

# 1<sup>st</sup> Year Teacher Data

Feedback pulled Spring 2015 (grads from F2013/Sp2014)

Categories Surveyed:	RATING	
	ELEM	SECDY
Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. <i>How well did your preparation program prepare you?</i>	2.8	2.8
Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. <i>How well do you perform?</i>	3.06	3.11
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well did your preparation program prepare you?</i>	3.06	2.66
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well do you perform?</i>	3.07	3.33
Demonstrates competence in planning and preparing for instruction. <i>How well did your preparation program prepare you?</i>	3.26	3.55
Demonstrates competence in planning and preparing for instruction. <i>How well do you perform?</i>	3.53	3.55
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well did your preparation program prepare you?</i>	2.53	3.22
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well do you perform?</i>	2.8	3.0
Uses a variety of methods to monitor student learning. <i>How well did your preparation program prepare you?</i>	2.53	2.88
Uses a variety of methods to monitor student learning. <i>How well do you perform?</i>	2.86	3.0
Demonstrates competence in classroom management. <i>How well did your preparation program prepare you?</i>	2.13	2.88
Demonstrates competence in classroom management. <i>How well do you perform?</i>	2.8	2.88
Engages in professional growth. <i>How well did your preparation program prepare you?</i>	3.06	3.33
Engages in professional growth. <i>How well do you perform?</i>	3.4	3.33
Fulfills professional responsibilities established by the school district. <i>How well did your preparation program prepare you?</i>	3.07	3.33
Fulfills professional responsibilities established by the school district. <i>How well do you perform?</i>	3.4	3.55
CARING: Candidates with this set of dispositions value and appreciate all aspects of other person's 3 being-cognitive, emotional,	3.2	3.66

physical, and spiritual-thereby enhancing opportunities for learning needs of other education students and in working with professionals. <i>How well did your preparation program prepare you?</i>		
CARING: Candidates with this set of dispositions value and appreciate all aspects of other person's 3 being-cognitive, emotional, physical, and spiritual-thereby enhancing opportunities for learning needs of other education students and in working with professionals. <i>How well do you perform?</i>	3.4	3.77
COMMUNICATION: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. <i>How well did your preparation program prepare you?</i>	3.13	3.0
COMMUNICATION: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. <i>How well do you perform?</i>	3.13	3.2
CREATIVE: Candidates with this set of dispositions display the capacity to envision and craft thinks in novel and meaningful ways to meet the needs of students. <i>How well did your preparation program prepare you?</i>	2.93	3.2
CREATIVE: Candidates with this set of dispositions display the capacity to envision and craft thinks in novel and meaningful ways to meet the needs of students. <i>How well do you perform?</i>	3.26	3.3
CRITICAL: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. <i>How well did your preparation program prepare you?</i>	3.13	3.3
CRITICAL: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. <i>How well do you perform?</i>	3.0	3.4
PROFESSIONAL REQUIREMENTS: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities. <i>How well did your preparation program prepare you?</i>	3.06	3.3
PROFESSIONAL REQUIREMENTS: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities. <i>How well do you perform?</i>	3.2	3.5

Key:  
Very well - 4  
Well - 3  
Somewhat well - 2  
Not well - 1

15 Elementary Ed Student Teachers Responded  
9 Secondary/K-12 Student Teachers Responded

Comments on following pages...

## Comments from First Year Elementary Teachers:

- 1) NWC must have done something right because I was selected to be recipient of the "Rookie of the Year" award for the Omaha Public School District. My student teaching experience through Chicago Semester was absolutely phenomenal.

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- 2) I loved my education at Northwestern, and feel that it was very valuable in my growth as a teacher. However, I wish that high-needs school would have been more touched on at Northwestern and how to deal with disruptive behavior, because as a teacher at a high-needs school, I came in not knowing how to deal with a lot of the disruptive and disrespectful behaviors I have everyday here. I wish Northwestern would have given us more teaching on how to manage kids when they AREN'T being awesome all of time. I feel so blessed for my education at Northwestern and felt very prepared in preparing - such as learning to do great lesson plans, etc. I just wish that behavior and classroom management would have been more focused on since that is a HUGE part of being a teacher.

