

**Valley City State University
School of Education and Graduate Studies
Conceptual Framework**



Teacher as a Knowledge-based Decision Maker

Employer (Supervisor) Survey Data

Supervisor Survey (SS) – Data gathered from employers of 1st Year Teachers: 2012 – 2020

These survey data are gathered from the principals who supervised the 2018-2019 VCSU first-year teachers in the spring of 2020. *The Network for Excellence of Teaching (NExT) referred to this completer survey as the Supervisor Survey.*

InTASC Standard	Employers / Principals of 2018-2019 Completers “To what extent do you agree or disagree that this first-year teacher does the following?”	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
1	Account for students’ prior knowledge or experiences in instructional planning.	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38
1	Differentiate for students at varied developmental levels.	24	63.2%	11	28.9%	2	5.3%	1	2.6%	3.53	38
2	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34
2	Differentiate instruction for a variety of learning needs.	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38
2	Differentiate to meet the needs of students from various socioeconomic backgrounds.	23	62.2%	11	29.7%	2	5.4%	1	2.7%	3.51	37
2	Differentiate instruction for students with IEPs and 504 plans.	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38
2	Differentiate instruction for students with mental health needs.	24	66.7%	8	22.2%	3	8.3%	1	2.8%	3.53	36
2	Differentiate instruction for gifted and talented students.	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29
2	Differentiate instruction for English-language learners.	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20
2	Access resources to foster learning for students with diverse needs.	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36
3	Develop and maintain a classroom environment that promotes student engagement.	24	63.2%	10	26.3%	4	10.5%	0	0.0%	3.53	38
3	Respond appropriately to student behavior.	23	60.5%	10	26.3%	4	10.5%	1	2.6%	3.45	38
3	Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	30	85.7%	4	11.4%	1	2.9%	0	0.0%	3.83	35
3	Help students regulate their own behavior.	23	60.5%	9	23.7%	6	15.8%	0	0.0%	3.45	38
3	Effectively organize the physical environment of the classroom for instruction.	28	73.7%	10	26.3%	0	0.0%	0	0.0%	3.74	38
3	Clearly communicate expectations for appropriate student behavior.	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38
4	Effectively teach the subject matter in my licensure area.	32	84.2%	5	13.2%	1	2.6%	0	0.0%	3.82	38
5	Design activities where students engage with subject matter from a variety of perspectives.	26	68.4%	10	26.3%	1	2.6%	1	2.6%	3.61	38
5	Help students develop critical thinking processes.	23	60.5%	13	34.2%	2	5.3%	0	0.0%	3.55	38
5	Help students develop skills to solve complex problems.	23	63.9%	9	25.0%	4	11.1%	0	0.0%	3.53	36
5	Make interdisciplinary connections among core subjects.	17	53.1%	9	28.1%	6	18.8%	0	0.0%	3.34	32
5	Know where and how to access resources to build global awareness and understanding.	16	47.1%	16	47.1%	2	5.9%	0	0.0%	3.41	34
5	Help students analyze multiple sources of evidence to draw sound conclusions.	16	48.5%	14	42.4%	3	9.1%	0	0.0%	3.39	33
5	Connect core content to students' real-life experiences.	24	63.2%	14	36.8%	0	0.0%	0	0.0%	3.63	38
5	Help students work together to achieve learning goals.	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38
6	Design and modify assessments to match learning objectives.	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37
6	Provide students with meaningful feedback to guide next steps in learning.	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38
6	Engage students in self-assessment strategies.	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34

6	Use formative and summative assessments to inform instructional practice.	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37
6	Identify issues of reliability and validity in assessment.	14	42.4%	17	51.5%	2	6.1%	0	0.0%	3.36	33
6	Analyze appropriate types of assessment data to identify student learning needs.	17	50.0%	13	38.2%	4	11.8%	0	0.0%	3.38	34
6	Differentiate assessment for all learners.	17	48.6%	14	40.0%	4	11.4%	0	0.0%	3.37	35
7	Design long-range instructional plans that meet curricular goals.	20	52.6%	14	36.8%	2	5.3%	2	5.3%	3.37	38
7	Regularly adjust instructional plans to meet students' needs.	28	73.7%	9	23.7%	0	0.0%	1	2.6%	3.68	38
7	Plan lessons with clear learning objectives/goals in mind.	29	76.3%	7	18.4%	2	5.3%	0	0.0%	3.71	38
8	Select instructional strategies to align with learning goals and standards.	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38
8	Use digital and interactive technologies to achieve instructional goals.	28	75.7%	8	21.6%	1	2.7%	0	0.0%	3.73	37
8	Engage students in using a range of technology tools to achieve learning goals.	27	73.0%	7	18.9%	3	8.1%	0	0.0%	3.65	37
8	Use effective communication skills and strategies to convey ideas and information to students.	24	63.2%	13	34.2%	1	2.6%	0	0.0%	3.61	38
9	Access the professional literature to expand my knowledge about teaching and learning.	23	62.2%	13	35.1%	1	2.7%	0	0.0%	3.59	37
9	Use colleague feedback to support my development as a teacher.	29	76.3%	8	21.1%	1	2.6%	0	0.0%	3.74	38
9	Uphold laws related to student rights and teacher responsibility.	31	81.6%	7	18.4%	0	0.0%	0	0.0%	3.82	38
9	Act as an advocate for all students.	29	78.4%	7	18.9%	1	2.7%	0	0.0%	3.76	37
10	Collaborate with parents and guardians to support student learning.	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37
10	Collaborate with teaching colleagues to improve student performance.	28	73.7%	9	23.7%	1	2.6%	0	0.0%	3.71	38

¹ The 14 member institutions of the Network for Excellence in Teaching (NExT) initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine's, Hamline, and St. Thomas).

