

Administrator of First Year Teacher Data
Spring 2015 collected from F13 and Sp14 grads

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 important is this standard for beginning teachers?</i>	3.85	3.5
Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. <i>How well is your new teacher prepared?</i>	3.14	3.0
Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. <i>How well does your new teacher perform?</i>	3.25	3.0
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How important is this standard for beginning teachers?</i>	3.87	3.5
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well is your new teacher prepared?</i>	3.37	3.0
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well does your new teacher perform?</i>	3.0	3.0
Demonstrates competence in planning and preparing for instruction. <i>How important is this standard for beginning teachers?</i>	3.87	4.0
Demonstrates competence in planning and preparing for instruction. <i>How well is your new teacher prepared?</i>	3.37	2.5
Demonstrates competence in planning and preparing for instruction. <i>How well does your new teacher perform?</i>	3.0	3.0
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How important is this standard for beginning teachers?</i>	4.0	3.5
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well is your new teacher prepared?</i>	3.12	3.5
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well does your new teacher perform?</i>	3.12	3.5
Uses a variety of methods to monitor student learning. <i>How important is this standard for beginning teachers?</i>	3.75	3.5
Uses a variety of methods to monitor student learning. <i>How well is your new teacher prepared?</i>	3.12	3.0
Uses a variety of methods to monitor student learning. <i>How well does your new teacher perform?</i>	3.0	3.5
Demonstrates competence in classroom management. <i>How important is this standard for beginning teachers?</i>	3.75	4.0
Demonstrates competence in classroom management. <i>How well is your new teacher prepared?</i>	2.75	3.0
Demonstrates competence in classroom management. <i>How well does your new teacher perform?</i>	2.75	3.5
Engages in professional growth. <i>How important is this standard for beginning teachers?</i>	3.62	4.0
Engages in professional growth. <i>How well is your new teacher prepared?</i>	3.25	2.0
Engages in professional growth. <i>How well does your new teacher perform?</i>	3.25	2.0
Fulfills professional responsibilities established by the school district. <i>How important is this standard for beginning teachers?</i>	3.87	4.0
Fulfills professional responsibilities established by the school district. <i>How well is your new teacher prepared?</i>	3.5	2.5

Fulfills professional responsibilities established by the school district. <i>How well does your new teacher perform?</i>	3.37	2.5
CARING: Candidates with this set of dispositions value and appreciate all aspects fo other persons' 3 being-cognitive, emotional, physical and spiritual-thereby enhancing opportunities for learning needs of other education students and in working with professionals. <i>How important is this standard for beginning teachers?</i>	3.87	4.0
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CARING: Candidates with this set of dispositions value and appreciate all aspects fo other persons' 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 does your new teacher perform?</i>	3.25	2.5
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 important is this standard for beginning teachers?</i>	3.87	3.5
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CREATIVE: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students. <i>How important is this standard for beginning teachers?</i>	3.5	3.5
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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 emply higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. <i>How important is this standard for beginning teachers?</i>	3.75	4.0
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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 important is this standard for beginning teachers?</i>	3.87	3.5

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

8 Elementary Ed Administrators Responded
2 Secondary/K-12 Administrators Responded

Comments on next pages...

Comments from Administrators of 1st year Elementary Ed Teachers:

- 1) The Standards are 4. How 3 the new teacher is prepared and performs is the individual's responsibility and the degree of success is correlated with the new teacher's passion for teaching.

- 2) _____ did an exceptional job as an ECSE teacher in her first year. I feel that her experiences at Northwestern College and her student teaching experience prepared her 4 for all that ECSE teachers need to do, especially with the GOLD assessment. She has been an asset to the district. Thank you!!

- 3) _____ came very prepared as a first year teacher, and she did a wonderful job with the many changes in our ELL population.

- 4) _____ has had a some difficulty activating learning for her students, in that some student didn't make as much progress as we'd hoped. She also learned to work through some difficult behaviors with students and is making progress in this area. _____ is moving to K-3 special education next year, and she is looking forward the opportunity to work with small groups.

- 5) The biggest struggle I see with first year teachers is their classroom management skills. With the Common Core, standards, curriculum and teaching expectations are set and easy to implement, but it is the student behaviors that new and veteran teachers alike struggle with. This is the area where _____ struggled this most this year as it takes time to develop a classroom management plan that works. I don't know if there is more that colleges can do to help prepare new teachers for the behaviors being seen in the classroom these days or not. It is worth looking at in my opinion.

Comments from Secondary/K-12 Student teachers from the F14 and Sp15 semesters:

- 1) _____ knows content area, the area in which he struggled in was ethics and professionalism.
