

PREPARATION OF CANDIDATES IN TEACHER EDUCATION PROGRAMS AT ST. CLOUD STATE UNIVERSITY – 2013-14 Completers

The following tables and charts depict how well candidates are prepared in various programs at St. Cloud State University, as assessed by faculty, cooperating teachers, and candidates themselves. K-12 and 5-12 programs will only be disaggregated if they have more than five completers. Transition to Teaching data will be added in Spring 2015, after candidates have been in the field for one year.

Data in the following tables is derived from four distinct instruments.

- The **Performance Based Summative Assessment** is designed to assess a teacher candidate's performance on the ten Minnesota Standards of Effective Practice. Professional dispositions are also assessed, based on the dispositions delineated in the 1992 INTASC principles. Both university supervisors and cooperating teachers independently assess candidate performance in student teaching. The assessment instrument provides a description of each of the eleven items, followed by a 4 point Likert scale, with the following ratings.
 - 1 Does not demonstrate an understanding of the specific standard and its underlying indicators. The teacher candidate's performance does not meet Minnesota Standards of Effective Practice.
 - 2 Demonstrates understanding of the specific standard and its underlying indicators. The teacher candidate generally performs adequately at the level of a beginning teacher. Further experience could result in greater understanding and success.
 - 3 Demonstrates a sound understanding of the specific standard and its underlying indicators. The teacher candidate performs competently at a level expected for a beginning teacher.
 - 4 Demonstrates a well-developed understanding of the specific standard and its underlying indicators, at the level of an experienced teacher. The teacher candidate consistently performs at a high level, already showing attributes of effective practice.
- The **Exit Survey** is the second of four Common Metrics and is designed to identify learning opportunities and practices that are perceived by candidates as effective teacher preparation strategies. Exit data is collected at the end of each academic semester from candidates completing initial licensure programs. The exit survey is designed to gather candidates' perspectives on their teacher preparation programs as they leave IHEs and prepare to enter the teaching profession. Responses have been aligned with the 10 Minnesota Standards of Effective Practice, using the Common Metrics matrix. Here candidates are asked the extent to which they agree or disagree that their program prepared them in essential skills and responsibilities of teaching. While the scale is not identical to the scale above, 1=unprepared and 4=prepared. There is enough similarity in these four-level scales to compare data.
- The **Transition to Teaching Survey (TTS)** is the third Common Metrics instrument and is designed to identify graduates' employment status, steps they took to seek teaching positions, and the extent to which they believe they were prepared for teaching responsibilities. Transition to Teaching data is collected annually in the spring of each year, from candidates who completed a teacher preparation program the previous year and have just completed their first year of teaching. Only graduates who are in a part-time or full-time teaching position complete the entire survey. The questions regarding preparation for teaching are identical in the Exit survey and TTS, as are the rating scales.

Minnesota Standards of Effective Practice:

Standard 1: Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

Standard 3: Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 4: Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9: Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10: Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Table 1: SCSU Teacher Education Unit – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Unit Data (N=219) EXIT 2013-14 <i>Teacher Candidate</i>	3.32	3.05	2.92	3.06	3.34	3.35	3.19	3.10	3.10	3.26
Unit Data (N=238) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.28	3.25	3.10	3.22	3.21	3.26	3.32	3.00	3.46	3.32
Unit Data (N=245) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.29	3.25	3.21	3.22	3.23	3.29	3.24	3.06	3.51	3.38
Unit Data (N=) TTS 2014-15 <i>Candidate after 1 year teaching</i>										

Chart 1: SCSU Teacher Education Unit – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

