

# North Dakota Common Metrics 2024 Supervisor Survey

Network for Excellence in Teaching (NExT)

Dickinson State University Report

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September 2024



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## **Introduction**

The Network for Excellence in Teaching (NExT), a partnership of 14 institutions of higher education (IHEs) and the Bush Foundation, aims to transform how university-based teacher education programs prepare new, effective teachers in Minnesota, North Dakota, and South Dakota. The NExT institutions have 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 spring of 2024.

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.

The findings section highlights data emerging from the surveys completed by supervisors of completers from the 2023-2024 academic year. Quantitative data are presented in tabular format in Appendix A.

## **Survey Administration**

Each IHE uses its discretion to determine the most effective way to administer the survey and increase the response rate.

## **Response Rate**

The 2024 Supervisor Survey response rate for DSU was 45.83 percent (11 out of 24; Table 1). This response rate is calculated by using the number of 2023-24 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. The total number of completers in the 2023-24 cohort is 11. This number was taken from the Exit Survey coversheet for 2023-24.

## **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.

## **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.

## **APPENDIX A: TABULATED RESPONSES**

**Table 1. Response Rate**

Year	Number of graduates in the Exit Survey cohort	Number of reachable supervisors <sup>a</sup>	Number of appropriate completed Supervisor Surveys <sup>b</sup>	Response rate of supervisors completing a survey, based on number of reachable supervisors <sup>c</sup>	Response rate of supervisors completing a survey, based on number of graduates <sup>d</sup>
2024	23	24	11	45.83	47.82

<sup>a</sup>The reachable supervisors reflect the number of teaching graduates for which a supervisor could be identified and had valid contact information.

<sup>b</sup>The *appropriate* completions reflects the completed surveys for which the graduate met the definition of teacher (full-time teacher, part-time teacher at least 41% of the school year, or “other” in which the title met the definition of teacher). Substitute teachers, paraprofessionals, and part-time teachers employed 40% or less were dropped from the survey after item A2.

<sup>c</sup>This percentage is the response rate for the supervisors that were appropriate and reachable.

<sup>d</sup>This percentage is intended to show the representativeness of the Supervisor Survey data to its applicable student cohort, again noting not all graduates will be employed and meet the definition of teacher.

**Note:** For any “mark all that apply” items, the total percentage may exceed 100 and the total # may exceed the number of respondents.

In some instances, the number of descriptions of “other” may not match the number of respondents that selected “other.”

“Number of responses” is represented by a “#” symbol in the tables below.

Due to rounding to the nearest tenth, the percent column may not add up to 100.

**Table 2. Which communication method *most* prompted you to complete this survey today? (Select one only.)**

	<b>n = 6</b>	
	<b>#</b>	<b>Percent</b>
<b>Email</b>	6	100.00
<b>Mailing</b>	0	0.00
<b>Telephone</b>	0	0.00
<b>Text message</b>	0	0.00
<b>Social media</b>	0	0.00
<b>Other</b>	0	0.00

## **PART A. BACKGROUND**

**Table 3. Which of the following best describes the individual's employment situation?**

	<b>n = 8</b>	
	<b>#</b>	<b>Percent</b>
<b>Full-time teacher</b>	6	75.00
<b>Part-time teacher</b>	0	0.00
<b>Other</b>	0	0.00

*Note.* Data from item A2. Any respondents that indicated the first-year teacher was employed in a position other than a full-time or part-time teacher did not complete the remainder of the survey; therefore, short-term substitute, long-term substitute, and paraprofessional responses are not in this table. Respondents that indicated “other” were able to complete the survey and then their description was reviewed to determine if the teaching status was eligible for the survey.

**Table 4. If this survey is being completed for a part-time teacher, what percentage of time is this teacher employed in your district?**

	<b>n = 0</b>	
	<b>#</b>	<b>Percent</b>
<b>41-60%</b>	0	0.00
<b>61-80%</b>	0	0.00
<b>81% or more</b>	0	0.00

*Note.* Data from item A2a. Includes respondents who answered “Part-time teacher” to the item in Table 3. Survey data indicating “20% or less” or “21-40%” were dropped because the graduate did not meet the definition of teacher.

**Table 5. As this person’s evaluator, which of the following best describes your position? (Select one only.)**

	<b>n = 6</b>	
	<b>#</b>	<b>Percent</b>
<b>Principal</b>	6	100.00
<b>Assistant principal</b>	0	0.00
<b>Department chair</b>	0	0.00
<b>Other<sup>a</sup></b>	0	0.00

*Note.* Data from item A3. The “does not apply” responses were removed from the frequency counts.

