

**Valley City State University**  
**School of Education and Graduate Studies**  
**Teacher Preparation Data Sharing and Discussion**  
**August 6, 2019**

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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 of its most recent data driven decisions to provide a pulse of what is currently happening at VCSU.
- 9:15-10:00 Student Teacher Data
- 10:10-10:50 Disposition Discussion (Lawshe Method)
- 11:00-11:25 Entry Survey and Exit Survey
- 11:25-11:40 First Year Teacher (Completer) Survey Data and 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)

Al will summarize the comments and share the information with everyone attending the meeting.

## Essential Dispositions August 21, 2018

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.)*

The C. H. Lawshe method was used to provide 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 a particular item is essential. Using these assumptions, Lawshe developed a formula termed the content validity ratio,  $CVR = [(E - (N / 2)) / (N / 2)]$ .

### Procedure

Eighty-three **subject matter experts (SMEs)** reviewed 43 InTASC dispositional items and rated them as "Essential", "Useful, but not Essential", or "Not Necessary". All were involved with education in North Dakota schools. Teacher Education Faculty and/or University Supervisors (59), PK-12 Cooperating Teachers (16), PK-12 Administrators (7), Other (1). The response ratings were tallied and a Content Validity Ratio (CVR) was established 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
  - 40 panelists requires a minimum CVR value of .29
  - **83 panelists (the NDACTE survey total) requires a minimum CVR value of .205**
- The process allows for the retention or rejection of individual items

The number of panelists exceeded the CAEP values provided by Dr. Chepko. Dr. Brent Hill (NDSU) calculated a table for higher "N" values using the work of Ayre and Scally (2014). The calculations are very slightly different from the critical values from Wilson et al. (2012) and Lawshe (1975), but considered to produce even more precise critical values. With 83 panelists, the critical number of "Essential" responses calculated to be 50 with a proportion of agreement on the "Essential" rating at 0.602 and a CVR of .205.

The "essential" ratings of 83 SMEs indicated a high enough level of agreement among the raters that *a content validity ratio of 0.205 or higher* were identified for 28 of the 43 dispositional items. The 28 items highlighted in light green have the strongest evidence for retention among the 43 InTASC items. Each of the four InTASC categories had items viewed as "Essential": Learner and Learning (InTASC 1-3) had 8 items; Content (InTASC 4-5) 2 items; Instructional Practice (InTASC 6-8) 5 items; Professional Responsibility (InTASC 9-10) 13 items. Any items with CVR ratings close to .205, such as the two items at 0.195, will be discussed by the subcommittee. The NDACTE subcommittee will consider the data to help narrow down the list of 43 items used to develop a dispositional assessment instrument that is both valid and practical.

## Essential Dispositions - Lawshe Method August 21, 2018

#	Dispositional Attribute	Essential	Useful, but not Essential	Not Necessary	Total	Content Validity Ratio
<b>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.</b>						
1	Respects learners' developmental strengths/needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20)	62	20	0	82	<b>0.512</b>
2	Commits to using learners' strengths as a basis for their growth (InTASC 1.i, 1.j) (Danielson 3c) (Marzano 3,15,20)	49	32	1	82	<b>0.195</b>
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)	45	37	0	82	<b>0.098</b>
4	Believes that all students can learn/ achieve (InTASC 2.l, 2.n) (Danielson 2.b)(Marzano 19)	75	5	1	81	<b>0.852</b>
5	Responds respectfully to individual needs (InTASC 2.m) (Danielson 2.d) (Marzano 20)	68	12	2	82	<b>0.659</b>
6	Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19)	54	26	1	81	<b>0.333</b>
7	Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (Marzano 15,20)	63	16	2	81	<b>0.556</b>
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)	64	18	0	82	<b>0.561</b>
9	Displays a commitment to developing a thoughtful/ responsive educational community (InTASC 3.q, 3.r) (Danielson 2b) (Marzano 17,19)	40	34	8	82	<b>-0.024</b>
10	Engages learners in decision-making for purposeful learning (InTASC 3.p)(Danielson 3c)(Marzano 18)	51	29	2	82	<b>0.244</b>
11	Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16)	54	27	1	82	<b>0.317</b>
<b>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.</b>						
1	Commits to making learning opportunities accessible to all learners (InTASC 4.r) (Danielson 3c)(Marzano 2)	79	3	0	82	<b>0.927</b>
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)	38	42	1	81	<b>-0.062</b>
3	Is committed to engaging learners in critical/creative thinking as a means to solve local/global issues (InTASC 5q)(Marzano 13)	49	32	1	82	<b>0.195</b>
4	Is committed to linking subject content to real life issue (InTASC 5.q, 5.s)(Marzano 2)	56	25	0	81	<b>0.383</b>
5	Values student exploration that encourages new discoveries/ meaning (InTASC 5.r, 5.s) (Danielson 3c)(Marzano 11)	46	33	3	82	<b>0.122</b>
<b>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.</b>						
1	Takes responsibility for using student assessment data in teaching and learning (InTASC 6.r, 6.t, 6.v) (Danielson 3.d)	63	19	0	82	<b>0.537</b>
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)	35	45	2	82	<b>-0.146</b>
3	Commits to making accommodations in testing/ assessments for all learners (InTASC 6.t, 6.u, 6.v) (Danielson 3d)	71	10	1	82	<b>0.732</b>