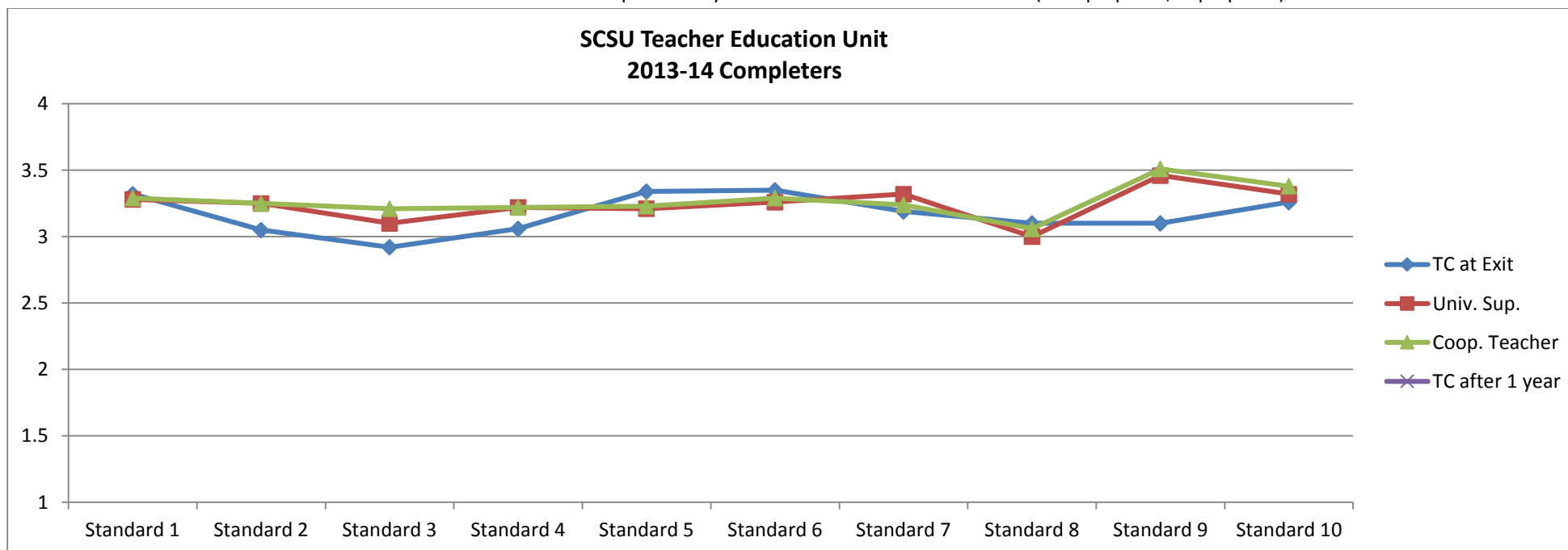


Table 2: Early Childhood Education – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Early Childhood (N=19) EXIT 2013-14 <i>Teacher Candidate</i>	3.53	3.28	3.19	3.32	3.66	3.58	3.25	3.44	3.45	3.71
Early Childhood (N=28) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.18	3.18	3.09	3.18	3.16	3.25	3.29	3.90	3.48	3.34
Early Childhood (N=28) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.16	3.14	3.18	3.14	3.27	3.18	3.09	2.96	3.36	3.16
Early Childhood (N=) TTS 2014-15 <i>Candidate after 1 year teaching</i>										

Chart 2: Early Childhood Education – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

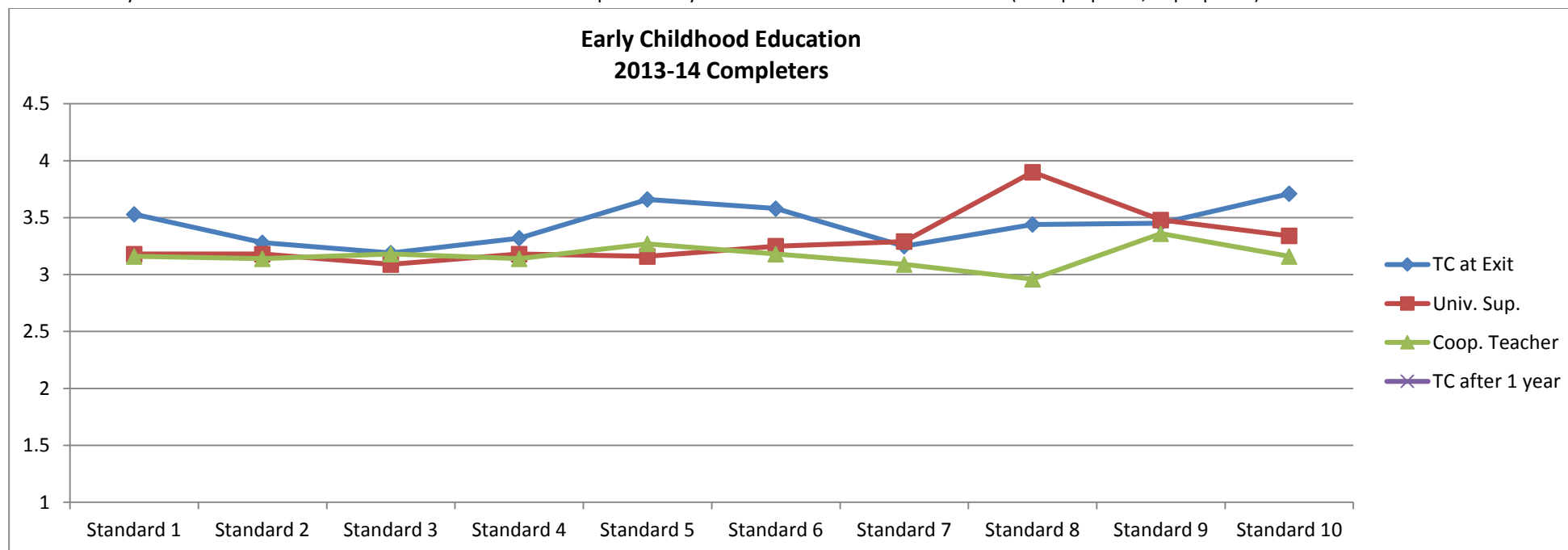


Table 3: Elementary Education – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Elementary (N=67) EXIT 2013-14	3.34	3.03	2.67	3.03	3.42	3.44	3.15	3.04	3.16	3.33
Elementary (N=69) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.33	3.32	3.06	3.23	3.31	3.30	3.36	3.07	3.53	3.49
Elementary (N=69) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.29	3.28	3.20	3.30	3.26	3.33	3.29	3.04	3.59	3.45
Elementary (N=) TTS 2014-15										

Chart 3: Elementary Education – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

