Evidence for InTASC Standard 9

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.

Coursework: Teacher candidates gain knowledge, skills, and dispositions related to professionalism and ethics in many courses. Learning about professionalism and ethics begins in EDUC 250 Introduction to Education, is emphasized in the EDUC 350 Practicum and Classroom Management for Elementary course, EDUC 351 Practicum and Classroom Management for Secondary, the methods courses, 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 9
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. Teaching for Learning Capstone (TLC) unit data - performance-based data gathered from student teachers and assessed by unit faculty
V.   Completer Survey Data - first year teacher reflect on their preparation
VI. Employer Survey Data - employer responses regarding the preparation of first-year teachers

I.   <mark>Student Teacher Final Evaluation Data</mark> – 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 9.

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 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest		accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness		accepts feedback to improve teaching effectiveness		resists feedback to improve teaching effectiveness		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 N=495 placements	41.4% N=205	29.3% N=145	23.2% N=115	3.2% N=16	1.8% N=9	0.8% N=4	0.2% N=1	**3.51**	**93.9%**
Fall 2019-Spring 2020 N=132	41.7% N=55	32.6% N=43	20.5% N=27	3.0% N=4	0.8% N=1	0.8% N=1	0.8% N=1	**3.53**	**94.7%**
Fall 2018-Spring 2019 N=195	39.0% N=76	31.3% N=61	25.1% N=49	3.6% N=7	0.5% N=1	0.5% N=1		**3.52**	**95.4%**
Fall 2017-Spring 2018 N=168	44.0% N=74	24.4% N=41	23.2% N=39	3.0% N=5	4.2% N=7	1.2% N=2		**3.49**	**91.6%**

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement		
Fall 2017-Spring 2020 N=495 placements	42.2% N=209	26.9% N=133	24.0% N=119	4.4% N=22	1.8% N=9	0.4% N=2	0.2% N=1	**3.51**	**93.1%**
Fall 2019-Spring 2020 N=132	44.7% N=59	26.5% N=35	25.0% N=33	2.3% N=3	0.8% N=1		0.8% N=1	**3.55**	**96.2%**
Fall 2018-Spring 2019 N=195	37.9% N=74	29.2% N=57	25.1% N=49	6.2% N=12	1.5% N=3			**3.48**	**92.3%**
Fall 2017-Spring 2018 N=168	45.2% N=76	24.4% N=41	22.0% N=37	4.2% N=7	3.0% N=5	1.2% N=2		**3.51**	**91.6%**
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies		
Fall 2017-Spring 2020 N=495 placements	41.2% N=204	21.2% N=105	35.8% N=177	0.8% N=4	0.4% N=2	0.2% N=1	0.4% N=2	**3.50**	**98.2%**
Fall 2019-Spring 2020 N=132	47.0% N=62	19.7% N=26	31.8% N=42		1.5% N=2			**3.55**	**98.5%**
Fall 2018-Spring 2019 N=195	40.0% N=78	19.0% N=37	40.0% N=78	0.5% N=1			0.5% N=1	**3.48**	**99.0%**
Fall 2017-Spring 2018 N=168	38.1% N=64	25.0% N=42	33.9% N=57	1.8% N=3		0.6% N=1	0.6% N=1	**3.48**	**97.0%**

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects		
Fall 2017-Spring 2020 N=495 placements	50.5% N=250	20.2% N=100	23.8% N=118	2.4% N=12	2.2% N=11	0.6% N=3	0.2% N=1	**3.56**	**94.4%**
Fall 2019-Spring 2020 N=132	51.5% N=68	24.2% N=32	16.7% N=22	2.3% N=3	3.8% N=5	1.5% N=2		**3.32**	**92.4%**
Fall 2018-Spring 2019 N=195	46.7% N=91	21.0% N=41	28.2% N=55	2.6% N=5	1.0% N=2		0.5% N=1	**3.54**	**95.9%**
Fall 2017-Spring 2018 N=168	54.2% N=91	16.1% N=27	24.4% N=41	2.4% N=4	2.4% N=4	1.2% N=2		**3.58**	**94.0%**

Analysis: The overall mean score ratings from cooperating teachers over a three-year time frame for the four assessment items related to professionalism was 3.50 or higher on a 4-point scale. The self-assessment ratings are even higher for Standard 9.