4	Takes responsibility for aligning assessment and instruction with learning goals/ standards (InTASC 6.r, 6.v) (Danielson 1c)(Marzano 14)	71	11	0	82	<b>0.732</b>
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)	64	17	1	82	<b>0.561</b>
6	Demonstrates flexibility in planning for learner needs (InTASC 7.n, 7.p, 7.q, 8.p)(Danielson 3e)(Marzano 3)	69	13	0	82	<b>0.683</b>
7	Values collaborative planning (InTASC 7.o)	40	43	0	83	<b>-0.036</b>
8	Values the use of reciprocity to adapt instruction for learner needs (InTASC 8.p, 8.s) (Danielson 3a)(Marzano 11,12)	29	50	2	81	<b>-0.284</b>
9	Values the use of new/ emerging technologies that will promote student learning (InTASC 8.r, 8.q) (Danielson 1d)	43	37	2	82	<b>0.049</b>
<b>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.</b>						
1	Maintains a positive attitude in academic/ professional settings (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21)	71	11	0	82	<b>0.732</b>
2	Commits to professional appearance in dress and grooming (InTASC 9.o)(Marzano 21)	50	31	0	81	<b>0.235</b>
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)	80	3	0	83	<b>0.928</b>
4	Values appropriate interpersonal relationships in all settings (InTASC 3.n, 10.r, 9.o) (Danielson 4.f) (Marzano 23)	58	23	2	83	<b>0.398</b>
5	Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f)(Marzano 21)	76	7	0	83	<b>0.831</b>
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)	58	24	1	83	<b>0.398</b>
7	Initiates self-directed learning/ professional development (InTASC 9.l, 9.m, 9.n) (Danielson 4e) (Marzano 23)	40	43	0	83	<b>-0.036</b>
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)	41	39	1	81	<b>0.012</b>
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)	30	48	3	81	<b>-0.259</b>
10	Is approachable: nonthreatening, positive (InTASC 10.q, 10.r)(Marzano 23)	72	9	1	82	<b>0.756</b>
11	Receives/uses constructive feedback professionally (InTASC 10.t)(Danielson 4d)(Marzano 22)	77	6	0	83	<b>0.855</b>
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)	41	39	3	83	<b>-0.012</b>
13	Advocates for the developmental/ academic needs of students during collaboration with stakeholders (InTASC 10.p, 10.q) (Danielson 4c, 4f)(Marzano 23)	47	33	3	83	<b>0.133</b>
14	Listens actively to stakeholders regarding children's education (InTASC 10.p, 10.q, 10.s) (Danielson 4c)(Marzano 23)	51	31	1	83	<b>0.229</b>
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)	57	26	0	83	<b>0.373</b>
16	Communicates professionally through electronic means (email, social media, course mgmt. system) (InTASC 10.q, 10.r) (Danielson 4c)	62	21	0	83	<b>0.494</b>
17	Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c)	67	16	0	83	<b>0.614</b>
18	Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p) (Danielson 4f)	79	4	0	83	<b>0.904</b>

The 28 items highlighted above were cross-referenced with the student teacher observation assessment instrument and six more items were removed so the final assessment instrument had 22 items. The instrument was piloted in the Spring of 2019. The data are available on the next sheet.

## 2019 VCSU Spring Pilot Disposition Data

3 = Exceeds Expectations, 2.5 In addition to rating of 2, partial success at rating of 3, 2 = Meets Expectations, 1.5 In addition to rating of 1, partial success at rating of 2, 1 = Needs Improvement

	Disposition Item - Rated by cooperating teachers The teacher candidate...	Mean	Max	Min	Standard Deviation	Count 3	Count 2.5	Count 2	Count 1.5	Count 1	Percent 3	Percent 2.5	Percent 2	Percent 1.5	Percent 1	Total
	<b>InTASC Standards 1-3 Learner and Learning</b>															
1	<b>Respects learners' developmental strengths and needs</b> (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III B.1, III.B.2-3)	2.41	3	1.5	0.44	17	15	24	2	0	29.3%	25.9%	41.4%	3.4%	0.0%	58
2	<b>Believes that all students can learn and achieve</b> (InTASC 2.i, 2.n) (Danielson 2.b)(Marzano 19) (MCEE II.A.3)	2.47	3	1.5	0.47	21	16	18	3	0	36.2%	27.6%	31.0%	5.2%	0.0%	58
3	<b>Commits to knowing about the cultures and communities that impact their students</b> (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	2.26	3	1.5	0.47	12	10	29	5	0	21.4%	17.9%	51.8%	8.9%	0.0%	56
4	<b>Displays a commitment to provide equitable learning and development opportunities for all</b> (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III.A.1)	2.41	3	1.5	0.41	15	19	23	1	0	25.9%	32.8%	39.7%	1.7%	0.0%	58
5	<b>Engages learners in decision-making for purposeful learning</b> (InTASC 3.p)(Danielson 3c)(Marzano 18) (MCEE III.A.2)	2.35	3	1	0.49	14	18	20	4	1	24.6%	31.6%	35.1%	7.0%	1.8%	57
6	<b>Engages learners in collaborative learning</b> (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) (MCEE III.A.2)	2.33	3	1.5	0.44	13	15	27	3	0	22.4%	25.9%	46.6%	5.2%	0.0%	58
	<b>InTASC Standards 4-5 Content</b>															
7	<b>Commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills</b> (InTASC 4.r) (Danielson 3c)(Marzano 2) (MCEE II.A.1,II.A.3; II.C.1; III.B.1)	2.37	3	1.5	0.44	14	18	23	3	0	24.1%	31.0%	39.7%	5.2%	0.0%	58
8	<b>Is committed to linking subject content to real life issues</b> (InTASC 5.q, 5.s)(Marzano 2) (MCEE II.A.1, II.A.3; II.C.1)	2.29	3	1	0.49	12	17	23	5	1	20.7%	29.3%	39.7%	8.6%	1.7%	58
	<b>InTASC Standards 6-8 Instructional Practice</b>															
9	<b>Commits to making accommodations in assessments for all learners</b> (InTASC 6.t, 6.u, 6.v) (Danielson 3d) (MCEE I.C.5; II.C.1-3; III.A.1; IV.A.2)	2.26	3	1	0.42	8	18	28	2	1	14.0%	31.6%	49.1%	3.5%	1.8%	57
10	<b>Is committed to planning learning opportunities that promote student growth</b> (InTASC 7.n, 7.p, 4.r, 9.i)(Danielson 1a)(Marzano 3) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	2.34	3	1.5	0.48	15	16	21	6	0	25.9%	27.6%	36.2%	10.3%	0.0%	58
11	<b>Values the exploration of how to use new and emerging technologies to promote student learning</b> (InTASC 8.q, 8.r) (Danielson 1d) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	2.28	3	1	0.55	18	7	24	8	1	31.0%	12.1%	41.4%	13.8%	1.7%	58

