: PLC - Team work and RTI; State assessment (NDSA) and MAP scores had been used informally in the past to talk about overall student/program results. This is the district's first year with the STAR assessment, so we are still learning how the STAR data correlates with the previous MAP data.; Success of year-long goal; Via capstones and praxis and final projects rubric; We use the district's DIBELS assessment, but also use our own internal assessment Easy CBM.

*The Super Aggregate includes responses gathered through 30 institutions across the five states of Alaska, Minnesota, North Dakota, South Dakota, and West Virginia.

How are new teachers in your building evaluated in each of these areas? *Mark all that apply*.

Student Engagement	VCSU n = 46		Super Aggregate* n =512	
	#	Percent of Cases	#	Percent of Cases
Principal and/or assistant principal observations	44	95.7	602	95.71
Coach and/or mentor observations	23	50.0	309	49.13
Peer and/or self-observations	16	34.8	233	37.04
Student engagement surveys	3	6.5	139	22.10
Other[a]	3	6.5	30	4.77

Note. Data from item A6. The "does not apply" responses were removed from the frequency counts.
[a]Other responses from supervisors of VCSU graduates included: based on observations, Counselor interactions with students and teacher; Director Observations.

An example of a comparison across surveys: Effectively teach the subject matter in my licensure area

Assessment Item (source sharing their perspective)	VCSU mean score 2016-2017	VCSU mean score 2015-2016	NExT mean score 2015-2016	ND mean score 2015-2016
Effectively teach the subject matter in my licensure area comparison across assessments: **(Exit Survey: student teachers)**	**3.66**	**3.70**	3.52	3.65
Effectively teach the subject matter in my licensure area comparison across assessments: **(TTS Survey: 1st year teachers)**	**3.70**	**3.71**	3.54	3.56
Effectively teach the subject matter in my licensure area comparison across assessments: **(SS Survey: principals)**	**3.80**	**3.81**	3.70	3.81

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree

2017-2018 Cooperating Teacher Ratings of Student Teachers

Effectively teaches subject matter	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	Percent 3 or >
Fall 2017-Spring 2018 N=168 placements	N=59 35.1%	N=40 23.8%	N=55 32.7%	N=10 6.0%	N=3 1.8%		N=1 0.6%	**3.41**	**91.6%**

Student Teaching Data Summary
Overall Mean Score for all 10 InTASC Standards = 3.36 Fall 2017-Spring 2018 had a total "N" of 168 student teacher placements

Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas		implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs		implements grade-level appropriate instruction, but does not account for individual learners' differences		implements instruction that exceeds or does not match a developmentally appropriate level for the students		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018 N=168 placements	N=49 29.2%	N=42 25.0%	N=60 35.7%	N=13 7.7%	N=4 2.4%			**3.35**	**89.8%**
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge		
Fall 2017-Spring 2018 N=168 placements	N=46 27.4%	N=44 26.2%	N=60 35.7%	N=14 8.3%	N=2 1.2%	N=2 1.2%		**3.33**	**89.3%**

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds		demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance		demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs		demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018 N=168 placements	N=46 27.4%	N=31 18.5%	N=73 43.5%	N=15 8.9%	N=2 1.2%	N=1 0.6%		**3.30**	**88.3%**
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners		
Fall 2017-Spring 2018	N=75 44.6%	N=40 23.8%	N=45 26.8%	N=5 3.0%	N=3 1.8%			**3.53**	**95.2%**

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community		consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language		models safety and respect to encourage a positive classroom learning community		ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018 N=168 placements	N=71 42.3%	N=44 26.2%	N=44 26.2%	N=5 3.0%	N=4 2.4%			**3.51**	**94.6%**
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students		
Fall 2017-Spring 2018	N=61 36.6%	N=46 27.4%	N=44 26.2%	N=7 4.2%	N=10 6.0%			**3.42**	**89.8%**
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place		
Fall 2017-Spring 2018	N=45 26.8%	N=49 29.2%	N=54 32.1%	N=11 6.5%	N=6 3.6%	N=2 1.2%	N=1 0.6%	**3.32**	**88.1%**
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently		
Fall 2017-Spring 2018	N=42 25.0%	N=50 29.8%	N=56 33.3%	N=13 7.7%	N=6 3.6%		N=1 0.6%	**3.31**	**88.1%**
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively		
Fall 2017-Spring 2018	N=45 26.8%	N=39 23.2%	N=70 41.7%	N=9 5.4%	N=2 1.2%	N=2 1.2%	N=1 0.6%	**3.32**	**91.6%**

