First Year Teacher Survey - Race/Gender

*2023 Data Not available

First Year Teacher Survey	2022	N=15		2021	N=12	2020	N=13
By Race	Black/AA=1	NA/AN=4	White=9	NA/AN=6	White=6	NA/AN=8	White=5
	7%	29%	64%	50%	50%	62%	38%
InTASC 1							
The teacher understands how learners grow and develop.	3.00	3.75	3.50	3.17	3.67	3.25	3.20
The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	3.00	3.50	3.42	3.33	3.67	3.25	3.00
The teacher designs and implements developmentally appropriate and challenging learning experiences.	3.00	3.25	3.25	3.00	3.67	3.38	3.00
InTASC 2							
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.00	3.25	3.75	3.33	3.67	3.50	3.20
InTASC 3							
The teacher works with others to create environments that support individual and collaborative learning.	3.00	3.50	3.75	3.33	3.67	3.50	3.40
The teacher encourages positive social interaction, active engagement in learning, and self-motivation.	2.00	3.50	3.75	3.17	3.67	3.50	3.40
InTASC 4							
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	2.00	3.25	3.25	3.33	3.67	3.25	3.20
The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	2.00	3.50	3.25	3.17	3.67	3.63	3.40
InTASC 5							
The teacher understands how to connect concepts to each other and to authentic local and global issues.	3.00	3.25	3.25	3.17	3.67	3.50	3.00
The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	3.00	3.50	3.25	3.33	3.67	3.50	3.00
InTASC 6							
The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	3.00	3.25	3.50	3.17	3.50	3.38	3.20
The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	3.00	3.50	3.50	3.17	3.50	3.50	3.20

InTASC 7							
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	3.00	3.50	3.25	3.17	3.50	3.38	3.20
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	3.00	3.50	3.25	3.17	3.67	3.50	3.20
InTASC 8							
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	3.00	3.50	3.25	3.17	3.67	3.38	3.20
The teacher integrates available technology effectively and appropriately into instruction.	3.00	3.75	3.25	3.33	3.67	3.50	2.80
The teacher uses technology to manage student and assessment data.	3.00	3.50	2.75	3.17	3.67	3.13	3.00
InTASC 9							
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community.)	2.00	3.50	3.50	3.33	3.33	3.50	3.20
The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	3.00	3.50	3.50	3.17	3.50	3.38	3.40
InTASC 10							
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	3.00	3.50	3.50	3.17	3.50	3.50	3.00
The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	2.00	3.50	3.50	3.17	3.50	3.38	3.00
The teacher seeks appropriate leadership roles and opportunities to advance the profession.	2.00	3.25	3.50	3.17	3.33	3.25	3.40

First Year Teacher Survey	2022	N=15	2021	N=12	2020	N=13
By Gender	Female=13	Male=2	Female=10	Male=2	Female=12	Male=1
	87%	13%	83%	17%	92%	8%
InTASC 1						
The teacher understands how learners grow and develop.	3.50	3.50	3.50	3.00	3.25	3.00
The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	3.50	3.50	3.50	3.50	3.17	3.00
The teacher designs and implements developmentally appropriate and challenging learning experiences.	3.25	3.50	3.30	3.50	3.25	3.00
InTASC 2						
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.33	3.50	3.50	3.50	3.42	3.00
InTASC 3						
The teacher works with others to create environments that support individual and collaborative learning.	3.42	3.50	3.50	3.50	3.42	4.00
The teacher encourages positive social interaction, active engagement in learning, and self-motivation.	3.42	3.50	3.40	3.50	3.42	4.00
InTASC 4						
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	3.08	3.50	3.50	3.50	3.25	3.00
The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	3.25	3.50	3.40	3.50	3.50	4.00
InTASC 5						
The teacher understands how to connect concepts to each other and to authentic local and global issues.	3.08	3.50	3.40	3.50	3.33	3.00
The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	3.25	3.50	3.50	3.50	3.25	4.00
InTASC 6						
The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	3.33	3.50	3.30	3.50	3.33	3.00
The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	3.42	3.50	3.30	3.50	3.33	4.00

InTASC 7						
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	3.25	3.50	3.30	3.50	3.33	3.00
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	3.33	3.50	3.40	3.50	3.33	4.00
InTASC 8						
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	3.33	3.50	3.40	3.50	3.33	3.00
The teacher integrates available technology effectively and appropriately into instruction.	3.42	3.50	3.50	3.50	3.17	4.00
The teacher uses technology to manage student and assessment data.	2.92	3.50	3.50	3.00	3.08	3.00
InTASC 9						
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community.)	3.33	3.50	3.30	3.50	3.33	4.00
The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	3.42	3.50	3.30	3.50	3.42	3.00
InTASC 10						
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	3.33	3.50	3.30	3.50	3.25	4.00
The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	3.25	3.50	3.30	3.50	3.25	3.00
The teacher seeks appropriate leadership roles and opportunities to advance the profession.	3.25	3.50	3.20	3.50	3.25	4.00