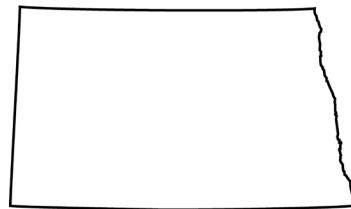


North Dakota Common Metrics Transition to Teaching Survey



Mayville State University Report

September 2023



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Introduction

The Network for Excellence in Teaching (NExT) is a partnership of institutions of higher education (IHEs) that aim to transform how university-based teacher education programs prepare new, effective teachers. 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 the IHEs may complete three surveys: upon entry into the teacher education programs; at exit; and one year after graduation (known as the Transition to Teaching Survey). 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 Transition to Teaching Survey (TTS) administered to first-year teachers.

The TTS collects information on recent graduates' licensure and job status, perceptions of their teacher preparation programs, current school contexts, and personal demographics. Quantitative data are presented in tabular format in Appendix A. It is important to note that the TTS was revised by a working group of NExT IHE representatives prior to the 2019, 2017 and 2014 administrations so previous results are not comparable for some items. A chart identifying revised items is presented in Appendix B.

Instrument Quality

Survey development for the four surveys began in 2010, and all have been through multiple revision cycles that involved validity and reliability analyses, focus group feedback, expert review, and cross-walking with professional standards. All of the surveys have been established as high quality instruments. A summary of the most recent validity and reliability analysis can be found in Appendix C.

Survey Administration and Response Rate

Each IHE uses its discretion to determine the most effective way to administer the survey and increase the response rate. IHEs sent an electronic version of the TTS to its graduates' email addresses and provided several reminders to each possible respondent.

The 2023 TTS response rate for the institution was 67% (35 out of 52; see Table 1). The response rate for the TTS is calculated by using the number of 2021-22 teacher education program completers who were eligible for the Exit Survey as the denominator and the number of those alumni who responded to the survey as the numerator.

Using this Report

The findings can prompt discussions about ways to improve coursework, clinical experiences, and efforts to connect graduates with teaching jobs, the relatively low response rate limits the extent to which these data should be used to inform decision making. If the response rate improves over time, TTS data should help IHE faculty and staff understand the extent to which changes to their curricula affected graduates' preparation to enter the teaching profession.

Responses to "other" write-in responses can be found in Appendix D.

APPENDIX A: TABULATED RESPONSES FOR TRANSITION TO TEACHING SURVEY

Table 1. Response Rate

Year	Number of Graduates in the Cohort ^a	Number of contacts with valid postal or email address	Number of responses	Response Rate for the Cohort	Response rate of reachable graduates
2023	52	76	35	67.3%	46.1%

^aBased on reported cohort for 2021 - 2022 Exit Survey

Notes:

In some instances, respondents do not complete a follow-up question after indicating a response to a branching item (i.e., “if yes...,” “if no...”).

For any “mark all that apply” items, the total percentage may exceed 100 and the total *n* 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.)** Email, Mailing, Telephone, Text, Social media, Other

PART A. YOUR LICENSURE AND JOB STATUS

Table 3. Have you applied for a professional teaching license? Yes, No

Table 4. If no, why did you not apply for a teaching license? Mark ALL that apply.

I have not yet taken the state licensure exams.
I have not yet passed the state licensure exams.
I plan to teach in an organization that doesn't require a license.
I enrolled (or plan to enroll) in graduate school to pursue an additional teaching certification or endorsement.
I enrolled (or plan to enroll) in graduate school to pursue a non-teaching career.
I am not planning to pursue a career in teaching.
Other

Table 5. Please identify the state(s) in which you applied for a teaching license. *Mark ALL that apply.* Minnesota, Iowa, North Dakota, Wyoming, Wisconsin, Illinois, South Dakota, Nebraska, Other

Table 6. In which state(s) do you hold a teaching license? *Mark ALL that apply.* Minnesota, Iowa, North Dakota, Wyoming, Wisconsin, Illinois, South Dakota, Nebraska, Other

Table 7. Did you apply for a job outside of teaching? Yes, No

Table 8. If yes, why did you apply for a job outside of teaching? *Mark ALL that apply.*

No teaching positions available in my field
A limited number of teaching positions available in my field
Ensure earnings until a teaching position is obtained
Family or personal reasons
More future prospects outside of teaching
Better location of jobs outside of teaching
Preferred work environment of jobs outside of teaching
Better salary or pay for jobs outside of teaching
Better benefits packages for jobs outside of teaching
Able to find adequate employment (full-time or part-time) outside of teaching
More certainty of job security for jobs outside of teaching
Better evaluation and accountability policies outside of teaching
Other

