The data on the following pages were shared with VCSU student teachers at NDSU on December 2nd and with student teachers at VCSU on December 4th. The student teachers learned more about how VCSU uses assessment data, the types of data that VCSU gathers, and how VCSU uses the data to improve its preparation of teachers. The student teachers were able to look at student teaching data and discuss the strengths and weaknesses of VCSU student teachers from the past. The student teachers also heard about some the changes VCSU has made in the curriculum and several students shared stories about how well they feel prepared in some of the areas that were considered weaknesses in the past.

The time was also used to have the student teachers realize that VCSU will ask them to complete exit surveys and first year teacher surveys in the future. Student teachers also learned that VCSU contacts employers of first year teachers for feedback on the preparation of teachers. All the data are aggregated and no individual responses are isolated. The student teacher data sharing time also included Teaching for Learning (TLC) question and answer time. Teacher candidates were able to ask questions about the TLC and learn more about how to find resources for support.

The session was not mandatory. Fourteen students attended the meetings. The director of field experiences and one unit faculty member joined the assessment coordinator in answering questions during the interactive data sharing session.

Copy of the reminder email message sent on December 3, 2014 to invite student teachers to the session.

**Invitation:** Student Teaching Data Sharing/ TLC question and answer session

**Date:** December 4, 2014

**Location:** McCarthy 254

**Time:** 11:00 am – 12:00 pm

**Topics:** We just held a meeting like this at NDSU on December 2nd. The students had good data comments and asked good TLC questions.

(1) Data Sharing on Student Teaching and other related assessments and (2) TLC question and answer session

*What are cooperating teachers, student teachers, first year teachers, and principals saying about the preparation of VCSU student teachers and first year teachers?*

*What is the purpose and value of the TLC? What are student teachers expected to do to complete the TLC?*

VCSU gathers assessment data for program improvement throughout the year. Data indicate that VCSU student teachers and first year teachers are well prepared, but what does data indicate about the greatest challenges for student teachers? Come to this session on December 4, 2014 to discuss VCSU teacher preparation data and also to have time for TLC question and answers.

The idea for this meeting was mentioned in September and supported by the VCSU Teacher Education Committee. Scott Westby and Jessica Sanden are student representatives on the VCSU Teacher Education Committee.

Alan Olson, Ph.D.
VCSU School of Education and Graduate Studies (SEGS)
Associate Professor/SEGS Assessment Coordinator

Valley City State University
101 College St. SW
Valley City, ND 58072

701-845-7169
al.olson@vcsu.edu
VCSU Background
Valley City State University (VCSU) has been known for teacher education preparation since the institution began in 1890. VCSU has been a nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954.

Changes for VCSU since 2008

- **Bush Grant initiatives**
  VCSU has worked collaboratively with 14 institutions as part of a Bush Grant initiative and the Network for Excellence in Teaching (NExT). Valley City State University (VCSU) is a member of the Valley Partnership and works collaboratively with North Dakota State University (NDSU) and Minnesota State University Moorhead (MSUM). The goal is improve teacher education preparation in ways that enhance student learning in K-12 classrooms.

  - **Co-Teaching**
    - Decision was based on research and Bush Grant collaborative efforts
    - VCSU works with K-12 educators in workshops and training sessions
  
  - **Summer Academies**
    - Summer workshops for first year teachers
    - Involvement of Valley Partnership and K-12 educators who provide advice and resources at a time when the information is extremely meaningful

Data driven decisions were made to improve VCSU teacher education preparation and curriculum in the following areas:

- **GPA for admission to Teacher Education Program raised from 2.50 to 2.75**
  - Significant correlation existed between GPA and student teacher evaluations from cooperating teachers
  - Process for decision and follow-up research discussion available upon request

- **Curriculum changes**
  - Formative Assessment
  - English Language Learner Strategies
  - Differentiated Instruction
  - Technology
    - Work groups of area K-12 educators and VCSU faculty members shared strategies and resources useful in K-12 classrooms.
    - The connection time was valuable.
    - The outcome of the work group meetings was a book of strategies and resources for each of these four areas that is useful to VCSU teacher candidates as they progress through their methods courses, student teaching experience and enter the profession
  
  - Assessment curriculum change in EDUC 450 course
    - A workgroup of area K-12 educators and VCSU faculty members met to discuss what teachers entering the profession needed to know and do in order be informed about assessments and the use of data in schools
    - The workgroup also viewed multiple textbooks before deciding on The Seven Strategies of Assessment for Learning
    - The outcome of the feedback from the workgroup helped to shape the assessment course
  
  - Classroom Management curriculum changes
    - The EDUC 351 course on classroom management and additional practicum time was established to enhance classroom management learning opportunities for secondary majors
    - The EDUC 350 practicum course for elementary majors incorporated additional classroom management learning experiences