Supervisor Survey (SS) data gathered from employers of 1st Year Teachers (Nine years of data from 2012-2020)

The Supervisor Survey included 20 responses in 2012, 11 responses in 2013, 27 responses in 2014, and 60 responses in 2015, 48 in 2016, 46 in 2017, 28 in 2018, and 40 in 2019. The most important concept is that VCSU receives enough responses to find the data meaningful.

Main factors in the early response rates: (1) some alumni were not full-time teaching; (2) the Common Metric procedure required each alumnus to complete a permission section for the supervisor to be surveyed; (3) only 31 of 81 or 38.2% of those supervisors with permission from teachers responded. VCSU changed its process to strive for an improved percentage of responses in the spring of 2014.

In 2015, VCSU had 60 of 102 potential supervisors (58.8%) completed the survey. In 2016, VCSU had more success at narrowing down the number of full-time teachers before sending the surveys; 48 of 64 (75%) of supervisors responded. In 2017, 46/87 (52.9%) and in 2018, 28 of 86 (32.6%) of supervisors of 1st year teachers who accepted full-time teaching positions responded. In 2019, VCSU worked through its list of 144 total completers in 2017-2018. VCSU found 119 working email addresses for the completers; 105 of those 119 had full-time or part-time teaching positions in 2018-2019. VCSU found email addresses that worked for 99 of the 105 supervisors (VCSU worked hard to get what we did. 40 out of 99 (40.4%) seems most accurate, but our percentage could be calculated several different ways depending on someone's definition. No matter how the data are calculated, the percentage exceeds the CAEP 20% minimum.) In 2020, VCSU found working emails for 71 supervisors of VCSU completers who were teaching - of those - 39 supervisors responded, 54.93%.

InTASC Standard 1 Learner Development

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Accounts for students' prior knowledge or experiences in instructional planning	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	
<i>Item not in 2012-2013 surveys</i>											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	33	70.2%	13	27.7%	1	2.1%	0	0.0%	3.68	47	
2017	33	75.0%	10	22.7%	1	2.3%	0	0.0%	3.73	44	
2018	17	60.7%	8	28.6%	2	7.1%	1	3.6%	3.46	28	
2019	25	64.1%	11	28.2%	3	7.7%	0	0.0%	3.56	39	2
2020	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	1
Overall Total	180	64.1%	87	31.0%	11	3.9%	3	1.1%	3.58	281	5
Differentiates for students a varied developmental levels.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	28	62.2%	16	35.6%	1	2.2%	0	0.0%	3.60	45	
2018	16	57.1%	8	28.6%	3	10.7%	1	3.6%	3.39	28	
2019	22	53.7%	17	41.5%	2	4.9%	0	0.0%	3.49	41	
2020	24	63.2%	11	28.9%	2	5.3%	1	2.6%	3.53	38	1
Overall Total	90	59.2%	52	34.2%	8	5.3%	2	1.3%	3.51	152	1

InTASC Standard 2 Learning Differences

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Effectively teach students from culturally and ethnically diverse backgrounds and communities.	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	10	66.7%	5	33.3%	0	0.0%	0	0.0%	3.67	15	
2013	9	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	9	
2014	14	63.6%	7	31.8%	1	4.5%	0	0.0%	3.59	22	
2015	38	74.5%	12	23.5%	0	0.0%	1	2.0%	3.71	51	8
2016	27	64.3%	13	31.0%	2	4.8%	0	0.0%	3.60	42	
2017	34	79.1%	8	18.6%	1	2.3%	0	0.0%	3.77	43	
2018	18	66.7%	8	29.6%	0	0.0%	1	3.7%	3.59	27	1
2019	19	59.4%	11	34.4%	2	6.3%	0	0.0%	3.53	32	9
2020	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34	5
Overall Total	190	69.1%	75	27.3%	8	2.9%	2	0.7%	3.65	275	23

