



Education Department

Assessment Data

August 2019

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Enrollment Numbers

2017-2018 Undergraduate Program

Number of students enrolled in education program	142
Number of elementary education students	97
Number of secondary education students	45
Number of special education students	31
Number of completers in 2017-18	56
Birth-Grade 3 Inclusive Setting	4
Early Childhood	2
Instructional Strategist I K-8	12
Instructional Strategist I 5-12	0
Instructional Strategist I K-12	1
Reading	19
TESL	3

2018-2019 Undergraduate Program

Number of students enrolled in education program	134
Number of elementary education students	88
Number of secondary education students	46
Number of special education students	36
Number of completers in 2018-19	40
Birth-Grade 3 Inclusive Setting	1
Early Childhood	3
Instructional Strategist I K-8	2
Instructional Strategist I 5-12	2
Instructional Strategist I K-12	3
Reading	18
TESL	5

2017-2018 Graduate Program

PK-3 Teacher, Regular Education/Special Education	29
PK-K Teacher, Pre-Kindergarten-Kindergarten Classroom	0
PK-3 Teacher, PK-3 Classroom	3
K-8 Instructional Strategist I: Mild/Moderate	3
K-12 Instructional Strategist II: BD/LD	3
K-12 Instructional Strategist II: MD	4

2018-2019 Graduate Program

PK-3 Teacher, Regular Education/Special Education	
PK-K Teacher, Pre-Kindergarten-Kindergarten Classroom	
PK-3 Teacher, PK-3 Classroom	
K-8 Instructional Strategist I: Mild/Moderate	
K-12 Instructional Strategist II: BD/LD	
K-12 Instructional Strategist II: MD	

Elementary Education Danielson Course Matrix

Danielson Domain	Course	Assignment
Domain 1a: Demonstrating knowledge of content and pedagogy	EDU 202 EDU 328 EDU 329	Early Field Evaluation Unit Plan Unit Plan
Domain 1b: Demonstrating knowledge of students	EDU 202 EDU 323 EDU 326 EDU 328 EDU 329	Early Field Evaluation Lesson Plan Lesson Plan Unit Plan Unit Plan
Domain 1c: Setting instructional outcomes	EDU 323 EDU 326 EDU 328 EDU 329	Lesson Plan Lesson Plan Unit Plan Unit Plan
Domain 1d: Demonstrating knowledge of resources	EDU 323 EDU 326 EDU 328 EDU 329	Lesson Plan Lesson Plan Unit Plan Unit Plan
Domain 1e: Designing coherent instruction	EDU 323 EDU 326 EDU 328 EDU 329	Lesson Plan Lesson Plan Unit Plan Unit Plan
Domain 1f: Designing student assessments	EDU 323 EDU 326 EDU 328 EDU 329	Lesson Plan Lesson Plan Unit Plan Unit Plan
Domain 2a: Creating an environment of respect and rapport	EDU 326	Lesson Plan
Domain 2b: Establishing a culture for learning	EDU 202 EDU 343	Early Field Evaluation Practicum
Domain 2c: Managing classroom procedures	EDU 202 EDU 326 EDU 343	Early Field Evaluation Lesson Plan Test Report/ Instructional Program
Domain 2d: Managing student behavior	EDU 202 EDU 343	Early Field Evaluation Test Report/ Instructional Program
Domain 3a: Communicating with students	EDU 202 EDU 323 EDU 326 EDU 343	Early Field Evaluation Lesson Plan Lesson Plan/ Practicum Practicum Reflection Blog
Domain 3b: Using questioning and discussion techniques	EDU 323 EDU 326	Lesson Plan Lesson Plan/ Practicum
Domain 3c: Engaging students in learning	EDU 323 EDU 326 EDU 328 EDU 329 EDU 343	Lesson Plan Lesson Plan/ Practicum Unit Plan Unit Plan Test Report/ Instructional Program

Domain 3d: Using assessment in instruction	EDU 323 EDU 326 EDU 343	Lesson Plan Lesson Plan Test Report/ Instructional Plan
Domain 4a: Reflecting on teaching	EDU 202 EDU 409	Early Field Evaluation Personal Philosophy of Ed
Domain 4c: Communicating with families	EDU 343	Report/ Communicating with parents
Domain 4d: Participating in the professional community	EDU 343 EDU 409	Professional Reading Meeting Assignment PD Plan
Domain 4e: Growing and developing professionally	EDU 409	PD Plan Dispositions reflection
Domain 4f: Showing professionalism	EDU 202 EDU 409	Early Field Evaluation Dispositions

Secondary Education Danielson Course Matrix

Danielson Domain	Course	Assignment
Domain 1a: Demonstrating knowledge of content and pedagogy	SSC 308 ENG 308 MAT 308 SPA 308 NSC 308 KIN 318 EDU 202	Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Early Field Evaluation Form
Domain 1b: Demonstrating knowledge of students	SSC 308 ENG 308 MAT 308 SPA 308 NSC 308 KIN 318 EDU 202 EDU 307	Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Early Field Evaluation Form Lesson Plan
Domain 1c: Setting instructional outcomes	SSC 308 ENG 308 MAT 308 SPA 308 NSC 308 KIN 318 EDU 307	Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Lesson Plan
Domain 1d: Demonstrating knowledge of resources	SSC 308 ENG 308 MAT 308 SPA 308 NSC 308 KIN 318 EDU 307	Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Lesson Plan
Domain 1e: Designing coherent instruction	SSC 308 ENG 308 MAT 308 SPA 308 NSC 308 KIN 318 EDU 307	Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Lesson Plan
Domain 1f: Designing student assessments	EDU 307	Lesson Plan
Domain 2a: Creating an environment of respect and rapport		
Domain 2b: Establishing a culture for learning	EDU 202	Early Field Evaluation Form
Domain 2c: Managing classroom procedures	EDU 202	Early Field Evaluation Form
Domain 2d: Managing student behavior	EDU 202	Early Field Evaluation Form