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding		instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content		displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content		displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018 N=168 placements	N=59 35.1%	N=40 23.8%	N=55 32.7%	N=10 6.0%	N=3 1.8%		N=1 0.6%	3.41	91.6%
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content		
Fall 2017-Spring 2018	N=51 30.4%	N=41 24.4%	N=61 36.3%	N=10 6.0%	N=3 1.8%	N=2 1.2%		3.36	91.0%
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds		
Fall 2017-Spring 2018	N=32 19.0%	N=42 25.0%	N=72 42.9%	N=15 8.9%	N=5 3.0%	N=2 1.2%		3.22	85.9%

Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content		designs instruction related to the students' real-life experiences and relevant core content		designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences		designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018	N=51 30.4%	N=43 25.6%	N=56 33.3%	N=15 8.9%	N=2 1.2%	N=1 0.6%		**3.37**	**89.3%**
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline		
Fall 2017-Spring 2018	N=45 26.8%	N=43 25.6%	N=59 35.1%	N=12 7.1%	N=9 5.4%			**3.31**	**87.5%**
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues		
Fall 2017-Spring 2018	N=33 19.6%	N=37 22.0%	N=68 40.5%	N=20 11.9%	N=9 5.4%		N=1 0.6%	**3.18**	**82.1%**
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content		
Fall 2017-Spring 2018	N=41 24.4%	N=50 29.8%	N=56 33.3%	N=12 7.1%	N=8 4.8%	N=1 0.6%		**3.30**	**87.5%**

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs		uses multiple assessments that align with the learning targets		uses multiple assessments, but not all are aligned with the learning targets		uses limited assessment methods and items that are not aligned with learning targets		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018	N=48 28.6%	N=32 19.0%	N=70 41.7%	N=13 7.7%	N=4 2.4%		N=1 0.6%	**3.31**	**89.3%**
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable		
Fall 2017-Spring 2018	N=48 28.6%	N=43 25.6%	N=58 34.5%	N=13 7.7%	N=4 2.4%	N=2 1.2%		**3.33**	**88.7%**
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade		
Fall 2017-Spring 2018	N=36 21.4%	N=43 25.6%	N=66 39.3%	N=15 8.9%	N=5 3.0%	N=1 0.6%	N=2 1.2%	**3.24**	**85.3%**
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work		
Fall 2017-Spring 2018	N=34 20.2%	N=44 26.2%	N=65 38.7%	N=16 9.5%	N=5 3.0%	N=4 2.4%		**3.22**	**85.1%**

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them		plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs		plans for learning experiences that are aligned with learning goals		lesson plans are not aligned with learning goals		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018	N=62 36.9%	N=41 24.4%	N=54 32.1%	N=5 3.0%	N=5 3.0%	N=1 0.6%		**3.44**	**93.4%**
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning		
Fall 2017-Spring 2018	N=40 23.8%	N=46 27.4%	N=55 32.7%	N=18 10.7%	N=6 3.6%	N=1 0.6%	N=2 1.2%	**3.25**	**83.9%**
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs		
Fall 2017-Spring 2018	N=53 31.5%	N=43 25.6%	N=53 31.5%	N=12 7.1%	N=5 3.0%		N=2 1.2%	**3.35**	**88.7%**
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually		
Fall 2017-Spring 2018	N=80 47.6%	N=44 26.2%	N=35 20.8%	N=6 9.5%	N=2 1.2%	N=1 0.6%		**3.57**	**88.7%**

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers		varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners		uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals		utilizes only one instructional approach		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018	N=57 33.9%	N=42 25.0%	N=49 29.2%	N=10 6.0%	N=8 4.8%	N=2 1.2%		**3.37**	**88.0%**
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology		
Fall 2017-Spring 2018	N=44 26.2%	N=47 28.0%	N=59 35.1%	N=15 8.9%	N=2 1.2%	N=2 1.2%		**3.33**	**88.7%**
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction		
Fall 2017-Spring 2018	N=45 26.8%	N=42 25.0%	N=64 38.1%	N=10 6.0%	N=6 3.6%	N=1 0.6%		**3.32**	**89.8%**
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens		
Fall 2017-Spring 2018	N=56 33.3%	N=37 22.0%	N=54 32.1%	N=9 5.4%	N=11 6.5%	N=1 0.6%		**3.34**	**87.5%**

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.