Differentiates instruction for a variety of learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27	
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58	1
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47	1
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28	
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41	
2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38	1
Overall Total	175	61.6%	87	30.6%	19	6.7%	3	1.1%	3.53	284	3
Differentiates instruction for gifted and talented students.											Unable to Respond
2012	12	60.0%	7	35.0%	1	5.0%	0	0.0%	3.55	20	0
2013	6	60.0%	2	20.0%	1	10.0%	1	10.0%	3.30	10	
2014	9	47.4%	8	42.1%	2	10.5%	0	0.0%	3.37	19	8
2015	22	44.9%	22	44.9%	4	8.2%	1	2.0%	3.33	49	10
2016	17	43.6%	16	41.0%	4	10.3%	2	5.1%	3.23	39	9
2017	22	55.0%	15	37.5%	3	7.5%	0	0.0%	3.48	40	5
2018	14	56.0%	7	28.0%	3	12.0%	1	4.0%	3.36	25	3
2019	15	44.1%	15	44.1%	4	11.8%	0	0.0%	3.32	34	7
2020	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29	10
Overall Total	134	50.6%	98	37.0%	27	10.2%	6	2.3%	3.36	265	52
Differentiates instruction for English language learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2013	5	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	5	
2014	9	60.0%	5	33.3%	1	6.7%	0	0.0%	3.53	15	11
2015	18	52.9%	13	38.2%	2	5.9%	1	2.9%	3.41	34	24
2016	16	57.1%	9	32.1%	2	7.1%	1	3.6%	3.43	28	19
2017	19	67.9%	9	32.1%	0	0.0%	0	0.0%	3.68	28	16
2018	10	55.6%	6	33.3%	1	5.6%	1	5.6%	3.39	18	10
2019	13	59.1%	7	31.8%	2	9.1%	0	0.0%	3.50	22	19
2020	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20	19
Overall Total	56	60.9%	29	31.5%	5	5.4%	2	2.2%	3.51	92	118

Differentiates to meet the needs of students from various socioeconomic backgrounds.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	17	65.4%	6	23.1%	3	11.5%	0	0.0%	3.54	26	1
2015	35	63.6%	18	32.7%	1	1.8%	1	1.8%	3.58	55	4
2016	30	65.2%	14	30.4%	2	4.3%	0	0.0%	3.61	46	2
2017	27	61.4%	14	31.8%	3	6.8%	0	0.0%	3.55	44	1
2018	15	53.6%	9	32.1%	3	10.7%	1	3.6%	3.36	28	1
2019	20	57.1%	11	31.4%	4	11.4%	0	0.0%	3.46	35	6
2020	23	62.2%	11	29.7%	2	5.4%	1	2.7%	3.51	37	2
Overall Total	82	44.1%	83	44.6%	18	9.7%	3	1.6%	3.31	186	17
Designs instruction for students with IEPs and 504 plans.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	12	50.0%	12	50.0%	0	0.0%	0	0.0%	3.50	24	3
2015	37	67.3%	15	27.3%	2	3.6%	1	1.8%	3.60	55	4
2016	29	64.4%	12	26.7%	2	4.4%	2	4.4%	3.51	45	3
2017	31	75.6%	10	24.4%	0	0.0%	0	0.0%	3.76	41	4
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	29	72.5%	9	22.5%	2	5.0%	0	0.0%	3.68	40	1
2020	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38	1
Overall Total	183	67.8%	74	27.4%	9	3.3%	4	1.5%	3.61	270	17
Designs 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 %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	10	45.5%	11	50.0%	1	4.5%	0	0.0%	3.41	22	
2015	27	61.4%	15	34.1%	1	2.3%	1	2.3%	3.55	44	15
2016	21	55.3%	14	36.8%	2	5.3%	1	2.6%	3.45	38	6
2017	23	65.7%	10	28.6%	2	5.7%	0	0.0%	3.60	35	9
2018	13	52.0%	9	36.0%	2	8.0%	1	4.0%	3.36	25	3
2019	23	62.2%	10	27.0%	4	10.8%	0	0.0%	3.51	37	4
2020	24	66.7%	8	22.2%	3	8.3%	1	2.8%	3.53	36	3
Overall Total	141	59.5%	77	32.5%	15	6.3%	4	1.7%	3.50	237	40

Accesses resources to foster learning for students with diverse needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41	4
2018	16	59.3%	9	33.3%	1	3.7%	1	3.7%	3.48	27	1
2019	21	52.5%	17	42.5%	2	5.0%	0	0.0%	3.48	40	1
2020	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36	3
Overall Total	82	56.9%	56	38.9%	5	3.5%	1	0.7%	3.52	144	9

InTASC Standard 3 Learning Environments

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Develops and maintains a classroom environment that promotes student engagement.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	10	90.9%	0	0.0%	0	0.0%	1	9.1%	3.73	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	42	72.4%	12	20.7%	4	6.9%	0	0.0%	3.66	58	
2016	33	68.8%	12	25.0%	2	4.2%	1	2.1%	3.60	48	
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	19	67.9%	5	17.9%	2	7.1%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	24	63.2%	10	26.3%	4	10.5%	0	0.0%	3.53	38	1
Overall Total	221	69.9%	70	22.2%	20	6.3%	5	1.6%	3.60	316	1
Clearly communicates expectations for appropriate student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	5	18.5%	3	11.1%	1	3.7%	3.48	27	
2015	37	63.8%	16	27.6%	4	6.9%	1	1.7%	3.53	58	
2016	34	70.8%	10	20.8%	3	6.3%	1	2.1%	3.60	48	
2017	35	77.8%	10	22.2%	0	0.0%	0	0.0%	3.78	45	
2018	19	70.4%	6	22.2%	0	0.0%	2	7.4%	3.56	27	1
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38	1
Overall Total	219	69.5%	69	21.9%	19	6.0%	8	2.5%	3.58	315	2

Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2014	20	74.1%	6	22.2%	0	0.0%	1	3.7%	3.67	27	
2015	44	78.6%	12	21.4%	0	0.0%	0	0.0%	3.79	56	2
2016	36	78.3%	8	17.4%	2	4.3%	0	0.0%	3.74	46	2
2017	37	82.2%	8	17.8%	0	0.0%	0	0.0%	3.82	45	
2018	20	71.4%	7	25.0%	0	0.0%	1	3.6%	3.64	28	
2019	24	63.2%	12	31.6%	2	5.3%	0	0.0%	3.58	38	3
2020	30	85.7%	4	11.4%	1	2.9%	0	0.0%	3.83	35	4
Overall Total	237	78.2%	59	19.5%	5	1.7%	2	0.7%	3.75	303	11
Helps students regulate their own behavior.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	4	14.8%	4	14.8%	1	3.7%	3.44	27	
2015	36	62.1%	20	34.5%	2	3.4%	0	0.0%	3.59	58	
2016	31	66.0%	12	25.5%	4	8.5%	0	0.0%	3.57	47	1
2017	31	68.9%	14	31.1%	0	0.0%	0	0.0%	3.69	45	
2018	18	64.3%	6	21.4%	2	7.1%	2	7.1%	3.43	28	
2019	26	63.4%	10	24.4%	4	9.8%	1	2.4%	3.49	41	
2020	23	60.5%	9	23.7%	6	15.8%	0	0.0%	3.45	38	1
Overall Total	206	65.4%	81	25.7%	23	7.3%	5	1.6%	3.55	315	2
Effectively organizes the physical environment of the classroom for instruction.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	5	25.0%	0	0.0%	0	0.0%	3.75	20	
2013	8	88.9%	1	11.1%	0	0.0%	0	0.0%	3.89	9	
2014	18	69.2%	6	23.1%	2	7.7%	0	0.0%	3.62	26	
2015	42	72.4%	16	27.6%	0	0.0%	0	0.0%	3.72	58	
2016	37	78.7%	8	17.0%	2	4.3%	0	0.0%	3.74	47	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	21	75.0%	3	10.7%	2	7.1%	2	7.1%	3.54	28	
2019	29	70.7%	10	24.4%	2	4.9%	0	0.0%	3.66	41	
2020	28	73.7%	10	26.3%	0	0.0%	0	0.0%	3.74	38	1
Overall Total	231	74.0%	71	22.8%	8	2.6%	2	0.6%	3.70	312	1

Responds appropriately to student behavior	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	0	0.0%	1	9.1%	3.64	11	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	38	65.5%	15	25.9%	4	6.9%	1	1.7%	3.55	58	
2016	33	68.8%	11	22.9%	4	8.3%	0	0.0%	3.60	48	
2017	32	71.1%	12	26.7%	1	2.2%	0	0.0%	3.69	45	
2018	18	64.3%	7	25.0%	1	3.6%	2	7.1%	3.46	28	
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	
2020	23	60.5%	10	26.3%	4	10.5%	1	2.6%	3.45	38	1
Overall Total	215	68.9%	73	23.4%	22	7.1%	2	0.6%	3.61	312	1

InTASC Standard 4 Content Knowledge

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Effectively teaches the subject matter in his/her licensure area.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	18	90.0%	2	10.0%		0.0%	0	0.0%	3.90	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	44	74.6%	13	22.0%	1	1.7%	1	1.7%	3.69	59	1
2016	40	83.3%	7	14.6%	1	2.1%	0	0.0%	3.81	48	
2017	36	80.0%	9	20.0%	0	0.0%	0	0.0%	3.80	45	
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	31	75.6%	9	22.0%	1	2.4%	0	0.0%	3.73	41	
2020	32	84.2%	5	13.2%	1	2.6%	0	0.0%	3.82	38	1
Overall Total	252	79.5%	58	18.3%	5	1.6%	2	0.6%	3.77	317	2

InTASC Standard 5 Application of Content

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Connects core content to students' real-life experiences.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	14	70.0%	5	25.0%	1	5.0%	0	0.0%	3.65	20	
2013	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10	
2014	19	70.4%	5	18.5%	3	11.1%	0	0.0%	3.59	27	
2015	39	67.2%	16	27.6%	3	5.2%	0	0.0%	3.62	58	
2016	30	62.5%	17	35.4%	1	2.1%	0	0.0%	3.60	48	
2017	31	68.9%	13	28.9%	1	2.2%	0	0.0%	3.67	45	
2018	15	55.6%	9	33.3%	2	7.4%	1	3.7%	3.41	27	1
2019	26	63.4%	13	31.7%	2	4.9%	0	0.0%	3.59	41	
2020	24	63.2%	14	36.8%	0	0.0%	0	0.0%	3.63	38	1
Overall Total	206	65.6%	94	29.9%	13	4.1%	1	0.3%	3.61	314	2
Designs activities where students engage with subject matter from a variety of perspectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	15	75.0%	5	25.0%		0.0%	0	0.0%	3.75	20	
2013	9	90.0%	1	10.0%	0	0.0%	0	0.0%	3.90	10	
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	40	67.8%	17	28.8%	1	1.7%	1	1.7%	3.63	59	1
2016	35	72.9%	12	25.0%	1	2.1%	0	0.0%	3.71	48	
2017	30	66.7%	15	33.3%	0	0.0%	0	0.0%	3.67	45	
2018	20	74.1%	5	18.5%	1	3.7%	1	3.7%	3.63	27	
2019	27	67.5%	11	27.5%	2	5.0%	0	0.0%	3.63	40	
2020	26	68.4%	10	26.3%	1	2.6%	1	2.6%	3.61	38	1
Overall Total	218	69.6%	85	27.2%	7	2.2%	3	1.0%	3.65	313	2
Helps students develop critical thinking processes.											
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	32	56.1%	23	40.4%	1	1.8%	1	1.8%	3.51	57	3
2016	25	52.1%	20	41.7%	3	6.3%	0	0.0%	3.46	48	
2017	31	70.5%	13	29.5%	0	0.0%	0	0.0%	3.70	44	1
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	0
2019	18	45.0%	20	50.0%	2	5.0%	0	0.0%	3.40	40	1
2020	23	60.5%	13	34.2%	2	5.3%	0	0.0%	3.55	38	1
Overall Total	162	57.4%	105	37.2%	13	4.6%	2	0.7%	3.51	282	6