- **Student Teaching Length** changed from 10 to 12-weeks in the fall of 2009
  - Decision was based on survey data and feedback from area K-12 educators, VCSU students and VCSU faculty
  - Decision was followed up with VCSU student teacher research

- Additional areas of significant change in which K-12 educators have collaborated with VCSU faculty to impact teacher education preparation at VCSU
Teacher Performance Assessment (TPA, now called edTPA) workshops engaged P-12 educators and VCSU faculty in developing a Teaching for Learning Capstone (TLC) Unit for VCSU teacher candidates to complete during their student teaching experience
  - The TLC Unit adds rigor and consistency to the expectations of student teachers in areas planning, implementing, evaluating, and reflecting on a unit of teaching and student learning
  - 20 area K-12 teachers worked with field experience representatives from VCSU, Minnesota State University Moorhead (MSUM) and North Dakota State University (NDSU) to develop a common final evaluation for student teachers from the three institutions

- **Additional changes in Assessment**
  - Bush Grant Common Metrics efforts (designed in collaboration with 14 institutions):
    - Entry Survey (Intro to Education teacher candidates)
    - Exit Survey (Student teachers in the final weeks before graduation)
    - Transition to Teaching (1st year teacher/Alumni survey)
    - Supervisor Survey (Employer/Administrator survey)

**VCSU Unit and Program Data Sharing**

All faculty members who teach methods or professional education sequence courses are part of the unit.

- Unit faculty members receive access to updated unit data every August.
  - An example of unit data in a report would include the final evaluation data for all VCSU student teachers.
- Program data are shared in September and February.
  - Program reports disaggregate the data by academic area, so faculty (shared through the methods teachers) can see GPA, licensure tests, and student teacher final evaluation data in isolation for their particular content area.
- Each August, annual data sharing sessions bring K-12 and unit faculty members together to view and discuss data for improvement.
- The unit has begun combining data sharing sessions with TLC information sessions for student teachers.
- The graduate program also receives data that is shared with graduate faculty each August.
- The graduate program will be exchanging its supervisor survey for a focused visit and data sharing session with alumni and area administrators.

Often the data indicate areas of strength in which VCSU teacher candidate and graduates have performed well. The intention of the data sharing sessions is to provide awareness and hopefully useful information in the decision-making process for improvement.

Unit faculty members are involved in the preparation and assessment of our students. VCSU provides release time for an assessment coordinator and has three division assistants in the SEGS area.

VCSU has a Central Assessment System and regular calendar for gathering data on teacher candidates for admission to the program, GPA, Praxis tests for licensure, field experiences (student teaching the most), dispositions, portfolios, and surveys at the entry and exit level while at VCSU, and then gather data as the transition to becoming first year teachers (alumni) and their supervisors (administrators/employers).

Curriculum changes are often fueled by data that drives the decision for improvement. The unit also makes curriculum adjustments to respond to educational changes like the Common Core.

---

1. NCATE has merged with another organization and is in the process of transforming into the Council for Accreditation of Educator Preparation (CAEP). The next national accreditation visit for VCSU will be in the fall of 2015.
2. The 14 member institutions of the NEt 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).
3. Valley City State University, North Dakota State University, and Minnesota State University Moorhead are teamed together in the Bush Grant to form the Valley Partnership.

**VCSU Demographics**
Entry Survey Data Fall 2012 – Spring 2014 (completed in EDUC 249/EDUC 250)

VCSU has exceeded its benchmark goal of 95% response rates over the past three years.

The interest and demographic data may have potential for impacting VCSU recruitment efforts in the future. Survey highlights:

- 39.1% of the entry survey respondents were born in North Dakota, 24.6% were born in Minnesota, 8.9% in Wyoming, 2.5% were born in other countries, and the remaining 24.9% were born in one of 32 other states
- 92.1% reported their race/ethnicity to be white
- 78.3% female and 21.7% male
- 58.0% of the respondents’ mothers and 56.5% of their fathers earned at least a two-year or technical degree
- 95.3% of the respondents graduated from a traditional, comprehensive public high school
- 46.6% graduated from a North Dakota high school
- 35.1% graduated from a rural high school in North Dakota
- 61.0% of all the respondents graduated from a rural high school
- 53.1% of the respondents attended another college/university prior to attending VCSU

VCSU has secondary education majors in Business, English, Health, History/Social Science, Mathematics, Science (most often majors in Biology, Chemistry or Composite Science), Spanish, and Technology Education. (English, Business, History, and Technology Education have developed online opportunities for teachers.)

K-12 education majors include Art, Physical Education, and Music. (Physical Education has worked with Trinity Bible College candidates)

Elementary Education majors are on campus at VCSU, at NDSU, in Wyoming, and at Trinity Bible College. VCSU had over 140 collaborative students at NDSU in both the spring of 2013 and in the spring of 2014.

