



**Education Department
Assessment Meeting
August 2017**

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Enrollment Numbers

Total number of students enrolled in education program	112
Total number of elementary students	56
Total number of secondary students	37
Number of special education students	19
Total number of completers in 2016-17	50

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

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 206 EDU 343	Collaboration with Families Project 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

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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	EDU 206	Collaboration w/ Families Report
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 Spring 2017

Standard	Description	Total Number of Students	Unsatisfactory	Basic	Proficient	Distinguished	Mean
DAN.1a	Demonstrating Knowledge of Content and Pedagogy (Danielson, 1996)						
EDU 202		29	1	2	18	8	3.138
EDU 328		20	0	1	13	6	3.25
EDU 329		16	0	0	1	15	3.938
DAN.1b	Demonstrating Knowledge of Students. (Danielson, 1996)						
EDU 202		29	1	4	15	9	3.103
EDU 323		17	0	0	8	9	3.529
EDU 326		20	0	2	6	12	3.5
EDU328		20	0	0	12	8	3.4
EDU 329		16	0	0	2	14	3.75
DAN.1c	Selecting Instructional Goals (Danielson, 1996)						
EDU 323		17	0	0	0	17	4
EDU 326		20	0	0	1	19	3.95
EDU 328		20	0	0	4	16	3.8
EDU 329		16	0	0	3	13	3.813
DAN.1d	Demonstrating Knowledge of Resources. (Danielson, 1996)						
EDU 323		17	0	0	4	13	3.765
EDU 326		20	0	0	1	19	3.95
EDU 328		20	0	1	7	12	3.55
EDU 329		16	0	0	0	16	4

DAN.1e	Designing Coherent Instruction (Danielson, 1996)						
EDU 323		17	0	0	13	4	3.235
Edu 326		20	0	0	2	18	3.9
EDU 328		20	0	0	1	19	3.95
EDU 329		16	0	0	2	14	3.875
DAN.1f	Assessing Student Learning. (Danielson, 1996)						
EDU 323		17	0	0	0	17	4.00
EDU 326							
EDU328							
DAN.2a	Creating an Environment of Respect and Rapport (Danielson, 1996)						
EDU 202							
EDU 304		27	0	0	13	14	3.519
EDU 326		20	0	0	2	18	3.9
DAN.2b	Establishing a Culture for Learning (Danielson, 1996)						
EDU 202		29	0	2	8	19	3.586
EDU 343							
DAN.2c	Managing Classroom Procedures (Danielson, 1996)						
EDU 202		29	1	3	17	8	3.103
EDU 304		27	0	0	14	13	3.481
EDU 326		20	0	1	1	18	3.85
EDU 343							

DAN.2d	Managing Student Behavior (Danielson, 1996)						
EDU 202		20	0	3	17	9	3.207
EDU 304		27	1	0	12	14	3.444
EDU 343							
DAN.3a	Communicating Clearly and Accurately (Danielson, 1996)						
EDU 202		29	0	2	11	16	3.483
EDU 323		17	0	1	7	9	3.471
EDU 326		20	0	6	4	10	3.2
EDU 328		20	0	0	11	9	3.45
EDU 329		16	0	0	2	14	3.875
EDU 343							
DAN.3b	Using Questioning and Discussion Techniques (Danielson, 1996)						
EDU 323		17	0	0	11	6	3.535
EDU 326							
DAN.3c	Engaging Students in Learning (Danielson, 1996)						
EDU 323		17	0	0	5	12	3.706
EDU 326		20	0	1	7	12	3.55
EDU 343							
DAN.3d	Providing Feedback to Students (Danielson, 1996)						
EDU 323		17	0	0	5	12	3.706
EDU 326		20	0	4	3	13	3.45
EDU 328		20	0	0	4	16	3.8
EDU 329		16	0	0	0	16	4
EDU 343							

DAN.4a	Reflecting on Teaching (Danielson, 1996)						
EDU 202		29	0	12	9	8	2.862
EDU 409		20	0	0	7	13	3.65
DAN.4c	Communicating with Families (Danielson, 1996)						
EDU 343							
DAN.4d	Participating in the Professional Community (Danielson, 1996)						
EDU 343							
EDU 409		20	0	0	12	8	3.4
DAN.4e	Growing and Developing Professionally (Danielson, 1996)						
EDU 409		20	0	0	17	3	3.15
DAN.4f	Showing Professionalism (Danielson, 1996)						
EDU 202		29	0	1	3	24	3.821
EDU 409							