	<b>InTASC Standards 9-10 Professional Responsibility</b>	Mean	Max	Min	Standard Deviation	Count 3	Count 2.5	Count 2	Count 1.5	Count 1	Percent 3	Percent 2.5	Percent 2	Percent 1.5	Percent 1	Total
12	<b>Maintains a positive attitude in professional settings</b> (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	2.71	3	1.5	0.41	34	16	6	2	0	58.6%	27.6%	10.3%	3.4%	0.0%	58
13	<b>Commits to professional appearance in dress and grooming</b> (InTASC 9.o)(Marzano 21) (MCEE III A.4)	2.70	3	2	0.40	34	13	11	0	0	58.6%	22.4%	19.0%	0.0%	0.0%	58
14	<b>Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics</b> (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I, II, III, IV, V)	2.65	3	2	0.43	32	11	15	0	0	55.2%	19.0%	25.9%	0.0%	0.0%	58
15	<b>Values appropriate interpersonal relationships in all settings</b> (InTASC 3.n, 9.o, 10.r) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1-5, III.A.1,6-9, B.1-3, IV.B.1-2, 5,E.1-4)	2.57	3	1.5	0.46	28	11	18	1	0	48.3%	19.0%	31.0%	1.7%	0.0%	58
16	<b>Is dependable: prepared, on time</b> (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	2.52	3	1.5	0.47	23	17	15	3	0	39.7%	29.3%	25.9%	5.2%	0.0%	58
17	<b>Is approachable: nonthreatening, positive</b> (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	2.69	3	1.5	0.42	34	13	10	1	0	58.6%	22.4%	17.2%	1.7%	0.0%	58
18	<b>Receives/uses constructive feedback professionally</b> (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	2.62	3	2	0.40	27	18	13	0	0	46.6%	31.0%	22.4%	0.0%	0.0%	58
19	<b>Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders</b> (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	2.46	3	1.5	0.49	22	12	21	3	0	37.9%	20.7%	36.2%	5.2%	0.0%	58
20	<b>Communicates professionally through electronic means (email, social media, course management system)</b> (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3)	2.35	3	1	0.49	17	7	29	1	1	30.9%	12.7%	52.7%	1.8%	1.8%	55
21	<b>Communicates professionally in oral language when working with stakeholders</b> (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c)(MCEE I, II, III, IV, V)	2.42	3	1.5	0.45	19	11	26	1	0	33.3%	19.3%	45.6%	1.8%	0.0%	57
22	<b>Accepts responsibility for personal actions and behaviors</b> (InTASC 9.i, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	2.55	3	2	0.43	24	14	18	0	0	42.9%	25.0%	32.1%	0.0%	0.0%	56

**3 = Exceeds Expectations**, 2.5 In addition to rating of 2, partial success at rating of 3, **2 = Meets Expectations**, 1.5 In addition to rating of 1, partial success at rating of 2, **1 = Needs Improvement**  
The “Not Observed” option was used 10 times by cooperating teachers: 22 ratings x 58 raters = 1276 total ratings (about 8 tenths of 1% were marked as “Not Observed”).

Three highest mean score ratings	Three lowest mean score ratings
Item 12 –(2.71) <b>Maintains a positive attitude in professional settings</b> Item 13 –(2.70) <b>Commits to professional appearance in dress and grooming</b> Item 17 –(2.69) <b>Is approachable: nonthreatening, positive</b>	Item 3– (2.26) <b>Commits to knowing about the cultures and communities that impact their students</b> Item 9– (2.26) <b>Commits to making accommodations in assessments for all learners</b> Item 11– (2.28) <b>Values the exploration of how to use new and emerging technologies to promote student learning</b>

## 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)

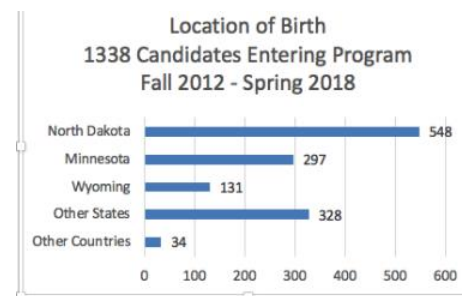
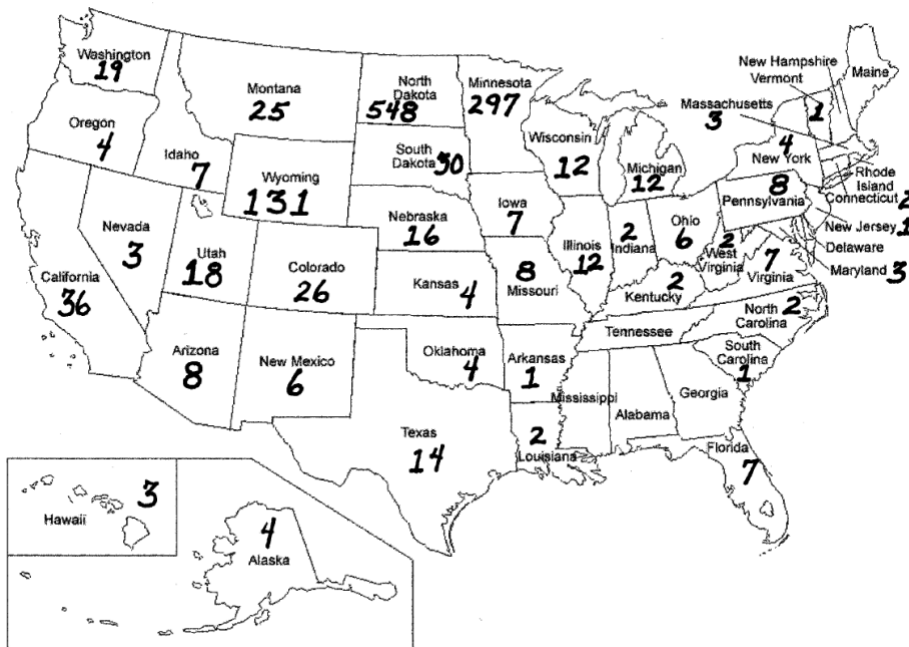
### I. Introduction to Education Entry Survey Summary:

