Teacher Graduate Assessment

2015 Survey Results

Northeastern Illinois University

Descriptive Analysis
2013-14 Graduates

A Statewide Assessment of Professional Teacher Education Programs in Illinois

Illinois Association of Deans of Public Colleges of Education

Teacher Graduate Assessment – © 2015 Illinois Association of Deans of Public Colleges of Education
Section Guide

1 – Lists of Charts and Figures
2 – Introduction: Teacher Graduate Assessment
3 – New Teacher Findings
4 – Supervisor Assessment Findings
5 – Graduates’ Written Responses
6 – Supervisors’ Written Responses
Illinois Association of Deans of Public Colleges of Education

Jamilah R. Jor’dan  
Chicago State University

Diane Jackman  
Eastern Illinois University

Andrea Evans  
Governors State University

Perry Schoon  
Illinois State University

Sandra Beyda-Lorie  
Northeastern Illinois University

Laurie Elish-Piper  
Northern Illinois University

Matthew W. Keefer  
Southern Illinois University Carbondale

Curt Lox  
Southern Illinois University Edwardsville

Alfred Tatum  
University of Illinois at Chicago

Hanfu Mi  
University of Illinois at Springfield

James D. Anderson  
University of Illinois at Urbana Champaign

Erskine Smith  
Western Illinois University

Stephen Lucas  
Director, Teacher Graduate Assessment
# List of Charts

<table>
<thead>
<tr>
<th>Chart</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Teacher Graduate Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Surveys Sent and Completed</td>
<td>13</td>
</tr>
<tr>
<td>B</td>
<td>Employment Information System-Reported Demographics (All Survey Recipients)</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>Employment Information System -Reported Position (All Survey Recipients)</td>
<td>17</td>
</tr>
<tr>
<td>D</td>
<td>Institution-Reported Universities (All Survey Recipients)</td>
<td>18</td>
</tr>
<tr>
<td>New Teacher Findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>At which institution did you complete your professional teacher education program to earn a teaching certification?</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>What was your zip code of residence prior to the beginning of your initial teacher education program?</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>How much of your preparatory coursework did you complete at a community college?</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>What level are you currently teaching?</td>
<td>23</td>
</tr>
<tr>
<td>5a</td>
<td>To what extent are English language learners represented in your current classroom?</td>
<td>24</td>
</tr>
<tr>
<td>5b</td>
<td>To what extent are students from low socioeconomic (SES) backgrounds represented in your current classroom?</td>
<td>25</td>
</tr>
<tr>
<td>5c</td>
<td>To what extent are students with exceptional learning needs (students with IEPs) represented in your current classroom?</td>
<td>26</td>
</tr>
<tr>
<td>5d</td>
<td>To what extent are specifically identified gifted students represented in your current classroom?</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>If you are teaching in a departmentalized school, which content area do you primarily teach?</td>
<td>28-9</td>
</tr>
<tr>
<td>7a</td>
<td>Indicate the extent to which you are satisfied with your decision to become a teacher.</td>
<td>30</td>
</tr>
<tr>
<td>7b</td>
<td>Indicate the extent to which you are satisfied with your choice of grade level for licensure.</td>
<td>31</td>
</tr>
<tr>
<td>Chart</td>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>7c</td>
<td>Indicate the extent to which you are satisfied with your choice of subject area for licensure.</td>
<td>32</td>
</tr>
<tr>
<td>7d</td>
<td>Indicate the extent to which you are satisfied with your interaction with teacher preparation faculty.</td>
<td>33</td>
</tr>
<tr>
<td>7e</td>
<td>Indicate the extent to which you are satisfied with the teacher education program advising.</td>
<td>34</td>
</tr>
<tr>
<td>7f</td>
<td>Indicate the extent to which you are satisfied with student teaching supervision.</td>
<td>35</td>
</tr>
<tr>
<td>7g</td>
<td>Indicate the extent to which you are satisfied with the overall quality of teacher education program.</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>As a new teacher, how well did your teacher education program prepare you, and how effective is your current practice in relation to:</td>
<td></td>
</tr>
<tr>
<td>8a</td>
<td>• Standard 1: Teaching Diverse Students</td>
<td>37</td>
</tr>
<tr>
<td>8b</td>
<td>• Standard 2: Content Area and Pedagogical Knowledge</td>
<td>38</td>
</tr>
<tr>
<td>8c</td>
<td>• Standard 3: Planning for Differentiated Instruction</td>
<td>39</td>
</tr>
<tr>
<td>8d</td>
<td>• Standard 4: Learning Environment</td>
<td>40</td>
</tr>
<tr>
<td>8e</td>
<td>• Standard 5: Instructional Delivery</td>
<td>41</td>
</tr>
<tr>
<td>8f</td>
<td>• Standard 6: Reading, Writing, and Oral Communication</td>
<td>42</td>
</tr>
<tr>
<td>8g</td>
<td>• Standard 7: Assessment</td>
<td>43</td>
</tr>
<tr>
<td>8h</td>
<td>• Standard 8: Collaborative Relationships</td>
<td>44</td>
</tr>
<tr>
<td>8i</td>
<td>• Standard 9: Professionalism, Leadership, and Advocacy</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Indicate the extent to which your teacher education program prepared you to be a successful new teacher:</td>
<td></td>
</tr>
<tr>
<td>9a</td>
<td>• Overall</td>
<td>46</td>
</tr>
<tr>
<td>9b</td>
<td>• The Workplace Environment</td>
<td>47</td>
</tr>
<tr>
<td>9c</td>
<td>• Working with School Administration</td>
<td>48</td>
</tr>
<tr>
<td>9d</td>
<td>• Working with Other School Personnel</td>
<td>49</td>
</tr>
<tr>
<td>Chart</td>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>9e</td>
<td>• Working with Parents or Guardians</td>
<td>50</td>
</tr>
<tr>
<td>9f</td>
<td>• Working in a High Accountability Environment</td>
<td>51</td>
</tr>
<tr>
<td>9g</td>
<td>• Utilizing Community Resources</td>
<td>52</td>
</tr>
<tr>
<td>9h</td>
<td>• Fostering Community Relationships</td>
<td>53</td>
</tr>
<tr>
<td>9i</td>
<td>• Managing the Learning Environment</td>
<td>54</td>
</tr>
<tr>
<td>9j</td>
<td>• Managing Student Behavior</td>
<td>55</td>
</tr>
<tr>
<td>9k</td>
<td>• Establishing Equity in the Classroom</td>
<td>56</td>
</tr>
<tr>
<td>9l</td>
<td>• Addressing Issues of Socioeconomic Diversity</td>
<td>57</td>
</tr>
<tr>
<td>9m</td>
<td>• Teaching of My Primary Subject/Content Area(s)</td>
<td>58</td>
</tr>
<tr>
<td>9n</td>
<td>• Using State Content Area Learning Standards</td>
<td>59</td>
</tr>
<tr>
<td>9o</td>
<td>• Implementing the Common Core Standards</td>
<td>60</td>
</tr>
<tr>
<td>9p</td>
<td>• Implementing Developmentally Appropriate Instruction</td>
<td>61</td>
</tr>
<tr>
<td>9q</td>
<td>• Teaching Literacy Skills in my Subject/Content Area(s)</td>
<td>62</td>
</tr>
<tr>
<td>9r</td>
<td>• Accommodating Instruction for Students with Exceptional Learning Needs</td>
<td>63</td>
</tr>
<tr>
<td>9s</td>
<td>• Implementing Response to Intervention (RtI) Strategies</td>
<td>64</td>
</tr>
<tr>
<td>9t</td>
<td>• Using Multicultural Education Strategies</td>
<td>65</td>
</tr>
<tr>
<td>9u</td>
<td>• Teaching English Language Learners (ELL)</td>
<td>66</td>
</tr>
<tr>
<td>9v</td>
<td>• Using Technology for Classroom Instruction</td>
<td>67</td>
</tr>
<tr>
<td>9w</td>
<td>• Assessing Student Learning</td>
<td>68</td>
</tr>
<tr>
<td>9x</td>
<td>• Teacher Evaluation Process</td>
<td>69</td>
</tr>
</tbody>
</table>

