Assessment Status Report  
University Office of Teacher Certification

History

Over the past several years, persons, titles, and responsibilities associated with this office have changed several times. Prior to 2004, the University Office for Teacher Certification was actively involved in coordinating a broad range of teacher certification activities university-wide.

In 2004, the Office’s responsibilities were reduced with the responsibilities for things such as TEACH House, advising, and recruitment being delegated to other offices and committees on campus. In 2005, the title of Teacher Certification Coordinator was changed to Teacher Certification Assessment Coordinator and the focus was shifted from a broad coordination of teacher certification across campus to coordination of assessment efforts and data collection across campus in connection with accreditation. However, some broader functions of the office remained, such as maintaining the Teacher Certification website, processing tuition waivers for cooperating school districts, coordinating CITC, CAPCE, and related subcommittee meetings, and serving as a clearinghouse for information regarding teacher certification for students, prospective students, and others.

The office’s responsibilities were reduced again in Spring 2009 when the office lost its Program Administrative Assistant and became a one-person office. Responsibility for tuition waiver issuing and processing became the responsibility of Registration and Records at that time. In addition, some functions formerly performed by the Administrative Assistant have yet to be delegated. Because of this late development, many items in this report (prepared in large part during Fall 2008) may no longer apply. The responsibilities of this office (and thus the activities conducted to assess them) will undoubtedly undergo significant revision in the near future.

Mission

The general mission of the University Office of Teacher Certification (UOTC) is to support the activities of the Office of the Vice Provost who oversees the preparation of certification candidates in accordance with the Illinois State Code and NIU program requirements. These activities support the central mission of the university as reported in its Mission and Scope Statement: the transmission, expansion and application of knowledge. The UOTC is the central contact point at NIU for general information about earning teacher certification in the State of Illinois and at NIU. This office serves as an initial contact for general information for individuals interested in or currently pursuing teacher certification, directs individuals with questions to the proper advising offices, and generates and monitors the issuing of NIU tuition waivers to districts for initial teacher certification programs. The office supports the operations of the Committee on Initial Teacher Certification (CITC), the CITC subcommittees, and the Committee on Advanced Certification in Education (CAPCE). This office conveys actions of the Illinois State Board of Education affecting the preparation of certification candidates. It also assists the Vice Provost in preparing for the NIU continuing
NCATE/ISBE Accreditation Review and other certification-related reports. It is responsible to and liaison for the Vice Provost.

Objectives

The major objectives of the office correspond to the six major functional categories, all of which fall under the governance of the Vice Provost.

1. Provide a clearinghouse for questions about teacher certification programs and continued professional development opportunities at NIU.
   a. Maintain and distribute current listings of the initial and advanced certification program advisers to the appropriate university offices.
   b. Update the NIU Teacher Certification Webpage (teachercertification.niu.edu) as changes are received from programs and as directed by CITC, CAPCE or the Vice Provost.
   c. Answer telephone calls and e-mail messages and direct them to the appropriate office.
   d. Schedule and conduct Student Teacher Orientation Meeting along with CITC Student Teacher Orientation Subcommittee

2. Support the operations of CITC and CAPCE and their subcommittees through scheduling meetings, record keeping and distribution of communications.
   a. Schedule and coordinate meetings, committee membership lists, and other CITC and CAPCE activities.
   b. Record accurate monthly CITC and CAPCE meeting minutes.
   c. Archive all CITC and CAPCE records.
   d. Distribute meeting agendas and other pertinent information to the appropriate faculty members.
   e. Maintain CITC Approved Professional Education course lists

3. Generate and monitor the issuing of NIU tuition waivers and reports to public school districts that serve initial teacher certification programs. Provide tuition waiver information to the NIU Bursar’s Office. Track waivers redeemed.
   a. Compile clinical site data from the 27 initial teacher certification programs for tuition waivers
   b. Assist in resolution of tuition waiver issues between the Bursar’s Office and teachers.
   c. Maintain a database that tracks all tuition waivers issued and redeemed.

4. Communicate Illinois State Board of Education certification requirements information to the Office of Registration and Records, initial certification programs and other appropriate university offices.

5. Provide assistance to the Vice Provost as required for NIU’s continued accreditation for initial and advanced programs by NCATE and the ISBE.
   a. Collect and provide information for university reports required by the Federal and State legislation and accreditation as directed by the Vice Provost.
   b. Support the Vice Provost in preparing for the NCATE/ISBE Continued Accreditation Review.
Measurable Outcomes

1. Clearinghouse for questions
   a. Accurate and current advisor lists for use by NIU offices are distributed to Telecommunications, Office of Admissions, Office of Registration and Records, Advising Offices, and Off-campus Site Information Offices.
   b. The UOTC webpage content is kept current and accurate.
   c. Phone call and email inquiries are responded to in a timely manner and no complaints are received about response time.
   d. Student teachers receive the information necessary to apply for their Illinois certificate, information on NIU policy, and other appropriate information.

2. Support operations of CITC and CAPCE
   a. Accurate information regarding activities of subcommittees is distributed to CITC and CAPCE.
   b. Efficient access to CITC and CAPCE archived materials is provided as needed.
   c. Accurate information regarding CITC and CAPCE policy changes is provided to the Office of Registration and Records.

3. Generate and monitor tuition waivers
   a. Tuition waivers are generated based on information received from programs.
   b. Districts are provided with reports of tuition waivers.
   c. Tuition waivers are redeemed by authorized personnel.
   d. Record of all issued and redeemed tuition waivers is kept.
   e. Efficient access to tuition waiver data is provided.

4. Communicate ISBE certification requirements
   a. Weekly newsletter from the State Superintendent of Illinois is forwarded to CITC and CAPCE members.
   b. Other information regarding certification is forwarded/reported to CITC, CAPCE and others who may be affected.

5. Continued NCATE/ISBE accreditation
   a. Timely and accurate information is reported for each of the following Illinois and national reports: Title II, ISBE Annual Report, ISBE Data Warehouse, AACTE Annual Report, NCATE Annual Report, Unit Annual Report, and other reports as requested.
   b. Preparation and facilitation for NCATE/ISBE accreditation site visit including coordinating visit preparation activities (such as providing information about NCATE accreditation and collecting data and documents), facilitating the submission of Specialized Professional Association (SPA) reports, collecting and organizing exhibits, coordinating visit schedules, and facilitating the visit.
<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Objectives Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaint archive</td>
<td>Archive of complaints from callers/e-mailers not getting adequate response</td>
<td>ongoing</td>
<td>Program Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Student Teacher Orientation Survey</td>
<td>Survey administered at the end of Student Teacher Orientation</td>
<td>Each fall and spring semester</td>
<td>Program Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Exit Survey (questions on student teacher orientation)</td>
<td>Survey administered at the end of Student Teaching</td>
<td>Each fall and spring semester</td>
<td>Teacher Certification Assessment Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>CITC/CAPCE &amp; Advisor Survey</td>
<td>Survey CITC, CAPCE, and Registration and Records, Certification Officer about satisfaction with UOTC functions</td>
<td>Bi-annual</td>
<td>Teacher Certification Assessment Coordinator</td>
<td>1,2,4,5</td>
</tr>
<tr>
<td>Tuition Waiver Tracking</td>
<td>Tracking the number of tuition waivers issued to each district, the number redeemed, and the number of errors reported</td>
<td>ongoing</td>
<td>Program Assistant</td>
<td>3</td>
</tr>
<tr>
<td>Record of timely submissions of reports</td>
<td>Tracking the actual submission dates and due dates of Illinois and national reports</td>
<td>ongoing</td>
<td>Teacher Certification Assessment Coordinator</td>
<td>5</td>
</tr>
<tr>
<td>UOTC NCATE Update Newsletter survey</td>
<td>Survey of UOTC newsletter readers regarding usefulness of the content</td>
<td>Bi-annual</td>
<td>Teacher Certification Assessment Coordinator</td>
<td>5</td>
</tr>
<tr>
<td>NCATE/ISBE Accreditation Report</td>
<td>NCATE and ISBE report to NIU what its accreditation status is and any areas for improvement in its post-visit report</td>
<td>Every five years</td>
<td>NCATE Board of Examiners and Unit Accreditation Board</td>
<td>5</td>
</tr>
</tbody>
</table>

### Outcomes by Methods

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Complaint Archive</th>
<th>Student Teacher Orientation Survey</th>
<th>Exit Survey</th>
<th>CITC/CAPCE Survey</th>
<th>Tuition Waiver Tracking</th>
<th>Record of timely submissions</th>
<th>Newsletter survey</th>
<th>Accreditation Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Answering questions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Support CITC/CAPCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tuition waivers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Certification requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>5. Accreditation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As the tables above demonstrate, only one assessment instrument assesses more than one objective, but two objectives are measured by multiple instruments.

