

## Executive Summary

This project was administered by Jeremy Penn, Ph.D., M.P.H., [jeremy-penn@uiowa.edu](mailto:jeremy-penn@uiowa.edu), University of Iowa College of Education, and was supported with funding from the Iowa Department of Education. The views and opinions expressed in this report are those of the author and do not necessarily reflect the views and opinions of the University of Iowa College of Education or the Iowa Department of Education. Teacher preparation programs with at least one response will receive their own summary of results. Individual institutional reports are not available publicly due to agreements with the preparation programs and the University of Iowa Institutional Review Board.

### Overall Results

#### *Novice Teachers*

- Novice teachers continued to report a high level of preparation for teaching (Figure 1 and Figure 2).
- Ability to differentiate instruction – for English Language Learners, for students with disabilities, and for all learners – continued to be the area where novice teachers felt least well prepared.
- Novice teachers reported an increase in their ability to support students' mental health and wellness (Figure 3). However, the percent of novice teachers who reported being well or very well prepared to support their own mental health was below 40% (Figure 3).
- New survey items in 2023 found novice teachers who were more satisfied with their student teaching experiences were more likely to reporting being well prepared to serve as a novice teacher (Table 9). This finding highlights the importance of a high-quality student teaching experiences in building novice teachers' perceptions of preparation.
- In open-ended comments around supporting students' mental health (Figure 4), novice teachers suggested an additional course or course content on mental health, more experience with mental health in students, more preparation for behavior issues, and access to resources would be helpful to them.
- In open-ended comments (Figure 4) around supporting their own mental health, novice teachers suggested strategies for finding balance and avoiding burnout, being realistic about the first year of teaching, and access to resources, knowledge, and support would be helpful to them.
- In open-ended comments (Figure 4), novice teachers felt their success was supported by their content knowledge, by classroom management and planning skills, by relationships and communication skills, and by opportunities to have practiced in student teaching before beginning as a novice teacher.

- In open-ended comments (Figure 4), novice teachers reported their biggest areas of challenge included classroom management, behavior management, time management, and issues related to curriculum, differentiation, IEPs, and relationships with parents, paraeducators, other teachers, and communication with these various groups.
- The top areas of feedback for the college / university that prepared the novice teacher (Figure 4) included focusing preparation on the reality of a first year teaching experience, feeling like they were well-prepared, and more focus on classroom management and behavior management.

Figure 1.

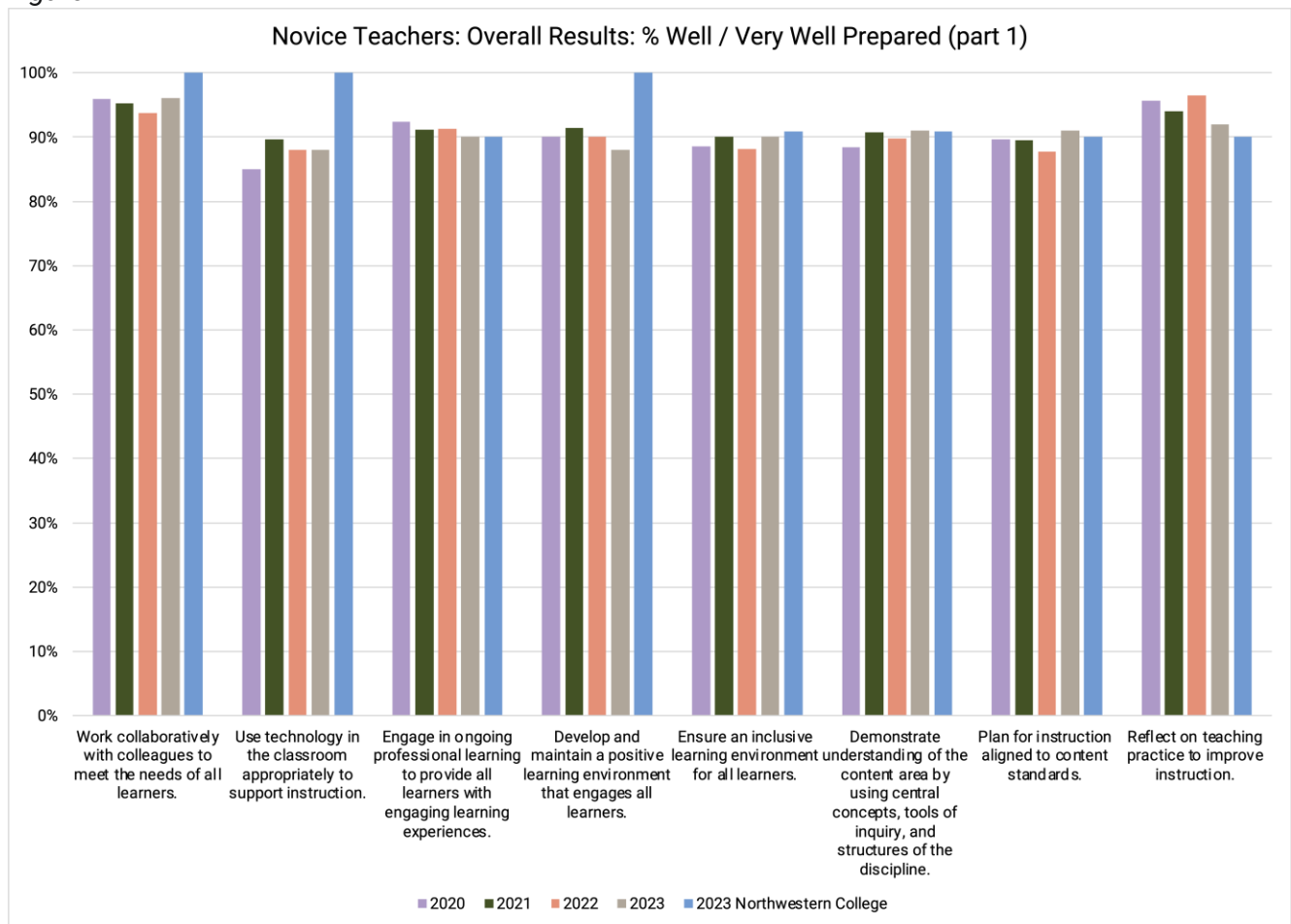


Figure 2.