Helps students develop skills to solve complex problems.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	8	29.6%	5	18.5%	0	0.0%	3.33	27	
2015	32	58.2%	21	38.2%	1	1.8%	1	1.8%	3.53	55	4
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	28	63.6%	15	34.1%	1	2.3%	0	0.0%	3.61	44	
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	
2019	17	45.9%	16	43.2%	4	10.8%	0	0.0%	3.35	37	3
2020	23	63.9%	9	25.0%	4	11.1%	0	0.0%	3.53	36	3
Overall Total	160	58.2%	94	34.2%	19	6.9%	2	0.7%	3.50	275	10
Makes interdisciplinary connections among core subjects.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	17	63.0%	8	29.6%	1	3.7%	0	0.0%	3.48	27	1
2015	34	58.6%	19	32.8%	3	5.2%	2	3.4%	3.47	58	2
2016	26	56.5%	18	39.1%	2	4.3%	0	0.0%	3.52	46	
2017	24	55.8%	16	37.2%	2	4.7%	1	2.3%	3.47	43	2
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27	1
2019	20	52.6%	13	34.2%	4	10.5%	1	2.6%	3.37	38	3
2020	17	53.1%	9	28.1%	6	18.8%	0	0.0%	3.34	32	7
Overall Total	155	57.4%	91	33.7%	19	7.0%	5	1.9%	3.47	270	16
Helps students analyze multiple sources of evidence to draw sound conclusions.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	53.8%	10	38.5%	2	7.7%	0	0.0%	3.46	26	
2015	28	53.8%	21	40.4%	2	3.8%	1	1.9%	3.46	52	8
2016	25	52.1%	22	45.8%	0	0.0%	1	2.1%	3.48	48	
2017	28	63.6%	13	29.5%	3	6.8%	0	0.0%	3.57	44	1
2018	14	51.9%	10	37.0%	2	7.4%	1	3.7%	3.37	27	1
2019	18	50.0%	15	41.7%	3	8.3%	0	0.0%	3.42	36	5
2020	16	48.5%	14	42.4%	3	9.1%	0	0.0%	3.39	33	6
Overall Total	143	53.8%	105	39.5%	15	5.6%	3	1.1%	3.46	266	21

Knows where and how to access resources to build global awareness and understanding	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	16	61.5%	9	34.6%	1	3.8%	0	0.0%	3.58	26	
2015	33	61.1%	20	37.0%	0	0.0%	1	1.9%	3.57	54	5
2016	30	65.2%	14	30.4%	1	2.2%	1	2.2%	3.59	46	
2017	28	63.6%	13	29.5%	2	4.5%	1	2.3%	3.55	44	1
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	0
2019	23	60.5%	13	34.2%	1	2.6%	1	2.6%	3.53	38	3
2020	16	47.1%	16	47.1%	2	5.9%	0	0.0%	3.41	34	5
Overall Total	162	60.0%	96	35.6%	7	2.6%	5	1.9%	3.54	270	14

Helps students work together to achieve learning 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	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	41	70.7%	15	25.9%	2	3.4%	0	0.0%	3.67	58	
2016	34	70.8%	12	25.0%	1	2.1%	1	2.1%	3.65	48	
2017	34	75.6%	11	24.4%	0	0.0%	0	0.0%	3.76	45	
2018	20	71.4%	5	17.9%	2	7.1%	1	3.6%	3.57	28	
2019	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
Overall Total	197	69.1%	79	27.7%	7	2.5%	2	0.7%	3.65	285	0

