

North Dakota Common Metrics 2016 Transition to Teaching Survey:

A Survey of First-Year Teachers Who Graduated from ND Teacher Education Institutions

Turtle Mountain Community College Aggregate Report

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Introduction

In the fall of 2014 the ND Association of Colleges for Teacher Education unanimously agreed to support common surveys of student teachers, graduates in their first year post-graduation, and employers of first-year teachers. Representatives from North Dakota State University and Valley City State University, who were participants in a large grant project funded by the Bush Foundation of Minnesota, acted as liaisons with the Bush Foundation to request access to three surveys: Exit, Transition to Teaching, and Supervisor.

- 1.) **Exit Survey**—administered to teacher candidates near the completion of student teaching
- 2.) **Transition to Teaching Survey (TTS)**—administered to program completers in the spring following the academic year of graduation
- 3.) **Supervisor Survey**—administered in the spring following the academic year of graduation to employers of program completers who are teaching

Instruments

In 2009, the Bush Foundation of MN awarded 14 institutions in MN, ND, and SD grant funding to improve their teacher preparation programs with attention to four areas: recruitment, preparation, post-graduation employment and support, and assessment. Through this project, the 14 institutions became known as the Network for Excellence in Teaching (NExT). As part of the assessment component, a common metrics group was formed, and this group developed four common metric surveys: Entry, Exit, Transition to Teaching, and Supervisor. The surveys were developed using a rigorous process that included multiple psychometric analyses, focus groups, pilot testing, revision, and careful alignment with accreditation standards.

The Exit, Transition to Teaching, and Supervisor Surveys are all aligned with one another and the InTASC Standards. The InTASC Standards are used by CAEP, the nation's largest accreditor of teacher preparation programs. All the teacher preparation programs in ND follow these standards. Because the surveys are also aligned with one another, items and sections are able to be compared across surveys.

Copyright and Permission for Use

The NExT institutions hold the copyright on these surveys and have given permission for the teacher preparation programs in ND to use the instruments as a collaborative group. Institutions are not allowed to alter the surveys and have agreed to administer it "as is." However, items may be added to the end the surveys for individual institutional use. It is expected that the institutions in this collaborative will contribute the results of their surveys to a state aggregate.

Accreditation and Program Approval

These surveys support accreditation and program approval at both the state and national level through their alignment with both the InTASC and CAEP accreditation standards. The items in the surveys are aligned with InTASC standards, and therefore, support ND state program approval and CAEP standard 1.1. Additionally, the Exit Survey, Section C, focuses on the candidate's experience with student teaching and includes several items that allow the candidate to provide feedback about the cooperating teacher and university supervisor. These items can be

used as evidence for CAEP standard 2.2. The Supervisor Survey is strong evidence for CAEP standard 4.3, and the Transition to Teaching Survey can be used as evidence for CAEP standard 4.4.

This Report

This report presents the findings from the surveys administered to completers the academic year following their graduation. All completers are invited to complete the survey, but those who are teaching complete an additional section to rate the quality of their preparation. The survey is administered approximately one year after the graduates completed their preparation programs.

Survey Administration

ND teacher preparation programs were responsible for identifying contact information for their 2014-15 graduates. The programs provided several reminders to each possible respondent.

Response Rate

The overall response rate for the 2016 Transition to Teaching Survey for this ND aggregate report is 41.81% (286/684). TMCC's response rate is 66.67% (10/15). Challenges exist in locating graduates and securing working email addresses through which to administer the survey. NDACTE is working collaboratively to address these issues and expects response rates to continue to rise as solutions are implemented.

Findings

Survey Part A

Part A of the survey, Tables 2-26, asks completers about their licensure and employment status. Completers who are not teaching only complete Part A.

Survey Part B

Part B of the survey, Tables 27-34, asks completers to rate how well prepared they felt across multiple domains of teaching including instructional practices, diverse learners, learning environment, and professionalism. Completers were asked to respond using the following scale: disagree; tend to disagree; tend to agree; and agree.

Survey Part C

Part C of the survey, Tables 35-40, asks completers about the context of the schools where they are teaching, including the environment and available resources.

Survey Part D

Part D of the survey, Tables 41-42, asks completers if they would recommend their teacher preparation program and teaching profession to others.