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest		accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness		accepts feedback to improve teaching effectiveness		resists feedback to improve teaching effectiveness		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018	N=74 44.0%	N=41 24.4%	N=39 23.2%	N=5 3.0%	N=7 4.2%	N=2 1.2%		**3.49**	**91.6%**
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement		
Fall 2017-Spring 2018	N=76 45.2%	N=41 24.4%	N=37 22.0%	N=7 4.2%	N=5 3.0%	N=2 1.2%		**3.51**	**91.6%**
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies		
Fall 2017-Spring 2018	N=64 38.1%	N=42 25.0%	N=57 33.9%	N=3 1.8%		N=1 0.6%	N=1 0.6%	**3.48**	**97.0%**
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects		
Fall 2017-Spring 2018	N=91 54.2%	N=27 16.1%	N=41 24.4%	N=4 2.4%	N=4 2.4%	N=2 1.2%		**3.58**	**94.0%**

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance		develops supportive and collaborative relationships with colleagues that improve student performance		develops cordial relationships with colleagues; attempts to improve student performance		develops relationships with colleagues that are characterized by negativity or combativeness		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2018	N=74 44.0%	N=33 19.6%	N=47 28.0%	N=7 4.2%	N=5 3.0%	N=2 1.2%		**3.47**	**91.6%**
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication		
Fall 2017-Spring 2018	N=33 20.2%	N=31 18.5%	N=78 46.4%	N=15 8.9%	N=8 4.8%	N=1 0.6%	N=1 0.6%	**3.18**	**85.1%**

2017-2018 Student Teacher Evaluations from Cooperating Teachers (N = 168 placements)	Min	Max	Mean(4-pt)	Percentage of Proficient (3 or higher)
1: Supports student learning through developmentally appropriate instruction	2.0	4.0	3.35	89.8%
1: Accounts for differences in students' prior knowledge	1.5	4.0	3.33	89.8%
2: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	1.5	4.0	3.30	88.3%
2: Exhibits fairness and belief that all students can learn	2.0	4.0	3.53	95.2%
3: Creates a safe and respectful environment for learners	2.0	4.0	3.51	94.6%
3: Structures a classroom environment that promotes student engagement	2.0	4.0	3.42	89.8%
3: Clearly communicates expectations for appropriate student behavior	1.0	4.0	3.32	89.8%
3: Responds appropriately to student behavior	1.0	4.0	3.31	88.1%
3: Guides learners in using technologies in appropriate, safe, and effective ways	1.0	4.0	3.32	88.1%
4: Effectively teaches subject matter	1.0	4.0	3.41	91.6%
4: Guides mastery of content through meaningful learning experiences	1.5	4.0	3.36	91.0%
4: Integrates culturally relevant content to build on learners' background knowledge	1.5	4.0	3.22	85.9%
5: Connects core content to relevant, real-life experiences and learning tasks	1.5	4.0	3.37	89.3%
5: Designs activities where students engage with subject matter from a variety of perspectives	2.0	4.0	3.31	87.5%
5: Accesses content resources to build global awareness	1.0	4.0	3.18	82.1%
5: Uses relevant content to engage learners in innovative thinking & collaborative problem solving	1.5	4.0	3.30	87.5%
6: Uses multiple methods of assessment	1.0	4.0	3.31	89.3%
6: Provides students with meaningful feedback to guide next steps in learning	1.5	4.0	3.33	88.7%
6: Uses appropriate data sources to identify student learning needs	1.0	4.0	3.24	85.3%
6: Engages students in self-assessment strategies	1.5	4.0	3.22	85.1%
7: Connects lesson goals with school curriculum and state standards	1.5	4.0	3.44	93.4%
7: Uses assessment data to inform planning for instruction	1.0	4.0	3.25	83.9%
7: Adjusts instructional plans to meet students' needs	1.0	4.0	3.35	88.7%
7: Collaboratively designs instruction	1.5	4.0	3.57	88.7%
8: Varies instructional strategies to engage learners	1.5	4.0	3.37	88.0%
8: Uses technology appropriately to enhance instruction	1.0	4.0	3.33	88.7%
8: Differentiates instruction for a variety of learning needs	1.5	4.0	3.32	89.8%
8: Instructional practices reflect effective communication skills	1.5	4.0	3.34	87.5%
9: Uses feedback to improve teaching effectiveness	1.5	4.0	3.49	91.6%
9: Uses self-reflection to improve teaching effectiveness	1.5	4.0	3.51	91.6%
9: Upholds legal responsibilities as a professional educator	1.0	4.0	3.48	97.0%
9: Demonstrates commitment to the profession	1.5	4.0	3.58	94.0%
10: Collaborates with colleagues to improve student performance	1.5	4.0	3.47	91.6%
10: Collaborates with parent/guardian/advocate to improve student performance	1.0	4.0	3.18	85.1%
Overall Mean for Student Teaching Ratings	**1.77**	**4.00**	**3.36**	
Mean for InTASC 1-3 Learner and Learning	1.81	4.00	3.39	
Mean for InTASC 4-5 Content Knowledge	1.64	4.00	3.31	
Mean for InTASC 6-8 Instructional Strategies	1.46	4.00	3.34	
Mean for InTASC 9-10 Professional Responsibility	1.50	4.00	3.45	

