North Dakota Common Metrics Supervisor Survey

Network for Excellence in Teaching (NExT)

Mayville State University Report

November 2023

Prepared by
[Stacy Duffield](), Ph.D.
Satya Pasupuleti, M.Sc.

Introduction

The Network for Excellence in Teaching (NExT), a partnership of 14 institutions of higher education (IHEs) and the Bush Foundation, began with the goal to transform how university-based teacher education programs prepare new, effective teachers in Minnesota, North Dakota, and South Dakota. The NExT institutions collaborated to develop and administer a set of four common surveys to measure their progress toward this goal. Teacher candidates and graduates at each of the IHEs complete three surveys: upon entry into the teacher education programs; at exit; and one year after graduation (known as the Transition to Teaching Survey or TTS). Supervisors of NExT graduates working in the teaching field also complete a survey during the graduates' first year of employment. This report presents the findings from the surveys administered to supervisors of first-year teachers during the 2022-2023 academic year.

The Supervisor Survey asks those who supervise first-year teachers to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. The survey is administered to direct supervisors of teacher education graduates employed in schools as teachers approximately one year after the completers completed their preparation programs.

Survey Administration

Each IHE uses its discretion to determine the most effective way to administer the survey and increase the response rate. Institutions administered an electronic survey during the spring and summer of 2023 to eligible supervisors via email and provided several reminders.

Response Rate

The 2023 Supervisor Survey response rate for the institution was 47% (20 out of 43; Table 1). This response rate is calculated by using the number of 2020-21 teacher education program completers who are confirmed to be teaching and for whom the institution has supervisor contact information as the denominator and the number of responding supervisors as the numerator.

Accreditation and Program Approval

The Supervisor Survey supports accreditation and program approval at both the state and national level through its alignment with both the InTASC and CAEP accreditation standards. The items in the surveys are aligned with InTASC standards, and therefore, support state program approval. As a measure of completer impact, the Supervisor Survey is strong evidence for CAEP standard 4.3.

Using this Report

The findings presented in this report could prompt discussions about ways to improve coursework, clinical experiences, and efforts to connect graduates with teaching jobs. The supervisors who responded to the Supervisor Survey may not be representative of supervisors of the institution's completers as a whole. Results, therefore, should still be interpreted with caution. Supervisor Survey data can help faculty and staff understand the extent to which changes to curricula affected completers' preparation to enter the teaching profession.

Findings

Findings from this survey should be used in conjunction with responses from the Exit Survey and TTS to gain a better understanding of the level of preparedness of completers. The sections below provide more detailed analyses of the findings from the Supervisor Survey.

Survey Section A

Section A of the survey asks supervisors to confirm the employment status of completers (e.g., full- or part-time teaching). This section also asks supervisors how new teachers in their building are evaluated on various metrics of performance, including teacher practice, student achievement, and student engagement (see tables 3-8). The NExT Supervisor Survey is one of many metrics or strategies used to assess the effectiveness of new teachers; schools also use their own evaluation methods, which are not directly tied to the information collected with this survey.

Survey Section B

Section B of the survey asks supervisors to rate first-year teachers' performance on instructional practice, ability to meet the needs of diverse learners, creating a learning environment, and professionalism (see tables 9-16). Supervisors were asked to respond using the following scale: does not apply; disagree; tend to disagree; tend to agree; and agree.

Table 1.   Response Rate

Year	Number of graduates in the Exit Survey cohort	Number of reachable supervisors[a]	Number of appropriate completed Supervisor Surveys[b]	Response rate of supervisors completing a survey, based on number of reachable supervisors[c]	Response rate of supervisors completing a survey, based on number of graduates[d]
2021	68	43	20	46.51%	29.41%

Table 2.   Which communication method *most* prompted you to complete this survey today? (*Select one only.*) Email, Mailing, Telephone, Text message, Social media, Other

Table 3.   Which of the following best describes the individual's employment situation?
Full-time teacher, Part-time teacher, Other

Table 4.   If this survey is being completed for a part-time teacher, what percentage of time is this teacher employed in your district? 41-60%, 61-80%, 81% or more

Table 5.   As this person's evaluator, which of the following best describes your position? (*Select one only.*) Principal, Assistant principal, Department chair, Other

Table 6.   How are new teachers in your building evaluated in each of these areas? *Mark all that apply.* Principal and/or assistant principal observations, Coach and/or mentor observations, Peer and/or self observations, Other, Does not Apply

Table 7.   How are new teachers in your building evaluated in each of these areas? *Mark all that apply.* Scores on statewide tests, Scores on districtwide tests, Performance on student learning objectives, Value added scores, Other, Does not Apply

Table 8.   How are new teachers in your building evaluated in each of these areas? *Mark all that apply.* Principal and/or assistant principal observations, Coach and/or mentor observations, Peer and/or self observations, Student engagement surveys, Other, Does not Apply

PART B. NEW TEACHER PERFORMANCE

Table 9.   New Teacher Performance: Instructional Practice.

