

## **Transition to Teaching Survey Results – Spring 2016**

One year after completing their teacher education program at Minot State University, graduates are surveyed to ascertain their perceptions about the quality of the teacher preparation they received at the university. This survey, the Transition to Teaching Survey, is used across the state of North Dakota by all higher education institutions that prepare teachers.

Our teacher education graduates are asked a series of questions, all of which are based on the InTASC standards. These standards guide our teacher preparation program as they describe what classroom teachers should know and be able to do in all grades and in all content areas.

More information about the InTASC Standards can be found at:

[http://www.ccsso.org/Resources/Programs/Interstate Teacher Assessment Consortium \(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

The survey uses a Likert scale, asking our teacher education graduates to identify to what extent they agree with a statement (4 – agree, 3 – tend to agree, 2 – tend to disagree, and 1 – disagree) about the quality of the preparation they received at Minot State University. Essentially the survey asks the completers for their perceptions about the quality of our programs based on their knowledge and ability to implement the InTASC standards in their classroom one year after graduation.

The table below includes the category of questions, the InTASC standards addressed by the questions in the category, the number of questions in the category, and the mean score of all responses in that category.

<b>Question Category</b>	<b>InTASC Standards Addressed</b>	<b>Number of Questions in Category</b>	<b>Mean Score of Minot State University Completer Responses in Category</b>
Preparation for Teaching: Instructional Practice	<b>Standard #1 - Learner Development</b> The teacher understands how learners grow 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.  <b>Standard #4 - Content Knowledge</b>	20	3.224

	<p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Standard #5 - Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b>Standard #6 - Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><b>Standard #7 - Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard #8 - Instructional Strategies</b> The teacher 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.</p>		
Preparation for Teaching: Diverse Learners	<p><b>Standard #2 - Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	10	2.936
Preparation for Teaching: Learning Environment	<p><b>Standard #3 - Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	9	3.401
Preparation for Teaching: Professionalism	<p><b>Standard #9 - Professional Learning and Ethical Practice</b> 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, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Standard #10 - Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	6	3.228