Domain 3a: Communicating with students	SSC 308 ENG 308 MAT 308 SPA 308 NSC 308 KIN 318 EDU 202 EDU 307	Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Early Field Evaluation Form Lesson Plan
Domain 3b: Using questioning and discussion techniques	EDU 307	Lesson Plan
Domain 3c: Engaging students in learning	EDU 307	Lesson Plan
Domain 3d: Using assessment in instruction	SSC 308 ENG 308 MAT 308 SPA 308 NSC 308 KIN 318 EDU 307	Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Unit Plan Lesson Plan
Domain 4a: Reflecting on teaching	EDU 202 EDU 409	Early Field Evaluation Form Phil of Ed. & PD Plan
Domain 4c: Communicating with families		
Domain 4d: Participating in the professional community	EDU 409	Phil of Ed. & PD Plan
Domain 4e: Growing and developing professionally	EDU 409	Phil of Ed. & PD Plan
Domain 4f: Showing professionalism	EDU 202 EDU 409	Early Field Evaluation Form Phil of Ed. & PD Plan

Elementary Education Danielson Data for Fall 2018

Demonstrating Knowledge of Content and Pedagogy (Danielson, 1996): DAN.1a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	2	3	3.60
EDU 202s	16	0	1	10	5	3.25
EDU 328	19	0	1	5	13	3.63
EDU 329	23	0	0	17	6	3.26
Demonstrating Knowledge of Students. (Danielson, 1996): DAN.1b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	3	2	3.40
EDU 202s	16	0	2	9	5	3.19
EDU 323	25	0	1	17	7	3.24
EDU 326	13	0	0	6	7	3.54
EDU 328	19	0	1	9	9	3.42
EDU 329	23	0	1	20	2	3.04
Selecting Instructional Goals (Danielson, 1996): DAN.1c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	25	0	0	15	10	3.40
EDU 326	13	0	0	3	10	3.77
EDU 328	19	0	0	1	18	3.95
EDU 329	23	0	3	18	2	2.96
Demonstrating Knowledge of Resources. (Danielson, 1996) DAN.1d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	25	0	0	16	9	3.36
EDU 326	13	0	0	3	10	3.77
EDU 328	19	0	0	2	17	3.89
EDU 329	23	0	0	19	4	3.17
Designing Coherent Instruction (Danielson, 1996) DAN.1e	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	25	0	3	16	6	3.12
EDU 326	13	0	0	6	7	3.54
EDU 328	19	0	0	2	17	3.89
EDU 329	23	0	3	18	2	2.96

Assessing Student Learning. (Danielson, 1996): DAN.1f	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	25	0	3	16	6	3.12
EDU 326	13	0	0	6	7	3.54
EDU 328	19	0	2	12	5	3.16
EDU 329	23	0	8	11	4	2.83
Creating an Environment of Respect and Rapport (Danielson, 1996): DAN.2a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	0	5	4.00
EDU 202s	16	0	2	9	5	3.19
EDU 304						
EDU 326	13	0	0	3	10	3.77
Establishing a Culture for Learning (Danielson, 1996): DAN.2b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	2	3	3.60
EDU 202s	16	0	2	8	6	3.25
EDU 343	25	0	0	23	2	3.08
Managing Classroom Procedures (Danielson, 1996): DAN.2c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	2	3	3.60
EDU 202s	16	0	2	10	4	3.13
EDU 304						
EDU 326	13	0	0	6	7	3.54
EDU 343	25	0	1	24	0	2.96
Managing Student Behavior (Danielson, 1996): DAN.2d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	2	3	3.60
EDU 202s	16	0	3	9	4	3.06
EDU 304						
EDU 343	25	0	1	24	0	2.96
Communicating Clearly and Accurately (Danielson, 1996): DAN.3a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	0	5	4.00
EDU 202s	16	0	3	7	6	3.19
EDU 323	25	0	1	17	7	3.24
EDU 326	13	0	0	2	11	3.85
EDU 329	23	0	5	17	1	2.83
EDU 343	25	0	1	23	1	3.00

Using Questioning and Discussion Techniques (Danielson, 1996): DAN.3b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	25	0	1	15	9	3.32
EDU 326	13	0	0	4	9	3.69
Engaging Students in Learning (Danielson, 1996): DAN.3c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	25	0	0	14	11	3.44
EDU 326	13	0	0	5	8	3.62
EDU 328	19	0	1	3	15	3.74
EDU 329	23	0	4	12	7	3.13
EDU 343	25	0	4	21	0	2.84
Providing Feedback to Students (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	25	0	0	19	6	3.24
EDU 326	13	0	0	3	10	3.77
EDU 328	19	0	3	9	7	3.21
EDU 329	23	0	7	14	2	2.78
EDU 343	25	0	9	16	0	2.64
Reflecting on Teaching (Danielson, 1996): DAN.4a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	1	3	1	3.00
EDU 202s	16	0	4	8	4	3.00
EDU 409	28	0	2	17	9	3.25
Communicating with Families (Danielson, 1996): DAN.4c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 343	25	0	2	22	1	2.96
Participating in the Professional Community (Danielson, 1996): DAN.4d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 343	25	0	7	8	10	3.12
EDU 409	28	0	7	15	6	2.96
Growing and Developing Professionally (Danielson, 1996): DAN.4e	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 409	28	0	7	15	6	2.96
Showing Professionalism (Danielson, 1996): DAN.4f	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	5	0	0	0	5	4.00
EDU 202s	16	0	3	4	9	3.38
EDU 409	28	0	7	15	6	2.96