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- 3) I think that it would be very useful to require a classroom management class as part of the education program. The emphasis that we need to be continually learning, asking questions, and challenging ourselves to become better was a huge asset. Not many teachers were doing all of these things and it ended up setting me apart from other 1st year teachers.

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- 4) I'd like it noted that I do not really qualify as a first year teacher because I taught for 10 years out of the country before completing my student teaching in the Fall of 2013. Also, I am currently not in the classroom as a full-time teacher, but rather am the administrator of the Pre-K through 3rd grade Spanish Immersion program at Pella Christian Grade School. I hope this clarifies things a little. Blessings!

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- 5) I'm thankful for the education and encouragement I received that Northwestern College.

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- 6) I wish there was more teaching of creating lessons with a basal text and working with real world curriculum instead of just researching different materials.

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- 7) I wish that I had more training with classroom management techniques and behavior issues. I teach 80 students a day and deal with a variety of behavior issues daily. It would've been nice to have known some different strategies that I could have tried at the beginning of the year. I also wish that I had some techniques on how to deal with difficult parents - through email and at what point to contact the principal.

My overall experience at NW education program has made me a well rounded person which has helped me to understand where other people are coming from and try to relate to them. It has also helped me to think of some creative activities that I can do with my students to help them learn

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## Comments from First Year Secondary/K-12 Teachers :

- 1) Please pass this comment on to the Northwestern Education Department.

Laura, Jolynn, Derek, Kim Van Es, Laurie, Coach Dahl, Lila, Mr. Juffer, Jodi, Kristyn Howe... thank you, thank you, thank you! Jesse and I have not only survived our first year teaching, but I can honestly say we THRIVED. I am so grateful for the energy and support that you put into helping me become the best teacher I can be. You taught me how to teach out of who I am and to be confident in my calling. You helped me hone my skills through healthy reflection practices and you showed me how to give myself grace on the hard days. You were there to guide me in discovering my personal education philosophy. I didn't even realize that the roots were there until I looked back on my day to day experiences this first year! During college, I had a hard time visualizing my personal philosophy in the classroom. I now know what Mrs. Baldwin looks like, sounds like, and acts like... and I know I will continue to grow in my philosophy. Northwestern laid the foundation for that to happen! Thank you for preparing me for my career and calling. Scores aren't everything, but my overall evaluation score for the year was 3.65 out of 4! It goes to show that the Education Department prepared me well.

The one area I believe the Education Department could equip future teachers better would be content area for the Middle School Endorsement. I believe that there should be required or optional courses specifically for teaching the foundations of Physical Science, Earth Science, and Life Science. These courses would be of most use if they were geared towards teaching the middle school student. When I graduated, I think some of those courses were being talked about, which is exciting! Even though I didn't have as solid of a content background as I would have liked, I was able to stay one day ahead of the students and learn the content on my own with help from my colleagues. Thank you for teaching me to be resourceful!

- 2) Please note that I am currently employed in a private school outside of the United States and adherence to standards is difficult to evaluate.

I found the TESL program at Northwestern during my time underwhelming and most of my professional development in that specific area was obtained outside Northwestern or extrapolated from other education classes. I think someone who did not come from an educational background would have difficulty if they found themselves in a position similar to my current one.

Overall, I feel like I was prepared for what I need to complete my job. I was not prepared for cross-cultural and multi-lingual collaboration with co-workers but I wouldn't expect that to be part of a regular teacher preparatory course. The most important disposition I retained from my courses at Northwestern is that of a life-long learner and the teacher as a servant model, both of which I use on a daily basis.

- 3) I would like to thank each and every one of my professors from the bottom of my heart! I could not have become a teacher without you. I especially want to thank Dr. Juffer for helping me to finish up my teaching certificate. The entire education department went above and beyond to help me finish my teaching program.