**Table 1. Which communication method *most* prompted you to complete this survey today?
(Select one only.)**

Email	278	97.5	9	90.0
Mailing	1	0.4	0	-
Telephone	0	-	0	-
Text	3	1.1	0	-
Social media	1	0.4	1	10.0
Other	2	0.7	0	-

PART A. YOUR LICENSURE AND JOB STATUS

Table 2. Have you applied for a professional teaching license?

Yes	278	97.9	10	100.0
No	6	2.2	0	-

Note. Data from item A1.

Table 3. If no, why did you not apply for a teaching license? Mark ALL that apply.

I have not yet taken the state licensure exams.	0	-	0	-
I have not yet passed the state licensure exams.	2	33.3	0	-
I plan to teach in an organization that doesn't require a license.	0	-	0	-
I enrolled (or plan to enroll) in graduate school to pursue an additional teaching certification or endorsement.	0	-	0	-
I enrolled (or plan to enroll) in graduate school to pursue a non-teaching career.	1	16.7	0	-
I am not planning to pursue a career in teaching.	1	16.7	0	-
Other	2	33.3	0	-

Note. Data from item A1a. Includes respondents who answered "no" to the item in Table 3.

Table 4. Please identify the state(s) in which you applied for a teaching license. Mark ALL that apply.

Minnesota	43	15.5	0	-
North Dakota	233	83.8	10	100.0
Wyoming	13	4.7	0	-
Montana	4	1.4	0	-
South Dakota	4	1.4	0	-
Other ^a	25	9.0	1	10.0

Note. Data from item A2. Includes respondents who answered "yes" to the item in Table 3.

^aOther responses from TMCC students included: New Jersey (n=1)

Table 5. In which state(s) do you hold a teaching license? Mark ALL that apply.

Minnesota	35	12.6	0	-
North Dakota	211	75.9	10	100.0
Wyoming	10	3.6	0	-
Montana	3	1.1	0	-
South Dakota	3	1.1	0	-
Other ^a	21	7.6	1	10.0

Note. Data from item A3. Includes respondents who answered "yes" to the item in Table 3.

^aOther responses from TMCC students included: New Jersey (n=1)

Table 6. Did you apply for a job outside of teaching?

Yes	26	10.5	0	-
No	221	89.5	10	100.0

Note. Data from item A4.

Table 7. If yes, why did you apply for a job outside of teaching? Mark ALL that apply.

No teaching positions available in my field	2	7.7	0	-
A limited number of teaching positions available in my field	6	23.1	0	-
Ensure earnings until a teaching position is obtained	7	27.0	0	-
Family or personal reasons	4	15.4	0	-
More future prospects outside of teaching	6	23.1	0	-
Better location of jobs outside of teaching	4	15.4	0	-
Preferred work environment of jobs outside of teaching	3	11.5	0	-
Better salary or pay for jobs outside of teaching	4	15.4	0	-
Better benefits packages for jobs outside of teaching	3	11.5	0	-
Able to find adequate employment (full-time or part-time) outside of teaching	4	15.4	0	-
More certainty of job security for jobs outside of teaching	1	3.8	0	-
Better evaluation and accountability policies outside of teaching	0	-	0	-
Other	5	19.2	0	-

Note. Data from Item A4a. Includes respondents who answered "yes" to the item in Table 7.

Table 8. Did you seek employment as a licensed teacher?

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Yes	260	92.2	10	100.0
No	22	7.8	0	-

Note. Data from item A5.

Table 9. How many teaching job applications did you submit?

1-5	188	72.6	9	90.0
6-10	37	14.3	1	10.0
11-15	10	3.9	0	-
16-20	6	2.3	0	-
More than 20	18	6.9	0	-

Note. Data from item A5a. Includes respondents who answered "yes" to the item in Table 9.

Table 10. Where did you apply for teaching positions? Mark ALL that apply.

Minneapolis or St. Paul	15	5.8	0	-
Other city in Minnesota	19	7.3	0	-
Suburban area in Minnesota	23	8.9	0	-
Rural area in Minnesota	29	11.2	0	-
City in North Dakota	132	51.0	2	20.0
Rural area in North Dakota	135	52.1	8	80.0
City in Montana	2	0.8	1	1.5
Rural area in Montana	2	0.8	1	1.5
City in South Dakota	3	1.2	0	-
Rural area in South Dakota	2	0.8	0	-
City in Wyoming	4	1.5	0	-
Rural area in Wyoming	4	1.5	0	-

Other urban area in the U.S.	12	4.6	0	-
Other suburban area in the U.S.	11	4.2	0	-
Other rural area in the U.S.	10	3.9	0	-
Outside the U.S.	8	3.1	0	-
American Indian Reservation	7	2.7	6	60.0
Other ^a	10	3.9	1	10.0

Note. Data from item A5b. Includes respondents who answered "yes" to the item in Table 9.
^aOther responses from TMCC students included: New Jersey (n=1)

Table 11. How many requests for teaching job interviews did you receive?