Action: The EPP stresses the importance of professionalism, ethics, and reflective practice for continuous improvement from Introduction to Education through student teaching.

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 9	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Uses feedback to improve teaching effectiveness.	**3.58**	97%	3%	333	**3.51**	94%	6%	489
Uses self-reflection to improve teaching effectiveness	**3.57**	97%	3%	333	**3.50**	93%	7%	489
Upholds legal responsibilities as a professional educator.	**3.68**	99%	1%	333	**3.50**	98%	2%	489
Demonstrates commitment to the profession.	**3.73**	99%	1%	333	**3.55**	94%	6%	489
Standard #9: Professional Learning and Ethical Practice. (Average Calculated)	**3.64**	98%	2%	1332	**3.51**	95%	5%	1956

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
Seek out learning opportunities that align with my professional development goals.	60.27 %	33.74 %	5.38 %	0.61 %	0 %	818
Access the professional literature to expand my knowledge about teaching and learning.	57.57 %	36.01 %	5.72 %	0.70 %	0 %	997
Uphold laws related to student rights and teacher responsibility.	68.22 %	29.15 %	2.23 %	0.40 %	0 %	494
Act as an advocate for all students.	77.69 %	20.69 %	1.01 %	0.61 %	0 %	493

Analysis: The "Agree" + "Tend to Agree" percentage of 93.56% or higher are extremely high. The ratings for the item, "Act as an advocate for all students" are extremely high with an agreement rating of 98.38%. "Uphold laws related to student rights and teacher responsibility" is also very highly rated with 97.37% of the ratings from graduating seniors in positive agreement about their preparation.

Action: The data are favorable. The Intro to Education instructors, methods teachers, and instructors for the field experiences can feel good about the data related to advocacy, professionalism, and professional development.

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 9

InTASC Standard 9 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)
The teacher candidate…					
Maintains a positive attitude in professional settings (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.	In addition to score of " 2" performance, partial success at score of " 3"	maintains a positive attitude when interacting respectfully with stakeholders.	In addition to score of " 1" performance, partial success at score of " 2"	periodically displays a disrespectful or impatient attitude when working with stakeholders.
Commits to professional appearance in dress and grooming (InTASC 9.o)(Marzano 21) (MCEE III A.4)	displays continuous commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays a lack of attention to appropriate and professional appearance, attire, and/or cleanliness.
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) (MCEE I, II, III, IV, V)	continuously upholds the profession's code of ethics and legal responsibilities.		upholds the profession's code of ethics and legal responsibilities.		lacks commitment in upholding the profession's code of ethics and legal responsibilities.
Values appropriate interpersonal relationships in all settings (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)	values and sets personal and professional boundaries that nurture appropriate interpersonal relationships with students/families/colleagues.		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.
Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.		is prepared, meets established deadlines, and communicates circumstances that may affect timeliness and preparation.		is inconsistently prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.
Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	consistently accepts responsibility for personal action and behaviors; displays professional maturity by focusing on solutions rather than assigning blame.		accepts responsibility for personal actions and behaviors; focuses on solutions.		is reluctant to accept responsibility for personal actions and behaviors; focuses on blaming others rather than seeking solutions.

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
9	**Maintains a positive attitude in professional settings** (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	33	16	6	2	0	2.70	96.5%
9	**Commits to professional appearance in dress and grooming** (InTASC 9.o)(Marzano 21) (MCEE III A.4)	33	13	11	0	0	2.69	100.0%
9	**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) (MCEE I, II, III, IV, V)	31	11	15	0	0	2.64	100.0%
9	**Values appropriate interpersonal relationships in all settings** (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)	27	11	18	1	0	2.56	98.2%
9	**Is dependable: prepared, on time** (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	22	17	15	3	0	2.51	94.7%
9	**Accepts responsibility for personal actions and behaviors** (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	23	14	18	0	0	2.55	100.0%