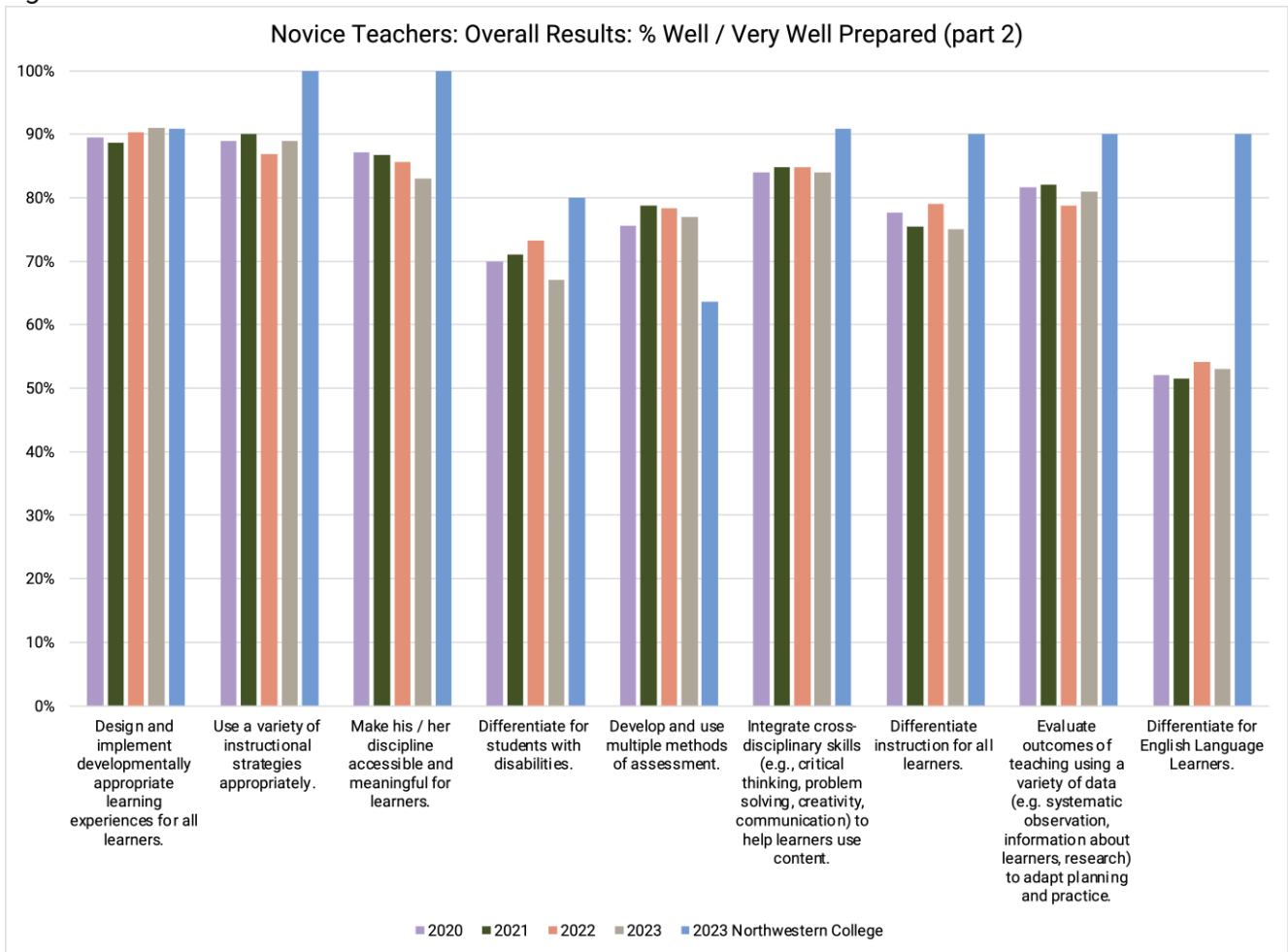


Figure 3.

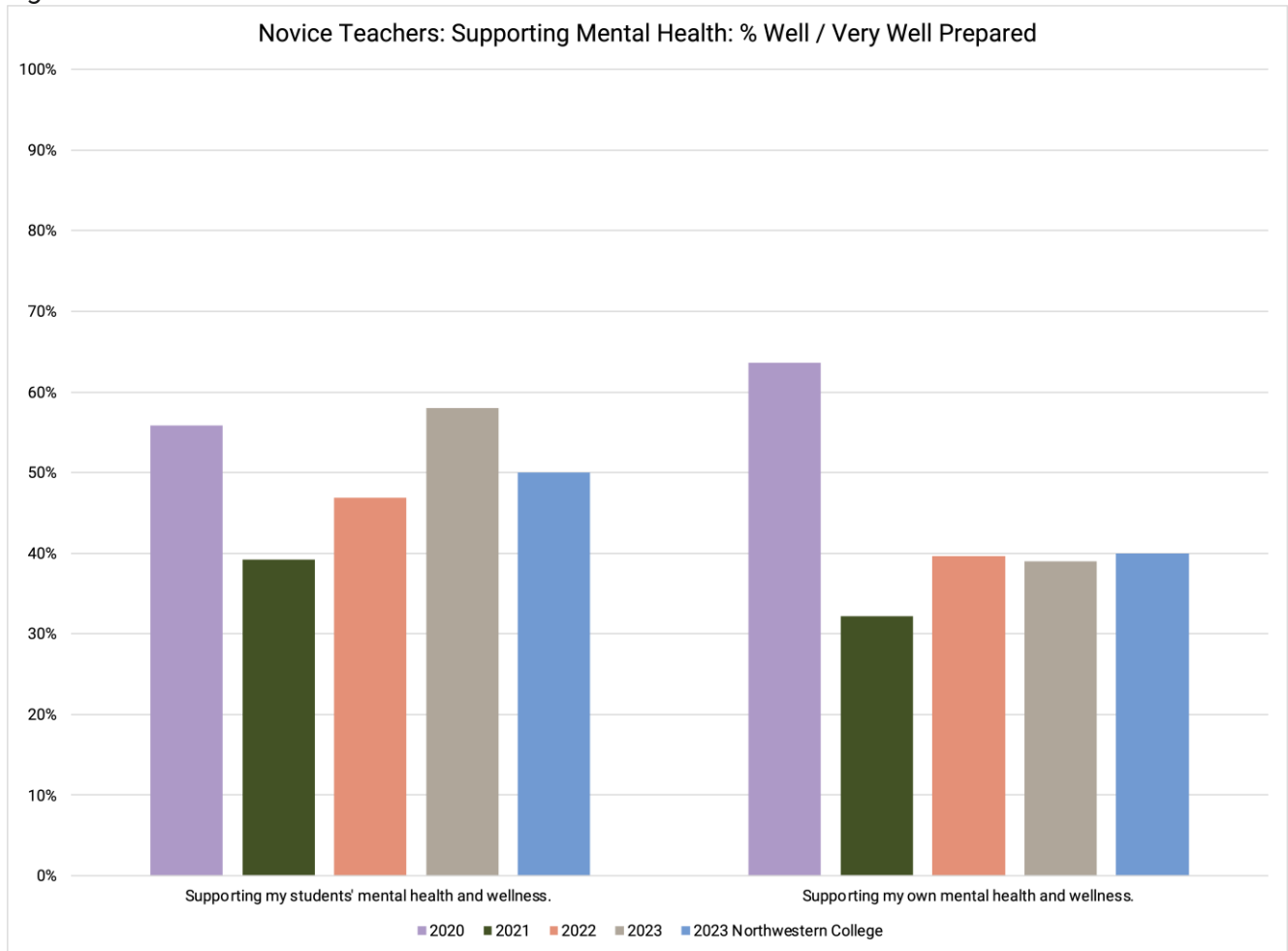


Figure 4.