During your Program prior to the student teaching experience, how valuable was each of the following?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning</td>
<td>70</td>
</tr>
<tr>
<td>Chart</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10b</td>
<td>Class Instruction</td>
</tr>
<tr>
<td>10c</td>
<td>Pre-Student Teaching Field Experiences</td>
</tr>
<tr>
<td>11a</td>
<td>Program Included Different Strategies and Models of Teaching</td>
</tr>
<tr>
<td>11b</td>
<td>Program Demonstrated Different Strategies and Models of Teaching</td>
</tr>
<tr>
<td>11c</td>
<td>Program Included Opportunities to Practice Different Strategies and Models of Teaching</td>
</tr>
<tr>
<td>12a</td>
<td>Cooperating Teacher Observing My Teaching – How valuable was this during your student teaching experience?</td>
</tr>
<tr>
<td>12b</td>
<td>Cooperating Teacher Meeting with Me to Discuss My Lesson Plans – How valuable was this during your student teaching experience?</td>
</tr>
<tr>
<td>12c</td>
<td>Cooperating Teacher Meeting with Me to Discuss My Teaching Performance – How valuable was this during your student teaching experience?</td>
</tr>
<tr>
<td>12d</td>
<td>University Supervisor Observing My Teaching – How valuable was this during your student teaching experience?</td>
</tr>
<tr>
<td>12e</td>
<td>University Supervisor Meeting with Me to Discuss My Lesson Plans – How valuable was this during your student teaching experience?</td>
</tr>
<tr>
<td>12f</td>
<td>University Supervisor Meeting with Me to Discuss My Teaching Performance – How valuable was this during your student teaching experience?</td>
</tr>
<tr>
<td>13a</td>
<td>During this first year of teaching, were you supported by a formally assigned coach, mentor or master teacher?</td>
</tr>
<tr>
<td>13b</td>
<td>• Was your coach, mentor, or master teacher’s subject area the same as yours?</td>
</tr>
<tr>
<td>13c</td>
<td>• To what extent was your coach, mentor, or master teacher helpful?</td>
</tr>
<tr>
<td>13d</td>
<td>• How frequently did you interact with your coach, mentor, or master teacher?</td>
</tr>
<tr>
<td></td>
<td>During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?</td>
</tr>
<tr>
<td>14a</td>
<td>• School or School District Workshops</td>
</tr>
<tr>
<td>14b</td>
<td>• Common Planning Time with Other Teachers in Your Subject Area</td>
</tr>
<tr>
<td>Chart</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>14c</td>
<td>• Regularly Scheduled Collaboration with Other Teachers on Issues of Instruction</td>
</tr>
<tr>
<td>14d</td>
<td>• Participation in a Network of Teachers Organized by an Agency or Over the Internet</td>
</tr>
<tr>
<td>14e</td>
<td>• Supportive Communication with Your Supervisor (i.e., Principal, Department Chair, Other Administrator)</td>
</tr>
<tr>
<td>14f</td>
<td>• Reduced Teaching Schedule</td>
</tr>
<tr>
<td>14g</td>
<td>• Reduced or No Committee Work</td>
</tr>
<tr>
<td>14h</td>
<td>• Extra Classroom Assistance</td>
</tr>
<tr>
<td>14i</td>
<td>• Release Time to See Other Teachers Teach</td>
</tr>
<tr>
<td>14j</td>
<td>• Observation and Feedback from Other Experienced Teachers</td>
</tr>
<tr>
<td>14k</td>
<td>• Formal Support from Your Teacher Education Program in the Form of Workshops, Access to Professors or Reduced Tuition for Ongoing Classes</td>
</tr>
<tr>
<td>15a</td>
<td>To what extent did you have access to adequate instructional resources to support your instruction?</td>
</tr>
<tr>
<td>15b</td>
<td>To what extent did you have access to adequate technology and computers to support your instruction?</td>
</tr>
<tr>
<td>16</td>
<td>How long do you plan to remain in teaching?</td>
</tr>
</tbody>
</table>

**Supervisor Assessment Findings**

1. What is your current professional position? 100
2. What is your sex? 101
3. What is your race/ethnicity? 101
4. How many years have you supervised teachers? 102
5. What is the level of your school? 103
6. Select the most appropriate response regarding mentoring or induction programs and this teacher. 104
<table>
<thead>
<tr>
<th>Chart</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Estimate how many times you visited this beginning teacher’s classroom while he/she was providing instruction to a class of students.</td>
<td>105</td>
</tr>
<tr>
<td>8</td>
<td>Estimate how many times you have discussed this beginning teacher’s classroom teaching in face-to-face conferences with the teacher.</td>
<td>106</td>
</tr>
</tbody>
</table>

Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful new teacher.

9a  • Standard 1: Teaching Diverse Students  107
9b  • Standard 2: Content Area and Pedagogical Knowledge  108
9c  • Standard 3: Planning for Differentiated Instruction  109
9d  • Standard 4: Learning Environment  110
9e  • Standard 5: Instructional Delivery  111
9f  • Standard 6: Reading, Writing, and Oral Communication  112
9g  • Standard 7: Assessment  113
9h  • Standard 8: Collaborative Relationships  114
9i  • Standard 9: Professionalism, Leadership, and Advocacy  115

Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.

10a  • Overall  116
10b  • The Workplace Environment  117
10c  • Working with School Administration  118
10d  • Working with Other School Personnel  119
10e  • Working with Parents or Guardians  120
10f  • Working in a High Accountability Environment  121
10g  • Utilizing Community Resources  122
### Chart

<table>
<thead>
<tr>
<th>Chart</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10h</td>
<td>• Fostering Community Relationships</td>
<td>123</td>
</tr>
<tr>
<td>10i</td>
<td>• Managing the Learning Environment</td>
<td>124</td>
</tr>
<tr>
<td>10j</td>
<td>• Managing Student Behavior</td>
<td>125</td>
</tr>
<tr>
<td>10k</td>
<td>• Establishing Equity in the Classroom</td>
<td>126</td>
</tr>
<tr>
<td>10l</td>
<td>• Addressing Issues of Socioeconomic Diversity</td>
<td>127</td>
</tr>
<tr>
<td>10m</td>
<td>• Teaching of My Primary Subject/Content Area(s)</td>
<td>128</td>
</tr>
<tr>
<td>10n</td>
<td>• Using State Content Area Learning Standards</td>
<td>129</td>
</tr>
<tr>
<td>10o</td>
<td>• Implementing the Common Core Standards</td>
<td>130</td>
</tr>
<tr>
<td>10p</td>
<td>• Implementing Developmentally Appropriate Instruction</td>
<td>131</td>
</tr>
<tr>
<td>10q</td>
<td>• Teaching Literacy Skills in my Subject/Content Area</td>
<td>132</td>
</tr>
<tr>
<td>10r</td>
<td>• Accommodating Instruction for Students With Exceptional Learning Needs</td>
<td>133</td>
</tr>
<tr>
<td>10s</td>
<td>• Implementing Response to Intervention (RtI) Strategies</td>
<td>134</td>
</tr>
<tr>
<td>10t</td>
<td>• Using Multicultural Education Strategies</td>
<td>135</td>
</tr>
<tr>
<td>10u</td>
<td>• Teaching English Language Learners (ELL)</td>
<td>136</td>
</tr>
<tr>
<td>10v</td>
<td>• Using Technology for Classroom Instruction</td>
<td>137</td>
</tr>
<tr>
<td>10w</td>
<td>• Assessing Student Learning</td>
<td>138</td>
</tr>
<tr>
<td>10x</td>
<td>• Engaging in the Teacher Evaluation Process</td>
<td>139</td>
</tr>
</tbody>
</table>

### List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Institution’s Beginning Teachers’ School Locations, by ROE (All Recipients)</td>
<td>14</td>
</tr>
<tr>
<td>1b</td>
<td>Illinois’s Beginning Teachers’ School Locations, by ROE (All Recipients)</td>
<td>15</td>
</tr>
</tbody>
</table>
Introduction: Teacher Graduate Assessment

Project Overview

The Teacher Graduate Assessment project is an assessment of teachers in their first year of teaching directly following graduation from one of the twelve public colleges of education in the state of Illinois. For the 2015 assessment, two private colleges—Roosevelt University and Loyola University Chicago—participated in the assessment. The project is a cooperative effort of the Illinois Association of Deans of Public Colleges of Education (IADPCE).

