Evidence for InTASC Standard 10

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.

Coursework: Teacher candidates gain knowledge, skills, and dispositions related to professionalism and ethics in many courses. Learning about collaboration and becoming a leader occurs through numerous opportunities to work with and teach with other teacher candidates and work with cooperating teachers. Samples are shared from EDUC 400 Educational Psychology and EDUC 480/EDUC 490 Student Teaching.

Examples of data providing evidence that teacher candidates develop knowledge, skills, and dispositions in relation to InTASC Standard 10
I.   Student Teacher Final Evaluation Data - performance-based data gathered from cooperating teacher ratings and student teacher self-assessments
II. Exit Survey Data - reflective self-analysis by teacher candidates near the time of graduation
III. Disposition Data - performance-based data gathered from cooperating teacher ratings and teacher candidate self-assessment
IV. Completer Survey Data - first year teacher reflect on their preparation
V.   Employer Survey Data - employer responses regarding the preparation of first-year teachers
VI. Co-Teaching Data – teacher candidates provide feedback at the end of their student teaching experiences through the Exit Survey
VII. Substitute Teaching Data – teacher candidates reflections gathered following substitute co-teaching field experiences arranged by the EPP

I. **Student Teacher Final Evaluation Data** – this section displays the rubric and data gathered from cooperating teachers and self-assessment data from student teachers.

This section of the rubric for assessing student teacher performance is tagged to InTASC Standard 10.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. *An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to 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 2020 N=495 placements	41.8% N=207	24.6% N=122	28.1% N=139	2.8% N=14	2.2% N=11	0.4% N=2		**3.50**	**94.5%**
Fall 2019-Spring 2020 N=132	43.2% N=57	28.0% N=37	22.7% N=30	3.8% N=5	2.3% N=3			**3.53**	**93.9%**
Fall 2018-Spring 2019 N=195	39.0% N=76	26.7% N=52	31.8% N=62	1.0% N=2	1.5% N=3			**3.50**	**97.4%**
Fall 2017-Spring 2018 N=168	44.0% N=74	19.6% N=33	28.0% N=47	4.2% N=7	3.0% N=5	1.2% N=2		**3.47**	**91.6%**

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
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 2020 N=495 placements	21.6% N=107	18.2% N=90	46.7% N=231	7.9% N=39	4.4% N=22	0.8% N=4	0.4% N=2	**3.20**	**86.5%**
Fall 2019-Spring 2020 N=132	28.0% N=37	17.4% N=23	43.2% N=57	4.5% N=6	5.3% N=7	1.5% N=2		**3.50**	**88.6%**
Fall 2018-Spring 2019 N=195	18.5% N=36	18.5% N=36	49.2% N=96	9.2% N=18	3.6% N=7	0.5% N=1	0.5% N=1	**3.18**	**86.2%**
Fall 2017-Spring 2018 N=168	20.2% N=33	18.5% N=31	46.4% N=78	8.9% N=15	4.8% N=8	0.6% N=1	0.6% N=1	**3.18**	**85.1%**

Analysis: The performance of teacher candidates in the area of "Collaborates with colleagues to improve student performance" has been consistently high with ratings progressively increasing from 3.47 to 3.50 to 3.53 over the past three years. The overall mean score of 3.50 on the 4-point scale is highly positive. "Collaborates with parent/guardian/advocate to improve student performance" had a much lower mean score in 2017-2018 and 2018-2019. The 2019-2020 data was much more favorable with a mean score rating of 3.50. The student teacher self-assessment and cooperating teacher data display similar results as to which Standard 10 area is higher and which is lower. The ratings for collaborating with parents display the same mean score rating of 3.20.

Action: The "collaboration with colleagues to improve student performance" data are encouraging and positive. The strength of these data is not surprising. The EPP promotes co-teaching practices in field experiences and collaborative work in the classroom. The "collaboration with parents" ratings have been discussed during the annual data sharing sessions in 2018, 2019, and 2020.

