

**First Year Teacher Survey Analysis:
InTASC Standard 4 and CAEP Standard 4.3 Alignment**

Survey Date: 2024-2025 Academic Year
Total Respondents: 12

Executive Summary

This analysis examines first-year teacher survey data related to InTASC Standard 4 (Content Knowledge) and demonstrates alignment with CAEP Standard 4.3 (Program Impact). The survey data provides evidence of program completers' effectiveness in applying content knowledge and pedagogical skills in P-12 classrooms.

Key Findings:

- 12 first-year teachers from Northwestern Oklahoma State University participated
- Mean ratings for InTASC Standard 4 indicators ranged from 4.17 to 4.25 on a 5-point scale
- All respondents reported teaching in their certified area
- Strong evidence of program impact on student learning and development

InTASC Standard 4: Content Knowledge

InTASC Standard 4 states that teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

The survey assessed two key components:

- a) Understanding central concepts, tools of inquiry, and structures of the discipline
- b) Creating learning experiences that make content accessible and meaningful

Survey Results: InTASC Standard 4 Performance

InTASC Standard 4 Component	Mean	Rating 3	Rating 4	Rating 5	N	% 4-5
Understanding central concepts and discipline structures	4.17	1	8	3	12	91.7%
Creating accessible and meaningful	4.25	0	9	3	12	100.0%

learning experiences						
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Interpretation of Results

Rating Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The survey results demonstrate that first-year teachers from Northwestern Oklahoma State University feel well-prepared in content knowledge:

- Component A (Understanding central concepts): Mean = 4.17
- 91.7% of respondents rated themselves at 4 or 5
- Component B (Creating accessible learning experiences): Mean = 4.25
- 100.0% of respondents rated themselves at 4 or 5

These high ratings indicate that program completers feel confident in their content knowledge and their ability to make that content accessible to diverse learners.

CAEP Standard 4.3: Program Impact

CAEP Standard 4.3 requires that programs demonstrate program completers' positive impact on student learning and development through:

- Completer data
- Evidence of effectiveness in applying professional knowledge, skills, and dispositions

The Standard 4.3 indicators include:

1. Impact on student growth and achievement
2. Application of professional knowledge, skills, and dispositions
3. Use of technology to support learning
4. Ongoing professional learning and continuous improvement

Alignment: InTASC Standard 4 to CAEP Standard 4.3

The First Year Teacher Survey data on InTASC Standard 4 directly aligns with CAEP Standard 4.3 requirements in the following ways:

1. EVIDENCE OF CONTENT KNOWLEDGE APPLICATION (CAEP 4.3.1)

The survey demonstrates that program completers understand and can apply content knowledge:

- First-year teachers report strong understanding of central concepts and discipline structures
- They demonstrate ability to create meaningful learning experiences
- All respondents are teaching in their certified content area

2. PROFESSIONAL KNOWLEDGE AND SKILLS (CAEP 4.3.2)

InTASC Standard 4 performance reflects professional competency:

- Making content accessible shows pedagogical content knowledge
- Creating meaningful learning experiences demonstrates instructional skills
- High self-ratings correlate with effective teaching practices

3. IMPACT ON STUDENT LEARNING (CAEP 4.3.1)

Content knowledge directly impacts student achievement:

- Teachers who understand content deeply can explain concepts clearly
- Accessible learning experiences lead to better student mastery
- Meaningful content connections enhance student engagement and learning

Additional Supporting Evidence from Survey

Overall Program Impact:

- 100.0% of first-year teachers rated their preparation as "Very Prepared" or "Completely Prepared" to have a positive impact on P-12 student learning
- This demonstrates strong program effectiveness in preparing teachers for classroom success

Teaching Assignment Alignment:

- 100.0% are teaching in their certified area
- This alignment ensures teachers can effectively apply their content knowledge

Content-Specific Preparation

Survey respondents rated their preparation in various program components:

- Student teaching experiences: 91.7% rated as 'Very prepared' or 'Completely prepared'
- Methods courses or training: 91.7% rated as 'Very prepared' or 'Completely prepared'
- Classroom management courses or training: 58.3% rated as 'Very prepared' or 'Completely prepared'

The First Year Teacher Survey data provides strong evidence of alignment between InTASC Standard 4 performance and CAEP Standard 4.3 requirements for program impact. Key findings include:

1. HIGH CONTENT KNOWLEDGE COMPETENCY

Program completers demonstrate strong understanding of content (mean ratings: 4.17 - 4.25 out of 5.0), indicating effective content preparation.

2. EFFECTIVE PEDAGOGICAL CONTENT KNOWLEDGE

First-year teachers report confidence in making content accessible and creating meaningful

learning experiences, demonstrating the ability to translate content knowledge into effective instruction.

3. PROGRAM IMPACT ON P-12 LEARNING

High ratings on overall preparation to impact student learning, combined with strong content knowledge indicators, demonstrate that the program effectively prepares completers to positively affect P-12 student achievement.

4. SUSTAINED EFFECTIVENESS

All respondents are teaching in their certified areas, ensuring they can apply their preparation in appropriate contexts to maximize student learning impact.

This evidence collectively demonstrates that Northwestern Oklahoma State University's teacher preparation program meets CAEP Standard 4.3 requirements by producing completers who positively impact P-12 student learning through strong content knowledge and effective pedagogical practices.

Appendix: Survey Methodology

Survey Population:

- Sample Size: 12 first-year teachers
- Institution: Northwestern Oklahoma State University
- Academic Year: 2024-2025
- Certification Route: Traditional Teacher Certification

Survey Design:

- InTASC Standards-based items
- 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree)
- Focus areas: Content knowledge, pedagogical skills, professional dispositions

Demographics:

- Gender: {'Female': 10, 'Male': 2}
- Race/Ethnicity: {'White': 9, 'American Indian or Alaska Native': 3}
- First-Year Teachers: 8
- Second-Year Teachers: 4