<sup>a</sup>Other responses from supervisors of graduates included:

**Table 6. How are new teachers in your building evaluated in each of these areas? Mark all that apply.**

<b>Teacher Practice</b>	<b>n = 6</b>	
	<b>#</b>	<b>Percent of Cases</b>
<b>Principal and/or assistant principal observations</b>	6	100.00
<b>Coach and/or mentor observations</b>	1	16.67
<b>Peer and/or self observations</b>	0	0.00
<b>Other<sup>a</sup></b>	0	0.00
<b>Does not Apply</b>	0	0.00

*Note.* Data from item A4. The “does not apply” responses were removed from the frequency counts.

<sup>a</sup>Other responses from supervisors of graduates included:



**Table 7. How are new teachers in your building evaluated in each of these areas? *Mark all that apply.***

Student Achievement	n = 6	
	#	Percent of Cases
Scores on statewide tests	4	66.67
Scores on districtwide tests	4	66.67
Performance on student learning objectives	3	50.00
Value added scores	0	0.00
Other <sup>a</sup>	0	0.00
Does not Apply	5	71.42

*Note.* Data from item A5. The “does not apply” responses were removed from the frequency counts.

<sup>a</sup>Other responses from supervisors of graduates included:

**Table 8. How are new teachers in your building evaluated in each of these areas? *Mark all that apply.***

Student Engagement	n = 6	
	#	Percent of Cases
Principal and/or assistant principal observations	6	100.00
Coach and/or mentor observations	3	50.00
Peer and/or self observations	2	33.33
Student engagement surveys	3	50.00
Other <sup>a</sup>	0	0.00
Does not Apply	1	14.28

*Note.* Data from item A6. The “does not apply” responses were removed from the frequency counts.

<sup>a</sup>Other responses from supervisors of graduates included:

## 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?**

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	%	#	%	#	%	#	%
Effectively teaches the subject matter in his/her licensure area.	6	0	0.00	0	0.00	2	33.33	4	66.67
Selects instructional strategies to align with curriculum standards.	6	0	0.00	0	0.00	2	33.33	4	66.67
Designs activities where students engage with subject matter from a variety of perspectives.	6	0	0.00	0	0.00	1	16.67	5	83.33
Accounts for students' prior knowledge or experiences in instructional planning.	6	0	0.00	0	0.00	2	33.33	4	66.67
Designs long-range instructional plans that meet curricular goals.	6	0	0.00	1	16.67	2	33.33	3	50.00
Regularly adjusts instructional plans to meet students' needs.	6	0	0.00	0	0.00	1	16.67	5	83.33
Plans lessons with clear learning objectives/goals in mind.	6	0	0.00	0	0.00	2	33.33	4	66.67
Designs and modifies assessments to match learning objectives.	5	0	0.00	0	0.00	1	20.00	4	80.00
Provides students with meaningful feedback to guide next steps in learning.	6	0	0.00	0	0.00	2	33.33	4	66.67
Engages students in self-assessment strategies.	5	0	0.00	1	20.00	1	20.00	3	60.00
Uses formative and summative assessments to inform instructional practice.	5	0	0.00	0	0.00	1	20.00	4	80.00

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	%	#	%	#	%	#	%
<b>Identifies issues of reliability and validity in assessment.</b>	4	0	0.00	1	25.00	1	25.00	2	50.00
<b>Analyzes multiple and appropriate types of assessment data to identify student learning needs.</b>	4	0	0.00	0	0.00	1	25.00	3	75.00
<b>Differentiates assessment for all learners.</b>	6	0	0.00	1	16.67	0	0.00	5	83.33
<b>Uses digital and interactive technologies to achieve instructional learning goals.</b>	5	0	0.00	0	0.00	1	20.00	4	80.00
<b>Engages students in using a range of technology tools to achieve learning goals.</b>	5	0	0.00	0	0.00	1	20.00	4	80.00
<b>Helps students develop critical thinking processes.</b>	5	0	0.00	0	0.00	1	20.00	4	80.00
<b>Helps students develop skills to solve complex problems.</b>	5	0	0.00	0	0.00	2	40.00	3	60.00
<b>Makes interdisciplinary connections among core subjects.</b>	6	0	0.00	1	16.67	0	0.00	5	83.33
<b>Knows where and how to access resources to build global awareness and understanding.</b>	6	0	0.00	1	16.67	1	16.67	4	66.67
<b>Helps students analyze multiple sources of evidence to draw sound conclusions.</b>	5	0	0.00	1	20.00	2	40.00	2	40.00

*Note.* Data from items B1a-t. “Unable to Respond” responses were excluded from the frequency calculation.