By surveying first-year teachers and their supervisors, information is generated that can be used for teacher education program improvement and that is responsive to broader state education needs. Specifically, the project aims to:

1. Provide a standardized assessment of new teacher graduates of all public colleges in Illinois.

2. Provide a specific examination of teacher skills related to the Illinois Professional Teaching Standards and the Illinois Learning Standards for the purpose of identifying areas of improvement for teacher preparation programs and for ongoing new teacher professional development needs.

3. Provide institutions with institution-specific data on student learning in teacher education programs that will assist with program improvement efforts.

4. Proactively respond to calls for accountability related to teacher preparation by gathering information that can inform policy makers and the public about teacher preparation programs in Illinois and new teacher practice in the first year of teaching.

In March 2004, an advisory committee named by the project partners was created to oversee the development of survey instruments, administration protocol, and data reporting. This advisory committee has continued to meet in order to review each year’s survey results and to modify the survey as needed. The process for survey development and modification is guided by project staff operating under the direction of the Dean of the College of Education and Professional Studies at Eastern Illinois University. Illinois State Board of Education, Teacher Data Warehouse, which combines college institutional graduation data with the State of Illinois’s Employment Information System Record database to identify the survey population. Identified graduates and their supervisors (typically, school principals) are surveyed each spring as they near completion of their first full year of teaching.

Survey results are reported relative to the degree that new teachers from colleges of education in Illinois are prepared to address the Illinois Professional Teaching Standards and the Illinois Learning Standards. First-year teachers also provide open-ended, written feedback about key teacher preparation program elements. Reporting takes the form of institution-specific and state aggregate data reports.
The success of this project rests not just in the ability to collect valid data on new teachers, but also in the ability of the partners to use data to improve teacher education in Illinois. The creation of an ongoing assessment project produces reliable data for program improvement and state policy consideration and is an important step in the ongoing P-16 collaboration efforts in Illinois.

**Project History**

The assessment of new teacher graduates from colleges of education in Illinois is housed at Eastern Illinois University and is conducted under the guidance of the deans of the public colleges of education and an advisory committee made up of the deans’ designees. The project started in March 2004 with the financial support of the Illinois Board of Higher Education, the Illinois State Board of Education, and the twelve participating public institutions of higher education: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University-Carpenteredale, Southern Illinois University-Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University. For the 2015 assessment, two private institutions—Roosevelt University and Loyola University Chicago—participated in and financially supported the project.

The assessment effort has been created with the primary purpose of providing information that can help facilitate program improvement at each participating institution. The secondary purpose is to be responsive to calls for educational accountability while facilitating information gathering for the purpose of making informed judgments about programs. The primary assessment questions examined in project development to date include:

1. How are teacher education programs performing in the preparation of students related to understanding and using key educational standards in Illinois?

2. What is the usefulness or value of instructional, pre-student teaching, and student teaching experiences from the perspective of recent graduates?

The survey instrument has evolved in response to the program improvement purpose of the evaluation and the guidance of the key assessment questions. The survey development process has involved input by project partners via group meetings and e-mail communications. In May 2004, nineteen individuals representing thirteen project partners met in Champaign, IL to kick off the project. The outcome of this first gathering was an initial survey draft that addressed key content areas. Survey drafts were modified through the rest of 2004 until a first project version was established for a pilot administration in January 2005. Following the pilot administration, minor modifications to survey instruments were completed and in March 2005, the first administration of the survey was completed with graduates from the twelve public colleges of education. The current version of the survey instruments is a result of revisions to the survey following the 2005 and 2006 administrations.
Survey Administration Method

Survey administration for the 2015 Teacher Graduate Assessment began during the week of September 26, 2016, when invitation letters were mailed to the 2013-2014 teacher education graduates of the fourteen participating institutions. Invitation letters were also mailed to the supervising principals of these new teachers. Reminder flyers were mailed to participants during the weeks of October 10, October 24, and November 1, 2016. Collection of survey responses through the project’s website ended on November 4, 2016.

Although all flyers and packets were sent from the project office at Eastern Illinois University, each piece of correspondence was customized to the graduating institution of each identified new teacher. For example, a teacher who had graduated from Northern Illinois University would receive a participation invitation printed on NIU letterhead.
Chart A:
Surveys Sent and Completed

<table>
<thead>
<tr>
<th>Category</th>
<th>State</th>
<th>NEIU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Survey Invitations (Pairs)</td>
<td>1903</td>
<td>197</td>
</tr>
<tr>
<td>Teacher Surveys Completed</td>
<td>291</td>
<td>27</td>
</tr>
<tr>
<td>Supervisor Surveys Completed</td>
<td>519</td>
<td>47</td>
</tr>
</tbody>
</table>
Figure 1a (NEIU)
Beginning Teachers’ School Locations, by ROE (All Recipients)
ROE is in (parentheses)
(NEIU n = 197)
Figure 1b (Illinois)
Beginning Teachers’ School Locations, by ROE (All Recipients)
ROE is in (parentheses)
(Illinois n = 1903)
Chart B: Employment Information System-Reported Demographics (All Survey Recipients)  
(Illinois n =1903)
Chart C: Employment Information System-Reported Position (All Survey Recipients)
(Illinois n = 1903)

- Teacher: 64.2%
- Special Education Teacher: 19.9%
- Teaching Bilingual/ESL Education: 3.8%
- Other: 10.8%
Chart D: Institution-Reported Universities (All Survey Recipients)
(Illinois n = 1903)
New Teacher Findings

Responses of new teachers are reported descriptively. Responses are reported for each survey question in bar charts describing basic trends of findings.

The background of responding new teachers is reported in Charts 1 through 3, which display the gender, race/ethnicity, instructional grade level, and amount of completed community college coursework.

The student characteristics of the schools new teachers work in, new teachers’ satisfaction with their career decisions, and new teachers’ satisfaction with various aspects of their teacher education programs is reported in Charts 4 through 7.

The degree to which new teachers report understanding and using the Illinois Professional Teacher Standards in Charts 8a through 8i.

The degree to which new teachers report being prepared to be successful in various aspects of the profession is reported in Charts 9a through 9x.

The perspectives of new teachers regarding various aspects of their teacher education and student teaching experiences are reported in Charts 10 through 12.

The experiences of new teachers during their first year of teaching, including mentoring and the receiving of various supports, is reported in Charts 13 through 15.

Finally, the anticipated career plans of new teachers are reported in Chart 16.
Question 1:
At which institution did you complete your professional teacher education program to earn a teaching certification?
(Illinois n = 291)
Question 2:
What was your zip code of residence prior to the beginning of your initial teacher education program?