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
9	**Maintains a positive attitude in professional settings** (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	62	5	5	0	1	2.87	99%
9	**Commits to professional appearance in dress and grooming** (InTASC 9.o)(Marzano 21) (MCEE III A.4)	65	4	4	0	0	2.92	100%
9	**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) (MCEE I, II, III, IV, V)	60	4	9	0	0	2.85	100%
9	**Values appropriate interpersonal relationships in all settings** (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)	58	5	9	1	0	2.82	99%
9	**Is dependable: prepared, on time** (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	55	6	9	3	0	2.77	96%
9	**Accepts responsibility for personal actions and behaviors** (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	60	3	7	1	0	2.86	99%

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
9	**Maintains a positive attitude in professional settings** (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	82	11	7	2	0	**2.85**	98%
9	**Commits to professional appearance in dress and grooming** (InTASC 9.o)(Marzano 21) (MCEE III A.4)	85	7	9	1	0	**2.86**	99%
9	**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) (MCEE I, II, III, IV, V)	85	10	7	0	0	**2.88**	100%
9	**Values appropriate interpersonal relationships in all settings** (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)	75	14	13	0	0	**2.80**	100%
9	**Is dependable: prepared, on time** (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	76	10	15	1	0	**2.79**	99%
9	**Accepts responsibility for personal actions and behaviors** (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	84	7	11	0	0	**2.86**	100%

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. The mean score ratings for "Accepts responsibility for personal actions and behaviors" was 2.86 for both cooperating teachers and student teachers. The percentages for meeting the expectations were at 99% and 100% respectively. The mean score ratings are highly favorable for all the items. The

lowest rated item is being dependable, prepared, and on time. Even that item is positive with mean score ratings of 2.77 from cooperating teachers and 2.79 from teacher candidates.

Action: These professional disposition items are addressed frequently with faculty, university supervisors, and the instructors who coordinate the field experiences. The faculty who coordinate the field experiences make the expectations for professionalism abundantly clear prior to the time the teacher candidates spend in the K-12 classrooms.

IV.   Teaching for Learning Capstone (TLC) Unit Data – faculty ratings of student teachers' capstone units

Rubric Directions: This Teaching for Learning Capstone (TLC) rubric is based on the VCSU Teacher Education Conceptual Framework and learning outcomes. 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 evidence of the teacher candidate's performance.

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Implement - Instructing and Engaging Students in Learning – *includes video and written narrative in Implement section of TLC template*								
Rubric 10: Analyzing Teacher Effectiveness *How does the candidate use evidence and change teaching practice to meet the varied learning needs of the students?* (InTASC 6 and 9, CAEP 1.2, 5.4)	Analyzes evidence and reflects on teaching practice to provide specific and strategic plans for improvement to meet the varied learning needs of the students in the future.	In addition to rating "3" performance, partial success at rating of "4"	Reflects on assessment outcomes and teaching practices to cite examples of successful and unsuccessful teaching practices to meet the needs of the learners.	In addition to rating "2" performance, partial success at rating of "3"	Reflects on teaching practices to cite examples of successful and unsuccessful teaching practices.	With assistance, partial success at rating of "2"	Reflects on teaching practice in broad terms without specific examples of successful or unsuccessful practices.	

Mean Score for Each Rubric Item	Overall Mean Rating 2017-2020 N=134	Mean Rating 2017-2018 N=30	Mean Rating 2018-2019 N=48	Mean Rating 2019-2020 N=56
Rubric 10: Analyzing Teacher Effectiveness *How does the candidate use evidence and change teaching practice to meet the varied learning needs of the students?* (InTASC 6 and 9, CAEP 1.2, 5.4)	**2.95**	2.58	3.01	**3.10**

Analysis: The 2017-2018 mean score ratings from faculty members caught the attention of the faculty working with the TLC units. The rating of 2.58 was lower than the EPP expected. The positive news is that the data improved in each of the past two years.

Action: The EPP teaches candidates about the process of planning, implementing, evaluating, and reflecting on lessons for learning. The faculty rating the TLC units felt the teacher candidates were capable of more depth in their reflective writing. The data were used to communicate with candidates and inform a decision to put more emphasis on the writing that candidates do in the final reflections. The upward trend in the ratings is encouraging.