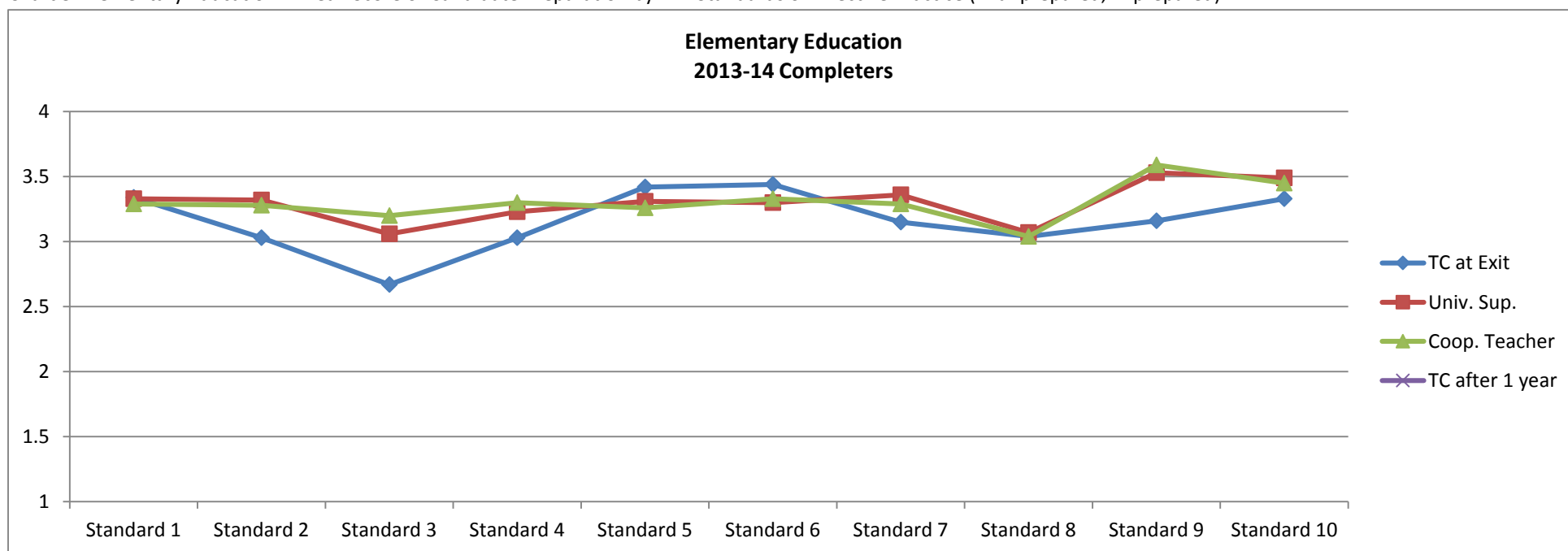


Table 4: Special Education – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Special Education (N=30) EXIT 2013-14	3.22	3.18	3.32	3.23	3.44	3.42	3.46	3.27	3.28	3.42
Special Education (N=34) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.00	3.10	3.00	3.05	3.00	2.97	2.95	2.84	3.22	3.00
Special Education (N=42) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.24	3.32	3.30	3.17	3.36	3.30	3.18	2.96	3.46	3.36
Special Education (N=) TTS 2014-15										

Chart 4: Special Education – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

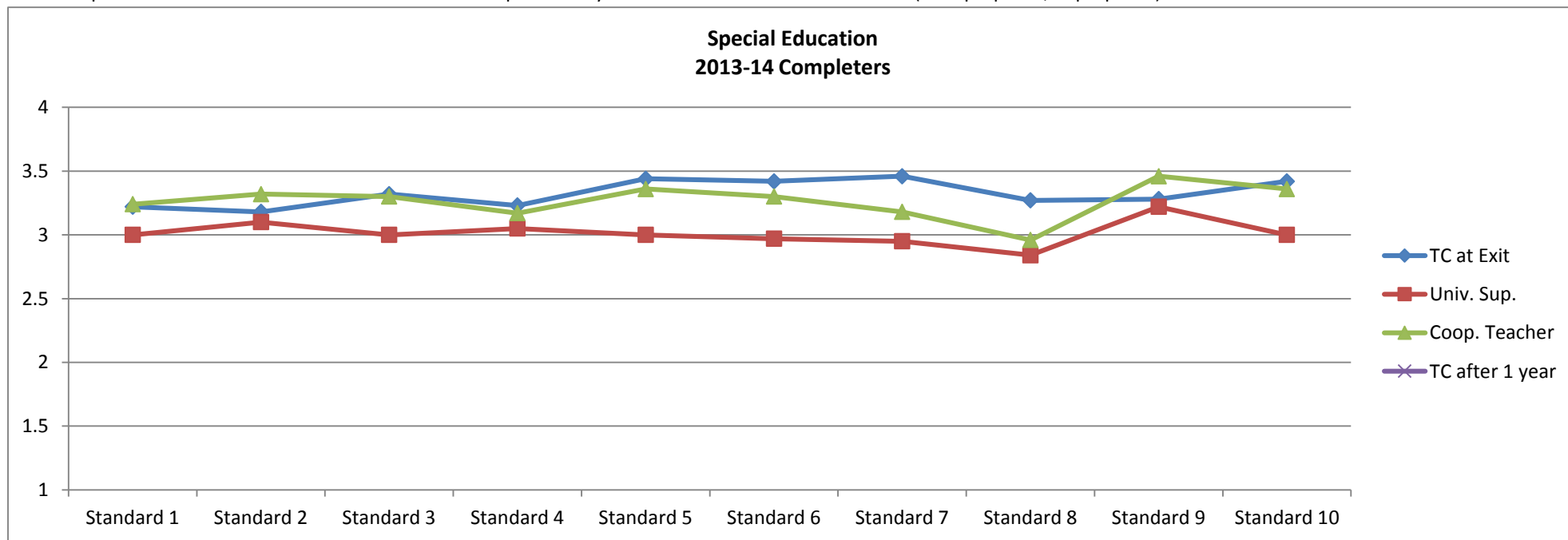


Table 5: Art Education (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Art Education (N=6) EXIT 2013-14	3.58	3.08	3.05	3.17	3.44	3.33	3.28	3.05	2.83	3.04
Art Education (N=6) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.33	3.33	3.17	3.17	3.00	3.17	3.33	2.83	3.50	3.00
Art Education (N=6) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.42	3.17	3.25	3.25	3.25	3.33	3.50	3.25	3.25	3.25
K-12 Programs (N=) TTS 2014-15										