None	6	2.3	0	-
1	73	28.2	1	10.0
2-3	119	45.9	4	40.0
4-5	47	18.1	4	40.0
6-10	10	3.9	1	10.0
More than 10	4	1.5	0	-

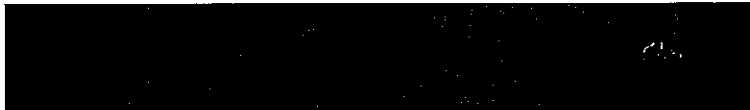
Note. Data from item A5c. Includes respondents who answered "yes" to the item in Table 9.

Table 12. How well prepared do you think you were for your teaching job interview(s)?

Very well prepared	129	51.2	8	80.0
Somewhat prepared	117	46.4	2	20.0
Not prepared	6	2.4	0	-

Note. Data from item A5d. Includes respondents who answered "yes" to the item in Table 9 and those that did not answer "none" in Table 12.

Table 13. Did you receive job offers for teaching positions?



Yes	238	94.1	10	100.0
No	15	5.9	0	-

Note. Data from item A6.

Table 14. If no, why do you think you did not receive any job offers? Mark *ALL* that apply.

Jobs in my licensure area are very competitive	8	53.3	0	-
My interview(s) did not go well	1	6.7	0	-
I have not passed the state licensure exams	1	6.7	0	-
I only applied for a limited number of positions	4	26.7	0	-
I limited my job search to a small geographic area	7	46.7	0	-
I started my job search late	2	13.3	0	-
My teaching portfolio did not reflect my abilities	0	-	0	-
Other	2	13.3	0	-

Note. Data from item A6a. Includes respondents who answered "no" to the item in Table 14.

Table 15. How many offers for a teaching position did you receive?

0	13	5.1	0	-
1	133	52.6	4	40.0
2	68	26.9	4	40.0
3	29	11.5	2	20.0
4	4	1.6	0	-
5	2	0.8	0	-
More than 5	4	1.6	0	-

Note. Data from item A7.

Table 16. Did you accept an offer for a teaching position?

Yes	240	100	10	100.0
No	0	-	0	-

Note. Data from item A8. Excludes respondents who answered "0" to the item in Table 16.

Table 17. If no, why did you turn down a teaching position offer? Mark ALL that apply.

Family or personal reasons	0	-	0	-
Other job offers	0	-	0	-
Location of the teaching position(s)	0	-	0	-
School environment of the teaching position(s) (i.e., school atmosphere, working relationships)	0	-	0	-
Few future career prospects in teaching	0	-	0	-
Salary or pay of the teaching position(s) inadequate	0	-	0	-
Benefits package inadequate	0	-	0	-
Percentage of appointment inadequate	0	-	0	-
Uncertainty in job security	0	-	0	-
Evaluation and accountability policies for teachers	0	-	0	-
Other	0	-	0	-

Note. Data from item A8a. Includes respondents who answered "no" to the item in Table 17.

Table 18. If no, do you plan to seek a licensed teaching position within the next 12 months?

Yes	0	-	0	-
No	0	-	0	-

Note. Data from item A8b. Includes respondents who answered "no" to the item in Table 17.

Table 19. Please describe your current employment situation by choosing the appropriate response.

Employed full-time in an educational setting	247	88.2	10	-
Employed part-time in an educational setting	15	5.4	0	-
Employed full-time in a field other than education ^a	7	2.5	0	-
Employed part-time in a field other than education ^a	7	2.5	0	-
Unemployed and seeking employment ^a	3	1.1	0	-
Unemployed and not seeking employment ^a	1	0.4	0	-

Note. Data from item A9.

^aRespondents employed in a field other than education and those who are unemployed did not complete the remainder of the survey.

Table 20. If employed part-time in an educational setting, what percentage of time do you spend in that setting?

