

2018-2019 1st-year Teacher Survey Data

4: Very well, 3: Well, 2: Somewhat well, 1: Not well

In your FIRST year of teaching, how well can you:	Elementary Education	Secondary Education
design and implement developmentally appropriate learning experiences for all learners?	3.53	3.14
ensure an inclusive learning environment for all learners?	3.35	3.12
develop and maintain a positive learning environment that engages all learners.	3.56	3.23
demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of your discipline.	3.47	3.59
make your discipline accessible and meaningful for learners.	3.24	3.20
integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	3.29	3.21
develop and use multiple methods of assessment.	3.00	3.09
plan for instruction aligned to content standards.	3.59	3.14
use a variety of instructional strategies appropriately.	3.65	3.06
differentiate instruction for all learners.	3.29	2.75
differentiate for students with disabilities.	3.25	2.48
differentiate for English language learners.	3.00	2.50
use technology in the classroom appropriately to support instruction.	3.41	3.13
engage in ongoing professional learning to provide all learners with engaging learning experiences.	3.24	3.11
evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice.	3.29	3.12
reflect on teaching practice to improve instruction.	3.53	3.59
work collaboratively with colleagues to meet the needs of all learners.	3.53	3.14
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	3.53	3.50
Commitment to Learning -Demonstrates passion for learning -Engaged learner in and out of the classroom -Interacts well with others in a group setting	3.65	3.33
Commitment to Professionalism -Exhibits self-control -Responds well to feedback -Exhibits flexibility	3.59	3.60

Comments from 1 st -year teachers 2018-19:
<p>We learn a lot about how to write lesson plans however we do not touch so much on the social part of teaching. For example, what to do in social situations with parents and students. Also dealing with minor situations with students and consequences. I had to figure out a lot of different things on what to do when students don't get along and how to deal with it when they are having problems with one another that are not major but taking parts of the day being distracting. I feel that it would benefit students to go over more scenarios such as these instead of focusing so much making lesson plans.</p>
<p>Something I struggled with this year was providing scaffolding and differentiation for struggling students. My ELL's didn't have much of an issue, which is mostly what I was taught about while in college. It would have been nice to learn about what to do for kids who typically do well but just have issues with specific topics.</p>
<p>They did a fantastic job preparing me for my first year being a teacher!</p>
<p>I would have liked more hands-on experiences in the classroom with children rather than more time taking notes on certain topics.</p>
<p>There needs to be more focus on individual subject matter for specialist teachers (music, PE, Art, IT) if we are expected to go into a full time career in one of these subjects. Modified Music with elementary Education is a great idea in theory, but the program needs to be more integrated together rather than a full-fledged double major with no crossover. I learned plenty as far as content and pedagogy for the general classroom, but going into my first year teaching as a specialist I felt a lack of certain knowledge.</p>
<p>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.</p>
<p>I felt prepared to teach in the Pre-K setting thanks to my student teaching experience. I would have liked to learn more about different curricula during my time at Northwestern. Overall, Northwestern's Education program taught me practical ways to differentiate my teaching to meet the needs of my students.</p>
<p>On how some schools in other states not only have different standards, but may not go with common core at all, and as well as some curriculum may be mostly technology. During my teaching experience, I had to use both an equal amount of technology learning and some human instruction for some of the subjects. I wasn't exactly prepared, but it worked out in the end.</p>
<p>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.</p>
<p>I wish I would have learned more about meeting standards in college. Some classes would assign standards for us to meet, but I think it would have been helpful to always be assigned a standard to work around.</p>
<p>Continue to work with the standards. When planning I align activities and units based on the standards. Also looking for the deeper meaning and understand of what the standard is asking. We tend to look at the top layer of the standard. I really enjoyed all my experience in the classroom observing and interacting with the students. All the hands on projects we did in class were great too!</p>
<p>I would have liked to learn about how to collect data and do interventions in order to appropriately refer a student for MTSS/ Special Education services.</p>

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 be 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.