InTASC Standard 6 Assessment (related to Evaluate section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Provides students with meaningful feedback to guide next steps in 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	Unable to Respond
2012	15	75.0%	4	20.0%	1	5.0%	0	0.0%	3.70	20	
2013	9	81.8%	1	9.1%	1	9.1%	0	0.0%	3.73	11	
2014	15	57.7%	10	38.5%	1	3.8%	0	0.0%	3.54	26	1
2015	38	64.4%	19	32.2%	2	3.4%	0	0.0%	3.61	59	1
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	20	74.1%	3	11.1%	2	7.4%	2	7.4%	3.52	27	1
2019	22	56.4%	14	35.9%	3	7.7%	0	0.0%	3.49	39	2
2020	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38	1
Overall Total	199	63.6%	94	30.0%	18	5.8%	2	0.6%	3.57	313	6
Engages students in self-assessment strategies.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	10	58.8%	5	29.4%	2	11.8%	0	0.0%	3.47	17	
2013	6	75.0%	2	25.0%	0	0.0%	0	0.0%	3.75	8	
2014	13	50.0%	7	26.9%	6	23.1%	0	0.0%	3.27	26	1
2015	30	54.5%	21	38.2%	3	5.5%	1	1.8%	3.45	55	1
2016	27	57.4%	18	38.3%	2	4.3%	0	0.0%	3.53	47	1
2017	22	48.9%	20	44.4%	2	4.4%	1	2.2%	3.40	45	
2018	14	50.0%	10	35.7%	3	10.7%	1	3.6%	3.32	28	
2019	13	37.1%	17	48.6%	5	14.3%	0	0.0%	3.23	35	6
2020	15	44.1%	17	50.0%	2	5.9%	0	0.0%	3.38	34	5
Overall Total	150	50.8%	117	39.7%	25	8.5%	3	1.0%	3.40	295	14
Designs and modifies assessments to match learning objectives.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	10	37.0%	3	11.1%	0	0.0%	3.41	27	
2015	35	60.3%	22	37.9%	1	1.7%	0	0.0%	3.59	58	2
2016	26	55.3%	19	40.4%	2	4.3%	0	0.0%	3.51	47	1
2017	29	64.4%	15	33.3%	1	2.2%	0	0.0%	3.62	45	
2018	16	57.1%	11	39.3%	0	0.0%	1	3.6%	3.50	28	
2019	20	50.0%	18	45.0%	2	5.0%	0	0.0%	3.45	40	1
2020	22	59.5%	14	37.8%	1	2.7%	0	0.0%	3.57	37	2
Overall Total	162	57.4%	109	38.7%	10	3.5%	1	0.4%	3.53	282	6

Uses formative and summative assessments 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	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	17	63.0%	10	37.0%	0	0.0%	0	0.0%	3.63	27	2
2015	39	67.2%	17	29.3%	1	1.7%	1	1.7%	3.62	58	1
2016	31	66.0%	13	27.7%	3	6.4%	0	0.0%	3.60	47	1
2017	30	66.7%	13	28.9%	2	4.4%	0	0.0%	3.62	45	
2018	19	67.9%	8	28.6%	0	0.0%	1	3.6%	3.61	28	
2019	24	58.5%	14	34.1%	3	7.3%	0	0.0%	3.51	41	
2020	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37	2
Overall Total	184	65.0%	86	30.4%	11	3.9%	2	0.7%	3.60	283	6
Identifies issues of reliability and validity	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	11	47.8%	10	43.5%	2	8.7%	0	0.0%	3.39	23	1
2015	25	47.2%	23	43.4%	3	5.7%	2	3.8%	3.34	53	7
2016	19	44.2%	20	46.5%	1	2.3%	3	7.0%	3.28	43	5
2017	21	51.2%	18	43.9%	2	4.9%	0	0.0%	3.46	41	4
2018	13	52.0%	8	32.0%	2	8.0%	2	8.0%	3.28	25	3
2019	15	45.5%	11	33.3%	7	21.2%	0	0.0%	3.24	33	8
2020	14	42.4%	17	51.5%	2	6.1%	0	0.0%	3.36	33	6
Overall Total	118	47.0%	107	42.6%	19	7.6%	7	2.8%	3.34	251	34
Analyzes multiple and appropriate types of assessment data to identify student learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	14	51.9%	11	40.7%	2	7.4%	0	0.0%	3.44	27	
2015	34	58.6%	21	36.2%	2	3.4%	1	1.7%	3.52	58	2
2016	27	57.4%	17	36.2%	2	4.3%	1	2.1%	3.49	47	1
2017	25	55.6%	17	37.8%	3	6.7%	0	0.0%	3.49	45	
2018	16	57.1%	10	35.7%	1	3.6%	1	3.6%	3.46	28	
2019	20	55.6%	10	27.8%	6	16.7%	0	0.0%	3.39	36	5
2020	17	50.0%	13	38.2%	4	11.8%	0	0.0%	3.38	34	5
Overall Total	153	55.6%	99	36.0%	20	7.3%	3	1.1%	3.46	275	13

Differentiates assessments for all learners.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2017	24	55.8%	15	34.9%	3	7.0%	1	2.3%	3.44	43	1
2018	12	44.4%	9	33.3%	4	14.8%	2	7.4%	3.15	27	
2019	15	37.5%	22	55.0%	3	7.5%	0	0.0%	3.30	40	1
2020	17	48.6%	14	40.0%	4	11.4%	0	0.0%	3.37	35	4
Overall Total	68	46.9%	60	41.4%	14	9.7%	3	2.1%	3.33	145	6

InTASC Standard 7 Planning for Instruction (Plan section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