## Entry Survey

## Learning about VCSU Teacher Candidates

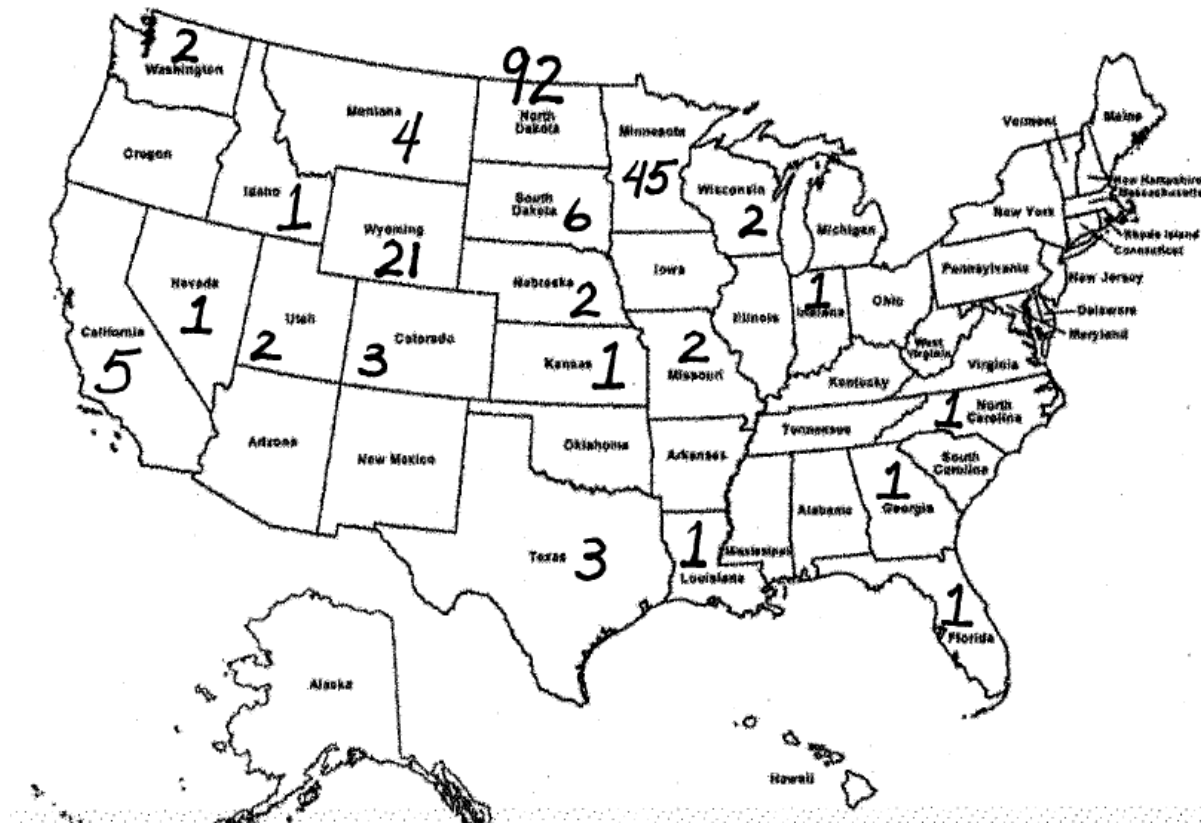
Data from Fall 2012 to Spring 2018

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.



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  
Fall 2018 – Spring 2019 Data



Teacher Candidates Fall 2012 -Spring 2018      Fall 2018 – Spring 2019

Location of Birth	Count	Percent		Location of Birth	Count	Percent
North Dakota	548	41.0%		North Dakota	92	46.2%
Minnesota	297	22.2%		Minnesota	45	22.6%
Wyoming	131	9.8%		Wyoming	21	10.6%
Other States	328	24.5%		Other States	39	19.6%
Other Countries	34	2.5%		Other Countries	2	2.0%

## Entry Survey Data

What is your sex? (Gender)	Fall 2012-Spring 2018 Total	Percent	Fall 2018-Spring 2019 Total	Percent
Male	316	23.4%	46	23%
Female	1035	76.6%	154	77%
<b>Total</b>	<b>1351</b>	<b>100.0%</b>	<b>200</b>	<b>100%</b>

What is your race/ethnicity? <i>Mark ALL that apply</i>	Fall 2012 Spring 2018 Total	Percent	Fall 2018-Spring 2019 Total	Percent
American Indian or Alaskan Native	32	2.3%	2	1.0%
Asian	13	0.9%	2	1.0%
Black or African American	17	1.2%	6	2.9%
Hispanic or Latino	51	3.7%	8	3.9%
Native Hawaiian and other Pacific Islander	5	0.4%	1	0.5%
White, non-Hispanic	1271	90.9%	186	89.9%
Other	9	0.6%	2	1.0%
<b>Total</b>	<b>1398</b>	<b>100.0%</b>	<b>207</b>	<b>100.0%</b>

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

### Fall 2012 – Spring 2018 Entry Data Results

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%
<b>Total</b>	<b>439</b>	

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

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%
<b>11 or more years</b>	<b>1189</b>	<b>90.21%</b>
I do not plan to teach	17	1.29%
<b>Total</b>	<b>1318</b>	

### Fall 2018 – Spring 2019 Entry Data Results

At what point in your life did you first think of becoming a teacher?	Total	Percent
Elementary school	63	31.7%
Middle school	17	8.5%
High school	65	32.7%
Between high school and college	10	5.0%
College	27	13.6%
After leaving college	9	4.5%
Other (please specify)	8	4.0%
<b>Total</b>	<b>199</b>	

Did anyone discourage you from pursuing a teaching career?	Total	Percent
Yes	57	28.8%
No	141	71.2%
<b>Total</b>	<b>198</b>	