Elementary Education Danielson Data for Spring 2019

Demonstrating Knowledge of Content and Pedagogy (Danielson, 1996): DAN.1a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	1	7	8	3.44
EDU 202s	19	0	0	14	5	3.26
EDU 328	16	0	0	8	8	3.50
EDU 329	11	0	0	5	6	3.55
Demonstrating Knowledge of Students. (Danielson, 1996): DAN.1b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	2	7	7	3.31
EDU 202s	19	0	2	13	4	3.11
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	0	7	9	3.56
EDU328	16	0	0	10	6	3.38
EDU 329	11	0	3	2	6	3.27
Selecting Instructional Goals (Danielson, 1996): DAN.1c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	2	10	4	3.13
EDU 328	16	0	0	4	12	3.75
EDU 329	11	1	1	6	3	3.00
Demonstrating Knowledge of Resources. (Danielson, 1996): DAN.1d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	0	9	7	3.44
EDU 328	16	0	0	3	13	3.81
EDU 329	11	0	1	6	4	3.27
Designing Coherent Instruction (Danielson, 1996): DAN.1e	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	1	9	6	3.31
EDU 328	16	0	0	8	8	3.50
EDU 329	11	0	1	8	2	3.09
Assessing Student Learning. (Danielson, 1996): DAN.1f	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	1	8	7	3.38
EDU 328	16	0	0	9	7	3.44

Creating an Environment of Respect and Rapport (Danielson, 1996): DAN.2a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	1	10	5	3.25
EDU 202s	19	0	1	10	8	3.37
EDU 304	18	0	0	6	12	3.67
EDU 326	16	0	1	6	9	3.50
Establishing a Culture for Learning (Danielson, 1996): DAN.2b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	1	5	10	3.56
EDU 202s	19	0	1	11	7	3.32
EDU 304	18	0	0	5	13	3.72
EDU 343	14	0	6	7	1	2.64
Managing Transition Materials (Danielson, 1996): DAN.2c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	2	4	10	3.50
EDU 202s	19	0	3	11	5	3.11
EDU 304	18	0	0	9	9	3.50
EDU 326	16	0	0	7	9	3.56
EDU 343	14	1	1	12	0	2.64
Managing Student Behavior (Danielson, 1996): DAN.2d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	2	5	9	3.44
EDU 202s	19	0	2	14	3	3.05
EDU 304	18	0	0	12	6	3.33
EDU 343	14	0	1	12	1	3.00
Communicating Clearly and Accurately (Danielson, 1996): DAN.3a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	0	7	9	3.56
EDU 202s	19	0	0	14	5	3.26
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	3	4	9	3.38
EDU 329	11	1	1	9	0	2.73
EDU 343	14	1	3	9	1	2.71
Using Questioning and Discussion Techniques (Danielson, 1996): DAN.3b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	2	9	5	3.19
Engaging Students in Learning (Danielson, 1996): DAN.3c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	0	0	11	0	3.00
EDU 326	16	0	1	7	8	3.44
EDU 328	16	0	0	2	14	3.88
EDU 329	11	0	1	4	6	3.45
EDU 343	14	0	9	5	0	2.36

Providing Feedback to Students Formative (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	0	1	10	0	2.91
EDU 326	16	0	2	9	5	3.19
EDU 328	16	0	1	9	6	3.31
EDU 329	11	1	0	9	1	2.91
EDU 343	14	1	2	10	1	2.79
Providing Feedback to Students Summative (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 323	11	1	0	10	0	2.82
EDU 326						
EDU 328	16	0	0	5	11	3.69
EDU 329	11	0	2	7	2	3.00
Reflecting on Teaching (Danielson, 1996): DAN.4a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	2	1	9	4	2.94
EDU 202s	19	0	2	7	10	3.42
EDU 409	13	0	0	6	7	3.56
Communicating with Families (Danielson, 1996): DAN.4c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 343	14	0	1	12	1	3.00
Participating in the Professional Community (Danielson, 1996): DAN.4d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 343	14	1	2	9	2	2.86
EDU 409	13	0	0	6	7	3.54
Growing and Developing Professionally (Danielson, 1996): DAN.4e	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 409	13	0	0	9	4	3.31
Showing Professionalism (Danielson, 1996): DAN.4f	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 202e	16	0	1	3	12	3.69
EDU 202s	19	0	0	5	14	3.74
EDU 409	13	0	0	9	4	3.31

Secondary Education Danielson Data for Fall 2018

Demonstrating Knowledge of Content and Pedagogy (Danielson, 1996): DAN.1a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
NSC 308	7	0	0	6	1	3.14
Demonstrating Knowledge of Students. (Danielson, 1996): DAN.1b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	5	3	3.38
EDU 307 UP	8	1	0	3	4	3.25
NSC 308	7	0	0	4	3	3.43
Selecting Instructional Goals (Danielson, 1996): DAN.1c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	0	8	4.00
EDU 307 UP	8	1	0	2	5	3.38
NSC 308	7	0	0	4	3	3.43
Demonstrating Knowledge of Resources. (Danielson, 1996): DAN.1d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	1	3	4	3.38
NSC 308	7	0	1	5	1	3.00
Designing Coherent Instruction (Danielson, 1996): DAN.1e	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	0	2	6	3.75
NSC 308	7	0	0	3	4	3.57
Assessing Student Learning. (Danielson, 1996): DAN.1f	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	0	0	8	4.00
NSC 308	7	0	0	2	5	3.71
Communicating Clearly and Accurately (Danielson, 1996): DAN.3a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	0	3	5	3.63
NSC 308	7	0	0	3	4	3.57
Using Questioning and Discussion Techniques (Danielson, 1996): DAN.3b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	0	3	5	3.63
NSC 308	7	0	0	7	0	3.00

Engaging Students in Learning (Danielson, 1996): DAN.3c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	0	8	4.00
EDU 307 UP	8	0	0	3	5	3.63
NSC 308	7	0	0	5	2	3.29
Using Assessment in Instruction: Formative (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	1	1	6	3.63
NSC 308	7	0	0	3	4	3.57
Using Assessment in Instruction: Tools & Criteria (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	1	1	6	3.63
Using Assessment in Instruction: Summative (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	8	0	0	1	7	3.88
EDU 307 UP	8	0	0	0	8	4.00