The teacher designs long-range instructional plans that meet curricular 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	Unable to Respond
2012	12	63.2%	5	26.3%	2	10.5%	0	0.0%	3.53	19	
2013	5	62.5%	3	37.5%	0	0.0%	0	0.0%	3.63	8	
2014	12	46.2%	11	42.3%	2	7.7%	1	3.8%	3.31	26	
2015	32	55.2%	23	39.7%	2	3.4%	1	1.7%	3.48	58	2
2016	27	56.3%	19	39.6%	2	4.2%	0	0.0%	3.52	48	
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	19	67.9%	6	21.4%	2	7.1%	1	3.6%	3.54	28	
2019	24	64.9%	11	29.7%	2	5.4%	0	0.0%	3.59	37	4
2020	20	52.6%	14	36.8%	2	5.3%	2	5.3%	3.37	38	1
Overall Total	181	59.0%	106	34.5%	15	4.9%	5	1.6%	3.51	307	7
Regularly adjusts instructional plans to meet students' needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	8	72.7%	2	18.2%	1	9.1%	0	0.0%	3.64	11	
2014	18	66.7%	8	29.6%	1	3.7%	0	0.0%	3.63	27	
2015	38	64.4%	19	32.2%	2	3.4%	0	0.0%	3.61	59	1
2016	33	70.2%	13	27.7%	1	2.1%	0	0.0%	3.68	47	
2017	36	80.0%	9	20.0%	0	0.0%	0	0.0%	3.80	45	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	23	56.1%	16	39.0%	2	4.9%	0	0.0%	3.51	41	
2020	28	73.7%	9	23.7%	0	0.0%	1	2.6%	3.68	38	1
Overall Total	221	69.9%	83	26.3%	10	3.2%	2	0.6%	3.66	316	2

Plans lessons with clear learning objectives/goals in mind.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
2012	16	80.0%	2	10.0%	2	10.0%	0	0.0%	3.70	20	
2013	6	60.0%	4	40.0%	0	0.0%	0	0.0%	3.60	10	
2014	14	51.9%	10	37.0%	1	3.7%	2	7.4%	3.33	27	
2015	41	69.5%	15	25.4%	3	5.1%	0	0.0%	3.64	59	1
2016	34	70.8%	13	27.1%	1	2.1%	0	0.0%	3.69	48	
2017	32	71.1%	13	28.9%	0	0.0%	0	0.0%	3.71	45	
2018	21	75.0%	5	17.9%	1	3.6%	1	3.6%	3.64	28	
2019	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41	
2020	29	76.3%	7	18.4%	2	5.3%	0	0.0%	3.71	38	1
Overall Total	219	69.3%	83	26.3%	11	3.5%	3	0.9%	3.64	316	2
Differentiates instruction for a variety of learning needs.	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27	
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58	1
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47	1
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45	
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28	
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41	
InTASC 2 2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38	1
Overall Total	175	61.6%	87	30.6%	19	6.7%	3	1.1%	3.53	284	3

InTASC Standard 8 Instructional Strategies (Implement section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Selects instructional strategies to align with learning goals and standards	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	19	70.4%	6	22.2%	2	7.4%	0	0.0%	3.63	27	
2015	43	72.9%	15	25.4%	1	1.7%	0	0.0%	3.71	59	1
2016	33	68.8%	14	29.2%	1	2.1%	0	0.0%	3.67	48	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	25	61.0%	15	36.6%	1	2.4%	0	0.0%	3.59	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
Overall Total	199	69.6%	81	28.3%	5	1.7%	1	0.3%	3.67	286	2

Please consider cross-referencing data noted in the following standards:

Standard 2: Effectively teach students from culturally and ethnically diverse backgrounds and communities.

Standard 3: Use classroom management techniques that foster self-control and self-discipline among students.

Standard 3: Respond appropriately to student behavior

Standard 4: Effectively teach the subject matter in my licensure area

Standard 6: Provide students with meaningful feedback to guide next steps in learning.

Standard 7: Regularly adjust instructional plans to meet students' needs.

These data also have connections to the instructional strategies a teacher may use and his or her ability to respond to student interaction while implementing the lessons they have planned.

InTASC Standard 8 (Technology) as part of Instructional Strategies (Implement section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Uses digital and interactive technologies to achieve specific learning 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	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	23	85.2%	3	11.1%	1	3.7%	0	0.0%	3.81	27	
2015	37	64.9%	17	29.8%	1	1.8%	2	3.5%	3.56	57	3
2016	35	74.5%	9	19.1%	2	4.3%	1	2.1%	3.66	47	1
2017	33	75.0%	9	20.5%	2	4.5%	0	0.0%	3.70	44	1
2018	21	75.0%	6	21.4%	0	0.0%	1	3.6%	3.68	28	
2019	26	66.7%	10	25.6%	3	7.7%	0	0.0%	3.59	39	2
2020	28	75.7%	8	21.6%	1	2.7%	0	0.0%	3.73	37	2
Overall Total	203	72.8%	62	22.2%	10	3.6%	4	1.4%	3.66	279	9
Engages students in a range of technology tools to access, interpret, evaluate, and apply information.											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	18	66.7%	7	25.9%	2	7.4%	0	0.0%	3.59	27	
2015	31	54.4%	20	35.1%	4	7.0%	2	3.5%	3.40	57	3
2016	28	60.9%	15	32.6%	2	4.3%	1	2.2%	3.52	46	1
2017	32	72.7%	12	27.3%	0	0.0%	0	0.0%	3.73	44	1
2018	17	60.7%	8	28.6%	1	3.6%	2	7.1%	3.43	28	
2019	23	60.5%	10	26.3%	5	13.2%	0	0.0%	3.47	38	3
2020	27	73.0%	7	18.9%	3	8.1%	0	0.0%	3.65	37	2
Overall Total	176	63.5%	79	28.5%	17	6.1%	5	1.8%	3.54	277	10