Individual institutional data for this question may be found in the electronic data file.
Question 3:
How much of your preparatory coursework did you complete at a community college?
(Illinois n = 291; NEIU = 27)
Question 4:
What level are you currently teaching? (Select all that apply.)
(Illinois n = 291; NEIU = 27)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>28%</td>
<td>25%</td>
<td>28%</td>
<td>55%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>Elementary School</td>
<td>56%</td>
<td>53%</td>
<td>56%</td>
<td>36%</td>
<td>40%</td>
<td>56%</td>
</tr>
<tr>
<td>Middle School/Junior High School</td>
<td>38%</td>
<td>43%</td>
<td>52%</td>
<td>38%</td>
<td>42%</td>
<td>56%</td>
</tr>
<tr>
<td>High School</td>
<td>17%</td>
<td>39%</td>
<td>39%</td>
<td>63%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>Special Education</td>
<td>12%</td>
<td>26%</td>
<td>28%</td>
<td>43%</td>
<td>43%</td>
<td>44%</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>11%</td>
<td>35%</td>
<td>11%</td>
<td>20%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Teacher Graduate Assessment – © 2015 Illinois Association of Deans of Public Colleges of Education
Question 5a:
To what extent are English language learners represented in your current classroom?
(Illinois n = 291; NEIU = 27)
Question 5b:
To what extent are students from low socioeconomic (SES) backgrounds represented in your current classroom?
(Illinois n = 291; NEIU = 27)
Question 5c:
To what extent are students with exceptional learning needs (students with IEPs) represented in your current classroom?
(Illinois n = 291; NEIU = 27)
Question 5d:
To what extent are specifically identified gifted students represented in your current classroom?
(Illinois n = 291; NEIU = 27)
Question 6:
If you are teaching in a departmentalized school, which content area do you primarily teach?
(Illinois n = 291; NEIU = 27)
Question 6:
If you are teaching in a departmentalized school, which content area do you primarily teach?
(Illinois n = 291; NEIU = 27)
Question 7a:
Indicate the extent to which you are satisfied with your decision to become a teacher.
(Illinois n = 291; NEIU = 27)
Question 7b:  
Indicate the extent to which you are satisfied with your choice of grade level for licensure.  
(Illinois n = 291; NEIU = 27)
Question 7c:
Indicate the extent to which you are satisfied with your choice of subject area for licensure.
(Illinois n = 291; NEIU = 27)
Question 7d:
Indicate the extent to which you are satisfied with your interaction with teacher preparation faculty.
(Illinois n = 291; NEIU = 27)
Question 7e:
Indicate the extent to which you are satisfied with the teacher education program advising.
(Illinois n = 291; NEIU = 27)
Question 7f:
Indicate the extent to which you are satisfied with student teaching supervision.
(Illinois n = 291; NEIU = 27)
Question 7g:  
Indicate the extent to which you are satisfied with the overall quality of the teacher education program.  
(Illinois n = 291; NEIU = 27)
Question 8a:
As a new teacher, how well did your teacher education program prepare you, and how effective is your current practice in relation to Standard 1?  
Teaching Diverse Students- Understanding the diverse characteristics and abilities of each student; how individuals develop and learn within the context of their social economic, cultural, linguistic, and academic experiences; using these experiences to create instructional opportunities to maximize student learning.  
(Illinois n = 291; NEIU n = 27)
Question 8b:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 2?

Content Area and Pedagogical Knowledge - In-depth understanding of content knowledge, including central concepts, methods of inquiry, structures of the discipline, and content literacy; creating meaningful learning experiences based upon interactions among content area, pedagogical knowledge, and evidence-based practice. (Illinois n = 291; NEIU n = 27)

<table>
<thead>
<tr>
<th></th>
<th>NEIU 2015</th>
<th>NEIU 2014</th>
<th>State 2015</th>
<th>State 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely Prepared</td>
<td>32%</td>
<td>35%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Satisfactorily Prepared</td>
<td>40%</td>
<td>51%</td>
<td>56%</td>
<td>53%</td>
</tr>
<tr>
<td>Minimally Prepared</td>
<td>28%</td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Not at all Prepared</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>48%</td>
<td>48%</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>Moderately Effective</td>
<td>48%</td>
<td>44%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Minimally Effective</td>
<td>12%</td>
<td>6%</td>
<td>5%</td>
<td>12%</td>
</tr>
<tr>
<td>Not at all Effective</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Question 8c:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 3?

Planning for Differentiated Instruction- Planning and designing instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and community context, planning for ongoing student growth and achievement.

(Illinois n = 291; NEIU n = 27)
Question 8d:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 4?
Learning environment- Structuring a safe and healthy learning environment; facilitating cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
(Illinois n = 291; NEIU n = 27)
Question 8c:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 5?

**Instructional Delivery:** Differentiating instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning.; understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

(Illinois n = 291; NEIU n = 27)
Question 8f:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 6?

Reading, Writing, and Oral Communication - Has foundational knowledge of reading, writing, and oral communication within the content area; recognizing and addressing student reading, writing, and oral communication needs to facilitate acquisition of content knowledge.

(Illinois n = 291; NEIU n = 27)
Question 8g:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 7?
Assessment- Understanding and using appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes; making decisions driven by data about curricular and instructional effectiveness; adjusting practices to meet the needs of each student.
(Illinois n = 291; NEIU n = 27)
Question 8h:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 8?
Collaborative Relationships- Building and maintaining collaborative relationships to foster cognitive linguistic, physical, social, and emotional development; working as a team member with professional colleagues, students, parents or guardians, and community members.
(Illinois n = 291; NEIU n = 27)
Question 8i:
As a new teacher, how well did your teacher education program prepare you and how effective is your current practice in relation to Standard 9?

Professionalism, Leadership, and Advocacy - Is an ethical and reflective practitioner who exhibits professionalism; providing leadership in the learning community; advocating for students, parents or guardians, and the profession.

(Illinois n = 291; NEIU n = 27)
Question 9a:
Overall – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9b:
The Workplace Environment – Indicate the extent to which your teacher education program prepared you to be a successful new teacher. (Illinois n = 291; NEIU n = 27)
Question 9c:
Working with School Administration – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9d:
Working with Other School Personnel—Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9e:
Working With Parents or Guardians – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9f:
Working in a High Accountability Environment – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9g:
Utilizing Community Resources – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9h:
Fostering Community Relationships – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)

![Bar chart showing the percentage of teachers who felt their program prepared them to be successful new teachers, categorized by degree of preparation and comparison with State data.](image-url)
Question 9i:
Managing the Learning Environment – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9j:
Managing Student Behavior – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9k:
Establishing Equity in the Classroom – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 91: Addressing Issues of Socioeconomic Diversity – Indicate the extent to which your teacher education program prepared you to be a successful new teacher. (Illinois n = 291; NEIU n = 27)
Question 9m:
Teaching of my Primary Subject/Content Area(s) – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9n:
Using State Content Area Learning Standards – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9o:
Implementing the Common Core Standards – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9p:
Implementing Developmentally Appropriate Instruction – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9q:
Teaching Literacy Skills in my Subject/Content Area(s) – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9r:
Accommodating Instruction for Students with Exceptional Learning Needs—Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)