## Open-ended Feedback from Novice Teachers



### Supporting Students' Mental Health

- Additional course or course content
- More experience with mental health and students
- More preparation on behavior issues
- More access to resources



### Supporting Novice Teachers' Own Mental Health

- Additional strategies for finding balance and avoiding burnout
- Be realistic about the first year of teaching
- More access to resources, knowledge, and support



### Feedback for your Preparation Program

- Focus more attention on preparing us for success in our first year of teaching
- The program did a good job of preparing me
- More classroom management and behavior management



### Biggest Areas of Challenge

- Classroom management, behavior management, time management
- Curriculum, differentiation, IEPs
- Relationships with parents, paraeducators, other teachers, and communication



### Biggest Areas that Supported my Success

- Content knowledge, classroom management and planning skills
- Building relationships and good communication
- Opportunities to have practiced in student teaching before having my own classroom

### *Supervisors of Novice Teachers*

- Supervisors of novice teachers generally agreed that novice teachers were well prepared (Figure 5 and Figure 6).
- Supervisors of novice teachers continued to rate novice teachers' ability to differentiate instruction for English Language Learners as the area where novice teachers were least well prepared (Figure 6).
- Supervisors of novice teachers reported an increase in novice teachers' ability to support students' mental health and to support teachers' own mental health (Figure 7).
- Supervisors of novice teachers reported statistically similar levels of preparation in 2023 in most areas in comparison to results from 2022 (see Table 7 for details).
- In open-ended comments (Figure 8), in supporting students' mental health, supervisors mentioned more exposure to standards, laws, regulations, and strategies, behavior management and classroom management, and more time and experience.
- In open-ended comments (Figure 8), in supporting their own mental health, supervisors identified being well prepared, understanding work / life balance, engaging in self-care, and a need for more experience.
- In open-ended comments (Figure 8), supervisors noted positive relationships, readiness to learn, and strong content knowledge were the areas that most supported novice teachers' success.
- In open-ended comments (Figure 8), supervisors identified classroom management, student behaviors, and issues related to teamwork and professionalism as issues that were the biggest challenges to novice teachers.
- Additional feedback for the preparation programs (Figure 8) included the novice teacher being well prepared, a need for more experience for the novice teacher, and additional preparation in classroom management.

Figure 5.

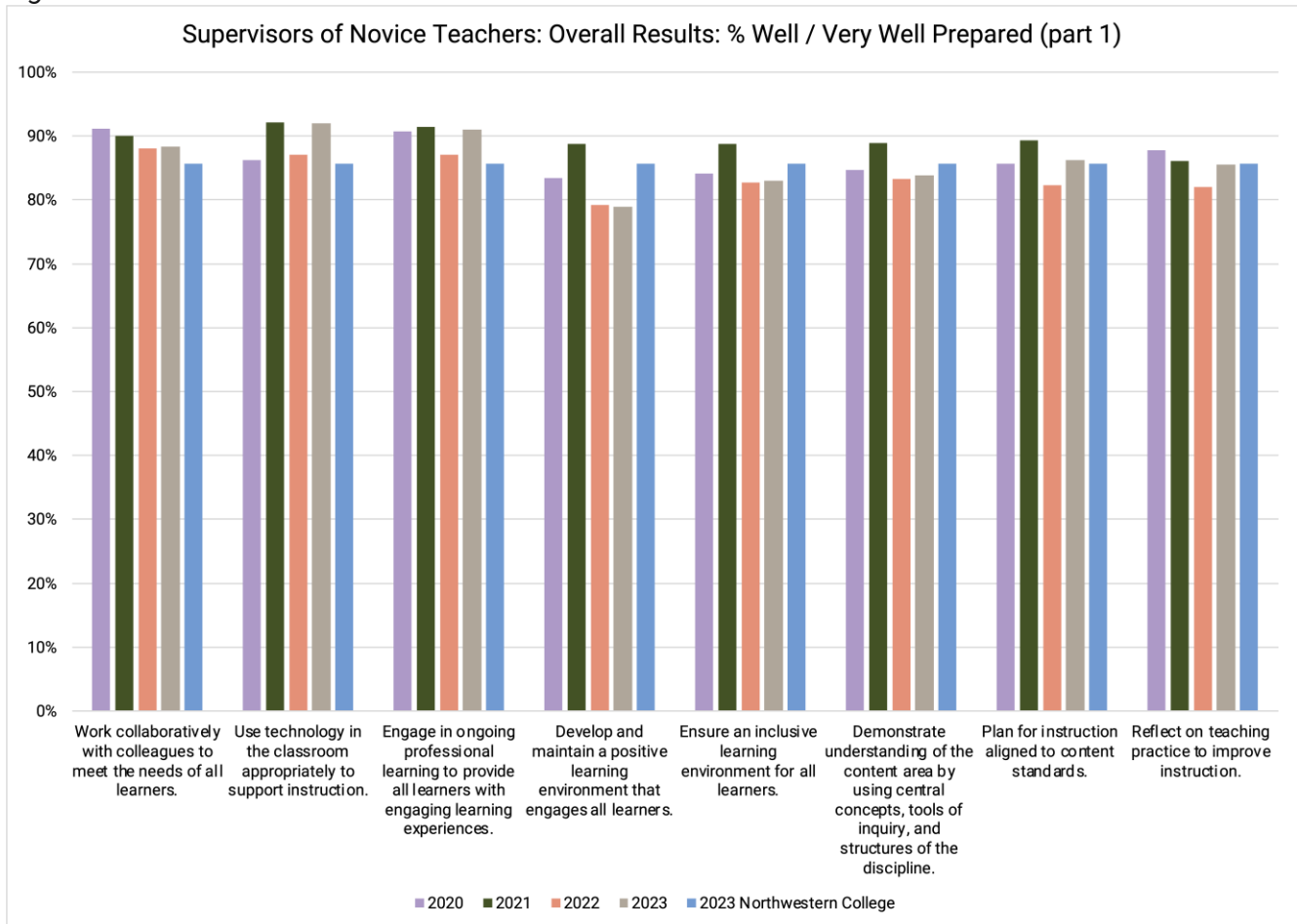


Figure 6.