Secondary Education Danielson Data for Spring 2019

Demonstrating Knowledge of Content and Pedagogy (Danielson, 1996): DAN.1a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
MUS 308	4	0	0	2	2	3.50
Demonstrating Knowledge of Students. (Danielson, 1996): DAN.1b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	3	1	4	6	2.93
EDU 307 UP	14	1	5	4	4	2.79
MUS 308	4	0	0	0	4	4.00
Selecting Instructional Goals (Danielson, 1996): DAN.1c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	1	8	5	3.29
EDU 307 UP	14	1	0	5	8	3.43
MUS 308	4	0	0	4	0	3.00
Demonstrating Knowledge of Resources. (Danielson, 1996): DAN.1d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	2	1	11	3.64
EDU 307 UP	14	1	0	4	9	3.50
MUS 308	4	0	0	4	0	3.00
Designing Coherent Instruction (Danielson, 1996): DAN.1e	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	0	4	10	3.71
EDU 307 UP	14	1	0	7	6	3.29
MUS 308	4	0	0	4	0	3.00
Assessing Student Learning. (Danielson, 1996): DAN.1f	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	1	5	8	3.50
EDU 307 UP	14	1	1	2	10	3.50
Communicating Clearly and Accurately (Danielson, 1996): DAN.3a	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	0	2	12	3.86
EDU 307 UP	14	1	0	3	10	3.57
MUS 308	4	0	4	0	0	2.00
Using Questioning and Discussion Techniques (Danielson, 1996): DAN.3b	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	2	4	8	3.43
EDU 307 UP	14	1	0	5	8	3.43
Engaging Students in Learning (Danielson, 1996): DAN.3c	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	0	4	10	3.71
EDU 307 UP	14	1	0	4	9	3.50
Providing Feedback to Students Formative. (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	2	4	8	3.43
EDU 307 UP	14	1	1	1	11	3.57
MUS 308	4	0	0	1	3	3.75

Providing Feedback to Students Tools & Criteria (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	2	4	8	3.43
EDU 307 UP	14	1	1	1	11	3.57
MUS 308	4	0	1	3	0	2.75
Providing Feedback to Students Summative (Danielson, 1996): DAN.3d	Number of students	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
EDU 307 LP	14	0	1	5	8	3.50
EDU 307 UP	14	1	1	3	9	3.43
MUS 308	4	0	4	0	0	2.00

Elementary Education ACEI Data – Fall 2018

EDU 323 Fall 2018, n=25						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.3	0	0	2	14	9	3.28
3.1	0	0	1	14	10	3.36
3.2	0	0	0	17	8	3.32
3.3	0	0	1	17	7	3.24
3.4	0	0	2	11	12	3.40
3.5	0	0	1	19	5	3.16

EDU 326 Fall 2018, n=13						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
1.0	0	0	0	3	10	3.77
2.1	0	0	0	6	7	3.54
3.1	0	0	0	6	7	3.54
3.2	0	0	0	7	6	3.46
3.4	0	0	1	1	11	3.77
4.0	0	0	0	3	10	3.77

EDU 328 Fall 2018, n=19						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.2	0	0	1	8	10	3.47
3.3	0	0	1	12	6	3.26
3.4	0	0	1	9	9	3.42
3.5	0	0	1	12	6	3.26

EDU 329 Fall 2018, n=23						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.4	0	0	1	16	6	3.22

EDU 343 Fall 2018, n=25						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
4.0	0	0	3	18	4	3.04
5.2	0	0	1	22	2	3.04

EDU 409 Fall 2018, n=28						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
5.1	0	0	3	19	6	3.11

Elementary Education ACEI Data – Spring 2019

EDU 323 Spring 2019, n=11						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.3	0	0	2	8	1	2.91
3.1	0	0	1	8	2	3.09
3.2	0	0	1	9	1	3.00
3.3	0	1	0	9	1	2.91
3.4	0	1	0	8	2	3.00
3.5	0	0	1	9	1	3.00

EDU 326 Spring 2019, n=16						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
1.0	0	0	1	9	3	3.31
2.1	0	0	2	8	6	3.25
3.1	0	0	1	9	6	3.31
3.2	0	0	3	9	4	3.06
3.4	0	0	5	5	6	3.06
4.0	0	0	0	9	7	3.44

EDU 328 Spring 2019, n=16						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.2	0	0	3	8	5	3.13
3.3	0	0	0	11	5	3.31
3.4	0	0	0	8	8	3.50
3.5	0	0	1	12	3	3.13

EDU 329 Spring 2019, n=11						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.4	0	0	2	7	2	3.00

EDU 343 Spring 2019, n=14						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
4.0	0	0	2	11	1	2.93
5.2	0	0	1	13	0	2.93

EDU 409 Spring 2019, n=11						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
5.1	0	0	0	5	6	3.55

2018-2019 Student Teacher Checklist Data

Cooperating Teacher & Supervisor Checklist; n =145					
Danielson Domain	1's	2's	3's	4's	Mean
1a	0	4	55	86	3.57
1b	1	2	37	105	3.70
1c	0	6	57	79	3.80
1d	0	2	56	86	3.58
1e	1	3	50	91	3.59
1f	1	7	69	63	3.39
2a	2	0	25	118	3.79
2b	2	6	33	104	3.65
2c	2	4	42	96	3.61
2d	2	8	54	81	3.48
3a	1	3	38	103	3.68
3b	1	7	52	85	3.52
3c	0	5	36	104	3.68
3d	1	5	63	74	3.47
4a	0	5	33	107	3.70
4c	0	3	79	52	3.37
4e	1	2	34	108	3.72
4f	1	1	24	119	3.80
Exhibits organizational skill	1	3	32	108	3.72
Probable success as a teacher	1	3	27	113	3.75