![Bar chart showing responses to the question.](chart.png)
Question 9s:
Implementing Response to Intervention (RtI) Strategies – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9t:
Using Multicultural Education Strategies – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9u:
Teaching English Language Learners (ELL) – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9v:
Using Technology for Classroom Instruction – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9w:
Assessing Student Learning – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 9x:
Teacher Evaluation Process – Indicate the extent to which your teacher education program prepared you to be a successful new teacher.
(Illinois n = 291; NEIU n = 27)
Question 10a:
Lesson Planning – How valuable was this during your pre-student teaching preparation experience?
(Illinois n = 291; NEIU = 27)
**Question 10b:**
Class Instruction – How valuable was this during your pre-student teaching preparation experience?
(Illinois n = 291; NEIU = 27)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Valuable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at All Valuable</td>
<td>1%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Somewhat Valuable</td>
<td>13%</td>
<td>17%</td>
<td>25%</td>
<td>20%</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Moderately Valuable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at All Valuable</td>
<td>9%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Question 10c:
Pre-Student Teaching Field Experiences – How valuable was this during your pre-student teaching preparation experience?
(Illinois n = 291; NEIU = 27)
Question 11a:
Different Strategies and Models of Teaching – The Program Included Discussions about Different Strategies and Models of Teaching
(Illinois n = 291; NEIU n = 27)
Question 11b:
Different Strategies and Models of Teaching – The Program Included Opportunities to Practices of Strategies/Models
(Illinois n = 291; NEIU n = 27)
Question 11c:
Different Strategies and Models of Teaching – The Program Demonstrated Strategies/Models.
(Illinois n = 291; NEIU n = 27)
Question 12a:
Cooperating Teacher Observing My Teaching – How valuable was this during your student teaching experience?
(Illinois n = 291; NEIU = 27)
Question 12b:
Cooperating Teacher Meeting with Me to Discuss My Lesson Plans – How valuable was this during your student teaching experience?
(Illinois n = 291; NEIU = 27)
Question 12c:
Cooperating Teacher Meeting with Me to Discuss My Teaching Performance – How valuable was this during your student teaching experience?
(Illinois n = 291; NEIU = 27)
Question 12d:
University Supervisor Observing My Teaching – How valuable was this during your student teaching experience?
(Illinois n = 291; NEIU = 27)
Question 12e:
University Supervisor Meeting with Me to Discuss My Lesson Plans – How valuable was this during your student teaching experience?
(Illinois n = 291; NEIU = 27)
Question 12f:
University Supervisor Meeting with Me to Discuss My Teaching Performance – How valuable was this during your student teaching experience?
(Illinois n = 291; NEIU = 27)
Question 13a:
During this first year of teaching, were you supported by a formally assigned coach, mentor, or master teacher?
(Illinois n = 291; NEIU = 27)

Question 13b:
Was your assigned coach, mentor, or master teacher’s subject area the same as yours?
(Illinois n = 291; NEIU = 27)
Question 13c:
To what extent was your assigned coach, mentor, or master teacher helpful to you during your first year?
(Illinois n = 291; NEIU = 27)
Question 13d:
How frequently did you interact with your assigned coach, mentor, or master teacher during your first year?
(Illinois n = 291; NEIU = 27)
Question 14a:
School or School District Workshops – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU = 27)
Question 14b:
Common Planning Time with Other Teachers in Your Subject Area – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU n = 27)
Question 14c:
Regularly Scheduled Collaboration with Other Teachers on Issues of Instruction – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU n = 27)
Question 14d:
Participation in a Network of Teachers Organized by an Agency or Over the Internet –
During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU = 27)
Question 14e:
Supportive Communication with Your Supervisor (i.e., Principal, Department Chair, Other Administrator) – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU n = 27)
Question 14f:
Reduced Teaching Schedule – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU = 27)
Question 14g:
Reduced or No Committee Work – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?  
(Illinois n = 291; NEIU = 27)


- **Received this Support**: 27% NEIU 2015, 14% NEIU 2014, 16% State 2015, 16% State 2014
- **High Value**: 33% NEIU 2015, 33% NEIU 2014, 42% State 2015, 39% State 2014
- **Moderate Value**: 33% NEIU 2015, 33% NEIU 2014, 51% State 2015, 48% State 2014
- **Minimal Value**: 5% NEIU 2015, 11% NEIU 2014, 0% State 2015, 0% State 2014
- **No Value**: 2% NEIU 2015, 2% NEIU 2014, 0% State 2015, 0% State 2014
Question 14h:
Extra Classroom Assistance – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU = 27)
Question 14i:
Release Time to See Other Teachers Teach – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois n = 291; NEIU = 27)
Question 14j: Observation and Feedback from Other Experienced Teachers – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable? (Illinois n = 291; NEIU = 27)
Question 14k:
Support from the Teacher Education Program that Prepared You – During your first year of teaching, did you receive this support? If so, to what extent did you find it valuable?
(Illinois $n = 291$; NEIU = 27)
Question 15a:
To what extent do you have access to adequate instructional resources to support your instruction?
(Illinois n = 291; NEIU = 27)
Question 15b:
To what extent do you have access to adequate technology and computers to support your instruction?
(Illinois n = 291; NEIU = 27)
Question 16:
How long do you plan to remain in teaching?
(Illinois n = 291; NEIU = 27)
Supervisor Assessment Findings

Responses of the supervisors of new teachers are reported descriptively. Responses are reported for each survey question in bar charts describing basic trends of findings.

The gender, race/ethnicity, professional position, years functioning as a teacher supervisor, and school grade level of responding supervisors is reported in Charts 1 through 5.

The supervisors’ report of the presence of induction/mentoring programs and their new teacher’s participation in such programs is reported in Chart 6.

The number of times the supervisor visited the new teacher’s classroom and the number of times the supervisor and the new teacher discussed teaching is reported in Charts 7 and 8.

The degree to which the supervisors’ reported that their new teachers were prepared to be successful in various aspects of teaching is reported in Charts 9a through 9i.

The supervisors’ report of the new teachers’ understanding and use of the Illinois Professional Teaching Standards, Technology Standards, Literacy Standard, and Student Learning Standards is reported in Charts 10a through 10x.
Question 1:
What is your current professional position?
(Illinois n = 519; NEIU = 47)
Question 2:
What is your sex?
(Illinois n = 519; NEIU = 47)

Question 3:
What is your race/ethnicity? (select all that apply)
(Illinois n = 519; NEIU = 47)
Question 4:
How many years have supervised teachers?
(Illinois n = 519; NEIU = 47)
Question 5:
What is the level of your school? (Select all that apply.)
(Illinois n = 519; NEIU = 47)
Question 6:
Select the most appropriate response regarding mentoring or induction programs and this teacher.
(Illinois n = 519; NEIU = 47)
Question 7:
How many times did you observe this teacher for 10 minutes or longer while he/she was providing instruction to students?
(Illinois n = 519; NEIU = 47)
Question 8:
How many times did you discuss this teacher’s classroom teaching in face-to-face conferences that were 10 minutes or longer?
(Illinois n = 519; NEIU = 47)
Question 9a:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Teaching Diverse Students – Understanding the diverse characteristics and abilities of each student; how individuals develop and learn within the context of their social economic, cultural, linguistic, and academic experiences; using these experiences to create instructional opportunities to maximize student learning.

(Illinois n = 519; NEIU n = 47)
Question 9b:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Content Area and Pedagogical Knowledge – In-depth understanding of content knowledge, including central concepts, methods of inquiry, structures of the discipline, and content literacy; creating meaningful learning experiences based upon interactions among content area, pedagogical knowledge, and evidence-based practice.

(Illinois n = 519; NEIU n = 47)
Question 9c:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Planning for Differentiated Instruction – Planning and designing instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and community context; planning for ongoing student growth and achievement.

(Illinois n = 519; NEIU n = 47)
Question 9d:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Learning Environment – Structuring a safe and healthy learning environment; facilitating cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk taking, self-motivation, and personal goal-setting.

(Illinois n = 519; NEIU n = 47)
Question 9c:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Instructional Delivery – Differentiating instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning; understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

(Illinois n = 519; NEIU n = 47)
Question 9f:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Reading, Writing, and Oral Communication – Has foundational knowledge of reading, writing, and oral communication within the context area; recognizing and addressing student reading, writing, and oral communication needs to facilitate acquisition of content knowledge.

(Illinois n = 519; NEIU n = 47)
Question 9g:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Assessment – Understanding and using appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes; making decisions driven by data about curricular and instructional effectiveness; adjusting practices to meet the needs of each student.

(Illinois n = 519; NEIU n = 47)
Question 9h:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Collaborative Relationships – Building and maintaining collaborative relationships to foster cognitive linguistic, physical, social, and emotional development; working as a team member with professional colleagues, students, parents or guardians, and community members.