InTASC Standard 9. *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)

Seek out learning opportunities that align with professional development goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	24	58.5%	15	36.6%	1	2.4%	1	2.4%	3.51	41
2015	39	63.9%	20	32.8%	1	1.6%	1	1.6%	3.59	61
2016	31	62.0%	18	36.0%	1	2.0%	0	0.0%	3.60	50
2017	27	48.2%	24	42.9%	3	5.4%	2	3.6%	3.36	56
2018	32	61.5%	13	25.0%	7	13.5%	0	0.0%	3.48	52
2019	31	55.4%	21	37.5%	4	7.1%	0	0.0%	3.48	56
2020	34	59.7%	16	28.1%	5	8.8%	2	3.5%	3.44	57
Overall Total	**218**	**58.4%**	**127**	**34.0%**	**22**	**5.9%**	**6**	**1.6%**	**3.49**	**373**

Uphold laws related to student rights and teacher responsibility	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	26	78.8%	6	18.2%	1	3.0%	0	0.0%	3.76	33
2013	28	80.0%	7	20.0%	0	0.0%	0	0.0%	3.80	35
2014	27	65.9%	14	34.1%	0	0.0%	0	0.0%	3.66	41
2015	46	75.4%	12	19.7%	2	3.3%	1	1.6%	3.69	61
2016	40	80.0%	9	18.0%	1	2.0%	0	0.0%	3.78	50
2017	38	67.9%	15	26.8%	2	3.6%	1	1.8%	3.61	56
2018	36	69.2%	15	28.8%	0	0.0%	1	1.9%	3.65	52
2019	36	64.3%	17	30.4%	3	5.4%	0	0.0%	3.59	56
2020	38	66.7%	13	22.8%	5	8.8%	1	1.8%	3.54	57
Overall Total	**315**	**71.4%**	**108**	**24.5%**	**14**	**3.2%**	**4**	**0.9%**	**3.66**	**441**

Use colleague feedback to support development as a teacher.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	24	72.7%	8	24.2%	1	3.0%	0	0.0%	3.70	33
2013	31	88.6%	4	11.4%	0	0.0%	0	0.0%	3.89	35
2014	27	65.9%	13	31.7%	1	2.4%	0	0.0%	3.63	41
2015	45	73.8%	13	21.3%	1	1.6%	2	3.3%	3.66	61
2016	38	76.0%	12	24.0%	0	0.0%	0	0.0%	3.76	50
2017	38	67.9%	14	25.0%	4	7.1%	0	0.0%	3.61	56
2018	34	65.4%	15	28.8%	3	5.8%	0	0.0%	3.60	52
2019	39	69.6%	12	21.4%	4	7.1%	1	1.8%	3.59	56
2020	41	71.9%	14	24.6%	1	1.8%	1	1.8%	3.67	57
Overall Total	**317**	**71.9%**	**105**	**23.8%**	**15**	**3.4%**	**4**	**0.9%**	**3.67**	**441**

Act as an advocate for all students.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2017	46	82.1%	10	17.9%	0	0.0%	0	0.0%	3.82	56
2018	43	82.7%	8	15.4%	0	0.0%	1	1.9%	3.79	52
2019	42	75.0%	10	17.9%	4	7.1%	0	0.0%	3.68	56
2020	45	79.0%	9	15.8%	3	5.3%	0	0.0%	3.74	57
Overall Total	**176**	**79.6%**	**37**	**16.7%**	**7**	**3.2%**	**1**	**0.5%**	**3.76**	**221**
Access the professional literature to expand my knowledge about teaching and learning.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	21	63.6%	12	36.4%	0	0.0%	0	0.0%	3.64	33
2013	26	76.5%	7	20.6%	1	2.9%	0	0.0%	3.74	34
2014	25	61.0%	14	34.1%	2	4.9%	0	0.0%	3.56	41
2015	37	60.7%	20	32.8%	3	4.9%	1	1.6%	3.52	61
2016	29	58.0%	17	34.0%	4	8.0%	0	0.0%	3.50	50
2017	29	51.8%	21	37.5%	5	8.9%	1	1.8%	3.39	56
2018	28	53.8%	19	36.5%	5	9.6%	0	0.0%	3.44	52
2019	30	53.6%	21	37.5%	4	7.1%	1	1.8%	3.43	56
2020	32	56.1%	19	33.3%	6	10.5%	0	0.0%	3.46	57
Overall Total	**257**	**58.4%**	**150**	**34.1%**	**30**	**6.8%**	**3**	**0.7%**	**3.50**	**440**

Analysis: The cumulative mean score ratings of 3.49 or higher are solid with 3.00 representing the tend to agree level on a 4-point scale. In the same manner as the graduating seniors who completed the Exit Survey, the completers had the high ratings in the areas of "Act as an advocate for all students" with a mean score of 3.76 on a 4-point scale and "Uphold laws related to student rights and teacher responsibility" with a mean score of 3.66. The item, "Use colleague feedback to support development as a teacher" was also very high with a mean score rating of 3.67.