Chart 5: Art Education (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

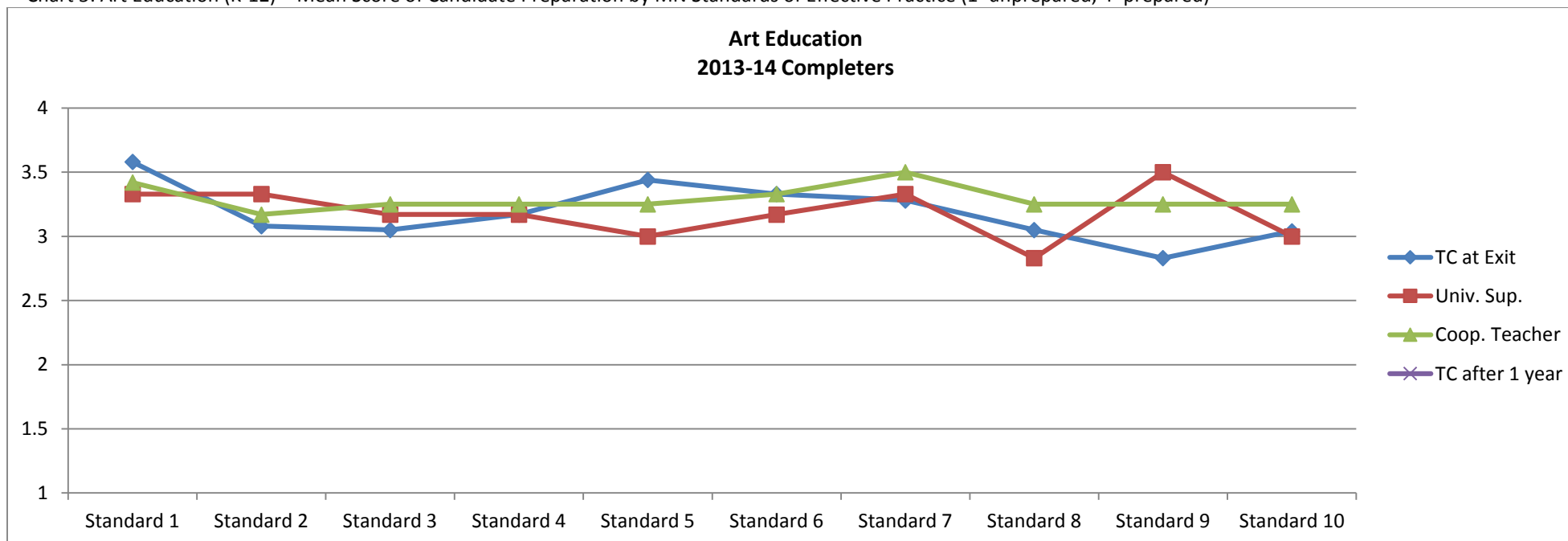


Table 6: World Languages (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
World Languages (N=4) EXIT 2013-14	3.38	3.00	3.14	3.08	3.54	3.50	3.17	3.36	3.13	3.44
World Languages (N=5) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.20	3.00	3.60	3.60	3.60	3.20	3.60	3.00	3.60	3.40
World Languages (N=5) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.40	3.20	3.30	3.30	3.40	3.30	3.10	3.30	3.70	3.50
K-12 Programs (N=) TTS 2014-15										

Chart 6: World Languages (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

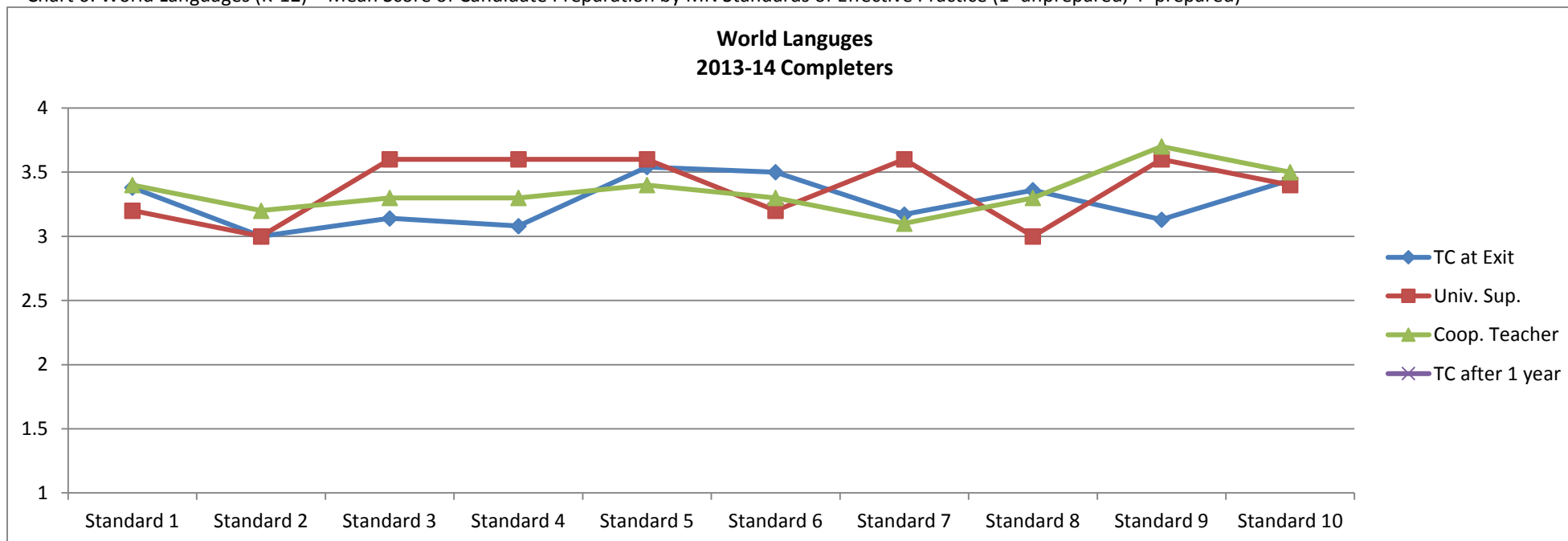


Table 7: Physical Education (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Physical Education (N=9) EXIT 2013-14	3.39	3.06	3.26	3.07	3.57	3.59	3.33	3.41	3.22	3.58
Physical Education (N=10) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.40	3.30	3.30	3.30	3.20	3.30	3.40	3.00	3.50	3.40
Physical Education (N=10) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.53	3.19	3.03	3.27	3.32	3.58	3.14	3.08	3.27	3.60
K-12 Programs (N=) TTS 2014-15										

Chart 7: Physical Education (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