Evidence

Complaint archive

This was kept by the former Program Administrative Assistant and therefore the data are neither immediately available nor necessarily very relevant now.

Student teacher orientation survey

This was handled by the Program Administrative Assistant along with the Student Teacher Orientation subcommittee of CITC. The data are neither immediately available nor necessarily relevant to this office right now.

Exit Survey questions on Student Teacher Orientation

Questions regarding the perceived usefulness of the Student Teacher Orientation were added to the Exit Survey beginning in Spring 2006. The questions ask student teachers at the end of their student teaching experience to reflect back on the usefulness of each of the Student Teacher Orientation topics, to suggest other topics that may be useful to include in the future, and to generally comment on the orientation experience.

Results of this part of the survey are shared with CITC’s Student Teacher Orientation Committee and used for planning future orientations. “Certification Information and News” has been a fixture of the Student Teacher Orientation over the three years during which this survey has been administered and each time it was rated as “useful” or “extremely useful” by the greatest proportion of student teachers (between 80.7% and 92.1%). The other sessions have generally been rated as “useful” or “extremely useful” by a majority of respondents (between 69.5% and 82.6%). The exceptions to this have been the “Meet and Greet Activity” (49.3%-52.2%), the “Semester Long Interview” (56.1%), and the “Student Teacher Panel” (45.1%-45.9%) which were rated as “useful” or “extremely useful” by just about half of respondents each time and. See Appendix I for more detail.

CITC/CAPCE & Advisor Survey

This survey was administered to CITC members, CAPCE members, and certification program advisors during Spring 2007 in order to gauge satisfaction with various services provided by the University Office of Teacher Certification. The majority of respondents were advisors (84.2%) and a majority were also CITC or CAPCE members (68.4%).

The results of the survey showed that most respondents were satisfied with the services provided to them by the UOTC. The highest levels of satisfaction were reported for the Distribution of CITC and CAPCE agendas and minutes (89.5% “satisfied” or “very satisfied”),
the distribution of certification-related information and documents via email excluding NCATE/assessment documents and information (89.5%), and the distribution of information pertaining to CITC/CAPCE activities (84.2%). The least satisfaction (though still a majority) was associated with administering the student teaching Exit Survey (63.2%).

When asked about the office's website, most respondents agreed or strongly agreed that the website is "useful to my job performance" (84.2%), "useful to my students" (73.7%), "accurate and current" (89.5%) and "easy to navigate" (78.9%). Sixty-three percent of respondents had visited the website within the last month and 84.3% had visited within the last semester. See Appendix II for more detail.

Tuition Waiver Tracking

Responsibility for this task no longer resides in this office. The data are neither immediately available nor necessarily relevant to this office right now.

Record of timely submission of reports

Each time a report request is received from ISBE, NCATE, AACTE, or some other body, the due date is recorded in a folder for that particular request. When the requested report has been submitted to the requestor, the submission date is recorded. If the report is returned for revisions and needs to be re-submitted, those subsequent submission dates are also recorded. To date, no reports have missed the initial deadline for submission, although a few have been returned for revisions and sometimes that means that subsequent reports have had to be submitted after the initial deadline.

Newsletter survey

The UOTC NCATE Update Newsletter survey was administered in Spring 2007 with the purpose of gauging the readers' perception of the usefulness of the newsletter. At that point, the newsletter had been in existence for a little over a year.

The response to the survey was limited and thus the utility of the results is somewhat limited as well. The newsletter is sent out on a monthly basis to an audience of over 60 persons. There is no way for us to know how many people read the newsletter or whether the response of 9 people to the survey reflects a significant proportion of actual readers. The respondents consisted of 5 faculty, 2 SPS, 1 other staff member, and one administrator.

All respondents felt that the articles were relevant and useful and that the information came from reliable sources. All respondents also felt that the length of the newsletter and the length of the articles were sufficient. All but two felt that the articles covered topics in sufficient depth, and all but one thought that there were an adequate number of newsletters per year.

NCATE/ISBE Accreditation Report

The NCATE/ISBE Accreditation process has changed a lot since the last NCATE continuing accreditation report was prepared and site visit was hosted. In addition, the composition of
the office has changed since then. Therefore, the last accreditation report (for the site visit in 2001) is no longer a reflection of the current University Office of Teacher Certification. The next report will be prepared this year for the Fall 2010 NCATE site visit. Results will not be available until Spring 2011.

Use of Results

Complaint archive

This was kept by the former Program Administrative Assistant and therefore the data are neither immediately available nor necessarily very relevant now.

Student teacher orientation survey

This was handled by the Program Administrative Assistant along with the Student Teacher Orientation subcommittee of CITC. The data are neither immediately available nor necessarily relevant to this office right now.

Exit Survey questions on Student Teacher Orientation

This was handled by the Program Administrative Assistant along with the Student Teacher Orientation subcommittee of CITC. Feedback on how the survey results were reflected in modifications to the Student Teacher Orientation meeting are not immediately available.

CITC/CAPCE & Advisor Survey

The low level of satisfaction with the administration of the Exit Survey was addressed by reminding placement coordinators twice a semester (instead of just once) to remind their student teachers and supervisors about the survey. In addition, the survey itself was modified so that supervisors were no longer asked to complete the survey multiple times (once per student teacher) but could now respond once regarding all of the student teachers they supervised.

Tuition Waiver Tracking

Responsibility for this task no longer resides in this office. The data are neither immediately available nor necessarily relevant to this office right now.
Record of timely submission of reports

Each time a report is returned for revisions and needs to be re-submitted, the problems with the original file are noted so that they will not be repeated the next year (if it is an annual report).

Newsletter survey

The newsletter survey didn’t reveal anything in need of attention, so no substantial changes were made to the newsletter.

NCATE/ISBE Accreditation Report

The University Office of Teacher Certification has undergone a re-structuring since the last NCATE visit to focus more time and energy preparing in advance for the upcoming NCATE site visit. The position of Coordinator has been changed to Assessment Coordinator and many non-assessment/accreditation related responsibilities have been re-assigned to others outside the office.

Further Information Needed and Timeline

Given the long time span between accreditation reports (originally intended to be 7 years, but now will be 9 years), focus needs to be placed more closely on the between-years activities facilitated by this office to help prepare for the next accreditation report. To that end, the following assessments will be added:

1. Survey of satisfaction with support for SPA report preparation process (SPA reports are prepared by programs the semester before the accreditation report is prepared at the university level). This survey will be conducted in Spring 2009 since the reports were completed in Fall 2008 [See draft of survey here http://www.surveymonkey.com/s.aspx?sm=24LZAooQxkz1m6emGYnEeg_3d_3d ]
2. Survey of satisfaction with unit reporting format as preparation for SPA reports. During Spring 2009, this will be combined with the survey listed in 1 above and may be repeated periodically on its own after that.
3. Results of SPA reports (whether programs were nationally recognized as a result of their SPA reports). These will become available in Spring 2009.

Resources Needed

No resources are requested for assessment of the University Office for Teacher Certification at this time.
### Appendix I
Exit Survey Questions on Student Teacher Orientation

#### Spring 2008 Results

5. Now that you have experienced student teaching, please rate the usefulness of each of the NIU Student Teacher Orientation Meeting topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Extremely Useful</th>
<th>Useful</th>
<th>Not Very Useful</th>
<th>Not Useful At All</th>
<th>Does not apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Information and News</td>
<td>48.6% (67)</td>
<td>43.5% (60)</td>
<td>7.2% (10)</td>
<td>0.7% (1)</td>
<td>0.0% (0)</td>
<td>3.40</td>
<td>138</td>
</tr>
<tr>
<td>Legal, Ethical, and Electronic Issues</td>
<td>23.9% (33)</td>
<td>58.7% (81)</td>
<td>15.9% (22)</td>
<td>1.4% (2)</td>
<td>0.0% (0)</td>
<td>3.05</td>
<td>138</td>
</tr>
<tr>
<td>&quot;Meet and Greet&quot; Activity</td>
<td>16.9% (23)</td>
<td>35.3% (48)</td>
<td>27.9% (38)</td>
<td>19.1% (26)</td>
<td>0.7% (1)</td>
<td>2.50</td>
<td>136</td>
</tr>
<tr>
<td>Principal Panel</td>
<td>31.2% (43)</td>
<td>49.3% (68)</td>
<td>13.0% (18)</td>
<td>3.6% (5)</td>
<td>2.9% (4)</td>
<td>3.11</td>
<td>138</td>
</tr>
<tr>
<td>Cooperating Teacher Panel</td>
<td>29.9% (41)</td>
<td>48.2% (66)</td>
<td>12.4% (17)</td>
<td>5.1% (7)</td>
<td>4.4% (6)</td>
<td>3.08</td>
<td>137</td>
</tr>
</tbody>
</table>

| answered question | 138 |
| skipped question  | 0   |
6. Reflecting on your student teaching experience, what other topics would you have found useful if they had been included in NIU's Student Teacher Orientation Meeting?