Action: These ratings are highly favorable representations for the completer's beliefs that they were well prepared to display professionalism and pursue continuous development to improve as a teacher.

VI. **Employer Survey** – data gathered from the supervisors of first-year teachers (typically principals)

InTASC Standard 9. *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)

Seeks out learning opportunities that align with professional development goals.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27
2015	37	68.5%	14	25.9%	2	3.7%	1	1.9%	3.61	54
2016	30	62.5%	17	35.4%	1	2.1%	0	0.0%	3.60	48
2017	35	77.8%	9	20.0%	1	2.2%	0	0.0%	3.76	45
2018	18	64.3%	7	25.0%	2	7.1%	1	3.6%	3.50	28
2019	21	52.5%	16	40.0%	3	7.5%	0	0.0%	3.45	40
2020	23	62.2%	13	35.1%	1	2.7%	0	0.0%	3.59	37
Overall Total	**181**	**64.9%**	**86**	**30.8%**	**10**	**3.6%**	**2**	**0.7%**	**3.60**	**279**

Upholds laws related to student rights and teacher responsibility	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27
2015	47	82.5%	10	17.5%	0	0.0%	0	0.0%	3.82	57
2016	39	81.3%	9	18.8%	0	0.0%	0	0.0%	3.81	48
2017	39	86.7%	6	13.3%	0	0.0%	0	0.0%	3.87	45
2018	22	78.6%	5	17.9%	0	0.0%	1	3.6%	3.71	28
2019	31	75.6%	7	17.1%	3	7.3%	0	0.0%	3.68	41
2020	31	81.6%	7	18.4%	0	0.0%	0	0.0%	3.82	38
Overall Total	**230**	**81.0%**	**49**	**17.3%**	**4**	**1.4%**	**1**	**0.4%**	**3.79**	**284**

Uses colleague feedback to support development as a teacher.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	16	80.0%	4	20.0%	0	0.0%	0	0.0%	3.80	20
2013	10	90.9%	1	9.1%	0	0.0%	0	0.0%	3.91	11
2014	20	74.1%	6	22.2%	1	3.7%	0	0.0%	3.70	27
2015	43	76.8%	11	19.6%	1	1.8%	1	1.8%	3.71	56
2016	31	64.6%	17	35.4%	0	0.0%	0	0.0%	3.65	48
2017	37	82.2%	8	17.8%	0	0.0%	0	0.0%	3.82	45
2018	18	64.3%	8	28.6%	1	3.6%	1	3.6%	3.54	28
2019	25	64.1%	11	28.2%	2	5.1%	1	2.6%	3.54	39
2020	29	76.3%	8	21.1%	1	2.6%	0	0.0%	3.74	38
Overall Total	**229**	**73.4%**	**74**	**23.7%**	**6**	**1.9%**	**3**	**1.0%**	**3.70**	**312**

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

Analysis: The cumulative mean score ratings of 3.60 or higher are very high with 3.00 representing the tend to agree level on a 4-point scale. Employers of the EPP's completers recorded high ratings in the area of professionalism in much the same manner as the graduating seniors and the completers. "Acts as an advocate for all students" had a mean score of 3.75 on a 4-point scale and "Upholds laws related to student rights and teacher responsibility" with a mean score of 3.79. The item, "Uses colleague feedback to support development as a teacher" was also very high with a mean score rating of 3.70.

Action: These professional items are addressed frequently with faculty, university supervisors, and the instructors who coordinate the field experiences. The faculty who coordinate the field experiences make the expectations for professionalism clear prior to the time the teacher candidates spend in the K-12 classrooms. Efforts for continuous improvement are important. It is encouraging to know that graduating seniors, completers, and employers agree that the preparation level of teacher candidates in the area of professionalism is at a high level.