

*St. Cloud State University, College  
St. Cloud State University, College of Education  
Office of Clinical Experience*

*Employer/Principal Follow Up Study Form A: INTASC-BASED  
Author: John H. Hoover*

**Instructions/Background:** You have been identified as a supervisor for a recent St. Cloud State University College of Education program completer. As part of our ongoing assessment process, we are vitally interested in your views of our graduates that work in your school. If you have not hired a new graduate of SCSU this year or last year, please feel free to discard this questionnaire. We apologize for the inconvenience.

If a St. Cloud State student has been brought "on board", we ask that you fill out this survey. Your responses are important to us and will help us improve SCSU's teacher training program. We thank you ahead of time for your assistance. Merely fill out the items below and return the survey in the enclosed envelope. Please feel free to call John Hoover at SCSU ([320] 308-409) if you have any questions about filling out the instrument. Please do not identify yourself, the teacher you are evaluating or your school.

As you respond to the items select one of the *most recent* graduates of St. Cloud State

**Part A. About The St.-Cloud-State-Trained Teacher**

1. During which academic year did you first hire the SCSU graduate (circle best response):

'06-'07      '05-'06      '04-'05      '03-'04      '02-'03      '01-'02      '00-'01

2. What year did the person graduate from SCSU (if you know)?

'06-'07      '05-'06      '04-'05      '03-'04      '02-'03      '01-'02      '00-'01

3. Gender (SCSU Graduate): Male Female

4. Approximate age of the person when you hired them: 20-25      26-30      31-35      36-40      X >40

5. Racial/Ethnic identification (select one) (SCSU graduate): African American

American Indian/ Alaskan Native      Asian/Pacific Islander      latino/a

White, not of Latino/a origin      Other \_\_\_\_\_

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**Part A. About The St. Cloud State Teacher**

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American Indian/ Alaskan Native      Asian/Pacific Islander      latino/a

White, not of Latino/a origin      Other \_\_\_\_\_

**Part B. About You and Your School**

1. Present role (Ex. Principal/superintendent/lead teacher) \_\_\_\_\_

**Please turn the page and continue**

2. In what type of school do you supervise (Ex.: elementary/ middle/junior high/ secondary/other

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3. Number of years in a supervisory role \_\_\_\_\_ (enter a whole number)

4. Number of years in your present role \_\_\_\_\_ (enter a whole number)

5. Approximately what percent of the students in your school are from minority/ethnic groups (African American, Asian-Pacific islander/ American Indian/ Latino/a)?

\_\_\_\_\_

6. Approximately how many students does your school serve? \_\_\_\_\_

7. describe your school in terms of setting (Ex. Urban/rural/ suburban) \_\_\_\_\_

**Part C. The SCSU graduate's skill.**

The items below are based on the Interstate New Teacher and Support Consortium (INTASC) principles. For each item, the INTASC principle in question is defined and some indicators are identified. Next, we ask you to compare the SCSU graduate with other first year educators. The INTASC standards refer to skills and qualities associated with educators completing their educational program and *just initiating their teaching careers*. We ask you to keep in mind that we are asking you to compare the SCSU graduate you are evaluating with (a) other first year teachers, and (b) your expectations for "incoming" skill levels. As you respond to the items, try to conceptualize the INTASC principle *as a whole*, considering both the definition and the indicators. It is expected, though not always the case, that educators' performance will vary between the 10 INTASC principles.