How long do you plan on teaching?	Total	Percent
1-2 years	1	0.5%
3-5 years	5	2.5%
6-10 years	14	7%
<b>11 or more years</b>	<b>180</b>	<b>90%</b>
I do not plan to teach		0%
<b>Total</b>	<b>200</b>	

## II. 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=922 2011-2019	VCSU Count / Percent N=84 2018-2019	VCSU Count / Percent N=98 2017-2018	<sup>1</sup> NExT Aggregate Count / Percent 2015-2016	<sup>2</sup> ND Aggregate Count / Percent 2015-2016	<sup>3</sup> Super Aggregate Count/Percent 2016-2017
Definitely yes	698 / 75.7%	68 / 81.0%	70 / 71.4%	750 / 43.7%	186 / 60.6%	584/55.9%
Probably yes	201 / 21.8%	14 / 16.6%	26 / 26.5%	752 / 43.8%	97 / 31.6%	361/34.6%
Probably no	18 / 2.0%	0 / 0.0%	1 / 1.0%	172 / 10.0%	20 / 6.5%	80/7.7%
Definitely no	5 / 0.5%	2 / 2.4%	1 / 1.0%	44 / 2.6%	4 / 1.3%	20/1.9%

<sup>1</sup> NExT Aggregate 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).

<sup>2</sup> ND Aggregate 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.)

<sup>3</sup> Super Aggregate 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; 97.5% rate their preparation favorably enough to state they would definitely recommend the program (75.7%) and another 21.8% would probably recommend the program to other prospective teachers. Only 5 of 922 exiting student teachers stated that they would not recommend the program; one-half of one percent (0.5%).

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 (3.75)
- Act as an advocate for all students. (3.72)
- Use formative and summative assessments to inform instructional practice (3.70)
- Help students work together to achieve learning goals. (3.70)
- Use effective communication skills and strategies to convey ideas and information to students. (3.69)
- Develop and maintain a classroom environment that promotes student engagement. (3.69)
- Clearly communicate expectations for appropriate student behavior. (3.68)
- Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.67)
- Connect core content to students' real-life experiences. (3.67)
- Use colleague feedback to support my development as a teacher. (3.67)
- Collaborate with teaching colleagues to improve student performance. (3.67)
- 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	2018-2019			2017-2018			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	n	Mean	SD	n	Mean	SD
<b>Effectively teach the subject matter in my licensure area.</b>	84	3.57	0.5	124	3.66	0.5	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 (2.98)
- Differentiate instruction for English language learners (3.09)
- Differentiate instruction for students with IEPs and 504 plans (3.13)
- Differentiate instruction for gifted and talented students (3.17)
- Access resources to foster learning for students with diverse needs. (3.34)
- Know where and how to access resources to build global awareness and understanding. (3.38)
- Collaborate with parents and guardians to support student learning. (3.39)

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 2011-2019 compared to 2011-2018, 2011-2017, and 2011-2015	“Agree” + “Tend to Agree” ratings
Differentiate instruction for students with IEPs and 504 plans	Up to 36.0% after 2019 compared to 35.4% in 2018, 33.3% in 2017 and 30.9% after 2015	36.0% + 43.3% = 79.3%
Differentiate instruction for students with mental health needs	Now at 29.5% after 2019 compared to 30.1% in 2018, 28.9% in 2017 and 28.3% after 2015	29.5% + 44.6% = 74.1%
Differentiate instruction for gifted and talented students	Now at 37.7% after 2019 compared to 37.9% in 2018, 36.4% in 2017 and 35.2% after 2015	37.7% + 45.7% = 83.4%
Differentiate instruction for English language learners	Now at 34.1% after 2019 compared to 35.4% in 2018, 34.3% in 2017 and 33.2% after 2015	34.1% + 45.7% = 79.8%

“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 74-83% favorable, with the remainder of the responses falling largely in the “Tend to Disagree” rating.

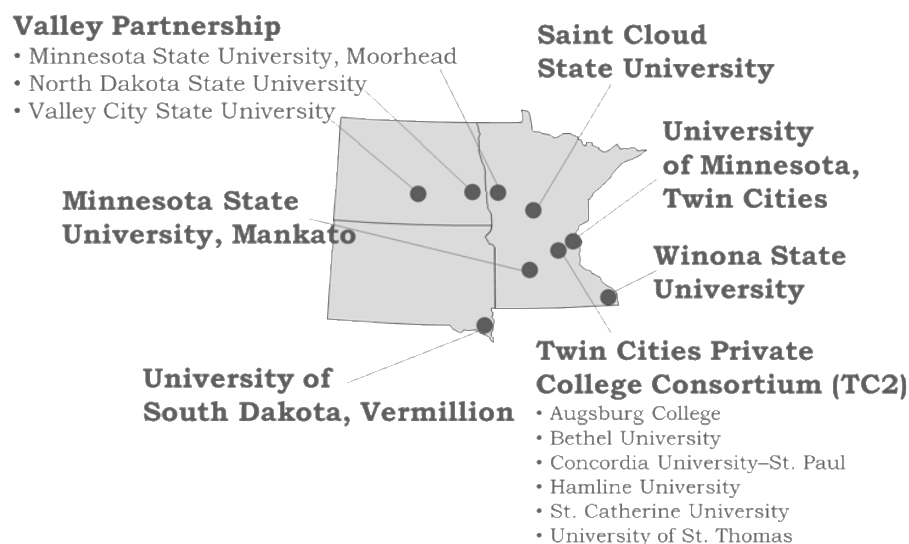
These areas of learner differences are challenging for teachers and teacher preparation programs. More work needs to be done, but all of the ratings are up compared to 2015. The table below compares VCSU mean score ratings with aggregate mean score ratings from the 14 <sup>1</sup>NExT institutions and a <sup>2</sup>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 = 83 2018-2019	VCSU mean score N = 98 2017-2018	VCSU mean score N = 107 2015-2016	<sup>1</sup> NExT Aggregate mean score N= 1043 2016-2017	<sup>1</sup> NExT Aggregate mean score N= 1708 2015-2016	<sup>2</sup> ND Aggregate mean score N=305 2015-2016
Differentiate instruction for students with IEPs and 504 plans	<b>3.20</b>	3.17	3.01	3.34	3.02	2.96
Differentiate instruction for students with mental health needs	<b>2.95</b>	3.04	2.95	3.22	2.87	2.86
Differentiate instruction for gifted and talented students	<b>3.10</b>	3.28	3.13	3.24	2.87	2.97
Differentiate instruction for English language learners	<b>3.01</b>	3.19	3.08	3.17	3.03	3.00

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

<sup>1</sup> 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).