**Table 10. New Teacher Performance: Instructional Practice. To what extent do you agree or disagree that this first-year teacher does the following?**

	#	Mean <sup>a</sup>	SD
<b>Effectively teaches the subject matter in his/her licensure area.</b>	6	3.67	0.47
<b>Selects instructional strategies to align with curriculum standards.</b>	6	3.67	0.47
<b>Designs activities where students engage with subject matter from a variety of perspectives.</b>	6	3.83	0.37
<b>Accounts for students' prior knowledge or experiences in instructional planning.</b>	6	3.67	0.47
<b>Designs long-range instructional plans that meet curricular goals.</b>	6	3.33	0.75
<b>Regularly adjusts instructional plans to meet students' needs.</b>	6	3.83	0.37
<b>Plans lessons with clear learning objectives/goals in mind.</b>	6	3.67	0.47
<b>Designs and modifies assessments to match learning objectives.</b>	5	3.80	0.40
<b>Provides students with meaningful feedback to guide next steps in learning.</b>	6	3.67	0.47
<b>Engages students in self-assessment strategies.</b>	5	3.40	0.80
<b>Uses formative and summative assessments to inform instructional practice.</b>	5	3.80	0.40
<b>Identifies issues of reliability and validity in assessment.</b>	4	3.25	0.83
<b>Analyzes multiple and appropriate types of assessment data to identify student learning needs.</b>	4	3.75	0.43
<b>Differentiates assessment for all learners</b>	6	3.67	0.75
<b>Uses digital and interactive technologies to achieve instructional goals.</b>	5	3.80	0.40

	#	Mean <sup>a</sup>	SD
<b>Engages students in using a range of technology tools to achieve learning goals.</b>	5	3.80	0.40
<b>Helps students develop critical thinking processes.</b>	5	3.80	0.40
<b>Helps students develop skills to solve complex problems.</b>	5	3.60	0.49
<b>Makes interdisciplinary connections among core subjects.</b>	6	3.67	0.75
<b>Knows where and how to access resources to build global awareness and understanding.</b>	6	3.50	0.76
<b>Helps students analyze multiple sources of evidence to draw sound conclusions.</b>	5	3.20	0.75

*Note.* Data from items B1a-t. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.  
<sup>a</sup>“Unable to Respond” responses were excluded from the mean calculation.

**Table 11. New Teacher Performance: Diverse Learners. To what extent do you agree or disagree that this first-year teacher does the following?**

	Total Respondent s	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	%	#	%	#	%	#	%
Effectively teaches students from culturally and ethnically diverse backgrounds and communities.	4	0	0.00	1	25.00	0	0.00	3	75.00
Differentiates instruction for a variety of learning needs.	6	0	0.00	0	0.00	1	16.67	5	83.33
Differentiates for students at varied developmental levels.	6	0	0.00	0	0.00	1	16.67	5	83.33
Differentiates to meet the needs of students from various socioeconomic backgrounds.	5	0	0.00	0	0.00	1	20.00	4	80.00
Differentiates instruction for students with IEPs and 504 plans.	6	0	0.00	0	0.00	1	16.67	5	83.33
Differentiates instruction for students with mental health needs.	5	0	0.00	0	0.00	1	20.00	4	80.00
Differentiates instruction for gifted and talented students.	5	0	0.00	1	20.00	1	20.00	3	60.00
Differentiates instruction for English-language learners.	3	0	0.00	0	0.00	0	0.00	3	100.00
Accesses resources to foster learning for students with diverse needs.	6	0	0.00	1	16.67	0	0.00	5	83.33

*Note.* Data from items B2a-j. “Unable to Respond” responses were excluded from the frequency calculation.

**Table 12. New Teacher Performance: Diverse Learners. To what extent do you agree or disagree that this first-year teacher does the following?**

	#	Mean <sup>a</sup>	SD
<b>Effectively teaches students from culturally and ethnically diverse backgrounds and communities.</b>	4	3.50	0.87
<b>Differentiates instruction for a variety of learning needs.</b>	6	3.83	0.37
<b>Differentiates for students at varied developmental levels.</b>	6	3.83	0.37
<b>Differentiates to meet the needs of students from various socioeconomic backgrounds.</b>	5	3.80	0.40
<b>Differentiates instruction for students with IEPs and 504 plans.</b>	6	3.83	0.37
<b>Differentiates instruction for students with mental health needs.</b>	5	3.80	0.40
<b>Differentiates instruction for gifted and talented students.</b>	5	3.40	0.80
<b>Differentiates instruction for English-language learners.</b>	3	4.00	0.00
<b>Accesses resources to foster learning for students with diverse needs.</b>	6	3.67	0.75

*Note.* Data from items B2a-j. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

<sup>a</sup>“Unable to Respond” responses were excluded from the mean calculation.