(Illinois n = 519; NEIU n = 47)
Question 9i:
How well was this teacher prepared by his or her teacher education program in relation to each of the Illinois Professional Teaching Standards, and how effective is his or her current practice in relation to each of the standards?

Professionalism, Leadership, and Advocacy – Is an ethical and reflective practitioner who exhibits professionalism; providing leadership in the learning community; advocating for students, parents or guardians, and community members.

(Illinois n = 519; NEIU n = 47)
Question 10a:
Overall – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item. (Illinois n = 519; NEIU n = 47)
Question 10b:
The Workplace Environment – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10c:
Working with School Administration – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10d:
Working with other School Personnel – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10e:
Working with Parents or Guardians – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10f:
Working in a High Accountability Environment – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10g:
Utilizing Community Resources – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item. (Illinois n = 519; NEIU n = 47)
Question 10h:
Fostering Community Relationships – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10i:
Managing the Learning Environment – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10j:
Managing Student Behavior – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10k:
Establishing Equity in the Classroom – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)

![Bar chart showing the percentage of NEIU 2015, NEIU 2014, State 2015, and State 2014 responses for Completely, Satisfactorily, Minimally, and Not at All categories.]

- Completely: NEIU 2015 = 45%, NEIU 2014 = 44%, State 2015 = 47%, State 2014 = 44%
- Satisfactorily: NEIU 2015 = 42%, NEIU 2014 = 43%, State 2015 = 56%, State 2014 = 48%
- Minimally: NEIU 2015 = 11%, NEIU 2014 = 6%, State 2015 = 0%, State 2014 = 7%
- Not at All: NEIU 2015 = 0%, NEIU 2014 = 0%, State 2015 = 3%, State 2014 = 3%
Question 10l: 
Addressing Issues of Socioeconomic Diversity – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. 
Select one response for each item. 
(Illinois n = 519; NEIU n = 47)
Question 10m:
Teaching of My Primary Subject/Content Area(s) – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10n:
Using State Content Area Learning Standards – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10o:
Implementing the Common Core Standards – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10p: Implementing Developmentally Appropriate Instruction – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10q:
Teaching Literacy Skills in my Subject/Content Area(s) – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10r:
Accommodating Instruction for Students with Exceptionalities – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10s:
Implementing Response to Intervention (RtI) Strategies – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10t:
Using Multicultural Education Strategies – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item. 
(Illinois n = 519; NEIU n = 47)
**Question 10u:**
Teaching English Language Learners (ELL) – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)

<table>
<thead>
<tr>
<th></th>
<th>NEIU 2015</th>
<th>NEIU 2014</th>
<th>State 2015</th>
<th>State 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely</td>
<td>27%</td>
<td>22%</td>
<td>52%</td>
<td>51%</td>
</tr>
<tr>
<td>Satisfactorily</td>
<td>46%</td>
<td>52%</td>
<td>68%</td>
<td>51%</td>
</tr>
<tr>
<td>Minimally</td>
<td>11%</td>
<td>6%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>Not at All</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Question 10v:
Using Technology for Classroom Instruction - Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10w:
Assessing Student Learning – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)
Question 10x:
Engaging in the Teacher Evaluation Process – Indicate the extent to which this teacher was prepared by his or her teacher education program to be a successful new teacher. Select one response for each item.
(Illinois n = 519; NEIU n = 47)

![Bar chart showing responses for the question.](chart.png)
Graduates’ Written Responses

- Question 17 – OTHER than student teaching, which element of your teaching program was MOST VALUABLE in your preparation for teaching? Briefly describe what made that element valuable for you in your preparation. (pages 141-144)

- Question 18 – OTHER than student teaching, which element of your teaching program was LEAST VALUABLE in your preparation for teaching? Briefly describe what made that element least valuable for you in your preparation. (pages 145-148)

- Question 19 – What recommendation specific to field education and student teaching would you make for your teacher education program? (pages 149-152)

- Question 20 – What specific improvement do you think should be made in the teacher education program where you earned your teaching certification? (pages 153-155)

- Question 21 – As diversity is a core value of NEIU, with which aspects of diversity did you feel most prepared?

- Question 22 – What technological knowledge and skills did you need to be successful in your first year of teaching?

- Question 23 – What aspects of working with English Language Learners need to be strengthened in the programs at NEIU?

- Question 24 – How have you incorporated reflection in your first year of teaching?

- Question 25 – With what people, groups, or agencies have you collaborated in your first year of teaching?
Question 17 – OTHER than student teaching, which element of your teaching program was MOST VALUABLE? Why was it valuable?

Having a mentor from NEIU.

They only good that came from my student teaching experience was what kind of teacher I DON'T want to be. It was awful and an experience for all the wrong reasons. I feel we needed more time working on IEP's and instruction. I thought half of the classes I took were useful and the other were a waste. Sorry!

Taking a reading class outside of the SPED block of classes. This class taught me many of the fundamental reading strategies and assessment tools that I use today.

Having two different clinical placements prior to student teaching was helpful because I got to work with different ages and demographics, as well as receive feedback from many different teachers

Student teaching, because it was hands on experience with the field I was going into with a teacher that had many years of experience.

I was already teaching for five years before I received my master's degree. What I did find valuable was the amount of resources available to me and the feedback I was able to consistently receive.

I worked as a substitute prior to becoming a certified teacher. I did this prior to attending a teaching program to determine if I would like teaching.

Technology classes, classroom management classes.

The field experiences were the most valuable. Being in a classroom, learning from veteran teachers and seeing a variety of school environments was extremely beneficial. NEIU provided excellent field experiences.

I had worked for two year previously as a substitute teacher. After that I work for 5 years as a paraprofessional. These two experiences greatly influenced me to become a teacher and also gave me information that I would not have known otherwise.

Clinical hours. It was valuable to observe and teach full days in a school twice a week for a semester, and to have it divided into 5 weeks in a language arts class, 5 weeks in a math class, and 5 weeks in a science class allowed me to work with different teachers and see how they operated their rooms.
Keeping in contact with the teachers during clinical hours (from community college courses) helped prepare me and helped me get a job.
I also feel that my ESL courses really helped. Mr. Armour did a wonderful job in the class preparing real activities to do in the classroom. Lastly, making lesson plans helped.

The literacy course I was required to take during my program. I use the strategies frequently to develop my student's content literacy, encourage understanding, and prepare them for high stakes testing such as the SAT.

A special education law class really helped me understand the IEP process and federal laws. That was my most valuable class at Northeastern.

Substitute teaching was a wealth of knowledge as it provided my access to many different teaching styles.
Question 18- OTHER than student teaching, which element of your teaching program was LEAST VALUABLE in your preparation for teaching? Briefly describe what made that element least valuable for you in your preparation.

Field Experiences

Student teaching was NOT valuable to me at all and half my classes were not useful at all.

Writing the Literary Review as a 1st class. I did not know what topic to pick as it was my first class. I think this class would have been a valuable last class!

Some of educational foundations classes were not helpful because the SPED program had already covered much of the material

classes that were suppose to teach us how to teach certain subjects. These classes did not align with common core standards and it seemed that topics were chosen based on what the professor wanted to focus on, instead of what was currently being used in schools

Taking joined classes, and doing joint class projects with people from different disciplines than my own.

I felt that there was only one real behavior class that was offered in my program. Because of that I did not find that aspect very valuable.

Doing the Livetext portfolio and additional reflections required for the portfolio. The Livetext portfolio was never used when applying for a job and was a costly investment. The writing reflections about teaching can be helpful but the extent required was not necessary and busy work.

The assessment courses were moderately helpful- most of it focused on standardized testing use to evaluate students for special education. The use of formative and summative assessments in lesson plans to inform instruction was not explicitly taught, just assumed prior knowledge.