Table 9. Did you seek employment as a licensed teacher? Yes, No

Table 10. How many teaching job applications did you submit? 1-5, 6-10, 11-15, 16-20, More than 20

Table 11. Where did you apply for teaching positions? *Mark ALL that apply.*

Minneapolis or St. Paul
Other city in Minnesota
Suburban area in Minnesota
Rural area in Minnesota
City in North Dakota
Suburban area in North Dakota
Rural area in North Dakota
City in South Dakota
Suburban area in South Dakota
Rural area in South Dakota
City in Wyoming
Suburban area in Wyoming
Rural area in Wyoming
Other urban area in the U.S.
Other suburban area in the U.S.
Other rural area in the U.S.
Outside the U.S.
American Indian Reservation
Other

Table 12. How many requests for teaching job interviews did you receive? None, 1, 2-3, 4-5, 6-10, More than 10

Table 13. How well prepared do you think you were for your teaching job interview(s)?
Very well prepared, Somewhat prepared, Not prepared

Table 14. Did you receive job offers for teaching positions? Yes, No

Table 15. If no, why do you think you did not receive any job offers? Mark ALL that apply.

Jobs in my licensure area are very competitive
My interview(s) did not go well
I have not passed the state licensure exams
I only applied for a limited number of positions
I limited my job search to a small geographic area
I started my job search late
My teaching portfolio did not reflect my abilities
Other

Table 16. How many offers for a teaching position did you receive? 0, 1, 2, 3, 4, 5, More than 5

Table 17. Did you accept an offer for a teaching position? Yes, No

Table 18. If no, why did you turn down a teaching position offer? Mark ALL that apply.

Family or personal reasons
Other job offers
Location of the teaching position(s)
School environment of the teaching position(s) (i.e., school atmosphere, working relationships)
Few future career prospects in teaching
Salary or pay of the teaching position(s) inadequate
Benefits package inadequate
Percentage of appointment inadequate
Uncertainty in job security
Evaluation and accountability policies for teachers
Other

Table 19. If no, do you plan to seek a licensed teaching position within the next 12 months?
Yes, No

Table 20. Please describe your current employment situation by choosing the appropriate response.

Employed full-time in an educational setting
Employed part-time in an educational setting
Employed full-time in a field other than education
Employed part-time in a field other than education
Unemployed and seeking employment
Unemployed and not seeking employment

Table 21. If employed part-time in an educational setting, what percentage of time do you spend in that setting? 20% or less, 21-40%, 41-60%, 61-80%, 81% or more

Table 22. If you are currently employed in an educational setting, which of the following best describes the type of position? Full-time or part-time teacher, Short-term substitute, Long-term substitute, Paraprofessional, Other

Table 23. Type of school in which you are employed: Traditional public school, Public charter school, Private school, Other

Table 24. Is a formal mentoring/induction program available to you in your school or district? Yes, No

Table 25. How long do you plan on teaching? 1-2 years, 3-5 years, 6-10 years, 11 or more years

Table 26. What grade level(s) are you teaching? *Mark ALL that apply.* Early Childhood, Elementary, Middle or Junior High, High School

Table 27. Are you teaching any subject and/or grade level for which you are not licensed? Yes, No

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

Table 28. Preparation for Teaching: Instructional Practice.

To what extent do you agree or disagree that your teacher preparation program prepared you to do 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 29. Preparation for Teaching: Diverse Learners

To what extent do you agree or disagree that your teacher preparation program prepared you to do 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 30. Preparation for Teaching: Learning Environment.

To what extent do you agree or disagree that your teacher preparation program prepared you to do 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 31. Preparation for Teaching: Professionalism.

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (Disagree, Tend to Disagree, Tend to Agree, Agree)
Seek out learning opportunities that align with my professional development goals.
Access the professional literature to expand my knowledge about teaching and learning.
Collaborate with parents and guardians to support student learning.
Collaborate with teaching colleagues to improve student performance.
Use colleague feedback to support my development as a teacher.
Uphold laws related to student rights and teacher responsibility.
Act as an advocate for all students.

PART C. YOUR SCHOOL CONTEXT: WHAT IS YOUR SCHOOL LIKE?