<table>
<thead>
<tr>
<th>Comment Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Working with paraprofessionals within the classroom.</td>
</tr>
<tr>
<td>2. None</td>
</tr>
<tr>
<td>3. Contact with principals and cooperating teachers was very vague, and contact was far too distant. Virtually nothing was presented that directly applied to my role as a secondary educator in a Social Sciences teacher.</td>
</tr>
<tr>
<td>4. The classroom environment. Finding materials within my discipline that are reader friendly for students.</td>
</tr>
<tr>
<td>5. It is all what you put into it - if you give student teaching your all, this will be the most rewarding, as well as the most difficult, semester of your life!</td>
</tr>
<tr>
<td>6. I wish Certification information came at a different time.</td>
</tr>
<tr>
<td>7. E-mail reminders of paperwork or important due dates needed for certification.</td>
</tr>
<tr>
<td>8. It would be nice for the cooperating teacher panel to have one teacher from elementary, middle school, high school, PE, Music, and Art. The last three elective courses are taught completely different then those regular classroom teachers, I would have liked someone from my field on the cooperating teacher panel.</td>
</tr>
<tr>
<td>9. If they had a teacher panel that involved with physical education. All teachers were classroom teachers.</td>
</tr>
<tr>
<td>10. Too long of a day.</td>
</tr>
<tr>
<td>11. It would have been nice if we all had the same expectations and those were explained clearly to us at the orientation meeting.</td>
</tr>
<tr>
<td>12. Tips for Interviewing and finding jobs out of state</td>
</tr>
<tr>
<td>14. I think I would have found communicating with my fellow students more on what is going on in their classroom. We did this one time and were able to throw ideas around to each other on what to do in certain situations. I just felt like we had a chance to get some lesson ideas and class management ideas that we do not necessarily discuss when we are in NIU's classes.</td>
</tr>
<tr>
<td>15. First of all I wish that the elementary education students could be separated from the secondary students because they deal with separate issues. A topic I feel that would have been helpful is ways to talk to parents/guardians. Every teacher has to talk with parents/guardians and there isn't necessarily a class to demonstrate that.</td>
</tr>
<tr>
<td>16. I would have liked to have been separated form the general eductaion student teachers becuase the topics had no meaning towards special education.</td>
</tr>
<tr>
<td>17. I think that it would have been helpful if a panel of recent graduates was brought in to discuss their student teaching experiences.</td>
</tr>
</tbody>
</table>
18. Organization, more info on projects, papers due.
19. Autism orientation CPI training
20. I still don't have any idea about being highly qualified and what I can actually teach now that I have graduated. I wish we could have gone over how to write a cover letter/resume earlier.
21. More practice with interviewing
22. I think everything was covered well. I found the purple list of "What Student Teachers Should Know" very helpful.
23. the process of testing and introducing a student into special education
24. I think it was so much information at one time that it was kind of hard to take it all in. So maybe having it broken into different days, but I don't think that people would want that. I think that maybe having workshops on the legal ethical and electronic issues, and also the certification information, because I feel like students might have questions about those as well so it could be useful to have smaller workshops with those. Other than it being long and us not really given the chance to ask our questions in the beginning I think it is well designed!
25. Overall, the orientation meeting was very informative. I would have liked to see more information on how to prepare for interviews.
26. Resume information and interview skills.
27. Making a point of explaining just how much work is included in the program. I am referring to the syllabus and the assignments that are required of a student teacher. It would have been nice to know what is expected of us before we begin. I feel that TIME MANAGEMENT should be stressed. It should be one of the most important areas covered during orientation.
28. The meet and greet activity was not useful for me. I was unable to connect with anyone who was going to be at my second student teaching placement. However, I was able to meet with one of the people at my first placement because I was sitting with him. It would be helpful to have alternate meeting places (ones other than the original designated rows) for all people who have a second placement. I don't think the people with two placements all went to the area where their second school district was. When I went to the my second placement area all of the people there were going to be at those schools the whole time (and not at the school I was at) or only the first half of their experience. It appeared that everyone just stayed in the same spot and didn't move, even if they did have two teaching placements. Second, the principal panel was scary. I understand that principals have priorities, however some of them did not seem like team players. There were several of them I would not want to work with. Lastly, the cooperating teacher panel was not helpful. My cooperating teachers were nothing like any of the teachers on that panel. The advice that many of them gave were things that I knew about as a result of my many clinicals. I know I should show up on time, I know I should dress professionally, and I know I need to have well thought out lesson plans. I found this panel to be an insult to my intelligence. However, on a positive note, the music teacher was absolutely delightful. She made me excited about starting student teaching.
29. I thought because each principal and cooperating teacher is going to be unique, it was a waste of time to listen to the opinions of people that would in no way represent those that I would be working with this semester.
30. Interviewing tips.
31. I wish I would have had some insights to the more difficult aspects of encountering unprofessionalism and lack of support by your cooperating teacher. Most will be very helpful, but what do you do when your mentor is absolutely unsupportive and uncommunicative?

32. I can not think of anything.

33. I think the panels were useful but I would have liked to have know more about out actually responsibilities as a student teacher. I felt like I was being thrown into the water not really feeling comfortable with my actually responsibilities. I read the packet that said what we were to do each week but it is very vague.

34. Physical restraint

35. *Tips on being a successful student teacher *Useful websites about lesson planning

36. Working with Special Education students, ELL students and paraprofessionals in the classroom.

37. Looking for a job, advise for the job search process.

38. None

39. Where additional quality resources can be found for teaching strategies, equipment, etc.

40. no comment

41. Behavior Management

42. The orientation experience was mixed up this year because of everything happening at NIU at the time. I believe that if we would have had more time to meet, this would have been more useful that it actually was.

43. I truly found the cooperating teacher panel the most useful.

44. Literacy Activities and Classroom Management Techniques.

45. More emphasis on dealing with diversity in the classroom. More emphasis on motivating the unmotivated student. Also, more emphasis on how to handle job offers, (i.e. when you have multiple jobs and what your legal rights are when you have verbally accepted a job vs. actually sign a contract - like when can and can't you back out.)

46. I still am getting very mixed information on how to coordinate applying for the certificate - everyone on campus either does not know or will not return phone calls

47. I believe that having parents of students speak to us about how they react to letters that come home, phone calls home, and conferences with the teachers. I found this was a difficult aspect of student teaching, getting used to dealing with the parents!

48. Department Head

49. I think that the mock interviews should be done prior to student teaching.

50. more field-specific (preschool is completely different than high school)

51. Where/how to apply for jobs When to apply Resumes

52. They should have had some type of brief overview to get student teachers with middle school placements in a better mind set so that we had a better understanding of how to go about
changing our teaching techniques and lesson presentation. Teaching 4th graders is not at all like teaching 6th graders and it was a huge surprise for me!

53. none

54. How to write a resume.

55. The Orientation Meeting was very useful. The problem I encountered was related to NIU’s semester beginning on a different date than District 214’s semester. I was provided with conflicting information from NIU personnel regarding when I would need to begin student teaching.

56. To have information about the job search.

57. I think that it would have helped if our CO teachers could come to part of the day so they better understood what needs to be done and they did not feel so rushed.

58. I think the orientation would have been more helpful if there was some way to break down the different majors before the end, because a lot of the orientation did not apply to me. I'm sure the parts that did apply to me did not apply to everyone else.

59. I think that I would of understood each thing more in depth because it would be knowledged during your student teaching.