4-Distinguished; 3-Proficient; 2-Emerging; 1-Underdeveloped. (3.5, 2.5, and 1.5 are permitted)	TC Self-Assessment Ratings Fall 2018-Spring 2020 (4 cycles)				Cooperating Teacher Ratings Fall 2017-Spring 2020 (6 cycles)			
InTASC Standard 10	Mean	% 3 or >	% < 3	Count	**Mean**	% 3 or >	% < 3	Count
Collaborates with colleagues to improve student performance.	**3.61**	96%	4%	333	**3.50**	95%	5%	489
Collaborates with parent/guardian/advocate to improve student performance.	**3.20**	84%	16%	330	**3.20**	86%	14%	489
Standard #10: Leadership and Collaboration. (Average Calculated)	**3.41**	90%	10%	663	**3.34**	90%	10%	978

B1. Preparation for Teaching: Instructional Practice

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Collaborate with parents and guardians to support student learning.	52.47 %	36.59 %	9.78 %	0.87 %	0.29 %	1033
Collaborate with teaching colleagues to improve student performance.	70.47 %	27.30 %	1.84 %	0.29 %	0.1 %	1033
Use colleague feedback to support my development as a teacher.	69.90 %	28.20 %	1.90 %	0 %	0 %	1000

Analysis: The "Collaborate with teaching colleagues to improve student performance" ratings and "Use colleague feedback to support my development as a teacher" items were over 97% when combining the "Agree" + "Tend to Agree" percentages. These Exit Survey data are positive and consistent with the student teacher ratings. The ratings for "collaborating with parents and guardians to support student learning" are positive, but the ratings are not as strong as the collaborative work with colleagues.

Action: The data are positive overall, but collaborating with parents is an area the EPP will discuss additional opportunities for teacher candidates to gain experience.

III.   Disposition Data – the disposition assessment form was revised and piloted in Spring of 2019 (three cycles of data)

The descriptors provide teacher candidates with guidance for the expectations. This assessment was piloted in the Spring of 2019. The Valley City State University School of Education developed the disposition assessment items through a pilot process with cooperating teachers and the research and feedback contributions from NDACTE faculty representatives at the University of Mary, Mayville State, Dickinson State, North Dakota State University, and VCSU teacher education faculty.

Rubric and actionable descriptors related to InTASC Standard 10

InTASC Standard 10 Leadership and Collaboration	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)
The teacher candidate…					
Is approachable: nonthreatening, positive (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	is welcoming and positive and invites interactions with stakeholders.	In addition to score of "3" performance, partial success at score of "2"	is positive and open to interaction with stakeholders.	In addition to score of "2" performance, partial success at score of "1"	is negative or unapproachable; avoids interaction with stakeholders.
Receives/uses constructive feedback professionally (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	invites and accepts constructive feedback and uses it for professional improvement.		is receptive to constructive feedback and uses it for improvement.		is unreceptive to constructive feedback or shows limited effort to make recommended improvements.
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	communicates professionally with stakeholders through nonverbal means by maintaining enthusiasm and employing active listening skills.		displays commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays a lack of attention to appropriate and professional appearance, attire, and/or cleanliness.
Communicates professionally through electronic means (email, social media, course management system) (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)	communicates professionally and collaboratively with stakeholders through electronic means to support student learning.		upholds the profession's code of ethics and legal responsibilities.		lacks commitment in upholding the profession's code of ethics and legal responsibilities.
Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	communicates professionally through oral language to create a culture of collaboration with stakeholders.		sets personal and professional boundaries that support appropriate interpersonal relationships with students/families/colleagues.		does not set personal and professional boundaries effectively, resulting in inappropriate or unprofessional interpersonal relationships with students/families/colleagues.

2019 VCSU Spring Pilot Disposition Data (one cycle of 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

InTASC	Disposition Item - Rated by cooperating teachers *The teacher candidate…*	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher
10	**Is approachable: nonthreatening, positive** (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	33	13	10	1	0	2.68	98.2%
10	**Receives/uses constructive feedback professionally** (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	26	18	13	0	0	2.61	100.0%
10	**Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	21	12	21	3	0	2.45	94.7%
10	**Communicates professionally through electronic means (email, social media, course management system)** (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)	16	7	29	1	1	2.33	96.2%
10	**Communicates professionally in oral language when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c)(MCEE III.A.2-3, IV.A.1, IV.C.3)	18	11	26	1	0	2.41	98.2%

Fall 2019 - Spring 2020 Cooperating teacher ratings for teacher candidates during student teaching (two cycles of 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