<sup>2</sup> 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.)

### III. 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:

- Act as an advocate for all students. (3.81)
- Plan lessons with clear learning objectives/goals in mind. (3.76)
- Use effective communication skills and strategies to convey ideas and information to students. (3.74)
- Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.74)
- Develop and maintain a classroom environment that promotes student engagement. (3.72)
- Effectively teach the subject matter in my licensure area. (3.71)
- Use formative and summative assessments to inform instructional practice. (3.70)
- Uphold laws related to student rights and teacher responsibility. (3.68)
- Use colleague feedback to support my development as a teacher. (3.67)
- Help students work together to achieve learning goals. (3.66)
- Collaborate with teaching colleagues to improve student performance. (3.66)
- Connect core content to students’ real-life experiences. (3.65)
- Clearly communicate expectations for appropriate student behavior. (3.65)
- Design activities where students engage with subject matter from a variety of perspectives. (3.63)
- Select instructional strategies to align with learning goals and standards. (3.63)
- Regularly adjust instructional plans to meet students’ needs. (3.61)

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 mental health needs. (3.02)
- Differentiate instruction for English-language learners. (3.06)
- Differentiate instruction for gifted and talented students. (3.15)
- Differentiate instruction for students with IEPs and 504 plans. (3.15)
- Help students to regulate their own behavior. (3.32)
- Collaborate with parents and guardians to support student learning. (3.35)
- Access resources to foster learning for students with diverse needs. (3.36)

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?”**

<i>First-year teachers</i> <b>Assessment Item</b>	VCSU mean score N = 56 2017-2018	VCSU mean score N = 52 2016-2017	VCSU mean score N = 50 2015-2016	<sup>3</sup> Aggregate mean score N= 1004 2016-2017	<sup>1</sup> NExT mean score N= 685 2015-2016	<sup>2</sup> ND mean score N=229 2015-2016
Differentiate instruction for students with IEPs and 504 plans	3.15	3.12	3.12	3.17	3.04	2.94
Differentiate instruction for students with mental health needs	3.20	3.15	3.00	2.92	2.78	2.77
Differentiate instruction for students for gifted and talented students	3.15	3.27	3.16	2.92	2.84	2.83
Differentiate instruction for students for English language learners	3.06	3.18	3.04	3.01	2.99	2.76

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

<sup>1</sup>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).

<sup>2</sup>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.)*

<sup>3</sup>In addition to the NExT, institutions in Alaska, Minnesota, North Dakota, and West Virginia use the NExT Common Metrics Surveys statewide. In addition the University of Wisconsin Whitewater, Wayne State College, Otterbein University, and Zayed University are affiliate institutions.

*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%
2019	28	50.0%	8	14.3%	15	26.8%	5	8.9%
<b>Overall Total</b>	<b>119</b>	<b>35.1%</b>	<b>127</b>	<b>37.5%</b>	<b>74</b>	<b>21.8%</b>	<b>19</b>	<b>5.6%</b>

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

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

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

On a four-point scale, these mean scores of 3.7 and 3.8 display the a high percentage of the completers agree that they were well prepared for teaching.

#### IV. 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:

- Upholds laws related to student rights and teacher responsibility. (3.78)
- Effectively teaches the subject matter in his/her licensure area. (3.76)
- Acts as an advocate for all students. (3.74)
- Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. (3.74)
- Effectively organizes the physical environment of the classroom for instruction. (3.70)
- Uses colleague feedback to support development as a teacher. (3.69)
- Selects instructional strategies to align with learning goals and standards. (3.67)
- Designs activities where students engage with subject matter from a variety of perspectives. (3.66)
- Effectively teaches students from culturally and ethnically diverse backgrounds and communities. (3.66)
- Helps students work together to achieve learning goals. (3.65)
- Regularly adjusts instructional plans to meet students' needs. (3.65)
- Plans lessons with clear learning objectives/goals in mind. (3.63)
- Clearly communicates expectations for appropriate student behavior. (3.61)

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?”**

<i>Supervisors of first-year teachers</i> <b>Assessment Item</b>	<b>VCSU mean score N = 41 2017-2018</b>	<b>VCSU mean score N = 45 2016-2017</b>	<b>VCSU mean score N = 44 2015-2016</b>	<b>VCSU mean score N = 44 2014-2015</b>	<sup>3</sup> NExT mean score N= 717 2017-2018	<sup>1</sup> NExT mean score N= 526 2015-2016	<sup>2</sup> ND mean score N=151 2015-2016
Design instruction for students with IEPs and 504 plans	<b>3.68</b>	<b>3.52</b>	3.76	3.51	3.51	3.42	3.58
Design instruction for students with mental health needs	<b>3.51</b>	<b>3.36</b>	3.60	3.60	3.41	3.34	3.49
Design instruction for students for gifted and talented students	<b>3.32</b>	<b>3.36</b>	3.48	3.23	3.31	3.22	3.38
Design instruction for students for English language learners	<b>3.50</b>	<b>3.39</b>	3.68	3.43	3.43	3.36	3.48

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

<sup>1</sup> 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).

<sup>2</sup> 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.*)

<sup>3</sup> In addition to the NExT, institutions in Alaska, Minnesota, North Dakota, and West Virginia use the NExT Common Metrics Surveys statewide. In addition the University of Wisconsin Whitewater, Wayne State College, Otterbein University, and Zayed University are affiliate institutions.