60. My student teaching experience has not been the one I had expected. I feel that I did not put forth my greatest effort, so in a sense I feel that I have failed myself. I found that meeting with our supervisors was the most useful to me. My supervisor laid down what needed to be done and helped with other various topics.
5. Now that you have experienced student teaching, please rate the usefulness of each of the NIU Student Teacher Orientation Meeting topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Extremely Useful</th>
<th>Useful</th>
<th>Not Very Useful</th>
<th>Not Useful At All</th>
<th>Does not apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Information and News</td>
<td>37.4% (52)</td>
<td>51.8% (72)</td>
<td>5.8% (8)</td>
<td>3.6% (5)</td>
<td>1.4% (2)</td>
<td>3.25</td>
<td>139</td>
</tr>
<tr>
<td>Legal, Ethical, and Electronic Issues</td>
<td>26.8% (37)</td>
<td>48.6% (67)</td>
<td>18.1% (25)</td>
<td>5.1% (7)</td>
<td>1.4% (2)</td>
<td>2.99</td>
<td>138</td>
</tr>
<tr>
<td>&quot;Meet and Greet&quot; Activity</td>
<td>12.3% (17)</td>
<td>37.0% (51)</td>
<td>28.3% (39)</td>
<td>20.3% (28)</td>
<td>2.2% (3)</td>
<td>2.42</td>
<td>138</td>
</tr>
<tr>
<td>Principal Panel</td>
<td>29.7% (41)</td>
<td>46.4% (64)</td>
<td>15.2% (21)</td>
<td>5.8% (8)</td>
<td>2.9% (4)</td>
<td>3.03</td>
<td>138</td>
</tr>
<tr>
<td>Cooperating Teacher Panel</td>
<td>31.2% (43)</td>
<td>46.4% (64)</td>
<td>13.0% (18)</td>
<td>6.5% (9)</td>
<td>2.9% (4)</td>
<td>3.05</td>
<td>138</td>
</tr>
</tbody>
</table>

6. Reflecting on your student teaching experience, what other topics would you have found useful if they had been included in NIU’s Student Teacher Orientation Meeting?
Comment Text

1. Preparation of resumes and what to expect in interviews.

2. I think the meeting was good and helpful, but I think having a written handout/page in the booklet for anything important would be a good idea. Honestly, after the intense semester of student teaching, I have only a dim recollection of anything said that day.

3. The meeting offered absolutely no advice for itinerant special education teachers. Please include some in future meetings.

4. Since it was not part of the capstone, I would include interviewing strategies, as well as what "highly qualified" means and how to achieve this.

5. I felt that most of the orientation was directed towards the secondary education program. I also felt that the principal and cooperating teacher panels were a repeat of past seminars as well as the legal, ethical, and electronic issue. I did like the "What I wish I knew about student teaching before student teaching" comments that were displayed in the PowerPoint.

6. Not so much in the meeting, but in general I am very disappointed regarding information about endorsements. I did not realize that two special curriculum/psychology classes were required to teach at the middle school level. I currently have been offered a position and do not know if I will be able to fulfill the position because I do my curriculum/psychology classes were not middle school specific, they covered all ages as does my K-12 special certificate. I feel an advisor should thoroughly review guidelines of endorsements early in the certification program.

7. Incorporate Special Education break out session with teachers and student teachers (especially Vision Itinerant Teachers) to discuss specific areas/topics related to Special Education.

8. Personally, the Student Teacher Orientation Meeting was also a big waste of my time. Early in my career, I did my homework and I already knew about all of the topics addressed. I have been on ECS since I started the EL ED program. It was nothing new to me. Being in the "electronic age," issues of legality and ethics are nothing new to me. The principal panel and cooperating teacher panel was also a waste of my time. None of the teachers were in EL ED; they were all high school and gym teachers! So I couldn't care less! The principal panel was also a waste of time. I'd rather get to know my own principal and have them personally address my questions. I also had a problem getting my paperwork. It was never mailed to me, so I had no idea that I was supposed to meet with my supervisor in DuSable or go to a meeting in Cole! Those things should be put in the already-thick-waste-of-a-tree booklets instead of mailing them and wasting postage for parcels that never arrive. P.S. Everyone HATES icebreakers. Don't do them if the participants will never see those particular peers again. For example, I "met" about 10 people that I have never contacted, and don't care to contact. The only people I needed to know were either at my building or in my seminar. In closing, Dear Northern, Please quit wasting my time with bull-sh*t-busy-work assignments and meetings. Quite frankly, I'm sick of them, and so are my peers (they just sugar coat everything, and are too afraid to speak up). We are over-worked (40+ hours in the classroom and 2 classes on top), under-paid ($0.00), and just plain sick and tired of all the ignorance that goes on at this school. Thank God Margaret Bridge is gone. Now you just have to get rid of Dorothy Imm (what a beast).

9. It would have been helpful to disregard some of the teaching classes that deal with history of teaching or combine some of the classes to make room for a pre methods class. I believe that their was so much good information in the class that and it would have been helpful to slow down and
go over it in better detail.

10. All topics are useful to some degree. None of them should be cut.

11. More assessment strategies. My class on assessment was terrible. ETR492 was a waste of my time. I learned absolutely nothing useful in student teaching. I went into student teacher with methods as my main experience in assessment.

12. Having so much thrown at the beginning of the semester, I based the above on what I remember from the first date

13. Where to go if you are having issues with something during student teaching

14. Classroom management and that is about it

15. I feel they were all covered.

16. I think that a day or afternoon on disaster plans could be useful. By this, I mean taking some time and teaching the student teachers how to properly handle fire drills and tornado alarms.

17. Definitely classroom management of some kind. I find that this area is a big area of weakness for ALL student teachers.

18. I enjoyed my experience as a student teacher, but feel that methods class could have provided more in terms of differentiated instruction.

19. I think the portfolio should have been before the student teaching experience.

20. I do not think there is much else that could be added. Most of the things I would add should have already been covered in clinicals.

21. More info. on how we were being graded.

22. Brief discussion on the TWS and its purpose...the how to's.

23. I did not feel that I needed to be at this meeting. I already have been a student teacher and have been teaching for 5 years in a different subject area. I also was frustrated at being required to attend an orientation for LiveText when I already know how to use it and have used it for my master's project. I did not need to waste 3 hours of my time sitting in a computer lab being told how to use a computer.

24. I would have liked to learn more about how to gain professional development once in the field. I would also like to know more about the application for endorsements.

25. Generating lesson ideas for specific subject areas (specifically lessons that emphasize skills and techniques in addition to concept)

26. more classroom management strategies

27. It would have been useful to hear from someone in Career Services about the credentials program, February job fair, and job placement services. Also, career services could have talked about resumes, cover letters, interviewing techniques and how to search for a job.

28. It would have been useful to have discussed the certification process following student teaching more thoroughly. I am still a little unsure about the "self management" of our credential files at the career center.

29. A few questions addressing the relationship between classroom teachers & specialists who pull
students out of the room for special ed work. This benefits everyone -- although few people at orientation will be itinerent, most classroom teachers at some point will have a student who works with a specialist.

30. Planning, time and organization Classroom management

31. I feel everything was great in my student teaching experience. I am happy with the schools I was at and feel I am very prepared to teach professionally now.

32. no suggestions

33. dealing with parent concerns

34. I think it may have been useful to spend more time addressing what is expected during the student teaching experience.

35. The orientation meeting was as useful as it needed to be. Any specific questions on assignments or other details about my experience were answered by my supervisor or cooperating teacher. I do have to say that the "Past Student Teacher Comments" at the beginning of the orientation increased my anxiety level about the amount of assignments we would be expected to have and other stressful details to come. This did not seem to be true, and my experience was just what I expected. I felt prepared for everything that came my way due to the orientation and supervisor meetings.

36. I would have liked to learn more about helping student who are not performing at grade level.

37. I feel that we were not fully informed about graduation or certification and how to go about obtaining and completing both of these topics.

38. classroom management ideas

39. I think that the meeting was very informative and I do not think there is anything that can be done about the overwhelming sensation that I had. The meeting tries to make things as easy and uncomplicated as possible.

40. I cannot think of any other essential topics that could have been addressed at the Student Teacher Orientation Meeting.

41. Almost everything which was discussed at the NIU Student Teacher Orientation was covered during seminar for Elementary Education Majors. Having livestream training in August was also a waste. I had to re-teach myself everything that I "learned" in August. It should be made one of the seminars done with the supervisors during student teaching. It would be more helpful if this was done.

42. I felt that the orientation was very broad. I did benefit from the certification information, but I would have liked to meet with people from the same department for the whole orientation. Then we could have discussed, on a more detailed level, what to expect and what was expected of us throughout the semester, as far as correspondence with advisors or preparing the portfolios. It just seemed very impersonal meeting in such a large group.

43. Answer our questions! We all asked questions that we wanted answered and maybe ten of those were answered. Ask us before hand and give us the answers we want.

44. A 1st year teacher panel, professional organization workshop

45. The orientation meeting was not at all ready to have student teachers that are majoring in vision.
There were not even name tags or seating for us. I know that we are a small group in comparison to the other education majors, but it would have been nice to have some of the meeting to pertain to our group. Perhaps having a separate meeting for the vision student teachers that could discuss issues that pertain to us, like what the itinerant lifestyle is like or have someone on a panel that is a vision teacher.

46. They could have different lesson plan topics (give us lesson plan ideas).

47. Not at this time

48. I believe that the cooperating teacher panel would have been more beneficial if a wider range of grade levels were present.

49. Hearing from previous student teachers

50. I would like to see more technology training. Even though we had seminars on technology, I think time devoted to implementing technology in the various levels of math would be beneficial.

51. Everything was included

52. As elem. majors we have heard everything said at the orientation and really was a waste of time. I think it needs to be broken down into majors so you can cover things that are more useful for us.