---

EXIT Survey Data
Fall 2012 – Spring 2014 (Completed by student teachers shortly before graduation.)

Exit Survey – administered to student teachers in the final month before graduation
VCSU candidates have a response rate over 90%.

- 72.8% of VCSU respondents said they would “definitely” recommend their teacher education program to other prospective teachers and 24.2% marked “probably yes”. (Only one of 331 graduating seniors marked “definitely no”.)
- 90.3% said they plan to teach for 11 or more years
- 75.3% female and 24.7% male
- the median age of graduates was 23 years-old and the mean age was just over 25 years-old
- 93.2% of the respondents indicated their race and ethnicity as White, non-Hispanic

Comparing with the 14 Bush Grant institutions as a whole, VCSU student teachers rated their satisfaction in the areas of “Quality of Instruction in your teacher preparation courses” and “Integration of technology throughout your teacher preparation program” as high or higher in relationship to student teacher Exit Survey ratings at other institutions.

The common assessment instruments that are shared by the 14 Bush Grant institutions provide data for an enhanced understanding of the expectations of the respondents from each institution (such as VCSU) and also provides a look at the larger picture of teacher preparation throughout the Midwest. The intent of the common assessments is to provide comparisons for internal awareness and growth as opposed to external rankings among the collaborative partner institutions.
Examples of highest ratings from student teachers in the Exit Survey data: (Agree% + Tend to Agree Ratings%) – 95% or higher either “Agree” or “Tend to Agree”

Preparation for Teaching - General Teaching Skills: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?
- Reflect on and use student data to inform my instruction (69.2% “Agree” + 27.6% “Tend to Agree”)
- Strategically use a variety of assessments to monitor student learning (69.0% + 29.2%)
- Align instruction with state subject matter standards of what students should know and be able to do (69.0% + 26.3%)
- Use instructional technology as a learning tool. (73.5% + 23.5%)
- Plan lessons with clear learning objectives/goals in mind. (79.7% + 17.3%)
- Effectively teach the subject matter in my licensure area (66.7% + 30.1%)
- Understand how to use formative and summative assessments to support student learning (77.1% + 21.2%)

Examples of lowest ratings from student teachers: (Agree% + Tend to Agree Ratings%) – lower than 91% either “Agree” or “Tend to Agree”

Preparation for Teaching - General Teaching Skills: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following? (Agree is the highest rating)
- Design instruction for students with IEPs and 504 plans (33.6% “Agree” + 38.8% “Tend to Agree”)
- Design instruction for English language learners (33.3% + 45.7%)
- Effectively teach students from culturally and ethnically diverse backgrounds (47.9% + 42.2%)

Cooperating Teacher Final Evaluations of Student Teachers Fall 2011 to Spring 2014

4-point rating scale utilized by cooperating teachers:

(4) Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.
(3) Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.
(2) Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.
(1) Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

Cooperating Teacher Final Evaluations of Student Teachers Fall 2011 to Spring 2014