Table 32. School Climate:

To what extent do you agree or disagree with the following statements? (Disagree, Tend to Disagree, Tend to Agree, Agree)
The school is a physically safe and secure place.
Teachers respect the dignity and worth of all students.
The faculty and staff have positive relationships with students' parents/ guardians.

Table 33. Professional Environment:

To what extent do you agree or disagree with the following statements? (Disagree, Tend to Disagree, Tend to Agree, Agree)
I receive valuable professional guidance from faculty mentors or colleagues.
The administration is responsive to the needs of teachers.
Teachers are continually learning and seeking new ideas to enhance their practice.
Teachers have influence over establishing the curriculum.

Table 34. Resources:

To what extent do you agree or disagree with the following statements? (Disagree, Tend to Disagree, Tend to Agree, Agree)
Teachers have time in their schedules for planning with colleagues.
Teachers have the necessary technology resources.
Teachers have appropriate instructional space.
Teachers have curricular materials and supplies that are appropriate for students' developmental levels and learning needs.

PART D. PROGRAM RECOMMENDATION

Table 35.

To what extent do you agree or disagree with the following statements? (Disagree, Tend to Disagree, Tend to Agree, Agree)
I would recommend my teacher preparation program to a prospective teacher.
I am as happy about teaching as I thought I would be.
The rewards of teaching are worth the efforts I put into becoming a teacher.
My teacher education program prepared me to be successful in my current teaching position.

EXTRA QUESTIONS

Table 36. 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)
Throughout my teacher preparation program, I had the opportunity to teach using a variety of modalities.
I feel prepared to teach face-to-face learners.
I feel prepared to teach online learners.
I feel prepared to teach a combination of face-to-face and online learners (hybrid).

Table 37. Family Engagement

To what extent do you agree or disagree with the following statements? (Disagree, Tend to Disagree, Tend to Agree, Agree)
Throughout my teacher preparation program, I had the opportunity to learn about the importance of working with families.
Throughout my teacher preparation program, I had the opportunity to actively work with students' families.
I feel 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.

Table 38.

In what area(s) do you most need professional development or support as a new teacher?
Please provide additional comments about your teacher preparation program or your career in education.

PART E: PROGRAM IMPACT

Table 39.

Do you consider your teaching to be effective? Please explain.
Are there any factors that limit, or have limited, your ability to teach effectively? Please explain.
What other factors (besides your knowledge, skills, dispositions, or MSU's Education Program) influence your students' achievement?
Do you perceive your preparation in MSU's Education Program as relevant to the responsibilities you confront on the job? Please explain.
Would you be willing to submit copies of your two most recent supervisor evaluations? (Total time commitment would be approximately 10 minutes)
Would you be willing to participate in a future research study with MSU? (Total time commitment would be approximately 2-3 hours)



Appendix B: **Guidelines for Writing about Common Metrics Data and Surveys**

The NExT Common Metrics group supports excellence in teacher preparation through research and use of valid and reliable instruments for program improvement. The Common Metrics data offer numerous opportunities to researchers, and we are excited to promote this work. The following list provides guidelines for appropriate reference and citations when referring to the data and surveys. These guidelines apply to both formal and informal writing about Common Metrics data and surveys.

- The surveys may not be presented in full or part (i.e., the survey may not be provided in the appendices or a list of survey items in a results table).
- Survey items may not be presented word-for-word; rather, the topic of the item can be presented (e.g., instructing English learners or providing feedback). Sharing of specific items is a violation of copyright.
- When reporting about single items, make clear that the items were extracted from an instrument that is meant to be used in whole and that the items are part of factors that include multiple items. Validity and reliability data only apply to intact factors and surveys.
- Reporting should focus on outcomes. We recommend that results are presented by factor. (See factor analysis reports.)
- Please note that while the data belong to the institution, the surveys are owned by NExT. NExT surveys should be cited in formal and informal writing and presentations. This is the citation format recommended by NExT complying with APA guidelines:

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Entry Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Exit Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Transition to Teaching Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Supervisor Survey*. NExT: Author.