53. Perhaps a luncheon where co-ops are invited to campus, meet professors, and see NIU at its best?

54. I could not attend the orientation meeting due to a death in my family.

55. Need to cover more important topics rather than how a person should dress to student teach. If they, the student teacher, does not yet know how to dress, then they should not be in the program. Grow up. Cover how and when to send resume to a future employer, such as, can a resume be sent to a district before a job opens? Just what is the process?

56. More lesson plan ideas and resources

57. I thought NIU did a great job trying to cover all of the topics/issues that go along with student teaching and teaching in general. Having the principles and teachers talk about what to expect was very helpful, because they are speaking from experience.

58. Too much information in a short amount of time. Panel was helpful but reinstated a lot of what is common sense to most of us and not a lot of other issues. Be on time, dress professionally, not a lot of new information to help us.

59. More information about state standards and national standards

60. Everything that I could want to know was covered that day. I think that you did a great job. I just personally didn't like the meet and greet because I never used these people for anything all semester nor did I receive any contact from them. Good idea, but not to practical for everyone.

61. I think the current orientation meeting is appropriate for preparation of student teaching.

62. I think that more time on the expectations of student teaching would have been beneficial also what things that student teachers had to get done, like a portfolio or a journal. Items like those need to be gone over rather than just having to read it in the binder. There was so much stuff in the binder that it was overwhelming.

63. None, I felt well informed and comfortable when I started student teaching.
64. It would have been nice to hear from other students who recently completed their student teaching experience. They would be able to give good tips, and relate to us well.

65. Eliminate some of the steps of the TWS.

66. Nothing, it was very informative.

67. After listening to the principal panel the cooperating teacher panel was a repeat. also if we want to know questions we would ask our cooperating teacher not teachers we dont know just because they have had a student teacher before.

68. I think that NIU adequately prepared me during the orientation meeting.

69. I believe that everything that was addressed at the meeting was just right and very useful.

70. I did feel that we should have meet with all the students teachers from all of the different departments. I feel time would have been better spend with half of the information presented to us and then spend in our department meetings. The principal and cooperating teacher panel was helpful although they were both the same. I was truly bored with the cooperating teacher part as we had already heard all that information from the principals. I would just go with one or combined them. The legal and ethical part was not helpful at all.

71. More information on when and how to apply for jobs would be excellent.

72. Information about registration for the following semester (if applicable). Some useful classroom management techniques that have been helpful in the past. A student teacher panel of the previous semesters student teachers.

73. I don't know that I would include anything else, however I found the meet and greet to be pretty pointless.

74. Behavior issues that student teachers dealt with. Also, how the student teacher handled the behavior problems. Dean, principle, etc.
### Spring 2007 Results

#### 4. Now that you have experienced student teaching, please rate the usefulness of each of the NIU Student Teacher Orientation Meeting topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Extremely Useful</th>
<th>Useful</th>
<th>Not Very Useful</th>
<th>Not Useful At All</th>
<th>Does not apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Information and News</td>
<td>33.8% (53)</td>
<td>54.8% (86)</td>
<td>7.6% (12)</td>
<td>1.9% (3)</td>
<td>1.9% (3)</td>
<td>1.77</td>
<td>157</td>
</tr>
<tr>
<td>Current Issues Panel</td>
<td>14.0% (22)</td>
<td>51.6% (81)</td>
<td>21.7% (34)</td>
<td>8.9% (14)</td>
<td>3.8% (6)</td>
<td>2.26</td>
<td>157</td>
</tr>
<tr>
<td>&quot;Meet and Greet&quot; Activity</td>
<td>7.7% (12)</td>
<td>25.2% (39)</td>
<td>41.3% (64)</td>
<td>22.6% (35)</td>
<td>3.2% (5)</td>
<td>2.81</td>
<td>155</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>27.6% (43)</td>
<td>51.3% (80)</td>
<td>13.5% (21)</td>
<td>3.8% (6)</td>
<td>3.8% (6)</td>
<td>1.93</td>
<td>156</td>
</tr>
<tr>
<td>Student Teacher Panel</td>
<td>11.5% (18)</td>
<td>34.4% (54)</td>
<td>33.8% (53)</td>
<td>17.8% (28)</td>
<td>2.5% (4)</td>
<td>2.59</td>
<td>157</td>
</tr>
</tbody>
</table>

*answered question* 157

*skipped question* 1
5. Reflecting on your student teaching experience, what other topics would you have found useful if they had been included in NIU's Student Teacher Orientation Meeting?

**Comment Text**

1. Another topic I feel would be beneficial to have at the orientation meeting is to clearly state the objectives and expectations for being a student teacher. I felt that my cooperating teacher was lost at times for what I was suppose to be accomplishing during my experience. I know it isn't possible for the meeting, but perhaps it could be possible for the supervisor and cooperating teacher to meet with the student teacher and define clear goals and objectives for the experience.

2. Individualized group discussions per major.

3. Management of Para educators in the classroom. The importance of collaboration among regular and special educators.

4. More classroom management strategies throughout the entire program.

5. More information on certification, a timeline on when to do what.

6. nothing.

7. More about how best to work with paraprofessionals, and how best to prepare for a substitute teacher.

8. In the ever changing field of special education, it is difficult to know what areas I am qualified to teach. Providing more information on this would be very useful.

9. How to survive a difficult placement, getting along with cooperating teacher's style of teaching

10. The meeting was not useful at all. There was not even a member or student teacher to represent early childhood students. It was a waste of time.

11. How to know if you will be highly qualified. Where to pick up and apply for your graduation certificate. Interviewing Information

12. I wish I would have had the chance to speak in a smaller group to the Special Education teacher from the Student Teacher Panel. It would have given us more of an opportunity to ask more specific questions and get more specific answers.

13. My supervisor covered many different topics. At this time, I can not think of any additional topics to be discuss.

14. You can always use more information and ideas on classroom management for all different ages.

15. I think they do not stress enough how much work the TWS is.

16. How to blend your cooperating teacher's philosophies and beliefs about classroom management, instruction, and assessment with your own.

17. Some topics were based on information that we may use in years to come, but without being in a district or teaching yet some topics were a bit off subject for us and it was hard to follow.

18. Collaboration among regular educators and special educators

19. Useful Everything that we have to do during student teaching (readings, seminars, TWS)
20. RTI information

21. The information that we received about "myspace" and appropriate E-mail addresses was over done. Again, we have heard that information time and time again!

22. I wish they would have included more information concerning how to involve the principal in the student teaching process. This is important in obtaining a valuable reference.

23. Nothing, it was great.

24. Discontinue the orientation. Just put everything online. At this point, we want to spend less time at the college and more time planning and preparing for class. Some of the panel discussions were irrelevant and obvious things we should already know. These panels are better placed even earlier in our program. For instance, eliminate some of the pointless seminars in ENG301 and have the student teachers come in then.

25. Students from k-3 talking about their experience

26. Graduate students should not have to attend this meeting. The information could have been sent to me in a letter. I did not need to sit through a lecture about appropriate dress, email addresses, and My Space.

27. The panel could have been helpful. They repeated themselves a lot and did not give real reflections of difficult times or how they dealt. I heard "have a back up" and "be prepared" 20 times.

28. Assessment Plans and information on creating a Teacher Work Sample

29. Preparing for the Job Fair What to expect when searching for a job A timeline in regards to getting a job Interview tips What happens in regards to graduation--application, tickets, etc. How to go about getting certified/Next steps after graduation

30. Information about being high qualified and interview information

31. It would have been helpful to have an elementary major who actually taught in the younger grades.

32. If the panel had been split up and students were placed with the panel member of their area they could have asked more direct questions and a better idea of what we were going into.

33. More on assessment.

34. I think it should of been short and sweet. There was no need to be there all day! Also I really enjoyed Mr. Gott. He made the day! It would of been pointless if he had not been there to present.

35. To let us know that teachings not just teaching. It is checking e-mails, communicating with parents and staff, filling out forms, policing parents, late work, redo work, and so much more.

36. I think the student teacher panel CAN be useful if the students say more than be prepared, which is basically all they said at the meeting I went to. I think the certification information and news would be useful but I don't even remember what they said about it except to apply for certification after graduation. It would be helpful to learn more information about certification because I basically feel lost in that area.

37. I was told not to eat in the teacher's lounge at the meeting, but my NIU instructor told me I
needed to in order to get to know the other teachers. I would have also liked to hear about real experiences that the student teachers had in the schools.

38. How did one prepare to teach different content areas?

39. separate orientations per field

40. Planning was very important but stressing how critical it is to find out about the students and very importantly, 'special needs' students should be something explored in-depth during the 401 clinical meetings. Learning to understand cues by students can help the student teacher understand better how to engage and motivate the whole class.