<table>
<thead>
<tr>
<th>Standard #1: Learner Development - The teacher candidate understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs and implements developmentally appropriate and challenging learning experiences.</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs developmentally appropriate instruction</td>
<td>483</td>
<td>2.0</td>
<td>4.0</td>
<td>3.55</td>
<td>.54</td>
</tr>
<tr>
<td>Implements developmentally appropriate instruction</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.56</td>
<td>.54</td>
</tr>
<tr>
<td>Standard #2: Learning Differences - The teacher candidate uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.</td>
<td>N</td>
<td>Min</td>
<td>Max</td>
<td>Mean</td>
<td>Std. Dev.</td>
</tr>
<tr>
<td>Adapts instruction for individual needs</td>
<td>484</td>
<td>1.0</td>
<td>4.0</td>
<td>3.48</td>
<td>.60</td>
</tr>
<tr>
<td>Inquires about students as individuals with diverse personal and family backgrounds</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.60</td>
<td>.55</td>
</tr>
<tr>
<td>Exhibits fairness and the belief that all students can learn</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.74</td>
<td>.46</td>
</tr>
<tr>
<td>Standard #3: Learning Environments - The teacher candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.</td>
<td>N</td>
<td>Min</td>
<td>Max</td>
<td>Mean</td>
<td>Std. Dev.</td>
</tr>
<tr>
<td>Fosters a safe and respectful environment that promotes learning</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.71</td>
<td>.48</td>
</tr>
<tr>
<td>Organizes time and resources to actively engage students in learning</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.55</td>
<td>.60</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Score</td>
<td>Weight</td>
<td>Mean</td>
<td>Percentile</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>-------</td>
<td>--------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Standard #4: Content Knowledge</td>
<td>The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s). Teaches and creates meaningful learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>484</td>
<td>1.0</td>
<td>2.0</td>
<td>482</td>
</tr>
<tr>
<td></td>
<td>Demonstrates knowledge of subject matter</td>
<td>484</td>
<td>1.0</td>
<td>4.0</td>
<td>3.54</td>
</tr>
<tr>
<td></td>
<td>Creates meaningful learning experiences</td>
<td>484</td>
<td>1.5</td>
<td>4.0</td>
<td>3.61</td>
</tr>
<tr>
<td>Standard #5: Applications of Content</td>
<td>The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</td>
<td>482</td>
<td>1.5</td>
<td>4.0</td>
<td>3.47</td>
</tr>
<tr>
<td></td>
<td>Connects content knowledge to relevant issues in students lives</td>
<td>483</td>
<td>1.0</td>
<td>4.0</td>
<td>3.51</td>
</tr>
<tr>
<td></td>
<td>Engages students in higher level thinking skills</td>
<td>484</td>
<td>1.0</td>
<td>4.0</td>
<td>3.43</td>
</tr>
<tr>
<td>Standard #6: Assessment</td>
<td>The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teachers and learner's decision making.</td>
<td>482</td>
<td>1.5</td>
<td>5.0</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>Integrates formal and informal assessments</td>
<td>482</td>
<td>1.0</td>
<td>4.0</td>
<td>3.47</td>
</tr>
<tr>
<td></td>
<td>Communicates timely and useful descriptive feedback</td>
<td>484</td>
<td>1.0</td>
<td>5.0</td>
<td>3.56</td>
</tr>
<tr>
<td></td>
<td>Aligns assessments with objectives and standards</td>
<td>482</td>
<td>2.0</td>
<td>5.0</td>
<td>3.53</td>
</tr>
<tr>
<td></td>
<td>Exhibits fairness in grading practices</td>
<td>481</td>
<td>2.0</td>
<td>5.0</td>
<td>3.64</td>
</tr>
<tr>
<td></td>
<td>Uses a variety of assessments</td>
<td>483</td>
<td>1.0</td>
<td>4.0</td>
<td>3.47</td>
</tr>
<tr>
<td>Standard #7: Planning for Instruction</td>
<td>The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>482</td>
<td>1.0</td>
<td>4.0</td>
<td>3.51</td>
</tr>
<tr>
<td></td>
<td>Connects lesson goals with school curriculum and state standards</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.57</td>
</tr>
<tr>
<td></td>
<td>Uses assessment data to inform planning for instruction</td>
<td>483</td>
<td>1.0</td>
<td>4.0</td>
<td>3.45</td>
</tr>
<tr>
<td>Standard #8: Instructional Strategies</td>
<td>The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
<td>478</td>
<td>1.5</td>
<td>4.0</td>
<td>3.56</td>
</tr>
<tr>
<td></td>
<td>Varies instructional strategies to engage learners</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.58</td>
</tr>
<tr>
<td></td>
<td>Uses technology appropriately to enhance instruction</td>
<td>484</td>
<td>1.0</td>
<td>4.0</td>
<td>3.63</td>
</tr>
<tr>
<td></td>
<td>Differentiates instruction</td>
<td>484</td>
<td>1.0</td>
<td>4.0</td>
<td>3.45</td>
</tr>
<tr>
<td>Standard #9: Professional Learning and Ethical Practice</td>
<td>The teacher candidate 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.</td>
<td>479</td>
<td>2.0</td>
<td>4.0</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>Seeks and accepts feedback to improve teaching effectiveness</td>
<td>483</td>
<td>2.0</td>
<td>4.0</td>
<td>3.72</td>
</tr>
<tr>
<td></td>
<td>Uses self-reflection to improve teaching effectiveness</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>Demonstrates commitment to the profession</td>
<td>484</td>
<td>1.0</td>
<td>4.0</td>
<td>3.76</td>
</tr>
<tr>
<td>Standard #10: Leadership and Collaboration</td>
<td>The teacher candidate 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.</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.62</td>
</tr>
<tr>
<td></td>
<td>Works effectively with school personnel</td>
<td>484</td>
<td>2.0</td>
<td>4.0</td>
<td>3.69</td>
</tr>
<tr>
<td></td>
<td>Works effectively with parents</td>
<td>466</td>
<td>2.0</td>
<td>4.0</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>483</td>
<td>2.0</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Uses accurate and effective written communication</td>
<td>482</td>
<td>2.0</td>
<td>4.0</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>Uses accurate and effective oral communication</td>
<td>483</td>
<td>2.0</td>
<td>4.0</td>
<td>3.59</td>
</tr>
<tr>
<td></td>
<td>Uses effective non-verbal communication</td>
<td>482</td>
<td>1.0</td>
<td>4.0</td>
<td>3.57</td>
</tr>
</tbody>
</table>

**Overall Student Teaching Mean Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Mean</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>482</td>
<td>3.57</td>
<td>.44</td>
</tr>
</tbody>
</table>