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:

- **Differentiates assessment for all learners. (3.32)**
- **Identifies issues of reliability and validity in assessment. (3.33)**
- **Differentiates to meet the needs of students from various socioeconomic backgrounds. (3.36)**
- **Differentiates instruction for gifted and talented students. (3.36)**
- **Engages students in self-assessment strategies. (3.41)**
- **Analyzes multiple and appropriate types of assessment data to identify student learning needs. (3.47)**
- **Helps students analyze multiple sources of evidence to draw sound conclusions. (3.47)**
- **Makes interdisciplinary connections among core subjects. (3.48)**
- **Helps students develop skills to solve complex problems. (3.49)**

**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 <sup>a</sup>	5	11.9	79	15.43

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

<sup>a</sup>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 <sup>a</sup>	3	6.5	30	4.77

*Note.* Data from item A6. The “does not apply” responses were removed from the frequency counts.

<sup>a</sup>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 2017-2018	VCSU mean score 2016-2017	VCSU mean score 2015-2016	NExT mean score 2016-2017	NExT mean score 2015-2016	ND mean score 2015-2016
Effectively teach the subject matter in my licensure area comparison across assessments: <b>(Exit Survey: student teachers)</b>	<b>3.64</b>	<b>3.66</b>	<b>3.70</b>	3.64 N=1043	3.52	3.65
Effectively teach the subject matter in my licensure area comparison across assessments: <b>(TTS Survey: 1<sup>st</sup> year teachers)</b>	<b>3.54</b>	<b>3.70</b>	<b>3.71</b>	3.50 N=1017	3.54	3.56
Effectively teach the subject matter in my licensure area comparison across assessments: <b>(SS Survey: principals)</b>	<b>3.73</b>	<b>3.80</b>	<b>3.81</b>	3.65 N=762	3.70	3.81

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

**2017-2019 Cooperating Teacher Ratings of Student Teachers**

Effectively teaches subject matter	Mean	Percent 3 or >
Fall 2017-Spring 2019 N=361 placements	<b>3.39</b>	<b>93%</b>

**4-point scale:** 4 –Distinguished; 3 –Proficient; 2 –Emerging; 1 –Undeveloped (rating choices of 1, 1.5, 2, 2.5, 3, 3.5, or 4)

## **V. Student Teacher Final Evaluation Summary:**

Fall 2017- Spring 2019 Student Teacher Data

Areas of Strength and Areas of Challenge

**Overall Mean Score of All Student Teacher Ratings = 3.36**

**N = 361 Student Teacher Placements**

### **Three Highest Mean Score Ratings**

Highest - InTASC 9 item: Demonstrates commitment to the profession 3.54

2<sup>nd</sup> Highest - InTASC 7 item: Collaboratively designs instruction 3.54

3<sup>rd</sup> Highest - InTASC 2 item: Exhibits fairness and belief that all students can learn 3.54

### **Lowest Mean Score Ratings**

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

2<sup>nd</sup> Lowest - InTASC 5 item: Accesses content resources to build global awareness, 3.19

3<sup>rd</sup> Lowest – InTASC 6 item: Engages students in self-assessment strategies, 3.20

3<sup>rd</sup> 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, 98% rating of 3 or higher

2<sup>nd</sup> Highest - InTASC 2 item: Exhibits fairness and belief that all students can learn, 96% rating of 3 or higher

3<sup>rd</sup> Highest - InTASC 3 item: Creates a safe and respectful environment for learners, 95% rating of 3 or higher

### **Three Lowest Percentage of Proficient Ratings**

Lowest – InTASC 5 item: Accesses content resources to build global awareness 81% Proficient or higher (rating of 3 or higher)

2<sup>nd</sup> Lowest – InTASC 6 item: Uses appropriate data sources to identify student learning needs, 84% at 3 or higher

3<sup>rd</sup> Lowest - InTASC 10 item: Engages students in self-assessment strategies, 84% at 3 or higher

2017-2019 Student Teacher Evaluations from Cooperating Teachers  Four InTASC Categories N= 363	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						
			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	81.5%	7.7%	38.6%	81.5%	96.7%	98.9%	100%	100%
Mean for InTASC 1-3 Learner and Learning	3.38	81.3%	11.6%	44.8%	81.3%	97.5%	99.4%	100%	100%
Mean for InTASC 4-5 Content Knowledge	3.30	78.8%	12.7%	37.5%	78.8%	95.9%	99.7%	100%	100%
Mean for InTASC 6-8 Instructional Strategies	3.33	80.4%	12.1%	39.1%	80.4%	96.7%	98.9%	99.7%	100%
Mean for InTASC 9-10 Professional Responsibility	3.45	89.0%	16.5%	50.7%	89.0%	97.8%	99.2%	100%	100%

**Highest and lowest ratings for each of the four InTASC categories: 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 3.54

Lowest Rating:

InTASC 2 item: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs 3.29

### **InTASC 4-5 Content Knowledge**

Highest Rating:

InTASC 4 item: Effectively teaches subject matter 3.38 *Comment: Positive and important to see this InTASC item rated high*

Lowest Rating:

InTASC 5 item: Accesses content resources to build global awareness 3.19

### **InTASC 6-8 Instructional Strategies**

Highest Rating:

InTASC 7 item: Collaboratively designs instruction 3.54

InTASC 7 item: Connects lesson goals with school curriculum and state standards 3.40

Lowest Rating:

InTASC 6 item: Engages students in self-assessment strategies 3.20

### **InTASC 9-10 Professional Responsibility**

Highest Rating:

InTASC 9 item: Demonstrates commitment to the profession 3.56

Lowest Rating:

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

# VCSU Student Teacher Data: Teacher Candidate Self-Assessment Data compared with Cooperating Teacher Data

Fall 2018-Spring 2019 Self-assessment teacher candidate ratings; Fall 2017-Spring 2019 Cooperating teacher ratings