41. I had wished there was an English student teacher on the panel. In addition, it would have been nice if classroom management was discussed more in depth. I wish I had a handout to look at while I was student teaching on classroom management.

42. I really liked the speaker about teaching with Love and Logic. The student panel was not helpful - all they said was "be prepared".

43. Information on obtaining endorsements. No one really seems to know or understand how to obtain endorsements. Faculty and advisors could not even answer some of my questions or direct me to a specific person who could help me.

44. How to plan lessons faster and more effectively. i.e. How to be more productive and use time wisely.

45. I would like to see more discussion about the day to day classroom activities that a teacher must go through. To collect or not collect homework, partial credit grading, organizing student data (when referred, when you called home, etc). I know a lot of this we learned about when talking with our cooperating teacher, but I would have like to discuss with student in a class.

46. nothing

47. I did not know about a student teacher orientation meeting, so I was not in attendance.

48. It would have been useful to discuss special needs populations in the classroom. It may also be helpful to have group discussions with someone who completed student teaching in the subject that we are going in to.

49. I really liked the legal issues portion. It was scary to think that some of that stuff actually occurs. I think having some first year teachers at this thing would have been nice as well.

50. The student teacher orientation meeting was useless and entirely too long. The only thing I found to be useful was information about student teaching and certification and the classroom management speaker. The student teacher panel didn't tell me anything I didn't already know! And the meet and greet activity was useless since I was the ONLY person in my district from NIU. I would have liked to hear more information about job preparation!!!!!! Or maybe something about job fairs!!! I found myself OVERLY prepared for student teaching but no where near ready to apply for jobs which I found out that I needed to start doing in February, just weeks after our "orientation" meeting. But that doesn't surprise me since NIU as a whole doesn't really prepare their graduates for finding a job.

51. I felt that the student panel only really told us to be prepared. I would have like some varied topics brought up that would be relevant to the classroom.
52. there was no one there for early childhood
53. More information about getting jobs/interviews. We learned about behavior management in our behavior management course. It was interesting, but not very useful. It was redondant in a sense.
54. Someone from my program in the panel discussion, and maybe people who did not just repeat what everyone else said. I felt that each person reworded what the other person said right before, I learned nothing new than what I had already been planning for...to me it was a COMPLETE waste of time and very frustrating to not get specific answers, just generalizations and repetitions. I think more attention should be paid to the tests you need to register for that your advisor may not have told you about.
55. Having an EARLY CHILDHOOD student teacher in the panel.
56. At this point, I am not sure what else could or should be included in the Orientation meeting. However, the student teaching panel felt very repetative with their advice, and it would have been nice to see an art teacher up there.
57. A seminar completely devoted to the teacher work sample and how to structure it.
58. None.
59. to have a more diverse student teacher panel that included art educators-
60. Discuss well written reflections.
61. Resume help then rather then waiting until the first seminar.
62. I thought the orientation went well. I just had some suggestions for our NIU classes, listed above.
63. I would have preferred in the student teaching panel to include student teacher who were more culturally diverse and discuss issues that were more relevant, such as what did you do when a student gave you attitude, how did your coop react? what was your best experience, etc.
64. None, I think it could have been shorter. Much of the information in the current issues panel and the student teacher panel had been addressed multiple times prior to orientation.
65. It would have been ideal for one member of the panel to be in the major of early childhood education.
66. Stress management
67. The visual arts were totally under-represented and need to be included in all aspects of the meeting, especially the student teacher panel.
68. More information on collaboration among regular education educators and special education educators.
69. ECE representative would ahve helped.
70. Tips on communicating with Cooperating Teacher, administration, and parents.
71. Time and stress management Filling out applications
72. More explanation and details regarding assignments due.
73. What should be included in a portfolio and how one should look.

74. The Student Teacher Orientation Meeting was geared to undergraduate students and should never have been a mandatory activity for grad students. The important information could have been presented to us in a newsletter. It was a waste of my time to have to sit and listen to someone talk about such common sense topics as appropriate email addresses and professionalism.

75. The student teaching panel was redundant, I would remove it all together. The orientation didn't really help me at all, it was the meeting with my professor and getting the syllabus that prepared me for the assignment.

76. I did not like when we were told to stay out of the teachers lounge. Although sticky situations may occur or conversations take place you should be careful about, I feel it is an area one should experience. Students gain information about the school district and other teaching experiences. This is also a wonderful place to network with other teachers and to ask questions. I feel the orientation meeting would be better suited, broken up in majors. This would allow more time for relative topics and more of a questions and answer session with the student teacher panel. More special education topics would also be discussed relative to the student teaching experience.

77. I felt all important information was covered.

78. I think that the meeting should be divided for specific majors. The behavior management was not useful for special education purposes. We have specific techniques that help to manage student behavior, it was all very general. I felt that this orientation was geared towards all other majors other than Special Education.

79. More info on resumes, our portfolio and issues that go on in the classroom, ie. different age groups in class, diverse socioeconomic status.

80. Information about the TWS very early in advance, so we could have been at least thinking about it before student teaching began, instead of the week before.
## Spring 2006 Results

4. Now that you have experienced student teaching, please rate the usefulness of each of the NIU Student Teacher Orientation topics

<table>
<thead>
<tr>
<th>Certification Information and News</th>
<th>Extremely Useful</th>
<th>Useful</th>
<th>Not Very Useful</th>
<th>Not Useful At All</th>
<th>Does not apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Information and News</td>
<td>24.8% (40)</td>
<td>55.9% (90)</td>
<td>12.4% (20)</td>
<td>5.0% (8)</td>
<td>1.9% (3)</td>
<td>1.97</td>
<td>161</td>
</tr>
<tr>
<td>Panel of Recent Student Teachers</td>
<td>14.6% (24)</td>
<td>30.5% (50)</td>
<td>32.3% (53)</td>
<td>18.3% (30)</td>
<td>4.3% (7)</td>
<td>2.57</td>
<td>164</td>
</tr>
<tr>
<td>Panel of Recent Student Teachers</td>
<td>14.6% (24)</td>
<td>30.5% (50)</td>
<td>32.3% (53)</td>
<td>18.3% (30)</td>
<td>4.3% (7)</td>
<td>2.57</td>
<td>164</td>
</tr>
<tr>
<td>Panel of Recent Student Teachers</td>
<td>14.6% (24)</td>
<td>30.5% (50)</td>
<td>32.3% (53)</td>
<td>18.3% (30)</td>
<td>4.3% (7)</td>
<td>2.57</td>
<td>164</td>
</tr>
<tr>
<td>A Semester Long Interview: Show Your Professionalsim</td>
<td>15.9% (26)</td>
<td>40.2% (66)</td>
<td>26.8% (44)</td>
<td>9.1% (15)</td>
<td>7.9% (13)</td>
<td>2.32</td>
<td>164</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>37.8% (62)</td>
<td>43.3% (71)</td>
<td>11.0% (18)</td>
<td>4.9% (8)</td>
<td>3.0% (5)</td>
<td>1.82</td>
<td>164</td>
</tr>
<tr>
<td>Legal Issues</td>
<td>17.1% (28)</td>
<td>52.4% (86)</td>
<td>20.7% (34)</td>
<td>4.9% (8)</td>
<td>4.9% (8)</td>
<td>2.14</td>
<td>164</td>
</tr>
<tr>
<td><strong>answered question</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>164</td>
</tr>
<tr>
<td><strong>skipped question</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
1. Balancing the budget whilst student teaching.
2. How to look for a job? Where to go and what job fairs there are.
3. The only thing that I believe any of us will take from the orientation was how we were drilled to look professional and others were able to come in jeans. We were too excited for student teaching that most played hangman or colored on handouts. It was too long and moved too slow.
4. Interview tips/guidelines/more information on what employers/administration is looking for in an interview.
5. A better overview of all the steps necessary for certification.
6. Expectations as a student teacher in reference to walking into the classroom the first day.
7. Overview of the expectations and assignments of the supervisor.
8. District Budget issues and hiring. BA+O versus a MS degree. Tips to landing a interview.
9. I think NIU did a great job, and I have no further recommendations.
10. More information on the job search process: Where and when are the job fairs? How important are they when you put applications in on line anyway? What are the best ways to network? How "pushy" can I be if I really want a particular job? Should I call the principal or department head directly when I put in my application? How big should the portfolio be? What items should be included? etc.
11. Time management!
12. Nothing in particular.
13. I cannot think of any.
15. I wish more attention had been focused on the relevant issues, like classroom management. I just don't think the agenda was presented as well as it could've been.
16. I have gained so much from student teaching and look forward to teaching in my own classroom. At first I thought it was great that my coop teacher would let me do my own thing and be creative. I soon realize it was just because she did not want to do anything. She rarely observed me and when it was time for her to take the classes back she kept putting it off. She is fortunate that I truly want to be a great teacher and have the students best interests in mind. Had I been a poor and unreliable student teacher, I would feel sorry for her students. She would always ask me if I needed anything and usually I wouldn't. She would help me if I asked, but I felt uncomfortable asking so many times I asked elsewhere. My biggest challenge was to get her to sub for me when I had to go to a meeting at NIU. She rarely followed my plan, because she did "not want to have to talk to the kids" (her words). That was very frustrating. Other than that -- I loved the students and the experience. I cannot wait to get paid to do this!
17. What to collect for your portfolio. I found that I gave a lot of the student work back that would
have been helpful to keep.