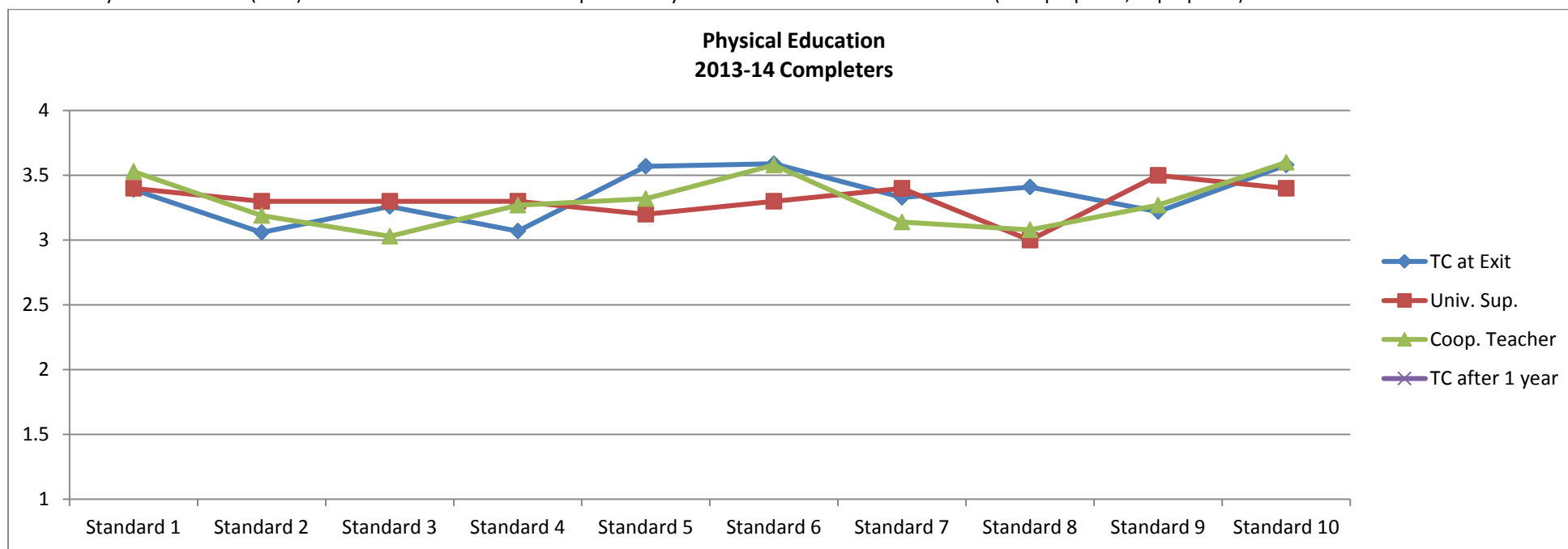


Table 8: Music Education (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Music Education (N=4) EXIT 2013-14	3.13	2.58	2.17	2.92	3.50	3.25	3.42	3.21	3.63	3.38
Music Education (N=3) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.67	3.67	3.00	3.67	3.67	3.67	4.00	3.00	4.00	3.67
Music Education (N=4) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.25	3.38	3.38	3.00	3.00	3.25	3.50	3.25	3.50	3.13
K-12 Programs (N=) TTS 2014-15										

Chart 8: Music Education (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

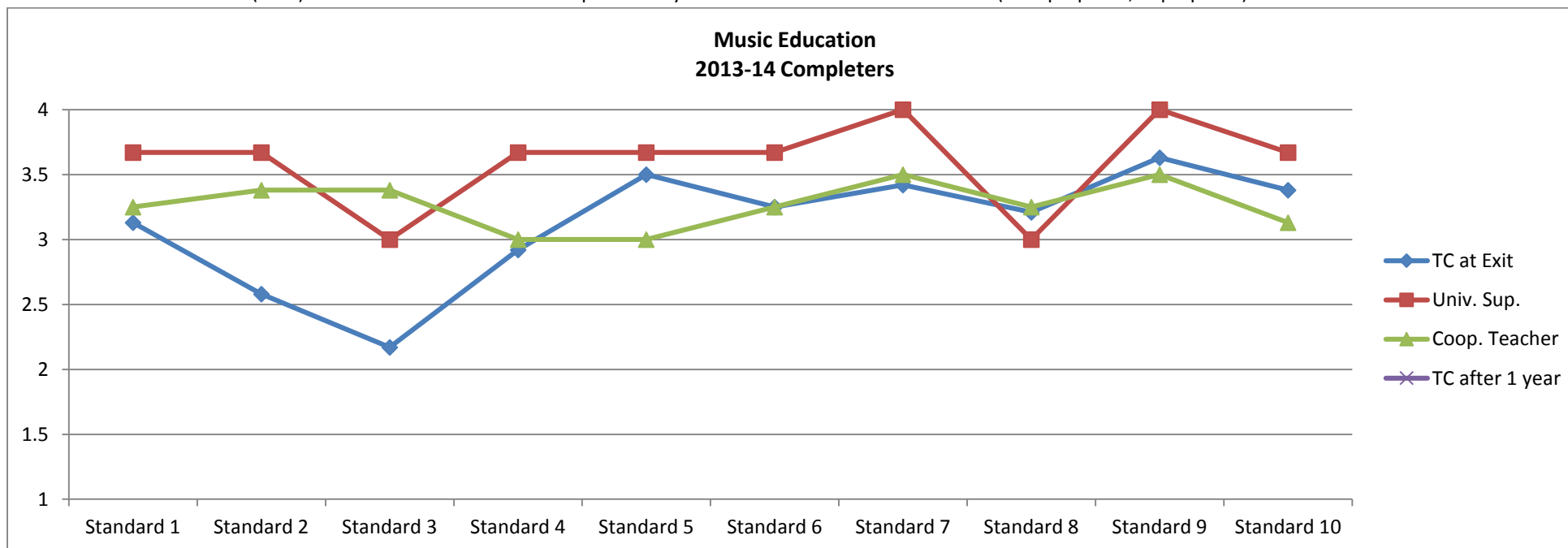


Table 9: English as a Second Language (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
English as a Second Lang. (N=10) EXIT 2013-14	3.05	2.98	3.00	2.78	3.02	3.17	2.80	2.86	2.80	3.10
English as a Second Lang. (N=10) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.40	3.00	3.30	3.10	3.20	3.20	3.40	2.60	3.40	3.30
English as a Second Lang. (N=11) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.45	3.59	3.59	3.41	3.5	3.68	3.41	3.27	3.68	3.64
K-12 Programs (N=) TTS 2014-15										