20% or less	2	14.3	0	-
21-40%	0	-	0	-
41-60%	3	21.4	0	-
61-80%	3	21.4	0	-
81% or more	6	42.9	0	-

Note. Data from item A9a. Includes respondents who answered "Employed part-time in an educational setting" to the item in Table 20.

Table 21. If you are currently employed in an educational setting, which of the following best describes the type of position?

Full-time or part-time teacher	234	89.3	10	100.0
Short-term substitute ^a	6	2.3	0	-
Long-term substitute ^a	5	1.9	0	-
Paraprofessional ^a	7	2.7	0	-
Other ^a	10	3.8	0	-

Note. Data from item A10.

^aRespondents indicating short-term substitute, long-term substitute, and paraprofessional were directed to the "thank you" page and did not complete the remainder of the survey. Those that indicated "other" were able to complete the survey and then their response was reviewed to see if it could be considered within the full-time or part-time teacher classification.

Table 22. Type of school in which you are employed:

Traditional public school	205	88.4	8	80.0
Public charter school	7	3.0	1	10.0
Private school	11	4.7	0	-
Other	9	3.9	1	10.0

Note. Data from item A12.

Table 23. Is a formal mentoring/induction program available to you in your school or district?

Yes	161	69.7	7	70.0
No	70	30.3	3	30.0

Note. Data from item A13.

Table 24. How long do you plan on teaching?

1-2 years	5	2.2	0	-
3-5 years	15	6.5	0	-
6-10 years	25	10.8	4	40.0
11 or more years	187	80.6	6	60.0

Note. Data from item A14.

Table 25. What grade level(s) are you teaching? Mark ALL that apply.

Early Childhood	19	8.2	0	-
Elementary	121	52.2	10	100.0
Middle or Junior High	77	33.2	0	-
High School	98	42.2	0	-

Note. Data from item A15.

Table 26. Are you teaching any subject and/or grade level for which you are not licensed?

Yes	16	6.9	0	-
No	215	93.1	10	100.0

Note. Data from item A16.

PART B. YOUR TEACHER PREPARATION (COURSEWORK AND FIELD/CLINICAL EXPERIENCES): WHAT WERE YOU PREPARED TO DO?

Table 27. Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Effectively teach the subject matter in my licensure area.	ND Aggregate	228	2	0.9	9	3.9	77	33.8	140	61.4
	TMCC	10	0	-	0	-	2	20.0	8	80.0
Select instructional strategies to align with learning goals and standards.	ND Aggregate	228	1	0.4	10	4.4	77	33.8	140	61.4
	TMCC	10	0	-	0	-	0	-	10	100.0
Design activities where students engage with subject matter from a variety of perspectives.	ND Aggregate	227	1	0.4	13	5.7	81	35.7	132	58.1
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Account for students' prior knowledge or experiences in instructional planning.	ND Aggregate	228	1	0.4	14	6.1	100	43.9	113	49.6
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Design long-range instructional plans that meet curricular goals.	ND Aggregate	228	1	0.4	24	10.5	94	41.2	109	47.8
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Regularly adjust instructional plans to meet students' needs.	ND Aggregate	228	4	1.8	18	7.9	75	33.0	131	57.5
	TMCC	10	0	-	0	-	0	-	10	100.0
Plan lessons with clear learning objectives/goals in mind.	ND Aggregate	228	0	-	8	3.5	63	27.6	157	68.9
	TMCC	10	0	-	0	-	0	-	10	100.0
Design and modify assessments to match learning	ND Aggregate	229	4	1.7	16	7.0	86	37.6	123	53.7

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objectives.	TMCC	10	0	-	0	-	0	-	1	10.0	9	90.0
Provide students with meaningful feedback to guide ND steps in learning.	ND Aggregate	229	3	1.3	18	7.9	81	35.4	127	55.5		
	TMCC	10	0	-	0	-	1	10.0	9	90.0		
Engage students in self-assessment strategies.	ND Aggregate	228	5	2.2	35	15.4	93	40.8	95	41.7		
	TMCC	10	0	-	1	10.0	2	20.0	7	70.0		
Use formative and summative assessments to support student learning.	ND Aggregate	228	0	-	9	3.9	75	32.9	144	63.2		
	TMCC	9	0	-	0	-	1	11.1	8	88.9		
Identify issues of reliability and validity in assessment.	ND Aggregate	229	3	1.3	32	14.0	88	38.4	106	46.3		
	TMCC	10	0	-	0	-	3	30.0	7	70.0		
Use multiple and appropriate types of assessment data to identify student learning needs.	ND Aggregate	229	3	1.3	20	8.7	93	40.6	113	49.3		
	TMCC	10	0	-	0	-	1	10.0	9	90.0		