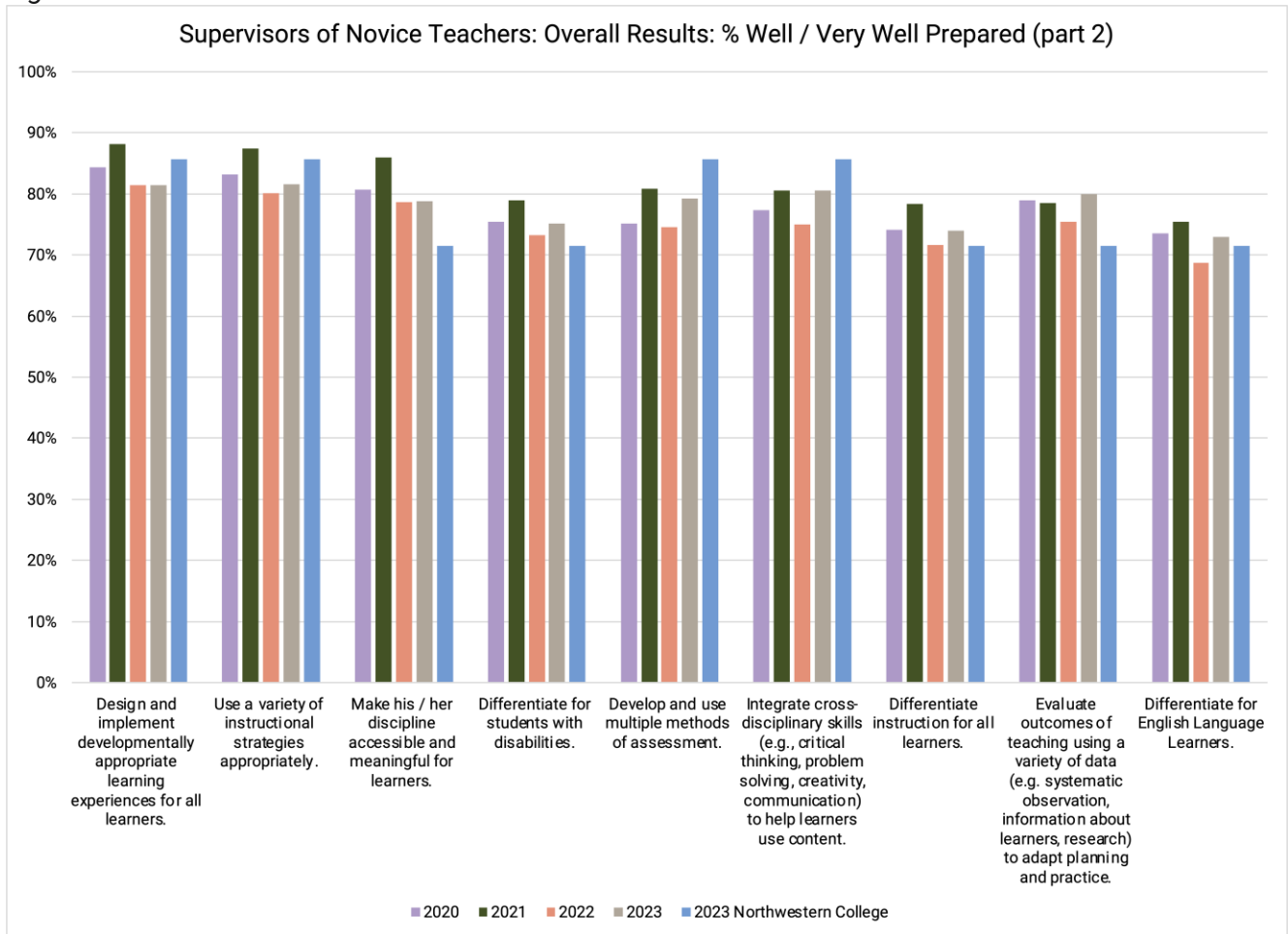


Figure 7.

