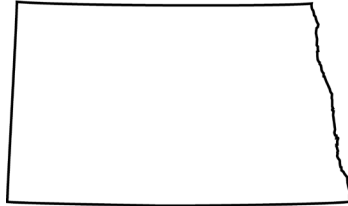# North Dakota Common Metrics
2023 Transition to Teaching Survey

Dickinson State University Report

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PART B. YOUR TEACHER PREPARATION (COURSEWORK AND FIELD/CLINICAL EXPERIENCES): WHAT WERE YOU PREPARED TO DO?

Table 1.   Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Effectively teach the subject matter in my licensure area.	20	0	0.00	1	5.00	7	35.00	12	60.00
Select instructional strategies to align with learning goals and standards.	20	0	0.00	1	5.00	6	30.00	13	65.00
Design activities where students engage with subject matter from a variety of perspectives.	20	0	0.00	2	10.00	2	10.00	16	80.00
Account for students' prior knowledge or experiences in instructional planning.	20	0	0.00	2	10.00	8	40.00	10	50.00
Design long-range instructional plans that meet curricular goals.	20	0	0.00	4	20.00	8	40.00	8	40.00
Regularly adjust instructional plans to meet students' needs.	20	0	0.00	4	20.00	5	25.00	11	55.00
Plan lessons with clear learning objectives/goals in mind.	20	0	0.00	1	5.00	8	40.00	11	55.00
Design and modify assessments to match learning objectives.	20	0	0.00	2	10.00	10	50.00	8	40.00
Provide students with meaningful feedback to guide next steps in learning.	20	1	5.00	3	15.00	6	30.00	10	50.00
Engage students in self-assessment strategies.	20	0	0.00	6	30.00	5	25.00	9	45.00

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Use formative and summative assessments to inform instructional practice.	20	0	0.00	3	15.00	7	35.00	10	50.00
Identify issues of reliability and validity in assessment.	20	1	5.00	2	10.00	7	35.00	10	50.00
Analyze appropriate types of assessment data to identify student learning needs.	20	0	0.00	4	20.00	9	45.00	7	35.00
Differentiate assessment for all learners.	20	0	0.00	3	15.00	8	40.00	9	45.00
Use digital and interactive technologies to achieve instructional goals.	20	0	0.00	2	10.00	8	40.00	10	50.00
Engage students in using a range of technology tools to achieve learning goals.	20	0	0.00	1	5.00	9	45.00	10	50.00
Help students develop critical thinking processes.	20	0	0.00	3	15.00	8	40.00	9	45.00
Help students develop skills to solve complex problems.	20	0	0.00	2	10.00	11	55.00	7	35.00
Make interdisciplinary connections among core subjects.	20	0	0.00	1	5.00	9	45.00	10	50.00
Know where and how to access resources to build global awareness and understanding.	20	0	0.00	3	15.00	7	35.00	10	50.00
Help students analyze multiple sources of evidence to draw sound conclusions.	20	0	0.00	4	20.00	8	40.00	8	40.00

Note. Data from items B1a-t.

Table 2.   Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	n	Mean	SD
Effectively teach the subject matter in my licensure area.	20	3.55	0.59
Select instructional strategies to align with learning goals and standards.	20	3.60	0.58
Design activities where students engage with subject matter from a variety of perspectives.	20	3.70	0.64
Account for students' prior knowledge or experiences in instructional planning.	20	3.40	0.66
Design long-range instructional plans that meet curricular goals.	20	3.20	0.75
Regularly adjust instructional plans to meet students' needs.	20	3.35	0.79
Plan lessons with clear learning objectives/goals in mind.	20	3.50	0.59
Design and modify assessments to match learning objectives.	20	3.30	0.64
Provide students with meaningful feedback to guide next steps in learning.	20	3.25	0.89
Engage students in self-assessment strategies.	20	3.15	0.85
Use formative and summative assessments to inform instructional practice.	20	3.35	0.73
Identify issues of reliability and validity in assessment.	20	3.30	0.84
Analyze appropriate types of assessment data to identify student learning needs.	20	3.15	0.73
Differentiate assessment for all learners.	20	3.30	0.71
Use digital and interactive technologies to achieve instructional goals.	20	3.40	0.66

	n	Mean	SD
Engage students in using a range of technology tools to achieve learning goals.	20	3.45	0.59
Help students develop critical thinking processes.	20	3.30	0.71
Help students develop skills to solve complex problems.	20	3.25	0.62
Make interdisciplinary connections among core subjects.	20	3.45	0.59
Know where and how to access resources to build global awareness and understanding.	20	3.35	0.73
Help students analyze multiple sources of evidence to draw sound conclusions.	20	3.20	0.75