Use digital and interactive technologies to achieve specific learning goals.	ND Aggregate	228	8	3.5	26	11.4	83	36.4	111	48.7
	TMCC	9	0	-	0	-	1	11.1	8	88.9
Engage students in using a range of technology tools to access, interpret, evaluate, and apply information.	ND Aggregate	229	8	3.5	36	15.7	93	40.6	92	40.2
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Help students develop critical thinking processes.	ND Aggregate	229	2	0.9	18	7.9	109	47.6	100	43.7
	TMCC	10	0	-	0	-	2	20.0	8	80.0
Help students develop skills to solve complex problems.	ND Aggregate	228	3	1.3	21	9.2	107	46.9	97	42.5
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Make interdisciplinary connections among core subjects.	ND Aggregate	228	2	0.9	21	9.2	92	40.4	113	49.6
	TMCC	9	0	-	0	-	0	-	9	100.0
Know where and how to access resources to build global awareness and understanding.	ND Aggregate	229	4	1.8	37	16.2	89	38.9	99	43.2
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Help students analyze multiple sources of evidence to draw sound conclusions.	ND Aggregate	229	4	1.8	33	14.4	99	43.2	93	40.6
	TMCC	10	0	-	0	-	3	30.0	7	70.0

Note: Data from items B1a-t.

Table 28. Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Effectively teach the subject matter in my licensure area.	228	3.56	0.616	10	3.80	0.422
Select instructional strategies to align with learning goals and standards.	228	3.56	0.602	10	4.00	0.000
Design activities where students engage with subject matter from a variety of perspectives.	227	3.52	0.626	10	3.90	0.316
Account for students' prior knowledge or experiences in instructional planning.	228	3.43	0.629	10	3.90	0.316
Design long-range instructional plans that meet curricular goals.	228	3.36	0.686	10	3.90	0.316
Regularly adjust instructional plans to meet students' needs.	228	3.46	0.717	10	4.00	0.000
Plan lessons with clear learning objectives/goals in mind.	228	3.59	0.661	10	4.00	0.000
Design and modify assessments to match learning objectives.	229	3.43	0.702	10	3.90	0.316
Provide students with meaningful feedback to guide next steps in learning.	229	3.45	0.680	10	3.90	0.316
Engage students in self-assessment strategies.	228	3.21	0.795	10	3.60	0.699
Use formative and summative assessments to support student learning.	228	3.59	0.567	9	3.89	0.333
Identify issues of reliability and validity in assessment.	228	3.30	0.755	10	3.70	0.483
Use multiple and appropriate types of assessment data to identify student learning needs.	229	3.38	0.701	10	3.90	0.316
Use digital and interactive technologies to achieve specific learning goals.	228	3.30	0.808	9	3.89	0.333
Engage students in using a range of technology tools to access, interpret, evaluate, and apply information.	229	3.17	0.819	10	3.90	0.316

Help students develop critical thinking processes.	229	3.34	0.660	10	3.80	0.422
Help students develop skills to solve complex problems.	228	3.31	0.691	10	3.90	0.316
Make interdisciplinary connections among core subjects.	228	3.39	0.690	9	4.00	0.000
Know where and how to access resources to build global awareness and understanding.	229	3.24	0.782	10	3.90	0.316
Help students analyze multiple sources of evidence to draw sound conclusions.	229	3.23	0.756	10	3.70	0.483