2018-2019 Student Teacher Survey Data

Feedback from F18 and Sp19 Student Teachers

24 Elementary Ed Student Teachers Responded
7 Secondary/Vertical Student Teachers Responded

Very well – 4 Well – 3 Somewhat well – 2 Not well – 1

	Elementary	Secondary
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>	3.42	3.39
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>	3.50	3.39
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well did your preparation program prepare you?</i>	3.17	3.22
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well do you perform?</i>	3.38	3.39
Demonstrates competence in planning and preparing for instruction. <i>How well did your preparation program prepare you?</i>	3.54	3.45
Demonstrates competence in planning and preparing for instruction. <i>How well do you perform?</i>	3.54	3.50
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well did your preparation program prepare you?</i>	3.17	3.17
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well do you perform?</i>	3.42	3.50
Uses a variety of methods to monitor student learning. <i>How well did your preparation program prepare you?</i>	3.04	3.05
Uses a variety of methods to monitor student learning. <i>How well do you perform?</i>	3.17	3.06
Demonstrates competence in classroom management. <i>How well did your preparation program prepare you?</i>	2.50	2.76
Demonstrates competence in classroom management. <i>How well do you perform?</i>	3.00	2.95
Engages in professional growth. <i>How well did your preparation program prepare you?</i>	3.33	3.49
Engages in professional growth. <i>How well do you perform?</i>	3.58	3.61
Fulfills professional responsibilities established by the school district. <i>How well did your preparation program prepare you?</i>	3.42	3.55
Fulfills professional responsibilities established by the school district. <i>How well do you perform?</i>	3.83	3.83
CARING: Candidates with this set of dispositions value and appreciate all aspects of other person's well-being-cognitive, emotional, 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>	3.71	3.67
CARING: Candidates with this set of dispositions value and appreciate all aspects of other person's well-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>	3.75	3.67
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>	3.38	3.60
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>	3.54	3.66
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>	3.17	3.06
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>	3.21	3.22

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>	3.21	3.12
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>	3.29	3.38
CARING: Candidates with this set of dispositions value and appreciate all aspects of other person's well-being-cognitive, emotional, 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>	3.71	3.67
CARING: Candidates with this set of dispositions value and appreciate all aspects of other person's well-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>	3.75	3.67
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>	3.38	3.60
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>	3.54	3.66
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>	3.17	3.06
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>	3.21	3.22
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>	3.21	3.12
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>	3.29	3.38
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>	3.58	3.61
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>	3.71	3.72
COMMITMENT TO SERVICE: Willingness to work with others. <i>How well did your preparation program prepare you?</i>	3.63	3.72
COMMITMENT TO SERVICE: Willingness to work with others. <i>How well did you perform?</i>	3.79	3.78
COMMITMENT TO SERVICE: Positive interaction with and treatment of others. <i>How well did your preparation program prepare you?</i>	3.67	3.72
COMMITMENT TO SERVICE: Positive interaction with and treatment of others. <i>How well did you perform?</i>	3.88	3.89

COMMITMENT TO SERVICE: Believe that all students are created equally, but different, and that all students can learn. <i>How well did your preparation program prepare you?</i>	3.71	3.77
COMMITMENT TO SERVICE: Believe that all students are created equally, but different, and that all students can learn. <i>How well did you perform?</i>	3.75	3.72
COMMITMENT TO LEARNING: Demonstrates passion for learning. <i>How well did your preparation program prepare you?</i>	3.75	3.83
COMMITMENT TO LEARNING: Demonstrates passion for learning. <i>How well did you perform?</i>	3.88	3.84
COMMITMENT TO LEARNING: Engaged learner in and out of the classroom. <i>How well did your preparation program prepare you?</i>	3.38	3.39
COMMITMENT TO LEARNING: Engaged learner in and out of the classroom. <i>How well did you perform?</i>	3.58	3.56
COMMITMENT TO LEARNING: Interacts well with others in a group setting. <i>How well did your preparation program prepare you?</i>	3.58	3.71
COMMITMENT TO LEARNING: Interacts well with others in a group setting. <i>How well did you perform?</i>	3.71	3.77
COMMITMENT TO PROFESSIONALISM: Exhibits self-control. <i>How well did your preparation program prepare you?</i>	3.46	3.45
COMMITMENT TO PROFESSIONALISM: Exhibits self-control. <i>How well did you perform?</i>	3.71	3.72
COMMITMENT TO PROFESSIONALISM: Responds well to feedback. <i>How well did your preparation program prepare you?</i>	3.33	3.54
COMMITMENT TO PROFESSIONALISM: Responds well to feedback. <i>How well did you perform?</i>	3.67	3.72
COMMITMENT TO PROFESSIONALISM: Exhibits flexibility. <i>How well did your preparation program prepare you?</i>	3.38	3.49
COMMITMENT TO PROFESSIONALISM: Exhibits flexibility. <i>How well did you perform?</i>	3.79	3.73

Comments from student teachers for F18 and Sp19 semesters:
The Northwestern Education prepared me way more than I ever could have imagined. I would not be the teacher I am today without it! They focus on important details and consistently require hands-on learning experiences in the college classroom and in local school classrooms.
Overall I think NWC has prepared me for a lot of different challenges in life. I believe that between my two placements that I have had two wonderful cooperating teachers to work with. I have taken a lot away from both of them and definitely have found my passion working with students at the middle school level. Northwestern has prepared very well for life after graduation and the placements they had for me were very good. I think that the education program is rigorous and a lot of work but thankful that I did it.
I did feel fully ready to student teach when the time came. I felt that the education department did not do a great job at preparing students for full time teaching. I thought that they could have done better with giving college students classroom/behavior/student scenarios and making the college student think through how they would deal with them.
I wish that Northwestern had prepared me better to take part in AIW.
I didn't learn how to teach out of a curriculum book or text book. Throughout my education classes, I was encouraged to focus on how to make fun and engaging lessons; however, I had never learned how to teach from a textbook and adapt those lessons into fun and engaging activities. I wish I would have learned more about this throughout my time at NWC