InTASC	**Disposition Item** - Rated by cooperating teachers *The teacher candidate…*	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher
10	**Is approachable: nonthreatening, positive** (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	64	4	4	1	0	2.90	99%
10	**Receives/uses constructive feedback professionally** (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	59	5	7	1	1	2.82	97%
10	**Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	56	6	9	1	0	2.81	99%
10	**Communicates professionally through electronic means (email, social media, course management system)** (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)	47	8	10	0	0	2.78	100%
10	**Communicates professionally in oral language when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	52	7	13	0	0	2.77	100%

Fall 2019 - Spring 2020 Teacher candidate self-assessment responses (two cycles of 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

InTASC	**Disposition Item** – SELF ASSESSMENT – rated by teacher candidates *The teacher candidate…*	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher
10	**Is approachable: nonthreatening, positive** (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	89	8	5	0	0	**2.91**	100%
10	**Receives/uses constructive feedback professionally** (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	67	14	18	2	0	**2.72**	98%
10	**Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	65	14	18	1	0	**2.73**	99%
10	**Communicates professionally through electronic means (email, social media, course management system)** (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)	75	8	16	0	0	**2.80**	100%
10	**Communicates professionally in oral language when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	69	8	17	1	1	**2.74**	98%

Analysis: The 2019-2020 data are stronger than the Spring 2019 pilot data. The mean score ratings from the cooperating teachers and teacher candidates are similar in each area, especially on the item "Is approachable: nonthreatening, positive". Each area includes 97% of the ratings at the level of meets expectations (2) or better. The mean score ratings are highly favorable on a 3-point scale.

Action: Being approachable, willing to listen, and able to communicate with others are important dispositional attributes for teacher candidates as they learn to collaborate with others and become leaders. The EPP's teacher candidates are doing well as a whole.

Completer Survey– data gathered from first-year teachers

InTASC Standard 10. *Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to…*
Agree (4), Tend to Agree (3), Tend to Disagree (2), Disagree (1)

Collaborate with teaching colleagues to improve student performance.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	28	68.3%	12	29.3%	1	2.4%	0	0.0%	3.66	41
2015	45	75.0%	11	18.3%	3	5.0%	1	1.7%	3.67	60
2016	39	78.0%	11	22.0%	0	0.0%	0	0.0%	3.78	50
2017	36	64.3%	16	28.6%	4	7.1%	0	0.0%	3.57	56
2018	37	72.5%	13	25.5%	1	2.0%	0	0.0%	3.71	51
2019	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56
2020	40	71.4%	13	23.2%	2	3.6%	1	1.8%	3.64	56
Overall Total	**263**	**71.1%**	**91**	**24.6%**	**13**	**3.5%**	**3**	**0.8%**	**3.66**	**370**

Collaborates with parents and guardians to support student learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	25	80.6%	4	12.9%	2	6.5%	0	0.0%	3.74	31
2013	22	64.7%	9	26.5%	3	8.8%	0	0.0%	3.56	34
2014	19	46.3%	19	46.3%	2	4.9%	1	2.4%	3.37	41
2015	33	54.1%	21	34.4%	5	8.2%	2	3.3%	3.39	61
2016	21	42.0%	25	50.0%	4	8.0%	0	0.0%	3.34	50
2017	26	46.4%	21	37.5%	8	14.3%	1	1.8%	3.29	56
2018	25	48.1%	17	32.7%	8	15.4%	2	3.8%	3.25	52
2019	21	37.5%	23	41.1%	11	19.6%	1	1.8%	3.14	56
2020	28	49.1%	18	31.6%	9	15.8%	2	3.5%	3.26	57
Overall Total	**220**	**50.2%**	**157**	**35.8%**	**52**	**11.9%**	**9**	**2.1%**	**3.34**	**438**

Analysis: While cumulative mean score ratings of 3.34 or higher are respectable on a 4-point scale, the completers believe their "collaboration with colleagues to improve student performance" is very high and "collaborates with parents and guardians to support student learning" has room for growth. The 2020 ratings were higher than the 2019 ratings.

Action: The Completer Survey data are positive and consistent with the student teacher ratings. The ratings for "collaborating with parents and guardians to support student learning" are respectable, but the ratings are not as strong as the ratings for collaborative work with colleagues.