Secondary Education Danielson Data for Spring 2017

Standard	Description	Total Number of Students	Unsatisfactory	Basic	Proficient	Distinguished	Mean
DAN.1c	Selecting Instructional Goals (Danielson, 1996)						
EDU 307		14	0	0	6	8	3.571
DAN.1d	Demonstrating Knowledge of Resources. (Danielson, 1996)						
EDU 307		14	0	0	6	8	3.571
DAN.3c	Engaging Students in Learning (Danielson, 1996)						
EDU 307		14	0	0	2	12	3.857
DAN.1e	Designing Coherent Instruction (Danielson, 1996)						
EDU 307		14	0		4	10	3.714
DAN.3b	Using Questioning and Discussion Techniques (Danielson, 1996)						
EDU 307		14	0		6	8	3.571
DAN.3d	Providing Feedback to Students (Danielson, 1996)						
EDU 307		14	0		3	11	3.786
DAN.1f	Assessing Student Learning. (Danielson, 1996)						
EDU 307		14	0		3	11	3.786

DAN.3a	Communicating Clearly and Accurately (Danielson, 1996)						
EDU 307		14	0	2	8	4	3.143
DAN.1b	Demonstrating Knowledge of Students. (Danielson, 1996)						
EDU 307		14	0	0	3	11	3.786

Elementary Education ACEI Data

EDU 323 Spring 2017, n=17						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.3	0	0	0	7	10	3.588
3.1	0	0	0	7	10	3.588
3.2	0	0	0	7	10	3.588
3.3	0	0	0	8	9	3.529
3.4	0	0	0	4	13	3.765
3.5	0	0	0	14	3	3.176

EDU 326 Spring 2017, n=20						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
1.0	0	0	3	8	9	3.3
2.1	0	0	6	5	9	3.15
3.1	0	0	7	4	9	3.1
3.2	0	0	4	7	9	3.25
3.4	0	1	4	6	9	3.150
4.0	0	0	5	6	9	3.2

EDU 328 Spring 2017, n=19						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.2	0	1	4	8	6	3.00
3.3	0	0	0	14	5	3.263
3.4	0	0	0	11	8	3.421
3.5	0	0	0	12	7	3.368

EDU 329 Spring 2017, n=16						
ACEI Standard	N/A: Not Observable	Insufficient	Emergent/ Needs Improvement	Target Proficiency	Outstanding Performance	Mean
2.4	0	0	0	4	12	3.75

2016-17 Student Teacher Evaluation Data

Student Teacher Supervisor Final Evaluation – Spring 2017; n =170						
Danielson Domain	N/O	1	2	3	4	Mean
1a	0	0	3	69	98	3.5
1b	1	0	3	49	117	3.7
1c	1	0	5	75	89	3.5
1d	0	0	2	64	104	3.6
1e	4	0	5	59	102	3.6
1f	5	2	3	103	57	3.3
2a	4	0	1	39	126	3.8
2b	4	0	5	46	115	3.7
2c	0	0	3	63	104	3.6
2d	0	1	8	82	79	3.4
3a	0	0	2	52	116	3.7
3b	0	1	7	62	100	3.5
3d	5	2	4	82	77	3.4
4a	1	1	3	44	121	3.7
4c	3	2	6	97	52	3.3
4e	0	2	1	54	113	3.6
4f	0	2	1	36	131	3.7
Exhibits organization skill	4	0	6	38	122	3.6
Probable success as a teacher	5	0	2	37	126	3.7

2016-17 Survey Data

Student Teacher Data Feedback from F16 and Sp17 Student Teachers

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>	3.08	3.09
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>	3.33	3.23
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well did your preparation program prepare you?</i>	3.25	3.41
Demonstrates competence in content knowledge appropriate to the teaching position. <i>How well do you perform?</i>	3.42	3.64
Demonstrates competence in planning and preparing for instruction. <i>How well did your preparation program prepare you?</i>	3.38	3.09
Demonstrates competence in planning and preparing for instruction. <i>How well do you perform?</i>	3.42	3.05
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well did your preparation program prepare you?</i>	3.29	3.09
Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>How well do you perform?</i>	3.26	3.23
Uses a variety of methods to monitor student learning. <i>How well did your preparation program prepare you?</i>	2.92	2.91
Uses a variety of methods to monitor student learning. <i>How well do you perform?</i>	2.96	3.00
Demonstrates competence in classroom management. <i>How well did your preparation program prepare you?</i>	2.75	2.86
Demonstrates competence in classroom management. <i>How well do you perform?</i>	2.96	3.14
Engages in professional growth. <i>How well did your preparation program prepare you?</i>	3.17	3.10
Engages in professional growth. <i>How well do you perform?</i>	3.38	3.05
Fulfills professional responsibilities established by the school district. <i>How well did your preparation program prepare you?</i>	3.25	3.23
Fulfills professional responsibilities established by the school district. <i>How well do you perform?</i>	3.42	3.45
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>	3.54	3.50
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>	3.67	3.59
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>	3.33	3.19