2018-2019 1st-year Teacher Survey Data

16 Elementary Ed 1st year Teachers Responded
7 Secondary/Vertical 1st year Teachers Responded

Very well – 4 Well – 3 Somewhat well – 2 Not well – 1

	Elementary	Secondary
Design and implement developmentally appropriate learning experiences for all learners.	3.56	3.00
Ensure an inclusive learning environment for all learners.	3.38	3.14
Develop and maintain a positive learning environment that engages all learners.	3.60	3.00
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline.	3.50	3.43
Make his/her discipline accessible and meaningful for learners.	3.25	3.00
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	3.31	3.14
Develop and use multiple methods of assessment.	3.06	3.00
Plan for instruction aligned to content standards.	3.56	3.14
Use a variety of instructional strategies appropriately.	3.69	2.71
Differentiate instruction for all learners.	3.31	2.71
Differentiate for students with disabilities.	3.27	2.43
Differentiate for English language learners.	3.00	2.29
Use technology in the classroom appropriately to support instruction.	3.38	3.29
Engage in ongoing professional learning to provide all learners with engaging learning experiences.	3.25	3.00
Evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice.	3.31	3.00
Reflect on teaching practice to improve instruction.	3.56	3.57
Work collaboratively with colleagues to meet the needs of all learners.	3.56	3.00
Commitment to Service -Willingness to work with others -Positive interaction with and treatment of others -Believe that all students are created equally, but different and all students can learn	3.56	3.57
Commitment to Learning -Demonstrates passion for learning -Engaged learner in and out of the classroom -Interacts well with others in a group setting	3.69	3.00
Commitment to Professionalism -Exhibits self-control -Responds well to feedback -Exhibits flexibility	3.56	3.71

Comments from 1st-year teachers 2018-19:

Northwestern did a great job with instruction, practice, and guidance during my journey to becoming a teacher. Having me go into the classroom during Freshman year was a great experience. Throughout my years of practicums and volunteer hours I learned what was passion was for and my gifts were. I fell in love with younger learners and that is how I picked my endorsements I wanted to complete as well. It is difficult to get a reading, integrated-early childhood, and coaching endorsements along with just my K-6 certification but the department worked alongside with me to accomplish those goals. However, I will be honest that I had to really work hard at getting those endorsements and making sure I was on track and fighting for some classes to be independent if they were going to be offered a semester I was student teaching or to extend my college career another semester. I really had to take charge of my degree audit getting complete which was a great way for me to learn how to be independent and working harder. After almost completing my first year there are things I did not learn about until I started teaching. Things I would have never dreamed of facing my first year. I have a student who has severe behavior issues and is on an IEP. My student has physically punched, kicked, and verbally abuse me and others who work with him. This student also has parent that work in the school and so it has been tricky. I have had to really modify/accommodate his work. For example: If I need a writing piece for an assessment I allow him to write it on his iPad or write with another tool. I have his paraprofessional really help modify for him. I was not prepared for those types of situations. I think it is important to find people who are not just in the area to come speak to seniors who are going into the workforce because Northwest Iowa can be considered a "easier" area to teach in. I think it would be beneficial to hear from other teachers who do not work in the area. Also, I think having students write a paper for wanting to student teach out of the recommended radius is silly because for four years of our lives we have been getting practicum hours in the surrounding schools. Getting a different school district will help our learning in my opinion. Also, I think having students student teach in their high schools is not a good idea because they know the system and so they are not learning as much and I think giving way to certain students who are in spring sports is not a good excuse in my opinion. Please do not take those long few words as a criticism I want to thank the department for helping me become the teacher I am today. This is a wonderful school and I would have not chosen any differently.

I would have liked more hands-on experiences in the classroom with children rather than more time taking notes on certain topics.

I feel like in terms of being prepared to teach I was well prepared. I knew how to prepare lessons and create a positive classroom environment. The one thing i wasn't well prepared for was how to teach without technology and resources such as books. I a lot of what I struggled with came from working in another country with different education expectations and situations that were abnormal such as receiving 12 new students in a year.

I love this survey and all of the questions it asked, but I can't say I learned most of this from Northwestern. I was blessed to have a first year mentor who's only job was to guide people like me. That's how I learned to be successful at *** so quickly. I'm not bitter towards NWC by any means because they can only teach so much before you're actually immersed in teacher. It would have been nice to understand what it meant to collect multiple data point, what the Iowa Core looks like and what standards I'd likely by hitting, and what examples of differentiation actually looks like. Another big push we've had at *** is to incorporate grouping into the classroom. This means grouping kids up based on a certain factor like reading level, behavior, or something else and meeting with them to provide different levels of intervention. Much of what's been expected of me here, I had to teach myself this year.

Work on behavior management procedures, routines, and day to day unit preparation.

NWC could present more opportunities for students in the education program to try out different tools they could use in their classroom or have them see more of what a modern teacher would do successfully in their discipline so they have a bar set that they try to meet. I felt very isolated in trying to learn the best practices to teach high school math because I was the only one in my major at NWC and only had my experiences as a student and my practicum to draw on. Teaching students in the more traditional disciplines different ways of grading and how to write different assessments. I would've loved to see more examples of cross-curricular things, since I hope to do that next year. Less focus on designing interesting bulletin boards - my room doesn't have any! Discuss ways to plan the pacing for a class... There are so many things important for secondary that I felt we didn't discuss because most education students were el ed.

Overall, thanks for all the work you do. Here are a few things I think you could much better prepare teachers for.

-Using a variety of curriculum. There was such a focus on creativity and developing my own lessons that I was never even asked to hold a history textbook throughout my entire time in the education department. Curriculum is important - especially when teaching multiple different classes! Please prepare future teachers to use it well and in a variety of ways.

-Classroom management. Discipline in the classroom was rarely discussed and if so it was always in the abstract with everyone giving vague ideas. Please have professors share specific scenarios they dealt with discipline in the classroom and concrete ideas for managing student behavior - especially if they had worked in a challenging environment. Teachers who go on to work at some well-behaved Sioux County school probably didn't need to have help in this area, but I certainly was not prepared to deal with the students behavior at my school.