InTASC Standard 10. *Stem: To what extent do you agree or disagree that this first-year teacher does the following?*
Agree (4), Tend to Agree (3), Tend to Disagree (2), Disagree (1)

Collaborates with teaching colleagues to improve student performance.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	17	85.0%	3	15.0%	0	0.0%	0	0.0%	3.85	20
2013	9	81.8%	2	18.2%	0	0.0%	0	0.0%	3.82	11
2014	19	70.4%	8	29.6%	0	0.0%	0	0.0%	3.70	27
2015	43	76.8%	11	19.6%	1	1.8%	1	1.8%	3.71	56
2016	34	70.8%	13	27.1%	1	2.1%	0	0.0%	3.69	48
2017	36	80.0%	8	17.8%	1	2.2%	0	0.0%	3.78	45
2018	20	71.4%	6	21.4%	1	3.6%	1	3.6%	3.61	28
2019	31	75.6%	6	14.6%	4	9.8%	0	0.0%	3.66	41
2020	28	73.7%	9	23.7%	1	2.6%	0	0.0%	3.71	38
Overall Total	**237**	**75.5%**	**66**	**21.0%**	**9**	**2.9%**	**2**	**0.6%**	**3.71**	**314**

Collaborates with parents and guardians to support student learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	13	65.0%	7	35.0%	0	0.0%	0	0.0%	3.65	20
2013	7	70.0%	2	20.0%	0	0.0%	1	10.0%	3.50	10
2014	16	59.3%	9	33.3%	2	7.4%	0	0.0%	3.52	27
2015	35	66.0%	14	26.4%	3	5.7%	1	1.9%	3.57	53
2016	28	59.6%	17	36.2%	2	4.3%	0	0.0%	3.55	47
2017	33	75.0%	9	20.5%	2	4.5%	0	0.0%	3.70	44
2018	18	64.3%	6	21.4%	3	10.7%	1	3.6%	3.46	28
2019	25	64.1%	9	23.1%	4	10.3%	1	2.6%	3.49	39
2020	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37
Overall Total	**196**	**64.3%**	**86**	**28.2%**	**18**	**5.9%**	**5**	**1.6%**	**3.55**	**305**

Analysis: The cumulative mean score ratings of 3.55 or higher are positive on a 4-point scale with 3.00 representing the tend to agree level. The mean score ratings in both areas are higher in 2020 than 2019. Making decisions based on multiple assessments is important. While the data from cooperating teachers, student teachers, and completers indicate more can be done to help teacher candidates prepare to work with parents, the feedback gathered from 305 employers does not indicate an area of weakness for the EPP's completers. The InTASC Standard 10 data gathered from employers provides a perspective that completers are prepared to work with parents and certainly display one more piece of evidence that completers are ready to collaborate with colleagues in the best interests of learners.

Action: The data indicates that employers believe the EPP's completers are prepared to collaborate with colleagues and parents to support student learning. This data set is positive. The EPP will use the preponderance of evidence to consider ways to improve teacher candidates' experiences to work with parents in the future.

VI.   Co-Teaching Data

VCSU student teachers complete an Exit Survey shortly before graduation. The survey includes several questions about co-teaching. Which strategies were used? How often? Do you believe the strategies were effective?

Check all strategies used and provide the number indicating the level of effectiveness in the box on the right

Criteria	Very Effective	Somewhat	Minimally	Not at all	Total Count
One teach, one observe	69.10 %	26.97 %	3.35 %	0.58 %	686
One teach, one assist	80.96 %	17.69 %	1.20 %	0.15 %	667
Parallel Teaching	70.08 %	25.98 %	2.76 %	1.18 %	254
Station Teaching	82.61 %	14.58 %	2.56 %	0.26 %	391
Supplemental Teaching	74.24 %	23.14 %	2.62 %	0 %	229
Alternative/Differentiated Teaching	80.67 %	17.18 %	2.15 %	0 %	326
Team Teaching	82.68 %	15.37 %	1.95 %	0 %	410

How often have you and your cooperating teacher been able to use co-teaching strategies?