**Table 13. New Teacher Performance: Learning Environment. To what extent do you agree or disagree that this first-year teacher does the following?**

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	%	#	%	#	%	#	%
Clearly communicates expectations for appropriate student behavior.	6	0	0.00	1	16.67	1	16.67	4	66.67
Uses effective communication skills and strategies to convey ideas and information to students.	6	0	0.00	0	0.00	1	16.67	5	83.33
Connects core content to students' real-life experiences.	6	0	0.00	0	0.00	1	16.67	5	83.33
Helps students work together to achieve learning goals.	6	0	0.00	0	0.00	2	33.33	4	66.67
Develops and maintains a classroom environment that promotes student engagement.	6	0	0.00	1	16.67	0	0.00	5	83.33
Responds appropriately to student behavior.	6	0	0.00	1	16.67	0	0.00	5	83.33
Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	6	0	0.00	0	0.00	1	16.67	5	83.33
Helps students regulate their own behavior.	6	0	0.00	0	0.00	2	33.33	4	66.67
Effectively organizes the physical environment of the classroom for instruction.	6	0	0.00	0	0.00	1	16.67	5	83.33

*Note.* Data from items B3a-i. "Unable to Respond" responses were excluded from the frequency calculation.



**Table 14. New Teacher Performance: Learning Environment. To what extent do you agree or disagree that this first-year teacher does the following?**

	#	Mean <sup>a</sup>	SD
<b>Clearly communicates expectations for appropriate student behavior.</b>	6	3.50	0.76
<b>Uses effective communication skills and strategies to convey ideas and information to students.</b>	6	3.83	0.37
<b>Connects core content to students' real-life experiences.</b>	6	3.83	0.37
<b>Helps students work together to achieve learning goals.</b>	6	3.67	0.47
<b>Develops and maintains a classroom environment that promotes student engagement.</b>	6	3.67	0.75
<b>Responds appropriately to student behavior.</b>	6	3.67	0.75
<b>Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.</b>	6	3.83	0.37
<b>Helps students regulate their own behavior.</b>	6	3.67	0.47
<b>Effectively organizes the physical environment of the classroom for instruction.</b>	6	3.83	0.37

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

<sup>a</sup>“Unable to Respond” responses were excluded from the mean calculation.

**Table 15. New Teacher Performance: Professionalism. To what extent do you agree or disagree that this first-year teacher does the following?**

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	%	#	%	#	%	#	%
<b>Seeks out learning opportunities that align with professional development goals.</b>	6	0	0.00	1	16.67	0	0.00	5	83.33
<b>Collaborates with parents and guardians to support student learning.</b>	6	0	0.00	0	0.00	2	33.33	4	66.67
<b>Collaborates with teaching colleagues to improve student performance.</b>	6	0	0.00	0	0.00	1	16.67	5	83.33
<b>Uses colleague feedback to support development as a teacher.</b>	6	0	0.00	0	0.00	2	33.33	4	66.67
<b>Upholds laws related to student rights and teacher responsibility.</b>	6	0	0.00	0	0.00	1	16.67	5	83.33
<b>Acts as an advocate for all students.</b>	6	0	0.00	0	0.00	1	16.67	5	83.33

*Note.* Data from items B4a-f. “Unable to Respond” responses were excluded from the frequency calculation.

**Table. 16 New Teacher Performance: Professionalism. To what extent do you agree or disagree that this first-year teacher does the following?**

	#	Mean <sup>a</sup>	SD
<b>Seeks out learning opportunities that align with professional development goals.</b>	6	3.67	0.75
<b>Collaborates with parents and guardians to support student learning.</b>	6	3.67	0.47
<b>Collaborates with teaching colleagues to improve student performance.</b>	6	3.83	0.37
<b>Uses colleague feedback to support development as a teacher.</b>	6	3.67	0.47
<b>Upholds laws related to student rights and teacher responsibility.</b>	6	3.83	0.37
<b>Acts as an advocate for all students.</b>	6	3.83	0.37

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

<sup>a</sup>“Unable to Respond” responses were excluded from the mean calculation.