I think it would be excellent to have the education majors have to design a full unit lesson plan with the help of a professor or teacher. This could help ensure at least some preparation in designing unit plans. I would also encourage a little bit more hands on learning with the education majors.

2018-2019 Administrators of 1st-year Teachers Survey Data

How well is this teacher able to:	Elementary	Secondary
design and implement developmentally appropriate learning experiences for all learners.	3.82	3.50
ensure an inclusive learning environment for all learners.	3.36	3.50
develop and maintain a positive learning environment that engages all learners.	3.45	3.50
demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of your discipline.	3.64	3.50
make his/her discipline accessible and meaningful for learners.	3.36	3.67
integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	3.18	3.33
develop and use multiple methods of assessment.	3.45	3.33
plan for instruction aligned to content standards.	3.64	3.50
use a variety of instructional strategies appropriately.	3.55	3.33
differentiate instruction for all learners.	3.27	3.00
differentiate for students with disabilities.	3.36	3.17
differentiate for English language learners.	3.09	3.17
use technology in the classroom appropriately to support instruction.	3.64	3.67
engage in ongoing professional learning to provide all learners with engaging learning experiences.	3.73	3.50
evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice.	3.36	3.17
reflect on teaching practice to improve instruction.	3.55	3.67
work collaboratively with colleagues to meet the needs of all learners.	3.82	3.83

Comments from Administrators of 1st-year teachers 2018-19:

*** is an outstanding teacher. He will have an impact on students for years to come.
Learning how to differentiate can be tough; it is almost something that they need to be in the classroom to learn how to do. All teachers need to be trained in how to assist and help struggling students (academic problems, behavioral problems, social/emotional problems) so their classrooms can be as effective as possible.
*** is a very good teacher. She is solid in the above areas and when she doesn't understand something she will communicate with people that can help her. This is not a skill that all new teachers have. Jensen reflects on what went well and what could go better and grows as a result. She is very good with her colleagues.
I would suggest that you continue to focus time on what differentiation of instruction is and how to best manage the classroom that implements it effectively.
*** was very prepared for her first teaching position. She developed an excellent rapport with her peers, her students, and their families. She is a very reflective teacher who is receptive to feedback. She built strong relationships with each of her students.
*** seemed very prepared for her first year as a teacher. Through her student teaching experience and her instruction, she received at Northwestern prepared her to be a successful first year teacher.
This teacher has been excellent in all areas. We are excited to see her continue to grow. Some of the categories in which she was rated "well" were rated in such a way because she has not had much experience with them (for example, she doesn't have many ELL students). She has demonstrated that she is very well prepared and works hard.

Special Education Teacher Survey Data

What level of special education do you teach?	Are you finding areas in your current teaching assignment that you don't feel prepared for?
Elementary SCI	<p>Alternate Assessment - Going into Special Education comes with a lot of paperwork, as many already know. What I was not prepared for was administering the Alternate Assessment. Turns out, this is a HUGE part of my job! I had only heard about Alternate Assessment from my cooperating teacher in my student teaching placement, but I had absolutely zero knowledge regarding the format of the assessment, the role the teacher plays in the assessment, or even how to score the assessment.</p> <p>Behavior - We all take a "Behavior Management" course which focuses mostly on classroom management, but I did not feel I was prepared for the level of serious behaviors I would be called to deal with. We spent so much time going over the individual disabilities, but spent no time discussing what to do when a student starts destroying a classroom in the middle of a meltdown. I know you could never cover every behavior that could present itself throughout a school year, but I think it would have been helpful to have been taught some strategies of how to handle behavioral issues that may arise. In my school, the special education team are the ones called into classrooms when major behaviors come up.</p> <p>Trauma - I have encountered many students this school year who have a history with trauma in their lives. This often brings about certain behaviors which can be more difficult to deal with than a student with a pronounced disability. We spent many days going over the disabilities we often see in schools, but once again did not cover the topic of students with trauma and how that affects their learning experience.</p> <p>IEPs - This is a huge one. Special education cannot be discussed without the topic of IEPs being brought up. I remember seeing a handful of IEPs in all of my years in the NWC education program. I did not feel knowledgeable about IEPs in any nature. Thankfully, I have a great special education team in my school that talked me through the document as much as I needed. Between writing IEPs, amending IEPs, and holding IEP meetings, I think it should have been a topic covered more in depth than it was when I was a student.</p>
High School	<p>One main area, which is HUGE in Special Education, is the paperwork. I think the classes at Northwestern could use more time preparing for writing an IEP. It would be beneficial to specifically look at each section and what should be covered in each part, like the functional performance, different resources to find living, learning, and working results, goal writing, filling out a PWN, etc. IEPs are such an important part of Special Education, so I don't think you can ever teach this too much.</p> <p>Another area that could prepare students to become Special Education teachers is to teach about all the different resources out there. One we have been learning about as a school this year is the waiver homes. Students need to be signed up at least 4 years in advance. Telling parents and knowing about this resource after high school is very important for some families. Other resources like counseling services, OT, PT, etc. There are SO many out there that as a new teacher it would be nice to know more before starting.</p> <p>Alternate Assessment would also be good to be more prepared with as well.</p>
High School	Yes, completing an IEP was challenging at the beginning. I understand it is hard to completely prepare students in college for that, but that is what I probably struggled with the most. However, I do feel like I was very prepared in finding instructional materials and activities that enhance or help students with their IEP goals.
High School, mostly tier 1	I've adjusted quite well to my teaching responsibilities. If I had to pick something I wish I would have had some more experience with, it would be writing IEPs and knowing the rules and regulations of IEPs. Luckily I have had a great colleague with a lot of experience in special education that has helped me and now I have a pretty good understanding of IEPs.
K-5 Level 1 & 2;	<p>I would have liked more insight in different forms of formative assessments to progress monitor students on. More work in the IEP would have been a great way to prepare as well.</p> <p>It would be a great assignment to make up a whole IEP for a pretend student to get that practice of how to actually write one.</p> <p>It would have been nice to have the discussions in class on what to do if the Special Education teacher does not have curriculum for their students. Not all special education teachers will have curriculum for every grade or subject area that they teach.</p>
Resource – pull out	Yes, I would have liked to been given and shown different ways or resources to use to teach in the special education setting. We were given a lot of information about kids with disabilities, but I feel like I wasn't prepared for knowing how or where to start with teaching these level of students. Also, explaining how much scheduling, and paperwork go into this position is really important.