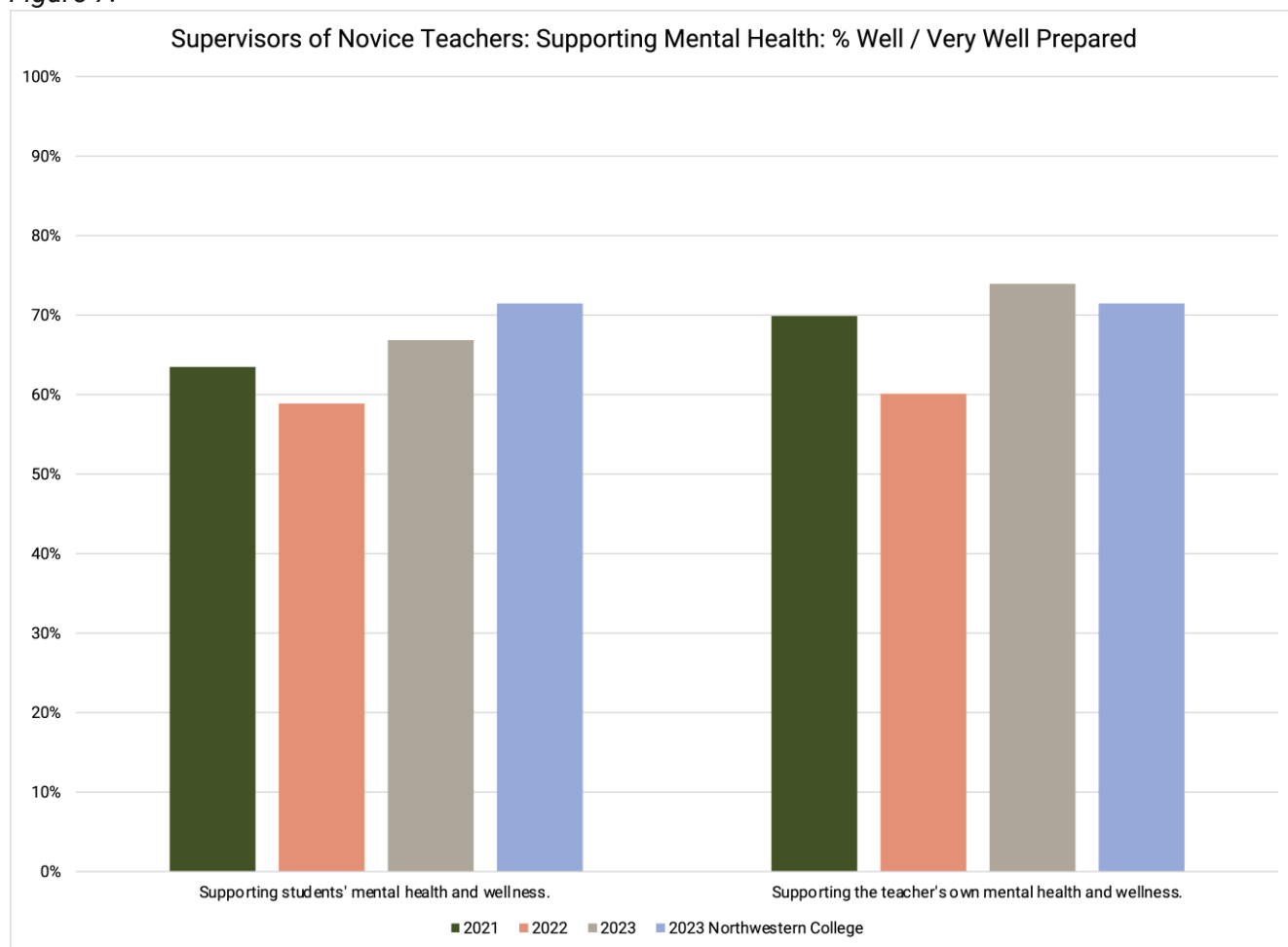


Figure 8.

## Open-ended Feedback from Supervisors of Novice Teachers



### Supporting Students' Mental Health

- More exposure to standards, laws, regulations
- More strategies, classroom management, behavior management
- More time and experience



### Supporting Novice Teachers' Own Mental Health

- Better understanding of work / life balance
- More engagement in self-care
- More experience



### Feedback for the Preparation Program

- This teacher was well prepared - thank you
- More classroom, real-world experience
- More classroom management preparation



### Biggest Areas of Challenge

- Classroom management
- Managing difficult student behaviors
- Teamwork and professionalism



### Biggest Areas that Supported their-Success

- Building positive relationships
- Readiness to learn
- Strong content knowledge

# Methods

## Questionnaire Design and Administration

- The questionnaires were designed through a collaboration between the Iowa Department of Education and the Iowa Association for Teacher Education (IACTE).
- There were no significant changes to the existing survey questions in 2023. New questions about novice teachers' experiences during student teaching were added in 2023.
- The survey was administered through the University of Iowa's Qualtrics license from April 3, 2023, to May 11, 2023. Up to four reminder emails were sent to those individuals who had not responded or who had not completed the survey.
- As a pilot test for improving response rates, reminder postcards were sent to 250 novice teachers at their school address.
- The project was approved by the University of Iowa's Institutional Review Board.

## Survey Population

- The Iowa Department of Education generated a list of individuals who were believed to be novice teachers and included their licensure email address and school assignment.
- Teacher preparation programs were asked to send the names and contact information for recent graduates from their programs and their school assignments and supervisors, if known.
- These lists were merged with a list of school administrators from the Iowa Department of Education to create the contact list for the supervisors of novice teachers.
- If available, novice teachers' school email addresses and personal email addresses were used to send survey invitations. Novice teachers were asked to only respond once.

## Response Rate

- Novice teachers: A total of 1,208 emails were sent to the primary email address provided by the teacher preparation institution. If the initial email invitation did not produce a response, reminders were sent to the primary email address or to alternative email addresses (including personal, teacher preparation institution, or employing school) if those addresses were available. A total of 458 responses were received for a response rate of 37.9% ( $458 / 1,208$ ). Some respondents did not answer every question, so the total number of responses per item varies.
- To encourage response, 250 postcards were mailed through physical mail to novice teachers' school addresses to a sample of novice teachers who had not responded to initial email invitations. Those who received a postcard were significantly more likely to respond to the survey in comparison to a similar group of novice teachers who did not

receive a postcard. The odds of response were 2.02 times higher for those who received a postcard (26% response rate) than for those who did not (14.8% response rate).

- Calculated another way, sending 250 postcards produced an additional 28 responses. If budget allows, and if contact information is available, in future years this may be considered as a potential strategy for increasing the response rate.
- **The response rate for novice teachers from Northwestern College was 37.9%.** This is an estimate based on data provided by each teacher preparation program.
- Supervisors of novice teachers: A total of 964 emails were sent to 720 unique email addresses. 503 responses were received from 364 unique email addresses for a response rate of 52.2% (503 / 964). The number of responses for each item varies since some respondents did not respond to every item. If the supervisee was known to not be in their first two years of teaching, the responses were also removed.
- **The response rate for supervisors of novice teachers from Northwestern College was 63.6%.** This is an estimate based on data provided by each teacher preparation program.
- While matching was performed to create the survey contact lists and to give the supervisor of each novice teacher the name of a novice teacher to review, the results of the surveys are not necessarily matched (that is to say, the results may include novice teachers whose supervisors did not respond to the survey and may include responses of supervisors of novice teachers who did not respond to the survey).

# Results

## Demographics of Respondents

### *Novice Teachers*

- 95.8% of the initial respondents were in their first or second year of teaching as a licensed teacher (Table 1). Those who were not in their first or second year of teaching or who were not currently teaching and not currently working in an educational setting were removed from all subsequent analyses (n = 9).

*Table 1. Please select the statement that best describes your teaching experience.*

Response	n	Percent
This is my first or second year of teaching as a licensed teacher	429	95.8%
I have more than two years of experience as a licensed teacher	3	0.7%
I am NOT currently teaching but I am working in an educational setting	10	2.2%
I am NOT currently teaching and I am NOT currently working in an educational setting	6	1.3%

- Responses were received from novice teachers who had attended thirty of the thirty-one teacher preparation programs in Iowa (Table 2).

Table 2. Where did you complete your teacher preparation program?

Response	n	Percent
Briar Cliff University	4	0.9%
Buena Vista University	33	7.5%
Central College	9	2.0%
Clarke University	1	0.2%
Coe College	7	1.6%
Cornell College	13	2.9%
Dordt University	9	2.0%
Drake University	10	2.3%
Emmaus Bible College	1	0.2%
Faith Baptist Bible College	2	0.5%
Graceland University	9	2.0%
Grand View University	0	0
Grinnell College	3	0.7%
Iowa State University	65	14.7%
Iowa Wesleyan University	4	0.9%
Loras College	3	0.7%
Luther College	22	5.0%
Morningside University	6	1.4%
Morningside University Alternative Licensure	10	2.3%
Mount Mercy University	8	1.8%
Northwestern College	10	2.3%
RAPIL (Regents Alternative Pathway to Licensure)	9	2.0%
Saint Ambrose University	4	0.9%
Simpson College	12	2.7%
University of Dubuque	5	1.1%
University of Iowa	50	11.3%
University of Northern Iowa	64	14.5%
Upper Iowa University	26	5.9%
Waldorf University	6	1.4%
Wartburg College	14	3.2%
William Penn University	23	5.2%
None of these	0	0
Total	442	100%

- Nearly one-quarter of respondents were currently teaching in a subject area for which they needed to obtain conditional endorsement (Table 3).