2017-2018 Student Teacher Data
Areas of Strength and Areas of Challenge
Overall Mean Score of All Student Teacher Ratings = 3.36

Three Highest Mean Score Ratings

Highest -   InTASC 9 item: Demonstrates commitment to the profession 3.58 Mean Score

2nd Highest -   InTASC 7 item: Collaboratively designs instruction 3.57

3rd Highest -   InTASC 2 item: Exhibits fairness and belief that all students can learn 3.53

Lowest Mean Score Ratings

Tie for Lowest -   InTASC 5 item: Accesses content resources to build global awareness, 3.18 Mean Score

Tie for Lowest -   InTASC 10 item: Collaborates with parent/guardian/advocate to improve student performance, 3.18

Tie for 3rd Lowest – InTASC 6 item: Engages students in self-assessment strategies, 3.22

Tie for 3rd Lowest – InTASC 4 item: Integrates culturally relevant content to build on learners' background knowledge, 3.22

Three Highest Percentage of Proficient Ratings

Highest -   InTASC 9 item: Upholds legal responsibilities as a professional educator, 97% rating of 3 or higher

2nd Highest - InTASC 2 item: Exhibits fairness and belief that all students can learn, 95.2% rating of 3 or higher

3rd Highest - InTASC 3 item: Creates a safe and respectful environment for learners, 94.8% rating of 3 or higher

Three Lowest Percentage of Proficient Ratings

Lowest –   InTASC 5 item: Accesses content resources to build global awareness 82.1% Proficient or higher (rating of 3 or higher)

2nd Lowest – InTASC 7 item: Uses assessment data to inform planning for instruction, 83.9% at 3 or higher

3rd Lowest - InTASC 10 item: Collaborates with parent/guardian/advocate to improve student performance, 85.1% at 3 or higher

2017-2018 Student Teacher Evaluations from Cooperating Teachers	Mean	Percent of Student Teacher Placements with an overall rating of 3.0 or higher (Proficient level)	Percentage at each level						
			4-Distinguished; *3-Proficient*; 2-Emerging; 1-Undeveloped						
Four InTASC Categories N= 168			4.0 overall rating	3.5 or higher	*3.0 or higher*	2.5 or higher	2.0 or higher	1.5 or higher	1.0 or higher
Overall Mean for Student Teaching Ratings	**3.36**	**82.7%**	7.7%	44.0%	82.7%	95.2%	98.2%	100%	100%
Mean for InTASC 1-3 Learner and Learning	3.39	82.7%	13.1%	44.0%	82.7%	96.4%	99.4%	100%	100%
Mean for InTASC 4-5 Content Knowledge	3.31	79.8%	11.9%	39.9%	79.8%	94.6%	99.4%	100%	100%
Mean for InTASC 6-8 Instructional Strategies	3.34	82.7%	12.5%	42.9%	82.7%	94.6%	98.2%	99.4%	100%
Mean for InTASC 9-10 Professional Responsibility	3.45	88.7%	16.1%	51.8%	88.7%	96.4%	98.2%	100%	100%

<u>Highest and lowest ratings for each of the four InTASC categories:</u> **Overall Mean Score of All Student Teacher Ratings = 3.36**

InTASC 1-3 Learner and Learning
Highest Rating:
InTASC 2 item: Exhibits fairness and belief that all students can learn 3.53

Lowest Rating:
InTASC 2 item: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs 3.30

InTASC 4-5 Content Knowledge
Highest Rating:
InTASC 4 item: Effectively teaches subject matter 3.41   *Comment: Positive and important to see this InTASC item rated high*

Lowest Rating:
InTASC 5 item: Accesses content resources to build global awareness 3.18

InTASC 6-8 Instructional Strategies
Highest Rating:
InTASC 7 item: Collaboratively designs instruction 3.57
InTASC 7 item: Connects lesson goals with school curriculum and state standards 3.44

Lowest Rating:
InTASC 6 item: Engages students in self-assessment strategies 3.22

InTASC 9-10 Professional Responsibility
Highest Rating:
InTASC 9 item: Demonstrates commitment to the profession 3.58

Lowest Rating:
InTASC 10 item: Collaborates with parent/guardian/advocate to improve student performance 3.18