Appendix C:
Network for Excellence in Teaching
Transition to Teaching Survey
2020 Validity and Reliability Analysis

Instrument Validity

A factor analysis was performed using 2020 data from the TTS Part B, “Your teacher preparation (coursework and field/clinical experiences): What were you prepared to do?” and Part C, “Your school context: What is your school like?” 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; and 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 results of the analysis are presented below for each of the analyzed sections.¹

The Pearson’s correlations range from 0.331 to 0.8433 for section B1, 0.304 to 0.858 for section B2, 0.422 to 0.768 for section B3 and 0.410 to 0.731 for section B4. When items intended for separate constructs are closely related, it can be concluded that the constructs the items are measuring are also closely related. Six factors emerged, accounting for 67.11% of the variance. Factor 1: Diverse learners (items B1mm, B2a, B2b, B2c, B2d, B2e, B2f, B2g, B2h and B2i) ranged from 0.531 to 0.754. Factor 2: Learning environment (items B3a, B3b, B3c, B3d, B3e, B3f, B3g, B3h and B3i) ranged from 0.428 to 0.765. Factor 3: Instructional Practice (items B1a, B1b, B1c, B1d, B1e, B1f, B1g) ranged from 0.488 to 0.695. Factor 4: Instructional Practice for Diverse Learners (items B1h, B1i, B1j, B1k, B1l, B1m, B1p, B1q, B1s, B1t) ranged from 0.380 to 0.658. Factor 5: Professionalism (items B3g, B4a, B4b, B4c, B4d, B4e, B4f, B4g) ranged from 0.429 to 0.732. Factor 6: Technology and Resources (items B1n, B1o, B1p, B1r) ranged from 0.379 to 0.795. B1p cross loaded onto Factor 4 and Factor 6 with the same maximum factor loading. B3g also cross loaded onto Factors 2 and 5.

Items in Part C: School Context had bivariate Pearson’s correlations ranging from 0.333 to 0.634, 0.244 to 0.572 and 0.407 to 0.558 respectively for Section C1, C2 and C3. Two factors emerged, accounting for 57.1% of the variance. Factor 1: School Environment (items C1a, C1b, C1c, C2a, C2b, C2c, and C2d) ranged from 0.559 to 0.809. Factor 2: Resources (items C3a, C3b, C3c, and C3d) ranged from 0.673 to 0.793. See Tables 1-3 for the factor loadings for Sections B and C.

Table 1: TTS 2020 Section B Factor Loadings

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6
b1a_lic			0.601			
b1b_strat			0.695			
b1c_pers			0.601			
b1d_prior			0.560			
b1e_long			0.488	0.441		
b1f_adjust			0.523			
b1g_clear			0.659			
b1h_mod			0.442	0.529		
b1i_fdbk				0.547		
b1j_self				0.558		
b1k_assess			0.441	0.489		
b1l_rel				0.658		
b1m_lrnnnds				0.642		
B1mm_diff	0.531					
b1n_tech					0.793	
b1o_tools					0.795	
b1p_crit						
b1q_cmplx				0.442		
b1r_intdsc						
b1s_glbl				0.436		
b1t_concl				0.497		
b2a_dvrs	0.648					
b2b_diff	0.713		0.405			
b2c_dev	0.754					
b2d_soc	0.746					
b2e_iep	0.745					
b2f_mntl	0.704					
b2g_gift	0.617			0.406		
b2h_ell	0.721					
b2i_access	0.685					
b3a_expec		0.765				
b3b_strat		0.622				
b3c_real		0.506	0.400			
b3d_work		0.517				
b3e_prom		0.711				
b3f_resp		0.746				
b3g_diff		0.428			0.429	

b3h_self		0.671			
b3i_org		0.617			
b4a_pd				0.631	
b4b_lit				0.547	
b4c_pare				0.591	
b4d_coll				0.732	
b4e_fdbk				0.690	
b4f_legal				0.595	
b4g_advo		0.402		0.576	

Table 2: TTS 2020 Section C Factor loading

	Factor1	Factor2
c1a_safe	0.628	
c1b_dig	0.809	
c1c_pos	0.797	
c2a_val	0.610	
c2b_needs	0.669	
c2c_seek	0.688	
c2d_infl	0.559	
c3a_sched		0.673
c3b_tech		0.792
c3c_space		0.753
c3d_supp		0.776

Table 3: TTS 2020 Section D Factor loading actor Pattern

	Factor1
d1b_rec	0.771
d1c_happy	0.716
d1e_rwds	0.810
d1f_pre	0.852

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 4.

Table 4. Reliability Analysis

Part	Scale	Cronbach's Alpha
B	Preparation for Teaching	0.978
	Instructional Practice	0.901
	Diverse Learners	0.944
	Learning Environment	0.933
	Professionalism	0.911
	Instructional Practice for Diverse Learners	0.931
	Technology and Resources	0.816
C	School Context	0.880
	School Environment	0.852
	Resources	0.796

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November 2020