*Table 3. Are you currently teaching in a subject area for which you needed to obtain a conditional endorsement?*

Response	Statewide		Northwestern College	
	N	Percent	n	Percent
Yes	94	24.1%	2	22.2%
No	296	75.9%	7	77.8%
Total	390	100%	9	100%

- If respondents indicated they were currently teaching in an area in which they needed to obtain a conditional endorsement, they were asked to indicate the area the area in which they were teaching that required a conditional endorsement (Table 4). Responses were aggregated together if they were similar. The most frequently reported area requiring a conditional endorsement was Special Education.

*Table 4. In what area are you teaching that requires a conditional endorsement?*

Response	n	Percent
Special Education	18	23%
Strat II	8	10%
Music	6	8%
ELL / ESL	5	6%
Reading	4	5%
Science (secondary)	4	5%
Social Studies (secondary)	4	5%
English (secondary)	3	4%
Math (secondary)	3	4%
Preschool	3	4%
Strat I	3	4%
Art	2	3%
Health	2	3%
Spanish	2	3%
Business	1	1%
Elementary Education	1	1%
Family & Consumer Sciences	1	1%
G&T	1	1%
Industrial Technology	1	1%
Introduction to Engineering and Design	1	1%
Language Arts	1	1%
Physical Education	1	1%
Speech / Theatre	1	1%
Talented & Gifted	1	1%
Total	77	100%

### *Supervisors of Novice Teachers*

- 98.8% of the initial responses received from supervisors of novice teachers were for teachers who were known to be in their first two years of serving as a teacher. Throughout the rest of this report, unless otherwise indicated, responses for those who were known to not be in their first year of teaching were removed (n = 3).

*Table 5. To your knowledge, is [TEACHER NAME] in their first or second year of teaching as a licensed teacher?*

<b>Response</b>	<b>n</b>	<b>Percent</b>
Yes, this is this person's first or second year serving as a licensed teacher	429	98.8%
No, this is NOT this person's first or second year serving as a licensed teacher	3	0.7%
I don't know	2	0.5%
Total	434	100%

- Teacher preparation program attendance was provided by the Iowa Department of Education, by the teacher preparation programs, and verified by supervisors (if known).

Table 6. What teacher preparation program did this teacher attend?

Response	n	Percent of total responses
Briar Cliff University	2	0.5%
Buena Vista University	52	12.1%
Central College	7	1.6%
Clarke University	3	0.7%
Coe College	0	0%
Cornell College	6	1.4%
Dordt University	11	2.6%
Drake University	5	1.2%
Emmaus Bible College	1	0.2%
Faith Baptist Bible College	4	0.9%
Graceland University	4	0.9%
Grand View University	0	0%
Grinnell College	2	0.5%
Iowa State University	55	12.8%
Iowa Wesleyan University	3	0.7%
Loras College	10	2.3%
Luther College	5	1.2%
Morningside University	10	2.3%
Morningside University Alternative Licensure	18	4.2%
Mount Mercy University	4	0.9%
Northwestern College	7	1.6%
RAPIL (Regents Alternative Pathway to Licensure)	9	2.1%
Saint Ambrose University	11	2.6%
Simpson College	15	3.5%
University of Dubuque	9	2.1%
University of Iowa	26	6.0%
University of Northern Iowa	111	25.8%
Upper Iowa University	12	2.8%
Waldorf University	7	1.6%
Wartburg College	10	2.3%
William Penn University	12	2.8%
None of these	0	0%
Total	431	100%

## Overall Results

- Novice teachers' ratings of their level of preparation in 2023 were not significantly different from the ratings received in 2022 except for ability to differentiate for students with disabilities, which was significantly lower in 2023 (Table 7).
- Novice teachers rated themselves highest in their ability to "work collaboratively with colleagues to meet the needs of all learners."
- Novice teachers rated themselves the lowest in their ability to "differentiate for English Language Learners."
- Supervisors of novice teachers in 2023 rated the performance of novice teachers statistically similar to the ratings in 2022 in most areas (Table 7).
- Supervisors of novice teachers in 2023 rated the performance of novice teachers significantly lower than the ratings in 2021 in seven areas. (Table 7)
- Supervisors of novice teachers rated them highest in their ability to "use technology in the classroom appropriately to support instruction."
- Supervisors of novice teachers rated them the lowest in their ability to "differentiate for English Language Learners."

Table 7. Overall results.

Item	Novice Teachers					Supervisors of Novice Teachers				
	Statewide (2023)			Northwestern College (n = 11)		Statewide (2023)			Northwestern College (n = 7)	
	n	M	% Well / Very Well	M	% Well / Very Well	n	M	% Well / Very Well	M	% Well / Very Well
“How well can you / How well is this teacher able to:”										
Work collaboratively with colleagues to meet the needs of all learners.	404	3.60	96%	3.80	100.0%	424	3.39	88%	3.29	85.7%
Use technology in the classroom appropriately to support instruction.	407	3.41	88%	3.50	100.0%	423	3.41*	92%	3.57	85.7%
Engage in ongoing professional learning to provide all learners with engaging learning experiences.	408	3.42	90%	3.30	90.0%	423	3.39	91%	3.57	85.7%
Develop and maintain a positive learning environment that engages all learners.	424	3.33	88%	3.55	100.0%	429	3.19	79%	3.29	85.7%
Ensure an inclusive learning environment for all learners.	424	3.34	90%	3.36	90.9%	428	3.25	83%	3.14	85.7%
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline.	423	3.33	91%	3.27	90.9%	429	3.21	84%	3.43	85.7%
Plan for instruction aligned to content standards.	409	3.35	91%	3.50	90.0%	424	3.26	86%	3.29	85.7%
Reflect on teaching practice to improve instruction.	408	3.48	92%	3.40	90.0%	424	3.28	86%	3.43	85.7%
Design and implement developmentally appropriate learning experiences for all learners.	424	3.26	91%	3.55	90.9%	429	3.16	81%	3.14	85.7%
Use a variety of instructional strategies appropriately.	409	3.30	89%	3.50	100.0%	424	3.17	82%	3.29	85.7%
Make his / her discipline accessible and meaningful for learners.	423	3.16	83%	3.73	100.0%	429	3.09	79%	3.29	71.4%
Differentiate for students with disabilities.	409	2.87**	67%	3.20	80.0%	422	3.04	75%	3.00	71.4%
Develop and use multiple methods of assessment.	423	3.08	77%	2.91	63.6%	429	3.07	79%	3.14	85.7%
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	421	3.19	84%	3.45	90.9%	428	3.08	81%	3.14	85.7%
Differentiate instruction for all learners.	409	3.01	75%	3.40	90.0%	423	2.99	74%	2.86	71.4%
Evaluate outcomes of teaching using a variety of data (e.g. systematic observation, information about learners, research) to adapt planning and practice.	408	3.12	81%	3.40	90.0%	423	3.08	80%	3.00	71.4%
Differentiate for English Language Learners.	404	2.58	53%	3.30	90.0%	407	2.95	73%	3.14	71.4%

Scale: 1 = Not Very Well; 2 = Somewhat Well; 3 = Well; 4 = Very Well.