Chart 9: English as a Second Language (K-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

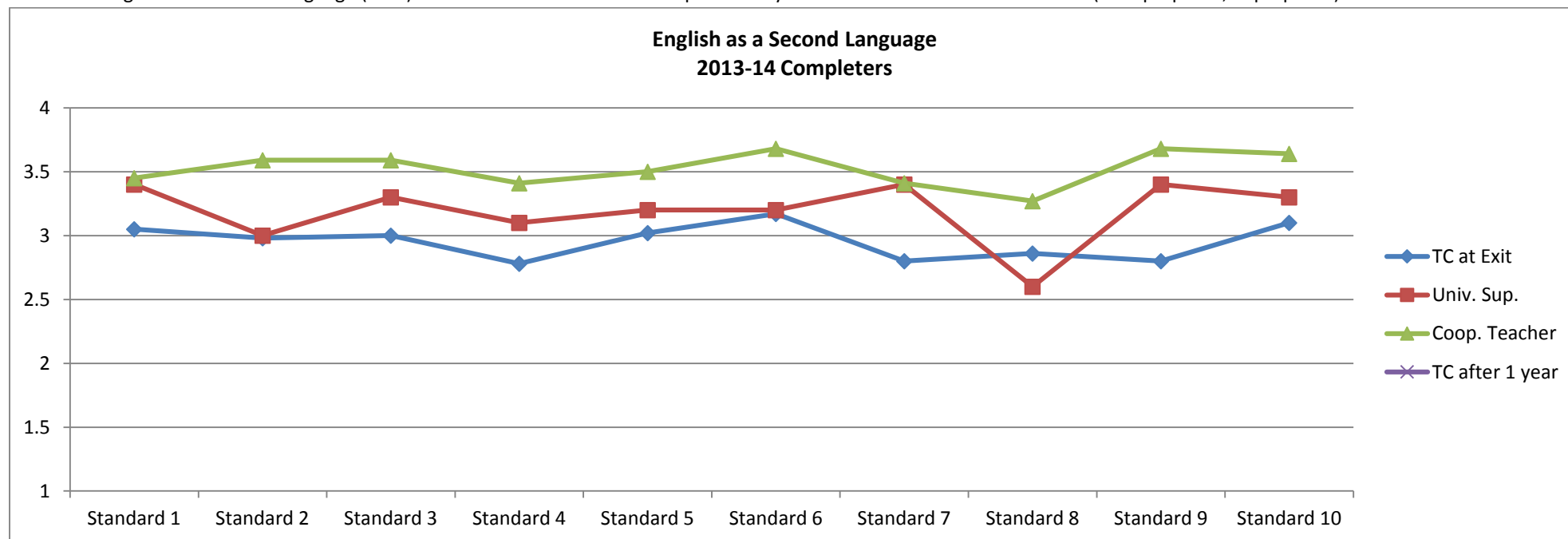


Table 10: Communication Arts/Literature (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Comm. Arts/Lit. (N=12) EXIT 2013-14	3.33	2.72	2.60	2.83	2.86	2.83	2.89	2.80	2.50	2.48
Comm. Arts/Lit. (N=12) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.38	3.33	3.31	3.38	3.31	3.31	3.38	3.31	3.46	3.23
Comm. Arts/Lit. (N=12) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.50	3.50	3.25	3.17	3.00	2.96	3.13	3.00	3.63	3.54
5-12 Programs (N=) TTS 2014-15										

Chart 10: Communication Arts/Literature (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