To what extent do you agree or disagree that this first-year teacher does the following? (Disagree, Tend to Disagree, Tend to Agree, Agree)
Effectively teaches the subject matter in his/her licensure area.
Selects instructional strategies to align with curriculum standards.
Designs activities where students engage with subject matter from a variety of perspectives.
Accounts for students' prior knowledge or experiences in instructional planning.
Designs long-range instructional plans that meet curricular goals.
Regularly adjusts instructional plans to meet students' needs.
Plans lessons with clear learning objectives/goals in mind.
Designs and modifies assessments to match learning objectives.
Provides students with meaningful feedback to guide next steps in learning.
Engages students in self-assessment strategies.
Uses formative and summative assessments to inform instructional practice.
Identifies issues of reliability and validity in assessment.
Analyzes multiple and appropriate types of assessment data to identify student learning needs.
Differentiates assessment for all learners.
Uses digital and interactive technologies to achieve instructional learning goals.
Engages students in using a range of technology tools to achieve learning goals.
Helps students develop critical thinking processes.
Helps students develop skills to solve complex problems.
Makes interdisciplinary connections among core subjects.
Knows where and how to access resources to build global awareness and understanding.
Helps students analyze multiple sources of evidence to draw sound conclusions.

Table 10.   New Teacher Performance: Diverse Learners.

To what extent do you agree or disagree that this first-year teacher does the following? (Disagree, Tend to Disagree, Tend to Agree, Agree)
Effectively teaches students from culturally and ethnically diverse backgrounds and communities.
Differentiates instruction for a variety of learning needs.
Differentiates for students at varied developmental levels.
Differentiates to meet the needs of students from various socioeconomic backgrounds.
Differentiates instruction for students with IEPs and 504 plans.
Differentiates instruction for students with mental health needs.
Differentiates instruction for gifted and talented students.
Differentiates instruction for English-language learners.
Accesses resources to foster learning for students with diverse needs.

Table 11. New Teacher Performance: Learning Environment.

To what extent do you agree or disagree that this first-year teacher does the following? (Disagree, Tend to Disagree, Tend to Agree, Agree)
Clearly communicates expectations for appropriate student behavior.
Uses effective communication skills and strategies to convey ideas and information to students.
Connects core content to students' real-life experiences.
Helps students work together to achieve learning goals.
Develops and maintains a classroom environment that promotes student engagement.
Responds appropriately to student behavior.
Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.
Helps students regulate their own behavior.
Effectively organizes the physical environment of the classroom for instruction.

Table 12. New Teacher Performance: Professionalism.

To what extent do you agree or disagree that this first-year teacher does the following? (Disagree, Tend to Disagree, Tend to Agree, Agree)
Seeks out learning opportunities that align with professional development goals.
Collaborates with parents and guardians to support student learning.
Collaborates with teaching colleagues to improve student performance.
Uses colleague feedback to support development as a teacher.
Upholds laws related to student rights and teacher responsibility.
Acts as an advocate for all students.

13. Which communication method *most* prompted you to complete this survey today?
(***Select one only.***) Email, Mailing, Telephone, Text, Social media, Other

EXTRA QUESTIONS

Table 14. Modalities

The term modalities in the following statements refers to different delivery methods such as, face-to-face teaching, online teaching, or a combination of both (hybrid). To what extent do you agree or disagree with the following statements? (Disagree, Tend to Disagree, Tend to Agree, Agree)
The teacher is prepared to teach face-to-face learners.
The teacher is prepared to teach online learners.
The teacher is prepared to teach a combination of face-to-face and online learners (hybrid).

Table 15. Family Engagement

To what extent do you agree or disagree with the following statements? (Disagree, Tend to Disagree, Tend to Agree, Agree)
The teacher had the opportunity to actively work with students' families.
The teacher is prepared to involve students' families in the learning process.
For any areas that you marked "Tend to Disagree" or "Disagree" on this survey, please let us know what the Mayville State Teacher Education program can do to improve.

16. Do you consider this teacher's teaching to be effective? Please explain.

17 Are there any factors that limit, or have limited, this teacher's ability to teach effectively?

18. What other factors besides this teacher's knowledge, skills, dispositions, or EPP training influence student achievement?

19. Do you think this teacher's training at Mayville State University prepared them for the responsibilities they confront on the job? Please explain.