18. More emphasis on test design and testing techniques

19. More information and explanation about the TWS.

20. What to do and who to talk to if you have problems with your cooperating teacher.

21. How to utilize paraprofessionals, how to interact with parents, and how to devide out tasks between feuding paraprofessionals.

22. Who's job is it to step in when... -i.e when a student makes a threat against the school Should the student teacher be responsible for the documentation of the incident and the follow up paper work or the cooperating teacher. How do you make yourself stand out among the 100 plus other teachers applying for the same position in a district.

23. I would have liked to recieve more guidance about the assignments that we are expected to complete as student teachers. Also as student teachers we are given an IEP assignment, however, I do not feel that this single assignment is adequate preparation for the IEP process we will be expected to undergo our first year of teaching.

24. Dealing with parents on issues regarding their children. How to maintain your own teaching style while teaching under the supervision of someone else.

25. more on how to become certified

26. recent student teachers list of districts to apply in

27. More specific information for special education certification.

28. Learning more about managing staff in a classroom, and I would have liked to learn more about the paperwork involved in special education.

29. More information about who to contact for reference letters and who we can't ask.

30. a speaker from a school in a lower-class, urban setting

31. I strongly believe it would have been more useful to talk to a panel of recent student teachers as opposed to watching a pre-made video. I was looking for more information than what was offered in the video. I believe personal interaction with a recent student teacher would have eased my nerves about the student teaching experience a great deal.

32. I feel that the topics covered were enough.

33. methods of relation with students of diverse needs and situations.

34. A speaker on disability awareness.

35. an actual picture of what student teaching would be like.

36. I think it would have been useful to have student teachers from the previous year there to ask questions about their experience.

37. As far as suggestions the only one that I have is for the time to be managed better. During the second capstone session the breaks in between sessions was too long.

38. Stress management. Realistic expectations of student mindsets.

39. More information on what exactaly the TWS was. It also made me nervous that I was not
expected to do a portfolio, but later learned that the TWS is definitely used in place of it.

40. More on the core subjects and less on one type of lesson plan. I would have liked to have more the second semester organized more like the reading/language art semester. I learned a ton from them and liked how the classes were organized the second professional semester was way too unorganized. I also feel that the third technology class was redundant. It was all covered in tech I and II.

41. I would have preferred to have a couple recent student teachers give a short talk rather than watch a cheesy video.

42. Student assessment would have been nice with all the testing that goes on at the end of the year.

43. How to be creative and more ideas to use in the classroom.

44. It wasn't that the topics weren't useful, but they could have been presented in a more interesting/useful manner.

45. None.

46. How to utilize a Math Teacher Edition to create lesson plans. How to handle the experience of a student teacher coming to a new class. In middle school, the teachers do not change during the year. It was very difficult to take over a classroom in which the teacher is highly effective. How do you handle the resistance? The students would get very distracted whenever the regular teacher was in the classroom.

47. -How to develop a portfolio for interviews and what goes in it

48. None

49. Relaxation techniques, how to avoid/deal with stress, more on classroom management.

50. Assessment

51. One of the big problems in teaching today is burn-out of young teachers. A new teacher will only teach a couple years, then leave the profession. I think NIU should organize a support group for student teachers and new teachers. A place for people to vent and gain new strength. A resources center for new teachers would be a plus as well, instead of just throwing us out into the world. The resource center need not be a physical place.

52. Different ways in which teachers may deal with classroom disturbances.

53. * Description of the schedule of student teaching

54. The semester long interview was not bad except they made it seem like ALL they did was student teach. If you use your time wisely and practice time management, then you have plenty of time to prepare for school and also have time to workout or have fun with your friends.

55. Honestly, the Student Teacher Orientation was a waste of my time quite frankly. I felt that many of the things which we did were not helpful at all. It was a good overview, but they didn't help all that much. To make it better i feel that possibly talking about applications online for jobs, portfolios, letters of recommendation, job fairs, etc. would have been much more helpful. This might be stuff i should have been presented to me in my classes but it never was. My cooperating teachers helped me to come up with a portfolio, prepped me for interviews, told me about the College of DuPage Job Fair, etc which I feel has been most beneficial. Also,
my coordinator didn't even show up that day, and since I live far from campus the main reason I wanted to attend was to square away the DARS report and talk about the portfolio, and graduation requirements all of which I wasn't able to do because my coordinator was not there. Thankfully Dr. Windelborn and Dr. Kitts were nice enough to invite us to their seminar which another chemistry student teacher and I attended which was the most helpful thing for the day. Sorry to be brutally honest, but respectfully I am simply trying to give honest feedback in a way that I feel will improve the Student Teacher Orientation.

56. This doesn't have to deal with Student teacher orientation, but rather advising student teachers. When I started college my advisement was very poor and I do not feel I was properly prepared to enter the teaching aspect of my college career. Universities need to do a much better job explaining to new students what lies ahead for the teaching requirements.

57. What steps to take if anything went wrong during your experience. (i.e. ride situation, not a good match etc.)

58. demographic differences/ differences in grade levels

59. More detail into how to get certified.

60. How to begin the search for jobs... where to look who to talk to etc.

61. more on discipline and how to work with cooperating teachers, especially those who have trouble letting go.

62. Career resource center and what they have to offer us as graduates

63. Dealing with colleagues and your cooperating teacher, especially if confronted with negativity.

64. Stated above

65. It would have been helpful to focus more on classroom management and professionalism instead of legal issues and certification information.

66. how to deal with parents, dealing with difficult students, dealing with threats in the work place

67. Classroom management

68. I think it would be helpful if all student teachers were broken into their respective groups sooner in the meeting. A panel of former student teachers should be available for each group. While some issues we will face as teachers are the same, there are other issues that could be better addressed by specific panels. Physical Education students will face some different issues than Special Education Students, and these issues need to be addressed. Also, please fix that video. Most people saw it as a joke and did not take it very seriously.

69. The orientation session needed to be more structured. It didn't feel organized. It might be better to start with everyone in one room, but then break it down by program (special education, elementary education, physical education, etc) and rotate speakers through the different rooms. I think it's important for someone to come in and speak about inclusion practices in schools today. Many regular education teachers are unaware that students with special needs will be included in their classes, and they need to know how to approach them.

70. I thought the topics covered during orientation were all very helpful. I really learned a lot and all of the speakers were great!

71. What dates should we know about for when we need to register for our certificate. (If we
register to soon me lose a year to start a masters program, what is that date?)

72. keep it short

73. Talking about interviewing and finding jobs.

74. How to use Livetext. Because this program is now being implemented, I feel we deserved much more instruction on it, how it’s used, why all of a sudden the state is requiring this, and earlier notice.

75. I think that the NIU Student Teacher Orientation went well. I especially found the information on legal matters helpful. I also thought the guest speaker was motivational and insightful (the teacher).

