

Effectively Teaches Subject Matter (InTASC 4)

VCSU studies data for program improvement of teacher preparation from the perspective of cooperating teachers, teacher candidates, completers, and employers. In addition to the VCSU data, this report shares aggregate data from seven other North Dakota Education Preparation Providers and a larger scope of Education Preparation Providers.

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.

Student Teaching Cooperating Teacher Ratings of Teacher Candidates Fall 2017-Spring 2020 <i>4-Distinguished; 3-Proficient; 2-Emerging; 1-Underdeveloped (3.5, 2.5, and 1.5 ratings are permitted)</i>	Mean Score
Effectively teaches subject matter (InTASC 4) N=495	3.39
Student Teaching Teacher Candidate Self-Assessment Ratings Fall 2018-Spring 2020 (same ratings as cooperating teachers) <i>4-Distinguished; 3-Proficient; 2-Emerging; 1-Underdeveloped (3.5, 2.5, and 1.5 ratings are permitted)</i>	Mean Score
Effectively teaches subject matter (InTASC 4) N=334	3.44
Teacher Candidate Exit Survey Ratings Fall 2011-Spring 2020 (Student teachers at time of graduation) To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following? <i>4-Agree; 3-Tend to Agree; 2-Tend to Disagree; 1-Disagree</i>	Mean Score
Effectively teaches subject matter (InTASC 4) – VCSU Candidates N=1055	3.66
<i>*North Dakota Association of Colleges for Teacher Education (NDACTE) Candidates -Exit Survey Data (N=1527)</i>	<i>3.61</i>
<i>**Super Aggregate Candidates – Exit Survey Data (N=3040)</i>	<i>3.55</i>
Completer Survey Ratings Spring 2012-Spring 2020 (Alumni perceptions during first year of teaching) To what extent do you agree or disagree that your teacher preparation program prepared you to... <i>4-Agree; 3-Tend to Agree; 2-Tend to Disagree; 1-Disagree</i>	Mean Score
Effectively teach the subject matter in my licensure area (InTASC 4) – VCSU First Year Teachers N=437	3.70
<i>*NDACTE First Year Teachers - Completer Survey Data (N=602)</i>	<i>3.61</i>
<i>**Super Aggregate First Year Teachers – Completer Survey Data (N=915)</i>	<i>3.68</i>
Employer Survey Ratings Spring 2012-Spring 2020 (Principals ratings of VCSU first year teachers) To what extent do you agree or disagree that this first-year teacher does the following? <i>4-Agree; 3-Tend to Agree; 2-Tend to Disagree; 1-Disagree</i>	Mean Score
Effectively teach the subject matter in his/her licensure area (InTASC 4) - Employers of VCSU First Year Teachers N=317	3.77
<i>*NDACTE Data - Employer Survey (N=413)</i>	<i>3.69</i>
<i>**Super Aggregate Employer Survey Data (N=1011)</i>	<i>3.53</i>

Analysis: The data gathered from these various perspectives consistently indicate teacher candidates are well prepared to effectively teach subject matter. The mean scores for the teacher candidate self-assessment ratings and the completer ratings indicate confidence. The cooperating teacher mean score ratings are well above the proficient level (3.00) and the employer mean score rating of 3.77 is much closer to “Agree” than “Tend to Agree”. The cooperating teacher and employer ratings provide meaningful feedback from external sources of VCSU teacher candidate and completer performances while teaching K-12 learners.

Action: Teacher candidates need to develop knowledge, skills, and dispositions. The unit will continue to help teacher candidates develop content knowledge as well as the skills and dispositions to effectively teach subject matter to learners.

Exit Survey

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Exit Survey*. NExT: Author.

**Dickinson State University, Mayville State University, Minot State University, North Dakota State University, Turtle Mountain Community College, University of Mary, University of North Dakota, and Valley City State University. (2016, 2017, 2018, 2019 data)*

**The following institutions contributed data to this report: University of Alaska, Anchorage; University of Alaska, Fairbanks; University of Alaska, Southeast; Dickinson State University; Minot State University; Mayville State University; Turtle Mountain Community College; University of Jamestown; University of Mary; University of North Dakota; Augsburg University; Bethel University; Concordia University, St. Paul; Hamline University; Minnesota State University, Mankato; Minnesota State University, Moorhead; North Dakota State University; St. Cloud State University; St. Catherine University; University of St. Thomas; University of Minnesota, Twin Cities; University of South Dakota; Valley City State University; Winona State University; Bluefield State College; Concord University; Marshal University; Shepherd University; University of Charleston; West Liberty University; West Virginia State University; West Virginia University; West Virginia University at Parkersburg; Glenville State College; Wayne State College; University of Minnesota, Morris; University of Wisconsin, Whitewater; and Colorado State University.

Completer Survey

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Transition to Teaching Survey*. NExT: Author.

*Dickinson State University, Mayville State University, Minot State University, North Dakota State University, Turtle Mountain Community College, University of Mary, University of North Dakota, and Valley City State University. (2017, 2018, 2019 data)

**The following institutions submitted data to the 2019 TTS aggregate: University of Alaska Anchorage, University of Alaska Fairbanks, University of Alaska Southeast, Dickinson State University, Minot State University, Mayville State University, Turtle Mountain Community College, University of Jamestown, University of Mary, University of North Dakota, Augsburg University, Bethel University, Concordia University St. Paul, Hamline University, Minnesota State University Mankato, Minnesota State University Moorhead, North Dakota State University, St. Cloud State University, St. Catherine University, University of St. Thomas, University of Minnesota Twin Cities, University of South Dakota, Valley City State University, Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshal University, Shepherd University, West Liberty University, West Virginia State University, West Virginia University, West Virginia University at Parkersburg, University of Minnesota Morris, Zayed University.

Employer Survey

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Supervisor Survey*. NExT: Author.

*Dickinson State University, Mayville State University, Minot State University, North Dakota State University, Turtle Mountain Community College, University of Mary, University of North Dakota, and Valley City State University. (2017, 2018, 2019 data)

**The following institutions or groups contributed to the super-aggregate: University of Alaska Anchorage, University of Alaska Fairbanks, University of Alaska Southeast, Dickinson State University, Mayville State University, Minot State University, Turtle Mountain Community College, University of Jamestown, University of Mary, University of North Dakota, Bethel University, Hamline University, University of Minnesota Twin Cities, University of Minnesota Mankato, University of Minnesota Moorhead, North Dakota State University, St. Cloud State University, University of St. Thomas, University of South Dakota, Valley City State University, West Virginia colleges and universities (administered statewide to supervisors of completers who are teaching in-state), and University of Minnesota Morris.