Note. Data from items B1a-t. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 3.   Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	20	0	0.00	2	10.00	11	55.00	7	35.00
Differentiate instruction for a variety of learning needs.	19	0	0.00	2	10.53	9	47.37	8	42.11
Differentiate for students at varied developmental levels.	20	0	0.00	3	15.00	11	55.00	6	30.00
Differentiate to meet the needs of students from various socioeconomic backgrounds.	20	0	0.00	2	10.00	10	50.00	8	40.00
Differentiate instruction for students with IEPs and 504 plans.	20	0	0.00	6	30.00	5	25.00	9	45.00
Differentiate instruction for students with mental health needs.	20	0	0.00	6	30.00	7	35.00	7	35.00
Differentiate instruction for gifted and talented students.	20	0	0.00	7	35.00	7	35.00	6	30.00
Differentiate instruction for English-language learners.	20	1	5.00	7	35.00	6	30.00	6	30.00
Access resources to foster learning for students with diverse needs.	20	0	0.00	3	15.00	10	50.00	7	35.00

Note. Data from items B2a-j.

Table 4.   Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	n	Mean	SD
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	20	3.25	0.62
Differentiate instruction for a variety of learning needs.	19	3.32	0.65
Differentiate for students at varied developmental levels.	20	3.15	0.65
Differentiate to meet the needs of students from various socioeconomic backgrounds.	20	3.30	0.64
Differentiate instruction for students with IEPs and 504 plans.	20	3.15	0.85
Differentiate instruction for students with mental health needs.	20	3.05	0.80
Differentiate instruction for gifted and talented students.	20	2.95	0.80
Differentiate instruction for English-language learners.	20	2.85	0.91
Access resources to foster learning for students with diverse needs.	20	3.20	0.68

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

Table 5.   Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Clearly communicate expectations for appropriate student behavior.	20	0	0.00	2	10.00	8	40.00	10	50.00
Use effective communication skills and strategies to convey ideas and information to students.	20	0	0.00	1	5.00	9	45.00	10	50.00
Connect core content to students' real-life experiences.	20	0	0.00	1	5.00	8	40.00	11	55.00
Help students work together to achieve learning goals.	20	0	0.00	2	10.00	8	40.00	10	50.00
Develop and maintain a classroom environment that promotes student engagement.	20	0	0.00	1	5.00	10	50.00	9	45.00
Respond appropriately to student behavior.	20	0	0.00	2	10.00	11	55.00	7	35.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	20	0	0.00	0	0.00	8	40.00	12	60.00
Help students regulate their own behavior.	20	0	0.00	4	20.00	8	40.00	8	40.00
Effectively organize the physical environment of the classroom for instruction.	20	0	0.00	2	10.00	7	35.00	11	55.00

Note. Data from items B3a-i.

Table 6.   Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	n	Mean	SD
Clearly communicate expectations for appropriate student behavior.	20	3.40	0.66
Use effective communication skills and strategies to convey ideas and information to students.	20	3.45	0.59
Connect core content to students' real-life experiences.	20	3.50	0.59
Help students work together to achieve learning goals.	20	3.40	0.66
Develop and maintain a classroom environment that promotes student engagement.	20	3.40	0.58
Respond appropriately to student behavior.	20	3.25	0.62
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	20	3.60	0.49
Help students regulate their own behavior.	20	3.20	0.75
Effectively organize the physical environment of the classroom for instruction.	20	3.45	0.67

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

Table 7.   Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Seek out learning opportunities that align with my professional development goals.	20	0	0.00	3	15.00	10	50.00	7	35.00
Access the professional literature to expand my knowledge about teaching and learning.	20	0	0.00	3	15.00	10	50.00	7	35.00
Collaborate with parents and guardians to support student learning.	20	1	5.00	5	25.00	7	35.00	7	35.00
Collaborate with teaching colleagues to improve student performance.	20	0	0.00	2	10.00	8	40.00	10	50.00
Use colleague feedback to support my development as a teacher.	20	0	0.00	2	10.00	7	35.00	11	55.00
Uphold laws related to student rights and teacher responsibility.	20	1	5.00	0	0.00	6	30.00	13	65.00
Act as an advocate for all students.	20	0	0.00	0	0.00	8	40.00	12	60.00

Note. Data from items B4a-g.

Table 8. Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	n	Mean	SD
Seek out learning opportunities that align with my professional development goals.	20	3.20	0.68
Access the professional literature to expand my knowledge about teaching and learning.	20	3.20	0.68
Collaborate with parents and guardians to support student learning.	20	3.00	0.89
Collaborate with teaching colleagues to improve student performance.	20	3.40	0.66
Use colleague feedback to support my development as a teacher.	20	3.45	0.67
Uphold laws related to student rights and teacher responsibility.	20	3.55	0.74
Act as an advocate for all students.	20	3.60	0.49

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