\*Indicates statistically significantly higher in comparison to statewide results from 2022. Statistical tests were not computed for individual institutions.

\*\*Indicates statistically significantly lower in comparison to statewide results from 2022. Statistical tests were not computed for individual institutions.

## Level of Preparation for Supporting Mental Health

- Novice teachers reported being significantly better prepared to support students' mental health and wellness (58% well / very well) in comparison to results in 2022 and 2021 (Table 8).
- Less than 40% of novice teachers reported being well or very well prepared to support their own mental health and wellness – a result that was statistically similar to results in 2022 but significantly better than results in 2021 (Table 8).
- Supervisors of novice teachers reported novice teachers were much more prepared in 2023 to support their own mental health and wellness (74%) than in 2022 (60%) (Table 8).
- 67% of supervisors of novice teachers reported novice teachers were prepared to support students' mental health and wellness (Table 8).

Table 8. Overall level of preparation for teaching in a pandemic and supporting mental health.

“How well were you / was this teacher prepared for:”	Novice Teachers					Supervisors of Novice Teachers				
	Statewide (2023)			Northwestern College (n = 10)		Statewide (2023)			Northwestern College (n = 7)	
	n	M	% Well / Very Well	M	% Well / Very Well	n	M	% Well / Very Well	M	% Well / Very Well
Supporting students' mental health and wellness.	395	2.69*	58%	2.60	50.0%	422	2.82	67%	2.86	71.4%
Supporting your own / the teacher's own mental health and wellness.	394	2.28	39%	2.20	40.0%	421	2.92*	74%	2.86	71.4%

\*Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.

\*Indicates statistically significantly higher in comparison to statewide results from 2022. Statistical tests were not computed for individual institutions.

## Student Teaching and Novice Teachers' Perceptions of Preparation

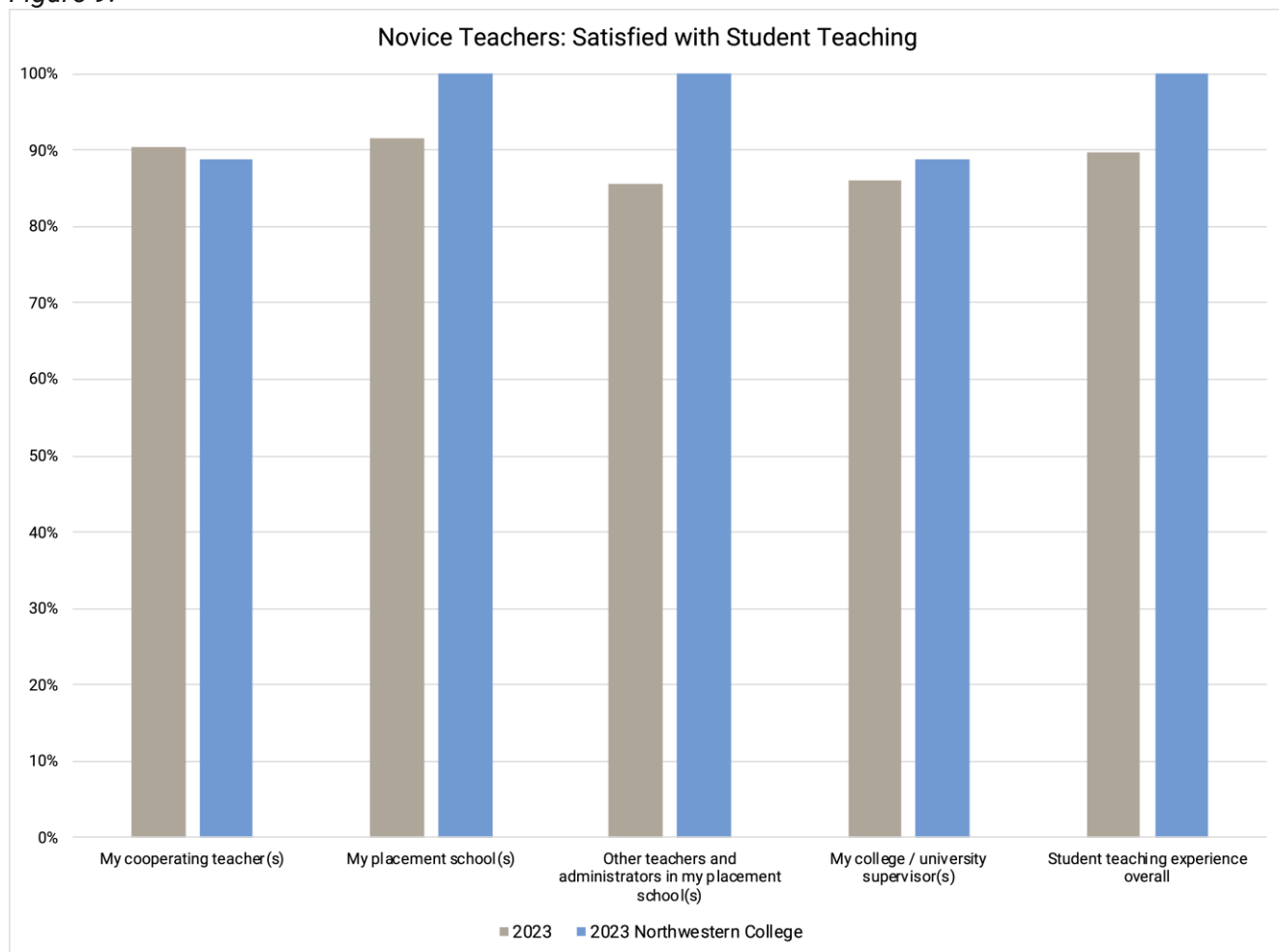
- Novice teachers were generally satisfied with their student teaching experiences (Table 9 and Figure 9), with over 90% satisfied with their overall student teaching experience. (Respondents who did not report completing student teaching were excluded.)

