

Supervisor Survey Results – 2020-2021

Each Spring, Minot State University (MSU) surveys supervisors (superintendents, principals, assistant principals) of teacher education completers who graduated from MSU one year earlier. In other words, after our graduates have been in their own classroom for one school year, we ask their employers to evaluate their performance. This survey, the Supervisor Survey, is used across the state of North Dakota by all higher education institutions that prepare teachers.

The supervisors are asked a series of questions regarding the MSU graduates working in their schools and school districts. All of the questions 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:

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

The survey uses a Likert scale, asking supervisors 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 performance of MSU teacher education graduates after a year in the classroom. Essentially the survey asks the supervisors for their perceptions of our graduates and 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.

Teacher Education Unit Aggregate

(during this reporting period, there were too few responses to disaggregate by program)

Question Category	InTASC Standards Addressed	Number of Questions in Category	Mean Score of Supervisor Responses in Category
Preparation for Teaching: Instructional Practice	Standard #1 - Learner Development 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.	21	3.35

	<p>Standard #4 - Content Knowledge 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>Standard #5 - Application of Content 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>Standard #6 - Assessment 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>Standard #7 - Planning for Instruction 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>Standard #8 - Instructional Strategies 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>Standard #2 - Learning Differences 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>	9	3.17
Preparation for Teaching: Learning Environment	<p>Standard #3 - Learning Environments 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	3.44
Preparation for Teaching: Professionalism	<p>Standard #9 - Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard #10 - Leadership and Collaboration 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	3.76