Note. Data from items B1a-t. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 29. Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Effectively teach students from culturally and ethnically diverse backgrounds and communities.	ND Aggregate	229	6	2.6	28	12.2	89	38.9	106	46.3
	TMCC	10	0	-	0	-	4	40.0	6	60.0
Plan differentiated instruction for a variety of learning needs.	ND Aggregate	229	4	1.7	26	11.4	92	40.2	107	46.7
	TMCC	10	0	-	0	-	3	30.0	7	70.0
Use developmentally appropriate practices to support student learning.	ND Aggregate	228	1	0.4	10	4.4	92	40.4	125	54.8
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Address the needs of students from various socioeconomic backgrounds.	ND Aggregate	227	4	1.8	21	9.3	96	42.3	106	46.7
	TMCC	10	0	-	0	-	3	30.0	7	70.0
Design instruction for students with IEPs and 504 plans.	ND Aggregate	229	20	8.7	46	20.1	91	39.7	72	31.4
	TMCC	10	0	-	1	10.0	3	30.0	6	60.0
Design instruction for students with mental health needs.	ND Aggregate	229	28	12.2	54	23.6	90	39.3	57	24.9
	TMCC	10	1	10.0	0	-	4	40.0	5	50.0
Design instruction for gifted and talented students.	ND Aggregate	229	23	10.0	58	25.3	82	35.8	66	28.8
	TMCC	10	1	10.0	0	-	4	40.0	5	50.0
Design instruction for English-language learners.	ND Aggregate	228	29	12.7	56	24.6	83	36.4	60	26.3
	TMCC	10	0	-	0	-	6	60.0	4	40.0
Access resources, programs, and other school personnel to foster student learning.	ND Aggregate	226	10	4.4	22	9.7	95	42.0	99	43.8
	TMCC	9	0	-	0	-	3	30.0	6	60.0
Develop fair and unbiased assessments for all learners.	ND Aggregate	228	2	0.9	23	10.1	81	35.5	122	53.5
	TMCC	10	0	-	1	10.0	1	10.0	8	80.0

Note: Data from items B2a-j.

Table 30. Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Effectively teach students from culturally and ethnically diverse backgrounds and communities.	229	3.29	0.781	10	3.60	0.516
Plan differentiated instruction for a variety of learning needs.	229	3.32	0.743	10	3.70	0.483
Use developmentally appropriate practices to support student learning.	228	3.50	0.605	10	3.90	0.316
Address the needs of students from various socioeconomic backgrounds.	227	3.34	0.719	10	3.70	0.483
Design instruction for students with IEPs and 504 plans.	229	2.94	0.930	10	3.50	0.707
Design instruction for students with mental health needs.	229	2.77	0.961	10	3.30	0.949
Design instruction for gifted and talented students.	229	2.83	0.959	10	3.30	0.949
Design instruction for English-language learners.	228	2.76	0.983	10	3.60	0.516
Access resources, programs, and other school personnel to foster student learning.	226	3.25	0.811	9	3.67	0.500
Develop fair and unbiased assessments for all learners.	228	3.41	0.713	10	3.70	0.675

Note. Data from item B2a. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 31. Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Clearly communicate expectations for appropriate student behavior.	ND Aggregate	227	2	0.9	15	6.6	73	32.2	137	60.4
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Use effective communication skills and strategies to convey ideas and information to students.	ND Aggregate	227	1	0.4	6	2.6	78	34.4	142	62.6
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Design instruction and learning tasks that connect core content to real-life experiences for students.	ND Aggregate	227	1	0.4	5	2.2	84	37.0	137	60.4
	TMCC	10	0	-	0	-	1	10.0	9	90.0
Help students work cooperatively to achieve learning goals.	ND Aggregate	226	0	-	9	4.0	74	32.7	143	63.3
	TMCC	10	0	-	0	-	0	-	10	100.0
Develop and maintain a classroom environment that promotes student engagement.	ND Aggregate	226	3	1.3	10	4.4	69	30.5	144	63.7
	TMCC	10	0	-	0	-	0	-	10	100.0
Respond appropriately to student behavior.	ND Aggregate	226	4	1.8	23	10.2	77	34.1	122	54.0
	TMCC	10	0	-	1	10.0	1	10.0	8	80.0
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	ND Aggregate	225	0	-	9	4	69	30.7	147	65.3
	TMCC	9	0	-	0	-	1	11.1	8	88.9
Use classroom management techniques that foster self-control and self-discipline	ND Aggregate	226	9	4.0	24	10.6	67	29.6	126	55.8
	TMCC	10	0	-	0	-	1	10.0	9	90.0

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among students.																		
Effectively organize the physical environment of the classroom for instruction.	224	5	2.2	17	7.6	58	25.9	144	64.3									
TMCC	10	0	-	0	-	1	10.0	9	90.0									

Note: Data from items B3a-i.