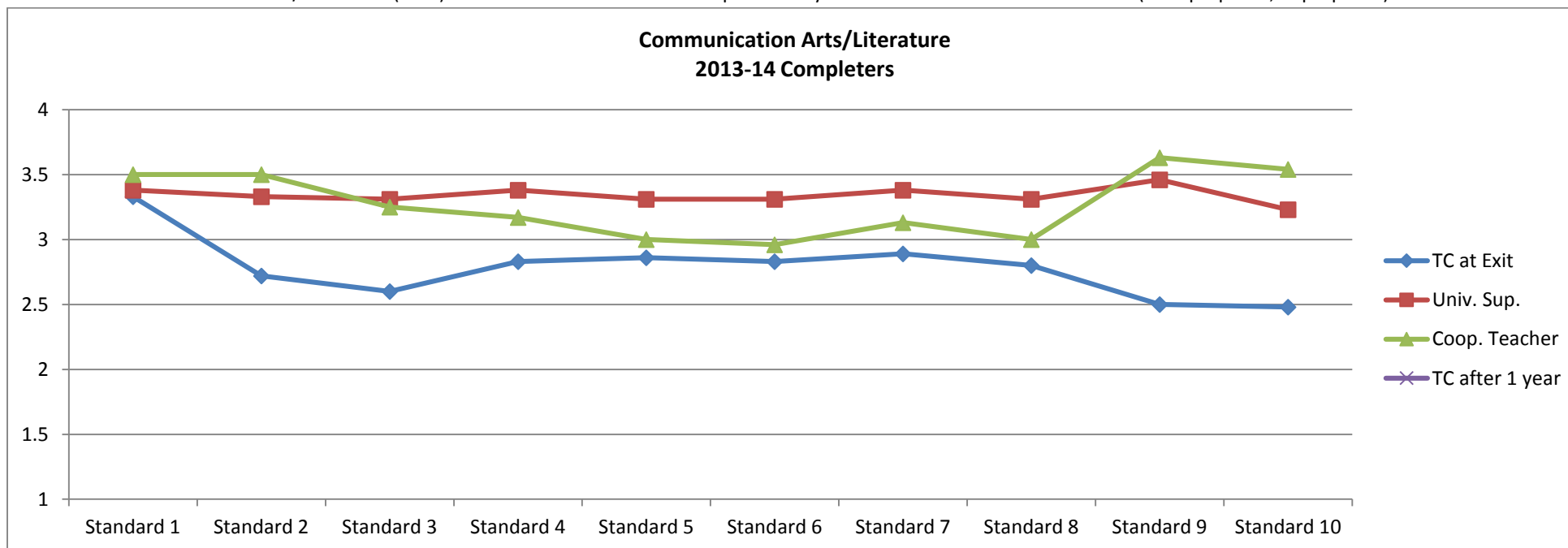


Table 11: Mathematics Education (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Mathematics (N=12) EXIT 2013-14	3.04	2.98	2.72	2.86	3.25	3.31	2.94	2.75	2.96	3.06
Mathematics (N=12) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.50	3.38	3.13	3.38	2.88	3.50	3.50	3.00	3.25	3.13
Mathematics (N=12) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.25	2.88	2.92	3.04	3.04	3.25	3.21	3.17	3.29	3.21
5-12 Programs (N=) TTS 2014-15										

Chart 11: Mathematics Education (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

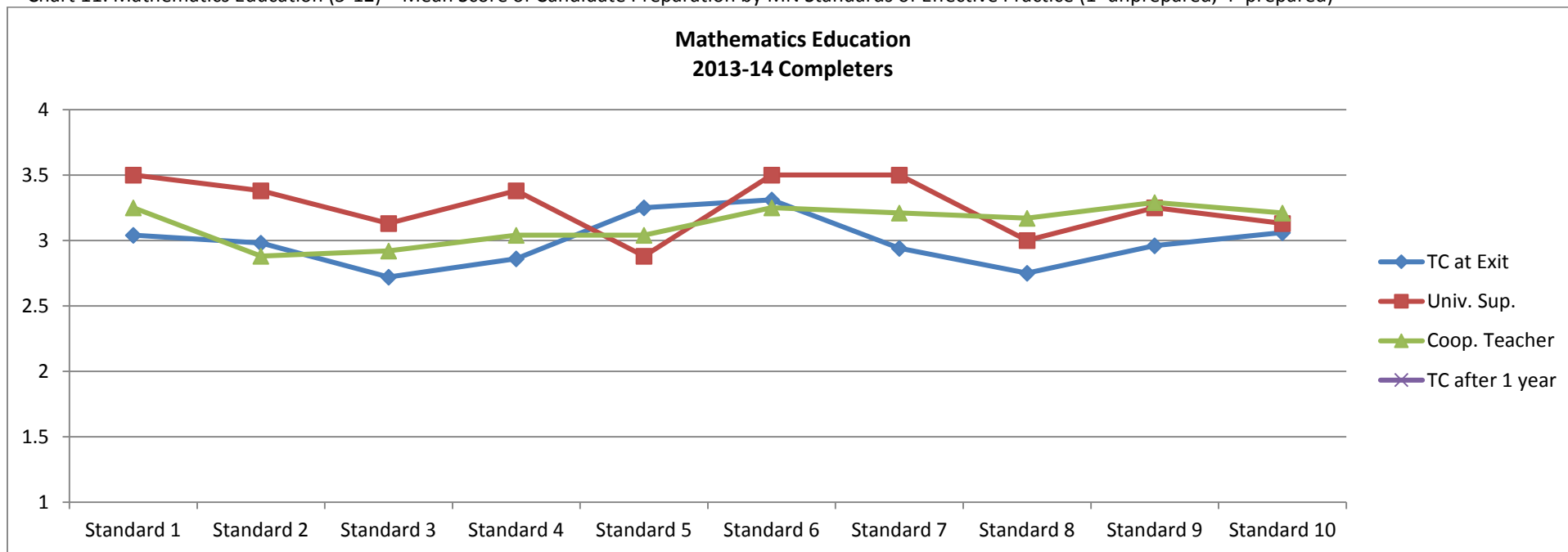


Table 12: Science Education (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Science (N=9) EXIT 2013-14	3.06	2.46	2.51	2.56	2.76	2.81	2.70	2.50	2.22	2.53
Science (N=10) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.10	3.10	2.60	3.20	3.20	3.30	3.40	2.90	3.50	3.20
Science (N=10) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	2.95	3.00	2.80	3.00	2.75	2.95	2.95	2.95	3.30	3.20
5-12 Programs (N=) TTS 2014-15										

Chart 12: Science Education (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