InTASC Standard 8 (Communication) as part of Instructional Strategies (Implement section of VCSU Conceptual Framework)

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

The teacher uses effective communication skills and strategies to convey ideas and information to 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	Unable to Respond
2012	17	85.0%	2	10.0%	1	5.0%	0	0.0%	3.80	20	
2013	9	81.8%	2	18.2%	0	0.0%	0	0.0%	3.82	11	
2014	20	74.1%	4	14.8%	3	11.1%	0	0.0%	3.63	27	
2015	41	70.7%	14	24.1%	3	5.2%	0	0.0%	3.66	58	
2016	36	75.0%	9	18.8%	2	4.2%	1	2.1%	3.67	48	
2017	33	73.3%	12	26.7%	0	0.0%	0	0.0%	3.73	45	
2018	20	71.4%	6	21.4%	0	0.0%	2	7.1%	3.57	28	
2019	29	70.7%	9	22.0%	2	4.9%	1	2.4%	3.61	41	
2020	24	63.2%	13	34.2%	1	2.6%	0	0.0%	3.61	38	1
Overall Total	229	72.5%	71	22.5%	12	3.8%	4	1.3%	3.66	316	1
Clearly communicates expectations for appropriate student behavior											Unable to Respond
2012	18	90.0%	1	5.0%	1	5.0%	0	0.0%	3.85	20	
2013	8	72.7%	2	18.2%	0	0.0%	1	9.1%	3.55	11	
2014	18	66.7%	5	18.5%	3	11.1%	1	3.7%	3.48	27	
2015	37	63.8%	16	27.6%	4	6.9%	1	1.7%	3.53	58	
2016	34	70.8%	10	20.8%	3	6.3%	1	2.1%	3.60	48	
2017	35	77.8%	10	22.2%	0	0.0%	0	0.0%	3.78	45	
2018	19	70.4%	6	22.2%	0	0.0%	2	7.4%	3.56	27	1
2019	27	65.9%	10	24.4%	3	7.3%	1	2.4%	3.54	41	1
InTASC 3 2020	23	60.5%	9	23.7%	5	13.2%	1	2.6%	3.42	38	1
Overall Total	219	69.5%	69	21.9%	19	6.0%	8	2.5%	3.58	315	3

InTASC Standard 9 Professional Learning and Ethical Practice

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

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	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
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	4
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	1
2020	23	62.2%	13	35.1%	1	2.7%	0	0.0%	3.59	37	2
Overall Total	181	64.9%	86	30.8%	10	3.6%	2	0.7%	3.60	279	7
Upholds laws related to student rights and teacher responsibility											Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
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	1
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	1
Overall Total	230	81.0%	49	17.3%	4	1.4%	1	0.4%	3.79	284	2
Uses colleague feedback to support development as a teacher											Unable to Respond
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	1
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	2
2020	29	76.3%	8	21.1%	1	2.6%	0	0.0%	3.74	38	1
Overall Total	229	73.4%	74	23.7%	6	1.9%	3	1.0%	3.70	312	4

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	Unable to Respond
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	2
Overall Total	119	79.3%	26	17.3%	3	2.0%	2	1.3%	3.75	150	2

InTASC Standard 10 Leadership and Collaboration

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

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	Unable to Respond
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	1
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	1
Overall Total	237	75.5%	66	21.0%	9	2.9%	2	0.6%	3.71	314	2
Collaborates with parents and guardians to support student learning											Unable to Respond
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	4
2016	28	59.6%	17	36.2%	2	4.3%	0	0.0%	3.55	47	1
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	1
2019	25	64.1%	9	23.1%	4	10.3%	1	2.6%	3.49	39	2
2020	21	56.8%	13	35.1%	2	5.4%	1	2.7%	3.46	37	2
Overall Total	196	64.3%	86	28.2%	18	5.9%	5	1.6%	3.55	305	10

Helps students work together to achieve learning 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	Unable to Respond
<i>Item not in 2012-2013 surveys</i>											
2014	21	77.8%	5	18.5%	1	3.7%	0	0.0%	3.74	27	
2015	41	70.7%	15	25.9%	2	3.4%	0	0.0%	3.67	58	
2016	34	70.8%	12	25.0%	1	2.1%	1	2.1%	3.65	48	
2017	34	75.6%	11	24.4%	0	0.0%	0	0.0%	3.76	45	
2018	20	71.4%	5	17.9%	2	7.1%	1	3.6%	3.57	28	
2019	22	53.7%	18	43.9%	1	2.4%	0	0.0%	3.51	41	
2020	25	65.8%	13	34.2%	0	0.0%	0	0.0%	3.66	38	1
Overall Total	197	69.1%	79	27.7%	7	2.5%	2	0.7%	3.65	285	0