Appendix B:
Supervisor Survey 2020 Validity and Reliability for Report

We performed a factor analysis using 2020 aggregate data from Part B, "Your teacher preparation (coursework and field/clinical experiences): What were you prepared to do?" A principal axis factor analysis with varimax rotation was used to compute the factors and evaluate the underlying structure of the items. Varimax rotation was used to ensure clear delineations of factors. Several assumptions must be met to ensure that factor analysis is appropriate for these data. The determinant, Kaiser-Meyer-Olkin (KMO), and Bartlett were used to test these assumptions. The determinant identifies whether items are too similar for the analysis to work well; KMO ensures that there are enough items predicted by each factor; the Bartlett test determines if the items are sufficiently correlated to run the factor analysis. The factor analysis suggests which items could potentially be retained, revised, or eliminated from each section based on how well they contribute to the overall understanding of the construct.

The Pearson's correlations range from 0.392 to 0.822 for section B1, 0.559 to 0.867 for section B2, 0.573 to 0.815 for section B3 and 0.478 to 0.779 for section B4. When items intended for separate constructs are closely related, it can be concluded that the constructs being measured by the items are also closely related. Four factors emerged, accounting for 73.56% of the variance. Factor 1: Instructional Practice (items B1c, B1d, B1e, B1f, B1g, B1h, B1i, B1j, B1k, B1l, B1m, B1mm, B1n, B1o, B1p, B1q, B1r, B1s, B1t and B3c) ranged from 0.56 to 0.751. B2g_gt and B3d_work cross loaded unto Factor 1. Factor 2: Learning environment (items B1a, B1b, B3a, B3b, B3d, B3e, B3f, B3g, B3h and B3i) ranged from 0.53 to 0.779. The following items cross loaded unto factor 2; B1c, B1d, B1f, B1g, B1i, B1o – B1q, B2b, B2e, B4a, B4c and B4g. Factor 3: Diverse learners (items B2a, B2b, B2c, B2d, B2e, B2f, B2g, B2h and B2i) ranged from 0.551 to 0.775 and has items B1m B1mm and B3g cross loading unto it. And finally, Factor 4: Professionalism (items B4a, B4b, B4c, B4d, B4e, B4f and B4g) ranged from 0.52 to 0.805.

Table 1: SS 2020 Section B Factor Loadings

	Factor1	Factor2	Factor3	Factor4
B1a_area	0.44	**0.561**		
B1b_goals	0.431	**0.589**		
B1c_persp	**0.572**	0.534		
B1d_prior	**0.563**	0.423		
B1e_long	**0.61**			
B1f_adjust	**0.56**	0.475		
B1g_clear	**0.562**	0.55		
B1h_match	**0.645**			
B1i_fdbk	**0.567**	0.477		
B1j_self	**0.751**			
B1k_form	**0.645**			
B1l_reli	**0.718**			
B1m_data	**0.63**		0.457	
B1mm_diff	**0.622**		0.474	
B1n_digi	**0.609**			
B1o_range	**0.627**	0.41		
B1p_criti	**0.616**	0.485		
B1q_complx	**0.684**	0.423		

	Col1	Col2	Col3	Col4
B1r_inter	**0.693**			
B1s_global	**0.632**			
B1t_concl	**0.73**			
B2a_divrs1			**0.551**	
B2b_diff		0.433	**0.666**	
B2c_devel			**0.713**	
B2d_socio			**0.729**	
B2e_IEP		0.405	**0.649**	
B2f_mntl			**0.668**	
B2g_gt	0.471		**0.73**	
B2h_ELL			**0.775**	
B2i_fostr			**0.704**	
B3a_bhvr		**0.749**		
B3b_comm		**0.719**		
B3c_real	**0.523**	0.52		
B3d_work	0.443	**0.642**		
B3e_engag		**0.739**		
B3f_respnd		**0.757**		
B3g_respct		**0.53**	0.471	
B3h_reg		**0.702**		
B3i_org		**0.779**		
B4a_pd		0.477		**0.52**
B4c_prnt		0.454		**0.527**
B4d_collab				**0.769**
B4e_fdbk				**0.805**
B4f_laws				**0.743**
b4g_advo		0.437		**0.555**

Instrument Reliability

The reliability of the scales suggested by the factor loadings was assessed using Cronbach's alpha. The alpha coefficients, all greater than 0.7, signify good internal consistency for these constructs, with some sections potentially too high. The results are displayed in Table 2.

Table 2. Reliability Analysis

Part	Scale	Cronbach's Alpha
B	Preparation for Teaching	0.984
	Instructional Practice	0.968
	Diverse Learners	0.962
	Learning Environment	0.953
	Professionalism	0.911

Prepared by
Jerry Dogbey-Gakpetor, M.Sc., North Dakota State University
Stacy Duffield, Ph.D., North Dakota State University
March 2021