Student Teacher Data

Feedback from F16 and Sp17 Student Teachers

Categories Surveyed:	RATING	
	ELEM	SECDY
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>	3.42	3.24
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>	3.21	2.91
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>	3.25	3.00
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>	3.17	3.18
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>	3.25	3.32
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>	3.33	3.18
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>	3.38	3.27

Comments from Elementary Student teachers from the F16 and Sp17 semesters:

Overall, I feel prepared to become a licensed educator. However, I do feel that the Northwestern Education Department has plenty of room for improvement. I loved my time at Northwestern College, but many times I found myself frustrated due to things that certain individuals in the Education Department overlooked or did not take care of, even though these things would be considered their responsibility. For example, toward the end of my academic career at Northwestern College, I realized that there were courses in my degree audit that were overlooked and forgotten about by my academic adviser. After discussing with my fellow teacher-candidates, we realized that this has happened to many of us. On many occasions, I would send my academic adviser an email with a question regarding an important matter, and then would never receive a response. Upon this realization, I would attempt to see this person in their office, but would not be able to find them during their listed office hours. If I were fortunate enough to schedule a meeting with my adviser, this person would proceed to answer other emails or invite other visitors into their office during my designated meeting time. I found this to be incredibly unprofessional and rude, not to mention frustrating. These things do not apply to all members of the Education Department. During this last year, I have connected well with three members of the department, and have always felt that I could reach out to them whenever I needed. They were always willing to make time for me if I needed help, which I was grateful for. These professors have always been invested in their students, and never fail to show interest in our personal lives as well as our professional lives. These three people are the reason I would strongly recommend the Northwestern College Education Department to perspective students, as they have shown more progress in the department within the past year or two than I have seen in my entire academic career. As mentioned before, I do feel that the Northwestern College Education Department has plenty of room to make improvements and to grow. However, because of the investment a couple of professors, I would continue to strongly recommend the Northwestern College Education Department.

I feel like Edtpa hindered student teachers from doing their best because we had to focus on meeting Edtpa's expectations instead of focusing on helping our students succeed. We had so much we had to keep up with Edtpa that we couldn't focus as much on the needs of our own classroom.

-My biggest problem with the student teaching program was that I did not feel prepared for going into it. The elementary education side of things was alright, but I had had very few classes for teaching music. I knew plenty of music content, but how to te

Boyden-Hull Elementary and my cooperating teacher did a very good job of preparing me for teaching, giving active critiques and ideas and guiding me to be a great teacher.

Comments from Secondary Student teachers from the F16 and Sp17 semesters:

In our preparation, we spent a lot of time focused on teaching theories and theories about how students learn. While these are necessary, I believe that there should be a more intentional approach to teaching communication skills and building interpersonal relationships between students in the ed department. As a secondary ed major, I was able to build relationships with other English Teaching majors, but I had limited interaction with secondary teachers in other subject areas. I had even fewer opportunities to get to know and interact with the elementary ed majors. As a result, I felt disconnected from the Ed department and other future teachers. As I near the end of my student teaching experience, I see that my education has prepared me in some ways, but ultimately my time in the classroom, learning from the students, has taught me more.

Student teaching prepared me more to teach than anything else I have been a part of.

In preparation for student teaching and a career in education, the Northwestern Education Department did not adequately prepare me to make appropriate modifications and accommodations for students on IEPs and 504 plans. I was extremely behind and this led to frustrations from SCI room teachers and classroom aides. I think that this problem could have been avoided with more real life situations throughout my college education and preparation for the integrated classroom.

There was also a dramatic learning curve in classroom management, as I felt very under-prepared for the actual classroom filled with 24 students.

I thought overall the program did a very good job, Many things you can not fully understand until you actually get in the classroom for a longer period of time.

This student teaching experience was valuable for my personal development as a teacher and as a person.

In the area of classroom management, I feel as though I was not given as many tools as I would like to have been given. I felt Ed Psych was one of the few classes we really drilled on classroom management, and I have employed many of those methods in my classroom. However, I understand we can't really always teach classroom management. I'm working on continuing to improve, but I feel like my classroom management skills will only develop with experience.

Elementary & Secondary edTPA Data

edTPA Scores, 2016-17, N=42						
Rubric #	1	2	3	4	5	Mean
1	1	6	29	4	2	3.00
2	1	9	20	9	3	3.095
3	1	5	21	13	1	3.202
4	2	6	29	5	0	2.880
5	1	8	29	2	2	2.904
6	0	1	35	5	0	3.166
7	0	7	26	8	0	3.119
8	0	9	30	2	0	2.952
9	0	8	30	2	1	3.047
10	0	13	24	4	0	2.952
11	1	5	26	9	0	3.238
12	1	2	19	17	1	3.583
13	3	16	14	7	0	2.869
14	1	12	24	4	0	3.023
15	0	9	25	7	0	3.238

Executive Summary

ACEI Standards
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.

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.

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