Check only one box for each item

1. **Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches (at an appropriate level) and can create learning experiences that make these aspects of subject matter meaningful for students. Consider the following *indicators*:

- Uses many teaching strategies and methods of inquiry to teach concepts
- Assesses understanding/ links learning to student experiences
- The educator deeply understands the concepts they teach
- Provide opportunities for students to structure their own learning and knowledge

Expert performance/ Like A highly qualified educator with many year's experience

Greatly exceeds expectations for a first-year educator (in the upper 10th percentile)

Meets expectations for a first-year educator (from the 10th to 90th percentile)

Poor performance/ for a first year educator, though meets some minimal expectations

Clearly does not meet minimal expectations for a first-year teacher

**2. *Student development.*** The educator understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Consider the following *indicators*:

- Seems to tune activities and lessons to student's age/developmental level
- Bases class discussions on students' current style/level of thinking
- Organizes lessons around students' past experiences

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**3. *Diverse learners/diversity principles.*** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Consider the following *indicators*:

- Evidences high expectations for all learners
- Values human diversity
- Shows respect for students and their background(s)
- Creates a classroom community that values and supports diversity

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expert performance/ Like A highly qualified educator with many year's experience	Greatly exceeds expectations for a first-year educator (in the upper 10th percentile)	Meets expectations for a first-year educator (from the 10th to 90th percentile)	Poor performance/ for a first year educator, though meets some minimal ex- pectations	Clearly does not meet minimal ex- pectations for a first-year teacher

**4. *[Use of] Multiple instructional strategies.*** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Consider the following *indicators*:

- Evidenced many appropriate instructional strategies
- Appropriately employed technology as one of many instructional strategies
- Demonstrated a varied "instructional palate" that accounted for most learning styles

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**5. Motivation and [environment/classroom] management.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Consider the following *indicators*:

- Created a positive, warm, accepting learning climate
- Designed learning communities in which students assumed personal responsibility
- Established an environment that fostered collaboration
- Managed time and activities to maximize student interest and engagement
- Created a safe and peaceful environment that fostered student learning

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expert performance/ Like A highly qualified educator with many year's experience	Greatly exceeds expectations for a first-year educator (in the upper 10th percentile)	Meets expectations for a first-year educator (from the 10th to 90th percentile)	Poor performance/ for a first year educator, though meets some minimal expectations	Clearly does not meet minimal expectations for a first-year teacher

**6. Communication and technology.** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Consider the following *indicators*:

- Communicates [with students] effectively both verbally and in writing
- Listens responsively and thoughtfully
- Appreciates the cultural dimensions of communication
- Communicates through a variety of tools; e.g., audio-visual, computers, other technology

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**7. Planning.** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Consider the following *indicators*:

- Evidences the ability to effectively plan instruction in short/long term
- Implement instruction yuned to curricular goals
- Plan practices that are relevant and effective

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**8. Assessment.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. Consider the following *indicators*:

- Values, understands and effectively carries out assessment as an integrated part of teaching
- Employs and understands varied assessment techniques
- Employs assessment outcomes to modify instructional practices
- Maintains records of student work

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**9. Reflective practice/ professional growth & development.** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Consider the following *indicators*:

- Manifests an understanding of critical thinking and self-directed learning as habits of mind
- Demonstrates a valuing of reflectivity--talks about teaching and learning/ own performance
- Values/attends/actively participates in professional development activities
- Is active in professional associations and organizations/ discusses what s/he reads in field

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**10. School and community involvement.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. Please consider the following *indicators*:

- Evidence ethical behavior such as respecting professional confidences and data
- Manifests the ability to collaborate effectively with others: Educators/staffers/parents/community members

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Part D: Overall performance.** On the same scale used above to rate the INTASC principles, please rate the SCSU graduate globally, utilizing your own, preferred criteria for a first or second-year teacher. These may be the same or different than the 10 INTASC principles.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expert performance/ Like A highly qualified educator with many year's experience	Greatly exceeds expectations for a first-year educator (in the upper 10th percentile)	Meets expectations for a first-year educator (from the 10th to 90th percentile)	Poor performance/ for a first year educator, though meets some minimal ex- pectations	Clearly does not meet minimal ex- pectations for a first-year teacher

**Part E: Written Responses.** Based on your observations of the educator you have just evaluated what do you see as the particular strengths or needs of the St. Cloud State teacher preparation program. Please continue on the back if you wish.