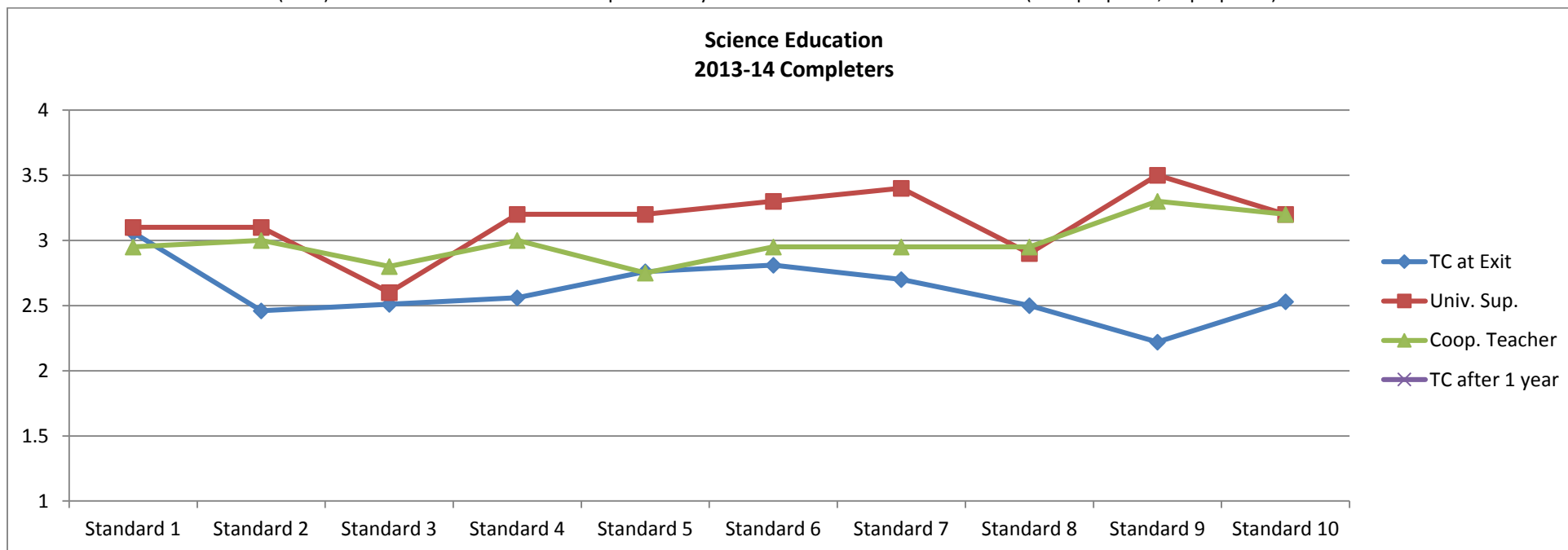


Table 13: Social Studies (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Social Studies (N=29) EXIT 2013-14	3.41	3.11	2.93	3.07	3.17	3.30	3.26	3.11	3.03	3.16
Social Studies (N=27) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>	3.48	3.37	3.15	3.26	3.22	3.33	3.37	3.11	3.56	3.30
Social Studies (N=26) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>	3.29	3.10	3.10	3.23	3.10	3.19	3.34	3.04	3.56	3.29
5-12 Programs (N=) TTS 2014-15										

Chart 13: Social Studies (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

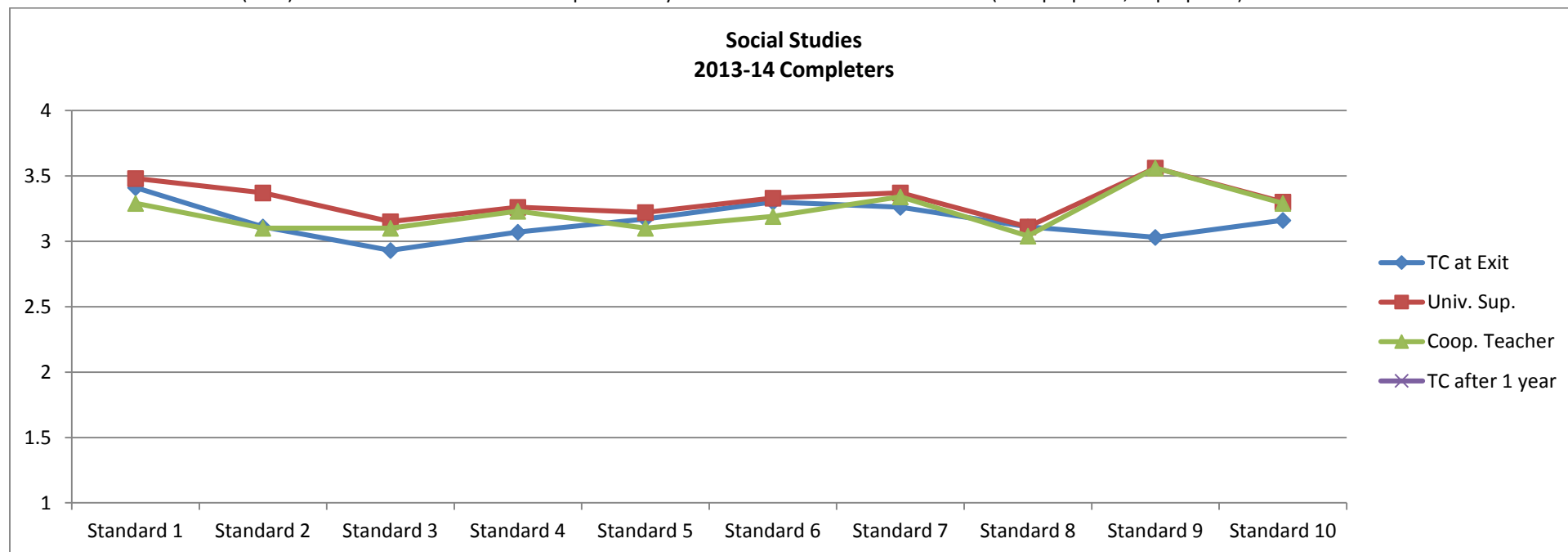


Table 14: Technology Education (5-12) – Mean Score of Candidate Preparation by MN Standards of Effective Practice (1=unprepared, 4=prepared)

2013-14 Completers	Standard 1 Subject Matter	Standard 2 Student Learning	Standard 3 Diverse Learners	Standard 4 Instructional Strategies	Standard 5 Learning Environment	Standard 6 Communication	Standard 7 Planning Instruction	Standard 8 Assessment	Standard 9 Reflection and Professional Development	Standard 10 Collaboration, Ethics and Relationships
Technology Education (N=3) EXIT 2013-14	Insufficient Data									
Technology Education (N= 1) PERFORMANCE BASED 2013-14 <i>University Supervisor</i>										
Technology Education (N=2) PERFORMANCE BASED 2013-14 <i>Cooperating Teacher</i>										
5-12 Programs (N=) TTS 2014-15										