Table 32. Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Clearly communicate expectations for appropriate student behavior.	227	3.52	0.661	10	3.90	0.316
Use effective communication skills and strategies to convey ideas and information to students.	227	3.59	0.568	10	3.90	0.316
Design instruction and learning tasks that connect core content to real-life experiences for students.	227	3.57	0.563	10	3.90	0.316
Help students work cooperatively to achieve learning goals.	226	3.59	0.568	10	4.00	0.000
Develop and maintain a classroom environment that promotes student engagement.	226	3.57	0.645	10	4.00	0.000
Respond appropriately to student behavior.	226	3.40	0.743	10	3.70	0.675
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	225	3.61	0.564	9	3.89	0.333
Use classroom management techniques that foster self-control and self-discipline among students.	226	3.37	0.829	10	3.90	0.316
Effectively organize the physical environment of the classroom for instruction.	224	3.52	0.733	10	3.90	0.316

Note. Data from items B3a-i. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 33. Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	226	3	1.3	19	8.4	93	41.2	111	49.1
Seek out learning opportunities that align with my professional development goals.	10	0	-	0	-	1	10.0	9	90.0
Access the professional literature to expand my knowledge about teaching and learning.	225	4	1.8	25	11.1	87	38.7	109	48.4
Actively engage with parent/guardian/ advocate about issues affecting student learning.	10	0	-	0	-	1	10.0	9	90.0
Collaborate with teaching colleagues to improve student performance.	225	5	2.2	41	18.2	90	40.0	89	39.6
Use colleague feedback to support my development as a teacher.	10	0	-	1	10.0	0	-	9	90.0
Uphold my legal responsibilities as a professional educator and student advocate.	225	1	0.4	14	6.2	73	32.4	137	60.9
	10	0	-	0	-	1	10.0	9	90.0
	226	1	0.4	13	5.8	79	35.0	133	58.8
	10	0	-	1	10.0	0	-	9	90.0
	225	3	1.3	6	2.7	68	30.2	148	65.8
	10	0	-	0	-	0	-	10	100.0

Note. Data from items B4a-f.

Table 34. Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

Seek out learning opportunities that align with my professional development goals.	226	3.38	0.697	10	3.90	0.316
Access the professional literature to expand my knowledge about teaching and learning.	225	3.34	0.745	10	3.90	0.316
Actively engage with parent/guardian/advocate about issues affecting student learning.	225	3.17	0.801	10	3.80	0.632
Collaborate with teaching colleagues to improve student performance.	225	3.54	0.634	10	3.90	0.316
Use colleague feedback to support my development as a teacher.	226	3.52	0.627	10	3.80	0.632
Uphold my legal responsibilities as a professional educator and student advocate.	225	3.60	0.612	10	4.00	0.000

Note. Data from items B4a-f. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

PART C. YOUR SCHOOL CONTEXT: WHAT IS YOUR SCHOOL LIKE?

Table 35. School Climate: To what extent do you agree or disagree with the following statements?

	ND Aggregate	223	0	-	1	0.4	44	19.7	178	79.8
The school is a physically safe and secure place.	TMCC	10	0	-	0	-	0	-	10	100.0
Teachers respect the dignity and worth of all students.	ND Aggregate	223	0	-	5	2.2	57	25.6	161	72.2
	TMCC	10	0	-	0	-	1	10.0	9	90.0
The faculty and staff have positive relationships with students' parents/guardians.	ND Aggregate	223	0	-	5	2.2	64	28.7	154	69.1
	TMCC	10	0	-	0	-	0	-	10	100.0

Note: Data from items C1a-c.

Table 36. School Climate: To what extent do you agree or disagree with the following statements?

The school is a physically safe and secure place.	223	3.79	0.417	10	4.00	0.000
Teachers respect the dignity and worth of all students.	223	3.70	0.506	10	3.90	0.316
The faculty and staff have positive relationships with students' parents/guardians.	223	3.67	0.517	10	4.00	0.000

Note. Data from items C1a-c. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 37. Professional Environment: To what extent do you agree or disagree with the following statements?

	223	2	0.9	9	4.0	51	22.9	161	72.2
I receive valuable professional guidance from faculty mentors or colleagues.	10	0	-	0	-	0	-	10	100.0
The administration is responsive to the needs of teachers.	224	0	-	16	7.1	66	29.5	142	63.4
Teachers are continually learning and seeking new ideas to enhance their practice.	10	0	-	0	-	2	20.0	8	80.0
Teachers have influence over establishing the curriculum.	223	1	0.4	11	4.9	71	31.8	140	62.8
	10	0	-	0	-	1	10.0	9	90.0
ND Aggregate	224	2	0.9	16	7.1	62	27.7	144	64.3
TMCC	10	0	-	0	-	1	10.0	9	90.0

Note: Data from items C2a-d.