Table 9. Satisfaction with student teaching experiences.

Satisfaction with:	Statewide (n = 380)		Northwestern College (n = 9)	
	M	% Satisfied (5, 6, 7)	M	% Satisfied (5, 6, 7)
My cooperating teacher.	6.26	91%	6.44	88.9%
My placement school(s).	6.28	92%	6.78	100.0%
Other teachers and administrators in my placement school(s).	6.00	86%	6.22	100.0%
My college / university supervisor(s).	6.13	86%	6.22	88.9%
Student teaching experience overall.	6.09	90%	6.67	100.0%

\*7-point scale, where 1 = completely dissatisfied, 4 = neutral, and 7 = completely satisfied.

Figure 9.



- Novice teachers who were more satisfied with their student teaching experiences were more likely to report a higher level of performance as a novice teacher (Table 10). (Respondents who did not report completing student teaching were excluded.)

*Table 10. Correlation of novice teachers' perception of level of preparation with overall satisfaction with student teaching (Statewide 2023 Results).*

<b>Correlation with "student teaching experience overall."</b>	<b>n</b>	<b>Correlation</b>
Work collaboratively with colleagues to meet the needs of all learners.	374	.21***
Use technology in the classroom appropriately to support instruction.	375	.09
Engage in ongoing professional learning to provide all learners with engaging learning experiences.	376	.03
Develop and maintain a positive learning environment that engages all learners.	377	.22***
Ensure an inclusive learning environment for all learners.	377	.18***
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline.	377	.15**
Plan for instruction aligned to content standards.	377	.19***
Reflect on teaching practice to improve instruction.	376	.15**
Design and implement developmentally appropriate learning experiences for all learners.	377	.20***
Use a variety of instructional strategies appropriately.	377	.24***
Make his / her discipline accessible and meaningful for learners.	377	.20***
Differentiate for students with disabilities.	377	.15**
Develop and use multiple methods of assessment.	377	.12*
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	375	.20***
Differentiate instruction for all learners.	377	.16**
Evaluate outcomes of teaching using a variety of data (e.g. systematic observation, information about learners, research) to adapt planning and practice.	376	.15**
Differentiate for English Language Learners.	373	.14**
Supporting my students' mental health and wellness.	377	.24***
Supporting my own mental health and wellness.	377	.28***

\*  $p < 0.05$ .

\*\*  $p < 0.01$ .

\*\*\*  $p < 0.001$ .

## Open-ended Items: Preparation to Support Mental Health

*Novice Teachers: What, if anything, could your preparation program have done to better prepare you to support your students' mental health?*

Be more realistic with what we can expect. Not all students have good backgrounds. I feel like sometimes, they glossed over that and just taught how to teach for the not strugglers. Give stats on how many students deal with mental illness, symptoms of mental illness and how to best help them

Places to go for help if a student needs it and where to go for more information on how to help. What to do if a student is having a crisis in that moment, how to calm them down, etc.

*Supervisors of Novice Teachers: In what ways, if any, could this teacher have been better prepared to support their students' mental health and wellness?*

I am not sure.

Unknown

*Novice Teachers: What, if anything, could your preparation program have done to better prepare you to support your own mental health?*

Again, being more realistic. It's not always easy, there are hard times, also helping you know you aren't alone, during student teaching and class this. Many teachers made me feel supported but not all.

N/A

Sessions on Teacher Burnout and how to prevent it, tips on how to manage teaching and a personal life, mental health wellness classes

Where to find resources. Different ways to balance work and things outside of work.

*Supervisors of Novice Teachers: In what ways, if any, could this teacher have been better prepared to support their own mental health and wellness?*

I am not sure.

None

## Open-ended Responses: Strengths, Challenges, and Feedback

*Novice Teachers: What are examples of the knowledge, skills, or dispositions you learned in your program that helped you succeed in your career as a teacher?*

Genetics, ecology, classroom management, chemistry, etc.

How to differentiate my teaching to meet all the needs in my room.

I was very well prepared in not only academic content but also classroom time. My college had us complete over 250hrs of classroom observation and teaching before we graduated and it was amazing!

Relationship building tactics, ways to make the information relevant beyond just the classroom, adding purpose to everyday, and much more.

Understanding that the ideal lesson often will not come about because of students and even if you prepare what you thought was the world's best lesson and worked very hard and it flops, there is a chance that it fails based on things that you cannot control and disposition and responses of students. Ability to "go with the flow" has been a big growth and helps things not hang on your back like mistakes.

*Supervisors of Novice Teachers: What are examples of the knowledge, skills, or dispositions [TEACHER NAME] demonstrated this year that most supported their success?*

[Name] has a good attitude, is collaborative, and is reflective. She works hard to plan creatively while also following grade level expectations for curriculum. She asks good questions and asks for help when needed.

[Name] works well with her second grade team and mentor to meet the needs of all of her students. She engages students, scaffolds instruction, and has high energy in the classroom. She has been great at planning instruction and maximizing time so that behaviors and downtime are limited. She has been very good with some challenging students for a first year teacher.

*Novice Teachers: What are the knowledge, skills, or dispositions that have been the greatest challenge in your first years of teaching?*

Behavior Management!

Classroom management

Different behaviors. What works one day might not work the next and every student is different.

Having to retake all of my Praxis exams in a new state because none of them transfer and having to repay for those.

Perkins funding and continuing education credits

The different names people want to be called is supper hard. Also better disciple

Working with adults who you may not get along with because you don't just lose them after a certain while you deal with them every day.

*Supervisors of Novice Teachers: What are the knowledge, skills, or dispositions that have been the greatest challenge for [TEACHER NAME] this year?*

Differentiating instruction but this is not uncommon for 1st year teachers.

None

*Novice Teachers: What feedback do you have for the college / university that prepared you to be a teacher?*

I wish we spent more time talking about dealing with parents. How to communicate issues, how to make a phone call, parent teacher conferences, etc.

Northwestern is an incredible college and prepared me very well to succeed in all areas of my life.

Nothing because you can't really prepare for classroom management.

Please prepare students to have to retake their Praxis exams and have them get on that early. Some of the preparation we received was too much theoretical and imagining perfection in a world where just meeting kids where they are to make progress which may be miniscule on a day to day basis is a good goal.

Thank you for the encouragement, that I could do it.

Very satisfied, thank you!

*Supervisors of Novice Teachers: What feedback do you have for the college/ university that prepared this teacher?*

[Name] resigned during the first semester.

I don't entirely give the college she attended credit for how well she is trained and prepared.

She is just a go-getter.

None