Putting together a portfolio for elementary ed. and one for middle school ed. There was a lot of emphasis on this and a lot of my time spent working on something that I never needed in the job market.

Student teaching was not valuable to me. My cooperating teacher did everything and did not allow me to do anything in the classroom.

Doing lesson plans for a certain book (language arts class). It helped, but more choice should've been given. We should've also learned more about common core.

The observation hours. Rarely, did the teachers I observed have a conversation with me about their strategies and methods. Guessing why a teacher a doing a certain activity without knowing the thought process behind it did not help me to recognize situations when I could use the same strategy.
There was an extremely outdated special education technology class at Northeastern. The programs and technology taught in that class were not applicable to my students and/or practice. I have yet to encounter the programs and technology introduced in that class in almost three years of teaching.

The extensive lesson plans that they have us write during classes. Real lesson plans are NOT that detailed, and we are given curriculum to write our plans with. TOTAL waste of time.

Class where we were instructed how to write an IEP. Our cohort were all already working in special education and had written multiple IEPs.
Question 19 – What recommendation(s) specific to field education and student teaching would you make for your teacher education program?

Less theory and more hands on.

Cut some of the classes out and replace them with more classes that deal with everyday education.

Make sure student teaching is close to home, but not necessarily in your neighborhood. I ended up getting a job at the school I student taught in. It was not where I imagined myself initially, but I learned a great deal about a new community and discovered it was a good fit for me personally.

Because SPED has such a wide range of certification, allow student teachers to request certain populations or age groups so that they can try out different areas they are considering

more student teaching

less formal lesson plans-the lesson plans that we were required to write are not an accurate reflection of what a teacher writes on a daily basis.

More regular feedback

Keep in communication with the students and help guide lesson plans. Having the professor as a sounding board was very valuable to me.

Smartboard training would be helpful.

Design a detailed unit and lesson plans such as SIOP model before student teaching. Review CAN DO Descriptors to better understand EL needs, weaknesses and strengths.

Have clear expectations for the placement teachers- they often aren't sure how much they should or shouldn't be assisting. Also for special education, going over how involved we should be with goal updates and IEPs- we don't get nearly enough practice with these.

Try to match each student teacher up with the age of student that they would most likely want to teach.

The required meeting dates for CEST and the consequences of missing an entire semester of school for not attending the meeting.

I enjoyed my field education and student teaching. I don't know if I have a recommendation.

Check the teachers that you put students with

Learn about common ccre and more on student management
Prepare the students with the standards that are currently in use. NGSS has been instituted for a long time, but at no time during my program were we required to use the obsolete standards. Also, if a person plans to teach a certain age level, the field experience should be focused on that age level.

Practice different teaching models and make sure student teachers have access to a variety of classroom management techniques and resources.

Purchase curriculums that schools/districts are using and share them with your students.

more classes on reading/analyzing psych testing
Question 20 – What specific improvement(s) do you think should be made to your teacher education program?

Lots of IEP work!!! More hands on practice.

I would have liked more hands on experience working with literacy and math curriculums. I also wish I had a math-specific class like the reading class outside of the department that we were required to take.

More help with designing lessons to support ELL population, more practice with parent communication, more practice writing IEPs for real students (not just case studies)

the program should reflect what is currently being taught in schools in the state. Preparation for working with administration and parents.

Provide more student teaching and observation opportunities while taking other instructional classes (to put into action all the theory we learn before student teaching, which is mostly forgotten by the time we start student teaching).

I would like to see a few more behavior management classes added to the curriculum.

Make ELL a required endorsement prior to graduating. Many teaching jobs are looking for that endorsement.

Classroom management course to guide us on how to deal and diffuse a situation with students/parents.

Spending more time with IEPs writing them, looking at data to create goals, using the IEP to create lesson plans, etc

Allow students to do their student teaching at school that they work at. That will increase the likelihood of the student teacher of getting a job at the school.

Learn more about technology-schools have a high interest in personalized learning.

Remove the requirement that all secondary education students have to do field experience in at both the middle and high school levels. I did not find that my student teaching, at the middle school, was incredibly relevant to teaching high school students past freshman year.

1. Introduction to curriculum - this will make planning meaningful and relevant.

more info on dyslexia
Question 21 – As diversity is a core value of NEIU, with which aspects of diversity did you feel most prepared?

ELL

Adjusting AT to specific IEP's that called for it.

I live in an extremely diverse area. Our neighborhood school has children who speak over 40 different languages at home. I felt that I understood racial and ethnic diversity when I began the program. My knowledge of teaching and working with students from diverse backgrounds was further enhanced. We did not spend as much time discussing socio-economic diversity.

I knew about multicultural literacy and how important it is to bring to the classroom

I don't understand this question. What aspects of diversity was I suppose to learn?

Cultural sensitivity.

Differentiated instruction was stressed as well as socio-economic status of students.

social justice, cultural understanding, language understanding.

NEIU did a great job covering diversity in the classroom- they covered all aspects thoroughly.

I felt prepared, but I don't think you can ever do enought prepare you for each and every situation of diversity.

Diverse student population at the schools I completed observational hours/student teaching.

socioeconomic, racial, ethnic

Working with diverse students during student teaching.

How parents from different cultures value education.

This was a strength at Northeastern. Cultural diversity is obviously a huge part of teaching in an urban setting and is very important in understanding students' individual needs. However, I felt that was often one of the only teaching points and other crucial concepts such as behavior management, lesson planning, and IEP writing was often secondary at Northeastern.

Every student in my cohort was Caucasian - I didn't experience a large amount of diversity while at NEIU.

Also, I don't feel that we were prepared (AT ALL) to work with ELL students.
Question 22 – What technological knowledge and skills did you need to be successful in your first year of teaching?

Technology was my favorite class.

Apple and Mac, Notebook, System 44

Learning how to use a smartboard, which I never learned how to do before. We are also 1:1 iPads so I needed to learn those apps

Smart notebook, iPad apps, AIMSweb

Google docs, drive, and classroom, and building a website.

Using a Smart Board.

CPS (google classroom)
Smartboard training

Lesson planning with differentiation.

I have worked in several 1:1 schools and classes were still taught with mostly paper lesson plans. The lesson plan format should be updated to reflect more current technology- or teach the tech that is being used in classrooms.

I think the class on technology should be moved towards the end of your series of classes that you should be taking.

Familiarity with PowerIEP would have been helpful as well as background knowledge in creating Mimio/Smart board activities.

Basic computing, word processing helped, being familiar with educational websites was a big help

Smart Boards and how to incorporate technology in the classroom

SMART technology, overhead, MACS, Google

None, my school has limited technology; laptop carts that can be signed out and computer labs.

I am pretty tech-savvy, but I would have liked to learn more about Excel and assistive technology.
Question 23 – What aspects of working with English Language Learners need to be strengthened in the programs at NEIU?

Every aspect!!

How to modify, how to build/activate background knowledge

I received very little preparation.

Allow more real world practice of the theory that is being taught.

I would like to see more ELL in the general education classroom classes offered or have more components with already established classes.

Make it a required endorsement before graduating. I did not have any additional experience with it.

The challenge is when an EL enrolls in a CPS school in grades 2 and higher. Few students are not fluent in their native language hence acquiring English becomes a bigger challenge. Maybe locate resources to support various languages.

Strategies to support such students who are not Kindergarten age (ryhmes, singing, etc activities) but educational activities to build on their background knowledge and phonemic awareness.

Strategies for advocating for families that don't speak English.

How to work with ELLs.

Working with ELLs at different levels than their grade level/differentiating with ELLs even more than the usual differentiating

None that affected my effectiveness as a teacher.

NEIU should stress getting ELL certified at the same time.

Every aspect.
**Question 24 – How have you incorporated reflection in your first year of teaching?**

Journal keeping.

Shame on you, this is my 3rd year teaching.