	Total	Percent
Everyday	301	32.75%
2 or 3 day per week	283	30.79%
Once a week	81	8.81%
A few times	211	22.96%
Not at all	43	4.68%
Total	**919**	

Criteria	A great deal	Somewhat	Minimally	Not at all	Total Count
To what extent did your co-teaching experiences positively impact your time for solo teaching?	71.11 %	21.17 %	4.63 %	3.09 %	907
To what extent did the use of co-teaching strategies impact your development as a teacher?	73.18 %	18.76 %	5.08 %	2.98 %	906
Did the use of the co-teaching model strengthen your relationship with your cooperating teacher?	72.14 %	20.31 %	3.88 %	3.66 %	901

Analysis: Over 900 student teachers have contributed to these Exit Survey items related to co-teaching since the Fall of 2012. The first data set above indicates that each co-teaching strategy has favorable ratings for being "Very Effective" or "Somewhat Effective", over 96% or higher. The second data set displays that over 95% of the student teachers believe that co-teaching strategies were utilized. The third data set indicates that co-teaching strategies are making a positive impact on the teacher candidates' development as well as strengthening their teacher candidate and cooperating teacher relationship.

Action: Teacher candidates learn about co-teaching strategies as juniors as they prepare to co-teach in their substitute experiences. Mentors for the substitute teachers help to encourage putting the strategies into practice. The cooperating teacher and teacher candidate utilize the co-teaching strategy or strategies that work best for their learners and classroom situation. The results are a reason for celebrating the program's efforts to promote co-teaching strategies. The primary benefit for coordinating the talents and efforts of two teachers in a classroom belongs to the learners.

VII. **Substitute Teaching Data** – teacher candidates reflections gathered following substitute co-teaching field experiences arranged by the EPP

Substitute Teaching Reflections (9/3/20) EDUC 350/EDUC 351 Teacher Candidate Responses
Fall 2018-Spring 2020 (four semesters of data)

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

How many days did I substitute teach? *(A half-day may be entered as .5 Example teacher candidate who subbed four-and-one-half days, may enter 4.5)*													
Number of Days	**1** N=	**2** N=	**3** N=	**4** N=	**5** N=	**6** N=	**7** N=	**8** N=	**9** N=	**10** N=	**More than 10**	**Mean**	**Median**
Number of Teacher Candidates	4	1	6	15	11	10	10	20	7	17	31	8.78	8

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

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

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

Data gathered from the teacher candidates' responses. <mark>1= the highest rating possible.</mark>

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

Analysis: The data indicate the teacher candidates believe they are learning the most about "Managing Classroom Behavior" during their substitute teaching experiences (83 ratings at level 1). "Managing Classroom Behavior" is clearly the leading benefit identified by teacher candidates with an 83-16 lead over the next closest item. Establishing a "Supportive Learning Environment" and the "Importance of Planning" received the next most 1 or 2 ratings. Both of these items are related to InTASC Standard 3. Leadership and Collaboration was only selected as a "number one" response by 5 teacher candidates, but there are 13 good choices in the chart.

Action: The data are shared because substitute teaching is a co-teaching experience. The EPP is pleased that managing classroom behavior is the number one answer for many teacher candidates.

My substitute teaching experience helped me LEARN THE MOST about…
Most of the teacher candidates wrote about their learning experiences with classroom management, but the EPP will also share several comments related to professionalism, collaboration, and leadership.

Sample responses related to collaboration, leadership, and professionalism:
- Getting to teach with a peer was a good thing to have experienced.
- I chose professionalism and ethics for the first selection because I feel as though it is important to establish yourself professionally within a group of educators, as well as establishing your values within the classroom. Doing both of these things right away at the beginning of the year will set you up for continued success throughout the year.
- I choose Leadership and Collaboration as this is very different than what we do in our classes. We have worked on projects with others, but this was on the spot working together to create a cohesive day for the students. I feel like this helped me the strengthen my leadership skills but also knowing how to work with someone that had a different style than me.
- Working with a co-teacher helped me with leadership and collaboration. We brought our ideas together on how teaching the class would be more effective, but I also personally had to show leadership in the lessons I taught.
- Leadership is very important in the classroom because the students need to understand that I am here to teach them but also have fun at the same time. Collaboration is important as well because some of the classes I took in college didn't prepare me for it. It was great bouncing ideas off other teachers to help the students learn.
- I feel as professionalism in the classroom is the most important in the classroom. Being professional sets the bar I feel as a teacher, when your students are acting out or being disruptive it is key for the teacher to be professional and defuse the situation. Another piece I felt was important was having a supportive learning environment. Having an encouraging space to learn is amazing, when no one will judge you and everyone is there to help you along the way.