Elementary & Secondary Praxis II Data

Praxis II Scores, 2018-19				
Test subject	Test #	# of tests taken	Passing Score	Mean
Biology	5235			
Business Ed	5101			
Elementary Ed	5018			
English/Language Arts	5039			
History	5941			
Math	5161			
Physical Education	5095			
Social Studies	5081			

Elementary & Secondary PLT Data

PLT Scores, 2018-19				
Test subject	Test #	# of tests taken	Passing Score	Mean
PLT – Grades K-6	5622			
PLT – Grades 7-12	5624			

Executive Summary

Education Program Assessment Cycle

Annual Assessment Review	
Candidate data	Program data
August	
	Department retreat-review survey data from previous year (ST, 1 st yr. teachers, and administrators) Establish annual and long-term goals Ensure that Blackboard is updated with current rubrics for course-embedded assessments Prepare assessment tools via Blackboard for ST supervisors (revise any tools as necessary); distribute to supervisors and cooperating teachers Communicate with Secondary coordinators about assessment in special methods courses (alternate year basis)/ST supervision (every semester)
September	
Review entrance portfolios Administer C-BASE	Ensure that Blackboard is updated with current rubrics for course-embedded assessments
October	
Review application for admission to the program-cum and major GPAs, C-BASE scores, dispositions, etc. Administer C-BASE	Ensure that Blackboard is updated with current rubrics for course-embedded assessments-especially for second half courses
November	
Review applications for admission to student teaching (Previously-conduct local evaluation of edTPA and collect passing scores on Praxis II PLT) <i>Review new methods for gathering student growth.</i>	Submit all Academic Affairs Committee Proposals for Curriculum changes by Nov. 1
December	
Collect edTPA scores/Praxis II Content test scores (Previously-conduct local evaluation of edTPA and collect passing scores on Praxis II PLT) Process exits from program-Make recommendations for licensure Conduct exit interviews	Ensure that Blackboard is updated with current rubrics for course-embedded assessments Distribute assessment tools via Blackboard for ST supervisors
January	
Collect edTPA scores Administer C-BASE	Ensure that Blackboard is updated with current rubrics for course-embedded assessments Review progress on annual and long-term goals-TEC meeting Check to ensure all course embedded data from Fall courses is in Blackboard or secured in hardcopy Submit institutional assessment report
February	
Review entrance portfolios Administer C-BASE	Ensure that Blackboard is updated with current rubrics for course-embedded assessments-especially for second half courses

March	
Review application for admission to the program- cum and major GPAs, C-BASE scores, dispositions, etc. (Previously-conduct local evaluation of edTPA and collect passing scores on Praxis II PLT)	Compile info for annual reports Submit program reports as due
April	
Collect edTPA scores (Previously-conduct local evaluation of edTPA and collect passing scores on Praxis II PLT)	Distribute surveys to student teachers, first year teachers, and administrators as the state allows Submit Title II report Submit EPP report-CAEP
May	
Collect edTPA scores Conduct exit interviews	Collect surveys to student teachers, first year teachers, and administrators Submit Annual report to State Check to ensure all course embedded data from Fall courses is in Blackboard or secured in hardcopy May retreat-Review program data: Elementary/secondary data on the conceptual model from courses across programs Student teacher evaluation data-by semester edTPA performance data-by semester
June/July	
Make recommendations for initial licensure	Revise syllabi/assessment tools/ST evaluation form (as needed)
All throughout the year	
Collect Praxis II Content test data	Discussion of assessment system, data collection, and program improvement

ACEI Standards

<p>1.0 Development and Learning: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development and acquisition of knowledge.</p>
<p>2.1 Reading, Writing and Oral Language: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>
<p>2.2 Science - Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.</p>
<p>2.3 Mathematics - Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</p>
<p>2.4 Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse society and interdependent world.</p>
<p>2.5 The Arts - Candidates know, understand, and use - as appropriate to their own knowledge and skills - the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>
<p>2.6 Health Education – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>
<p>2.7 Physical Education – Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>
<p>3.1 Integrating and Applying Knowledge for Instruction – Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.</p>
<p>3.2 Adaptation to Diverse Students – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>
<p>3.3 Development of Critical Thinking and Problem Solving – Candidates understand and use a variety of teaching strategies that encourage elementary students’ development and use of critical thinking and problem solving.</p>
<p>3.4 Active Engagement in Learning – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction, and to create supportive learning environments.</p>

3.5 Communication to Foster Learning – Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

4.0 Assessment for Instruction – Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families — Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Danielson Domains

Domain 1a: Demonstrating knowledge of content and pedagogy
Domain 1b: Demonstrating knowledge of students
Domain 1c: Setting instructional outcomes
Domain 1d: Demonstrating knowledge of resources
Domain 1e: Designing coherent instruction
Domain 1f: Designing student assessments
Domain 2a: Creating an environment of respect and rapport
Domain 2b: Establishing a culture for learning
Domain 2c: Managing classroom procedures
Domain 2d: Managing student behavior
Domain 3a: Communicating with students
Domain 3b: Using questioning and discussion techniques
Domain 3c: Engaging students in learning
Domain 3d: Using assessment in instruction
Domain 4a: Reflecting on teaching
Domain 4c: Communicating with families
Domain 4d: Participating in the professional community
Domain 4e: Growing and developing professionally
Domain 4f: Showing professionalism