During my evaluation meetings, I am honest about what I feel was strong and what could be improved for the future. I kept notes and made sure to refer to them.

I kept a journal, and still do, to reflect and problem solve issues I have in the classroom.

I reflect on almost every lesson and make notes to myself for future adjustments.

I would reflect after a formal assessment. I would reteach if needed.

Reflection has been part of the first year of teaching throughout the program provided at my current school. All lessons are reflected upon and changes are made constantly to reflect the needs of the students.

It is part of our evaluation process.

yes. that should be at the core of any decent teacher

I have kept a journal

I am in my third year of teaching; I reflect on every lesson to determine what I will use again and what lessons did not help the students achieve understanding of a concept as I had hoped.

I reflect on my teaching throughout the year during post observation meetings and in Domain 4.

I finished my first year of teaching six years ago.
**Question 25 – With what people, groups, or agencies have you collaborated in your first year of teaching?**

Facing History and Ourselves

It's my 3rd year teaching but I have collaborated with Best Buddies, Autism Speaks, Aldermen, News stations, SEARCH, DRS, Anixster.

I took classes through Learners Edge, and have collaborated with many professional development groups online

with a group of first year teachers

In my first year of teaching I had my boss as the person who worked with me. Then some people from problem solving teams in subsequent years and now I am on a course alike team.

Middle School teams

Other teams within the building, not as much with outside agencies.

mostly colleagues, and professional developments for my curriculum

Instagram has a #teacherfollowteachers hashtag that has helped, teacherspayteachers.com

My colleagues; other teachers in the same subject, and other disciplines to align skills between math and science, and the district's Mentor Program.

My school has a first year mentor program and after school classes.
Supervisors’ Written Responses

Note: The institution-provided program code (e.g., “ELEM”) is provided at the beginning of each response.

• Question 11 – Describe an area of strength for this teacher that is in your view related to his or her teacher preparation program.

• Question 12 – Describe an area of weakness or need for growth for this teacher that is in your view related to his or her teacher preparation program.

• Question 13 – Based on your experience with this teacher, what change(s) would you recommend for his/her teacher education program?
Question 11 – Describe an area of **strength** for this teacher that is in your view related to his or her teacher preparation program.

Really not prepared to be a teacher in the content area she has been endorsed. Very nice person and very caring, but not a secondary educator.

Literacy instruction, especially for ELL/DL students

Michael Verzani worked for me as a support staff member and not a certified teacher.

I am completely satisfied with this teacher, so much so that starting her 3rd year here, I have opened a position as Math Lead Teacher. The results students demonstrated over the past few years have been remarkable. This teacher demonstrates great classroom management and is very competent in her content area. She relates well with the faculty and parent community. She follows directives from administration. She is timely with all tasks and accepts additional responsibility.

Ms. Jasso was always prepared and when something did not go as planned she easily modified what she was doing to fit the moment.

THis was an experienced teacher who took a graduate course. She was an exemplary teacher before she took the graduate work and the program made her even stronger.

She has had a strong, positive presence with students. She is able to maintain strong classroom and student management while still having a good rapport with children.

Mirela has excellent instincts with children.

Our teacher candidate was both professional and motivated to do well. He impacted students' lives in a positive way.

Collaborative with staff and admin and reflective in practice.

wants to do what is best for students and works hard to have high expectations.

She is willing to work hard and she tries

Is reliable and professional.

Worked hard to differentiate instruction.

She is fabulous! It was hard to believe during her first year of teaching that she was really a first year teacher. Consummate professional and distinguished teacher and teacher leader.

Positive attitude, reflective, receptive to constructive feedback.

Mallory is highly prepared and personable. Students, staff and parents hold her in high regard.
Giana Amato's ability to plan and prepare for lessons increases her true effectiveness in implementing student's connect ability to the learning concepts and goals she has determined through individualized assessments.

Ms. Vasilj was enthusiastic and ready for the classroom. Over the course of her first year she learned to put theory into practice.

Susan Miller's ability to differentiate instruction and be flexible in practices delivered is her greatest strength as it relates to the teacher preparation program.

Preparing engaging instruction

Consistently reached out to community partners.

Student-focused; Understands the concept of developmentally-appropriate practices

He is a very passionate and engaged learner himself and that translates to his students.

Lauri has the ability to connect with students and motivate them towards excellence. She encourages them to work hard and not give up. She teaches them that their efforts pay off with success.

She has a deep knowledge of pedagogy.

Had some artistic abilities and social skills with colleagues.

The teacher indicated for this survey had a Support Staff position and was not a certified teacher.

This student is excellent at classroom management and forming positive relationships with his students.

Ms. Amato did her student teaching at Northside Learning Center H.S. and was monitored and observed multiple time while she was being supervised by one of our lead teachers. The program perimeters were discussed several times with the cooperating teacher to ensure she was on track. She did maintained her focus and demonstrated a strong knowledge of instructional methodologies.
Question 12 – Describe an area of weakness or need for growth for this teacher that is in your view related to his or her teacher preparation program.

Content Knowledge in Science.

No one thing stands out

There was only one mishap that was experienced. Attention to detail was not followed for one significant task, but the situation was remedied and procedures were put in place so this does not occur again.

Collaborating and communicating with staff could be an area for growth.

Differentiating assessments.

Experience with parents.

rigor in instruction and classroom organization.

collaborative relationships with staff.

behavior, differentiation and rigor

Unprepared for the daily activities of teaching. Understood the theory, but not the practice.

Classroom management and management of individually challenging students had been a weakness but has improved greatly through her ability to build positive personal relationships.

Continuing to master the workshop approach and asking higher level questions is an area for growth.

Giana Amato is still learning assessment planning to ensure all goals are being met.

Assessing student learning

Needed more guidance on administering modifications for Diverse Learners.

Planning, instruction, building relationships with students, building a strong classroom culture based on respect and equity.

Was not completely prepared for classroom management - how to set up classroom for successful learning and student management. This was a relative weakness. Still did a satisfactory job which improved greatly with input from the administrator.

He is a bilingual teacher and it seems as though the program he came through may have not been focused on biliteracy. He as learned a lot with us, but it would have been even more beneficial if he had some background knowledge to share.
Focus on the goal of the highest quality instruction as an neverending learning experience demanding dedication to learn on a daily basis.

Was not prepared for the level of professionalism that is required in the working environment. Struggled with his relationship with some of his fellow educators, and did not know how to handle these types of situations.

She is learning to be more aggressive at seeking out assistance to maximize her effectiveness beyond her comfort zone. These skill will be learned over time.
Question 13 – Based on your experience with this teacher, what change(s) would you recommend for his/her teacher education program?

Stronger content emphasis

She was one of the most prepared first year teachers I've encountered in a few years

Greater focus on assessment of student work. Add Understanding by Design to the course work.

Additional information about balanced literacy approaches to instruction.

The teachers need to understand that in today's educational climate, accountability is a priority. Establishing a warmer classroom climate from the start, rather than being all business and focused only on academics. (This may have been a result of her Student Teaching assignment in CPS rather than her preparation through NEIU.

Giana Amato's strengths allows her to connect to the research based teaching practices. I would allow her to continue to experience theory to grow her ability to stabilize her own philosophy of educating students with special needs.

Provide more guidance through videos or direct observation on how to modify lessons/units and how to appropriately respond to young adolescence antics.

*Develop and graduate teachers of the highest cognitive capacity for the seriousness of this profession. The analysis of student work and evaluation of one's own practice takes strength, introspection, and constant learning.
*Responsiveness to students' cultural backgrounds, level of poverty and overall experiences in our world has vast implications for the best classroom environment. This takes a balanced teacher with a broad array of understandings beyond their own personal experiences.

More instruction on professionalism. On what is expected in the working world.

Yes. She has good instincts and she delivers her lessons with confidence and accuracy.