- The ranking I provided above is in this order because I feel I learned the most about managing the classroom, being a professional and collaborating/reaching out to other professionals, and how to instruct my students in meaningful ways.
- I have learned how important it is to be a professional, both in dress and personality. When addressing school personnel, I always kept in mind to speak professionally. Making a first impression is very important, so it is my intention to always communicate to the best of my ability.

Five sample responses that provide an idea about how classroom management is mentioned most often:
- I put importance of planning, differences among learners, establishing a supportive learning environment, and managing classroom behaviors at the top of my list. I think these are all very important when it comes to teaching in general. It is important to plan because everyone helping out needs to know what is going on. As a substitute you need to respect every student and understand that there are differences in us all. Managing a classroom is so important because the class you are in needs to be under control during the day.
- I put managing classroom behavior as the most important. I found that when the cooperating teacher was gone, the students thought they could get away with a lot more. It was very important to have a well-managed classroom in order for them to respect me, and also in order for me to be able to teach curriculum to them. Which is then why I put teaching content to learners next. I think these two were very important through my experience.
- When substitute teaching, classroom management is by far the most important aspect.
- There is nothing like real-life experience in the classroom. We can talk about classroom management all we want to in class, but until you are actually in the classroom and actually see these things and have to deal with it you will have no clue. If I were to be thrown into a classroom as a first-year teacher without classroom management experience, the kids would eat me alive.
- I feel that I learned about classroom management the most. I learned many new techniques that I look forward to using in my future classroom. By learning these new strategies, I will be able to make sure my students learning is successful. I rated professionals and ethics toward the bottom because over the past couple years of being in the elementary education program I have learned about professionalism.

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

The image below shows how the assessment appears to the teacher candidate in the Central Assessment System:

Which areas of teaching do you feel will be MOST CHALLENGING in the future?	Choose Three
Developmental Readiness of Learners (InTASC1)	
Differences Among Learners (InTASC2)	
Establishing A Supportive Learning Environment (InTASC 3)	
Managing Classroom Behavior (InTASC 3)	
Teaching Content to Learners (InTASC 4)	
Connecting Content in Meaningful Ways to Engage Learners (InTASC 5)	
Assessing Student Learning (InTASC 6)	
Providing Feedback to Students (InTASC 6)	
The Importance of Planning (InTASC 7)	
Implementing Instructional Strategies to Lead Lessons (InTASC 8)	
Using Technology in the Classroom (InTASC 8)	
Professionalism and Ethics (InTASC 9)	
Leadership and Collaboration (InTASC 10)	
Feel free to write in an area of teaching not mentioned above:	
Explain the reason for your top-rated selection.	

Data gathered from the teacher candidates' responses to the previous image:

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

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

Assessment Coordinator Comment: Eighty-eight teacher candidates ranked "Managing Classroom Behavior" among the top three areas. The next two highest areas involved "Differences Among Learners" (81) and "Developmental Readiness of Learners" (55). Leadership and Collaboration (InTASC 10) was only mentioned as a top-three item by nine teacher candidates. Several teacher candidates' comments are shared in as a sample below.

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

- Leadership and collaboration will be a challenge for me because I am usually nervous to voice my opinions.
- I chose these selections because I feel that classroom management will be something that will constantly be changing, and I will have to change my ways with each group of students. I also feel that the differences among learners will create a challenge that will sometimes make it difficult for teaching lessons and helping each student with learning the same things. I feel that after many years of teaching, I will get a better understanding on helping different students with learning, but again will be something I'm constantly working on. Leadership and collaboration is another thing that will be learned as the years go on and will be hard at first, but will get better. I feel this is something you have to experience before feeling like you can do it.
- Managing class because of reasons listed above. Instructional strategies because it might make sense to me, but will it make sense to the students I am teaching. Leadership and collaboration because I'm not sure of my abilities at the moment.