Table 38. Professional Environment: To what extent do you agree or disagree with the following statements?

I receive valuable professional guidance from faculty mentors or colleagues.	223	3.66	0.599	10	4.00	0.000
The administration is responsive to the needs of teachers.	224	3.56	0.625	10	3.80	0.422
Teachers are continually learning and seeking new ideas to enhance their practice.	223	3.57	0.610	10	3.90	0.316
Teachers have influence over establishing the curriculum.	224	3.55	0.667	10	3.90	0.316

Note. Data from items C2a-d. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 39.

Table 40. Resources: To what extent do you agree or disagree with the following statements?

	224	17	7.6	42	18.8	64	28.6	101	45.1
Teachers have time in their schedules for planning with colleagues.	224	0	-	0	-	2	20.0	8	80.0
Teachers have the necessary technology resources.	224	5	2.2	32	14.3	70	31.3	117	52.2
Teachers have appropriate instructional space.	224	3	1.3	17	7.6	80	35.7	124	55.4
Teachers have curricular materials and supplies that are appropriate for students' developmental levels and learning needs.	224	4	1.8	20	8.9	87	38.8	113	50.4
	10	0	-	0	-	3	30.0	7	70.0

Note. Data from items C3a-d.

Table 41.

Table 42. Resources: To what extent do you agree or disagree with the following statements?

Teachers have time in their schedules for planning with colleagues.	224	3.11	0.966	10	3.80	0.422
Teachers have the necessary technology resources.	224	3.33	0.803	10	3.90	0.316
Teachers have appropriate instructional space.	224	3.45	0.694	10	4.00	0.000
Teachers have curricular materials and supplies that are appropriate for students' developmental levels and learning needs.	224	3.38	0.729	10	3.70	0.483

Note. Data from items C3a-d. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

PART D. PROGRAM RECOMMENDATION

Table 43. To what extent do you agree or disagree with each of the following statements?

	ND Aggregate	222	5	2.3	8	3.6	49	22.1	160	72.1
If I had to do it all over again, I would choose the same teacher preparation program.	TMCC	10	0	-	0	-	0	-	10	100.0
I would recommend my teacher preparation program to a prospective teacher.	ND Aggregate	213	4	1.9	9	4.2	51	23.9	149	70.0
	TMCC	10	0	-	0	-	0	-	10	100.0
I am as happy about teaching as I thought I would be.	ND Aggregate	223	4	1.8	22	9.9	48	21.5	149	66.8
	TMCC	10	0	-	0	-	0	-	10	100.0
I am committed to the teaching profession.	ND Aggregate	220	2	0.9	11	5.0	41	18.6	166	75.5
	TMCC	10	0	-	0	-	0	-	9	100.0
The rewards of teaching are worth the efforts I put into becoming a teacher.	ND Aggregate	223	4	1.8	5	2.2	44	19.7	170	76.2
	TMCC	10	0	-	0	-	0	-	10	100.0
My teacher education program prepared me to be successful in my current teaching position.	ND Aggregate	221	3	1.4	14	6.3	63	28.5	141	63.8
	TMCC	10	0	-	0	-	0	-	10	100.0

Note: Data from items D1a-f.

Table 44.

Table 45. To what extent do you agree or disagree with each of the following statements?

If I had to do it all over again, I would choose the same teacher preparation program.	222	3.64	0.663	10	4.00	0.000
I would recommend my teacher preparation program to a prospective teacher.	213	3.62	0.659	10	4.00	0.000
I am as happy about teaching as I thought I would be.	223	3.53	0.746	10	4.00	0.000
I am committed to the teaching profession.	220	3.69	0.610	9	4.00	0.000
The rewards of teaching are worth the efforts I put into becoming a teacher.	223	3.70	0.602	10	4.00	0.000
My teacher education program prepared me to be successful in my current teaching position.	221	3.55	0.677	10	4.00	0.000

Note. Data from items D1a-f. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

APPENDIX B: RESPONSES TO ITEM D2

Program Recommendation: In what area(s) do you most need professional development or support as a new teacher?

Classroom management (n=3)

Accommodations for students on IEP's (n=2)

State testing (n=1)

Note. Data from item D2. The responses were not cleaned for spelling or grammar to reflect the writing skills of the graduates.