	Self-Assessment				Cooperating Teachers			
InTASC Standard 1	Mean	% 3 or >	% < 3	N	Mean	% 3 or >	% < 3	Count
Supports student learning through developmentally appropriate instruction.	3.37	95%	5%	177	3.37	92%	8%	361
Accounts for differences in students' prior knowledge.	3.29	93%	7%	176	3.33	90%	10%	361
Standard #1: Learner Development. (Average Calculated)	3.33	94%	6%	353	3.35	91%	9%	722
InTASC Standard 2	Mean	% 3 or >	% < 3	N	Mean	% 3 or >	% < 3	Count
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	3.25	90%	10%	176	3.30	90%	10%	361
Exhibits fairness and belief that all students can learn.	3.62	99%	1%	177	3.54	96%	4%	361
Standard #2: Learning Differences. (Average Calculated)	3.44	95%	5%	353	3.42	93%	7%	722
InTASC Standard 3	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Creates a safe and respectful environment for learners.	3.60	99%	1%	177	3.48	95%	5%	361
Structures a classroom environment that promotes student engagement.	3.43	97%	3%	176	3.39	91%	9%	361
Clearly communicates expectations for appropriate student behavior.	3.34	94%	6%	177	3.33	89%	11%	361
Responds appropriately to student behavior.	3.30	92%	8%	177	3.33	88%	12%	361
Guides learners in using technologies in appropriate, safe, and effective ways.	3.31	88%	12%	177	3.31	92%	8%	361
Standard #3: Learning Environments. (Average Calculated)	3.40	94%	6%	884	3.37	91%	9%	1805
Summary for Standards 1 -3 Learner and Learning	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
(Calculated)	3.39	94%	6%	1590	3.38	91%	9%	3249
InTASC Standard 4	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Effectively teaches subject matter.	3.36	93%	7%	177	3.39	93%	7%	361
Guides mastery of content through meaningful learning experiences.	3.27	90%	10%	177	3.34	91%	9%	361
Integrates culturally relevant content to build on learners' background knowledge.	3.12	82%	18%	176	3.22	88%	12%	361
Standard #4: Content Knowledge. (Average Calculated)	3.25	88%	12%	530	3.32	91%	9%	1083
InTASC Standard 5	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Connects core content to relevant, real-life experiences and learning tasks.	3.36	94%	6%	177	3.37	90%	10%	361
Designs activities where students engage with subject matter from a variety of perspectives.	3.28	90%	10%	177	3.31	89%	11%	361
Accesses content resources to build global awareness.	3.03	77%	23%	177	3.19	81%	19%	361
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	3.34	93%	7%	177	3.26	86%	14%	361
Standard #5: Applications of Content. (Average Calculated)	3.25	89%	11%	708	3.28	87%	13%	1444
Summary for Standards 4-5 Content Knowledge	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
(Calculated)	3.25	88%	12%	1238	3.30	88%	12%	2527

InTASC Standard 6	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Uses multiple methods of assessment.	3.31	92%	8%	177	<b>3.29</b>	90%	10%	361
Provides students with meaningful feedback to guide next steps in learning.	3.28	85%	15%	177	<b>3.34</b>	90%	10%	361
Uses appropriate data sources to identify student learning needs.	3.15	82%	18%	177	<b>3.21</b>	84%	16%	361
Engages students in self-assessment strategies.	3.08	80%	20%	176	<b>3.20</b>	84%	16%	361
Standard #6: Assessment. (Average Calculated)	3.20	85%	15%	707	<b>3.26</b>	87%	13%	1444
InTASC Standard 7	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Connects lesson goals with school curriculum and state standards.	3.47	95%	5%	176	<b>3.40</b>	93%	7%	361
Uses assessment data to inform planning for instruction.	3.30	90%	10%	177	<b>3.25</b>	86%	14%	361
Adjusts instructional plans to meet students' needs	3.38	94%	6%	176	<b>3.34</b>	89%	11%	361
Collaboratively designs instruction.	3.38	95%	5%	177	<b>3.54</b>	96%	4%	361
Standard #7: Planning for Instruction. (Average Calculated)	3.38	93%	7%	706	<b>3.38</b>	91%	9%	1444
InTASC Standard 8	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Varies instructional strategies to engage learners.	3.32	93%	7%	177	<b>3.36</b>	89%	11%	361
Uses technology appropriately to enhance instruction.	3.35	91%	9%	176	<b>3.34</b>	91%	9%	361
Differentiates instruction for a variety of learning needs.	3.21	89%	11%	176	<b>3.32</b>	89%	11%	361
Instructional practices reflect effective communication skills.	3.35	92%	8%	177	<b>3.35</b>	90%	10%	361
Standard #8: Instructional Strategies. (Average Calculated)	3.31	91%	9%	706	<b>3.34</b>	90%	10%	1444
Summary for Standards 6-8 Instructional Strategies	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
(Calculated)	3.30	90%	10%	2119	<b>3.33</b>	89%	11%	4332
InTASC Standard 9	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Uses feedback to improve teaching effectiveness.	3.47	97%	3%	177	<b>3.50</b>	94%	6%	361
Uses self-reflection to improve teaching effectiveness	3.49	97%	3%	177	<b>3.49</b>	92%	8%	361
Upholds legal responsibilities as a professional educator.	3.62	99%	1%	177	<b>3.47</b>	98%	2%	361
Demonstrates commitment to the profession.	3.65	99%	1%	177	<b>3.54</b>	95%	5%	361
Standard #9: Professional Learning and Ethical Practice. (Average Calculated)	3.56	98%	2%	708	<b>3.50</b>	95%	5%	1444
InTASC Standard 10	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Collaborates with colleagues to improve student performance.	3.54	97%	3%	177	<b>3.48</b>	95%	5%	361
Collaborates with parent/guardian/advocate to improve student performance.	3.10	82%	18%	175	<b>3.18</b>	86%	14%	361
Standard #10: Leadership and Collaboration. (Average Calculated)	3.32	89%	11%	352	<b>3.33</b>	90%	10%	722
Summary for Standards 9-10 Professional Responsibility	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
(Calculated)	3.48	95%	5%	1060	<b>3.44</b>	93%	7%	2166