76. Information on searching for jobs, how to set up our resumes.
## Appendix II
University Office for Teacher Certification’s Survey of CITC, CAPCE & Advisor Satisfaction

### Spring 2007

Please indicate the extent to which you are satisfied with each of the following University Office of Teacher Certification (UOTC) functions:

<table>
<thead>
<tr>
<th>Distribution of information pertaining to CITC/CAPCE activities</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42.1% (8)</td>
<td>42.1% (8)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>15.8% (3)</td>
<td>1.50</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Providing access to archived CITC and CAPCE information as needed</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15.8% (3)</td>
<td>57.9% (11)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>26.3% (5)</td>
<td>1.79</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scheduling of CITC or CAPCE meetings</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31.6% (6)</td>
<td>36.8% (7)</td>
<td>5.3% (1)</td>
<td>0.0% (0)</td>
<td>26.3% (5)</td>
<td>1.64</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distribution of CITC or CAPCE agendas and minutes</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42.1% (8)</td>
<td>47.4% (9)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>10.5% (2)</td>
<td>1.53</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distribution of certification-related information and documents via email (excluding NCATE/assessment)</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42.1% (8)</td>
<td>47.4% (9)</td>
<td>5.3% (1)</td>
<td>0.0% (0)</td>
<td>5.3% (1)</td>
<td>1.61</td>
<td>19</td>
</tr>
</tbody>
</table>
Please indicate the extent to which you are satisfied with each of the following University Office of Teacher Certification (UOTC) functions:

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
<th>Count</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents and information</td>
<td>42.1%</td>
<td>8</td>
<td>1.56</td>
</tr>
<tr>
<td>Organization of Student-Teacher Orientation in conjunction with the CITC Student-Teacher Orientation Subcommittee</td>
<td>36.8%</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Providing information about changes in Illinois certification requirements</td>
<td>21.1%</td>
<td>4</td>
<td>2.17</td>
</tr>
<tr>
<td>Administering the student teaching Exit Survey</td>
<td>5.3%</td>
<td>1</td>
<td>2.13</td>
</tr>
<tr>
<td>Working with the Vice Provost to prepare the unit and programs for continuing NCATE accreditation</td>
<td>15.8%</td>
<td>3</td>
<td>1.94</td>
</tr>
</tbody>
</table>

answered question 19

skipped question 0
2. Please indicate the extent to which you agree that the information on the UOTC website (www.niu.edu/teachers) is

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Does Not Apply</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>useful to my job performance</td>
<td>15.8% (3)</td>
<td>68.4% (13)</td>
<td>5.3% (1)</td>
<td>0.0% (0)</td>
<td>10.5% (2)</td>
<td>1.88</td>
<td>19</td>
</tr>
<tr>
<td>useful to my students</td>
<td>15.8% (3)</td>
<td>57.9% (11)</td>
<td>10.5% (2)</td>
<td>0.0% (0)</td>
<td>15.8% (3)</td>
<td>1.94</td>
<td>19</td>
</tr>
<tr>
<td>accurate and current</td>
<td>15.8% (3)</td>
<td>73.7% (14)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>10.5% (2)</td>
<td>1.82</td>
<td>19</td>
</tr>
<tr>
<td>easy to navigate</td>
<td>10.5% (2)</td>
<td>68.4% (13)</td>
<td>10.5% (2)</td>
<td>0.0% (0)</td>
<td>10.5% (2)</td>
<td>2.00</td>
<td>19</td>
</tr>
</tbody>
</table>

answered question 19

skipped question 0

When was the last time you visited the UOTC Certification website (www.teachercertification.niu.edu)?

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the last</td>
<td>21.1%</td>
<td>4</td>
</tr>
<tr>
<td>Time Period</td>
<td>Percentage</td>
<td>Responses</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Within the last month</td>
<td>42.1%</td>
<td>8</td>
</tr>
<tr>
<td>Within the last semester</td>
<td>21.1%</td>
<td>4</td>
</tr>
<tr>
<td>Within the last year</td>
<td>10.5%</td>
<td>2</td>
</tr>
<tr>
<td>Longer than 1 year ago</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>5.3%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Answered question:** 19

**Skipped question**

**Comment Text**

1. Check test dates; check certification requirements; check CBC information
2. To check endorsement requirements; review certification information, etc.
3. To show teacher certification candidates the procedure for getting a background check
4. To double check on the procedures for the Criminal Background Check and to see what the fee structure is/was for transcript review for subsequent certificates.

5. Verify that the info I think is there is and send the link to perspective students.

6. Answer a question posed by an interested student (not yet a major or minor - just inquiring).

7. Confirm a university-wide policy.

8. To prepare for NCATE review.

9. Job-related

10. Just to check the accuracy of the information.

11. Mostly to see what is there.

12. To see what it said and if it was accurate and helpful.

13. To refer inquiries to the appropriate contact person for certification programs

14. I use the website to direct students to information regarding the Criminal Background Check. I also use the website for its information on alternative certification programs here at Northern Illinois University and for information regarding subsequent certification requests.

5. How might the UOTC certification website (www.teachercertification.niu.edu) better serve your needs?

**Comment Text**

1. The FAQ could be a little more inclusive.

2. Instead of links to other areas - like the ISBE, which can be hard to navigate, transfer the most commonly used information about initial certification to the UOTC website for quicker access and better readability. Many students seem intimidated by the ISBE website in particular and will shy away from using it.

3. It might be good to have a check list of the requirements for certification in each discipline

4. Not sure. As long as it is up to date. Students always seem confused about endorsements. Maybe there is a way to give general information about the process and who needs to be contacted.

5. Switch to NIU-consistent format; have a place where information from Springfield gets disseminated faster and with relevance and equally across colleges (right now those in the CoE are told everything in a timely manner, the rest of us have to wait)

6. I have no idea.

7. It serves my needs as it is. It would be nice if in addition to program advisor contact information there was also a link to the program website provided.

6. Please take a few moments to share any suggestions or feedback you may have for the University Office of Teacher Certification.

**Comment Text**

1. I totally do not understand the last email about not using the CBC for anywhere but here on
campus. That was very confusing. Elizabeth Cummins is a wealth of knowledge! Whatever she is paid, it is not enough!! I hope the department realizes how important she is.

2. keep up the good work.

3. Other than perhaps enhancing the information included in the website (see above comments) I think that the UOTC does an exceptionally fine job of disseminating information and everyone I work with in the office is always extremely willing to help. Given the vast number of students seeking certification on this campus and the huge amount of information and requirements that the UOTC must coordinate, I have never been able to understand why the UOTC has so few staff members. The importance of that office to the entire campus and the public school system in the state as a whole is an enormous responsibility. Those who staff the UOTC do an amazing job for our campus and the state and they should be supported in their efforts with more staff members who can compliment and enhance the services already offered (like further development of the website).

4. I believe that Carrie Zack has done a fine job in trying to keep us informed about assessment and Elizabeth Cummings and Carol Patch have always shared information generously when I have addressed questions to them. However, I do wish that at least for the next couple of years (Until the NCATE visit) we had someone who could be identified as the coordinator of all activities and procedures relating to accreditation. As coordinator, Margaret Bridge did an outstanding job during the last review period.

5. Is there a link from here to the NCATE site? (I don't know so that tells you something.)

6. Responsiveness seems good.

7. Spell certification correctly in this question

8. Doing an outstanding job.

9. It would be nice if the could update the advisors on any thing new from the State. With all the emails we get it is hard to sit down and read the superintendent note but it is really hard to pick out what might be of interest to us.

10. I think it is unfortunate that the staff of the office has been reduced and the work has been piled on Elizabeth Cummings and Carrie Zak. The office needs someone like Al Beuler.

11. Need to get exit survey data to appropriate program contacts. Need to coordinate getting university data to appropriate program contacts

12. Keep up the good work!

### 7. Please indicate your membership

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

U:\assessment\UAP\2008-2009\Plans & Status Reports\Support Units\UOTC.DOC
7. Please indicate your membership

<table>
<thead>
<tr>
<th>Membership Description</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITC</td>
<td>42.1%</td>
<td>8</td>
</tr>
<tr>
<td>Other initial teacher certification faculty</td>
<td>26.3%</td>
<td>5</td>
</tr>
<tr>
<td>CAPCE</td>
<td>5.3%</td>
<td>1</td>
</tr>
<tr>
<td>Other advanced certification faculty</td>
<td>5.3%</td>
<td>1</td>
</tr>
<tr>
<td>Initial or advanced certification staff</td>
<td>10.5%</td>
<td>2</td>
</tr>
<tr>
<td>Academic advisor</td>
<td>10.5%</td>
<td>2</td>
</tr>
<tr>
<td>Director of Undergraduate Studies, English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Are you an advisor to candidates pursuing teacher certification or certification for other professional positions in schools?
8. Are you an advisor to candidates pursuing teacher certification or certification for other professional positions in schools?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am an advisor</td>
<td>84.2%</td>
<td>16</td>
</tr>
<tr>
<td>No, I am not an advisor</td>
<td>15.8%</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question = 19

skipped question = 0
## Appendix III
UOTC NCATE Update Newsletter Survey

### Spring 2007

1. Please indicate whether you agree or disagree with the following statements about the newsletter's articles.

<table>
<thead>
<tr>
<th></th>
<th>agree</th>
<th>disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The articles are relevant.</td>
<td><strong>100.0% (9)</strong></td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>1.00</td>
<td>9</td>
</tr>
<tr>
<td>The articles are useful.</td>
<td><strong>100.0% (9)</strong></td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>1.00</td>
<td>9</td>
</tr>
<tr>
<td>The articles are easy to read.</td>
<td><strong>88.9% (8)</strong></td>
<td>11.1% (1)</td>
<td>0.0% (0)</td>
<td>1.11</td>
<td>9</td>
</tr>
<tr>
<td>The articles cover a variety of topics.</td>
<td><strong>88.9% (8)</strong></td>
<td>0.0% (0)</td>
<td>11.1% (1)</td>
<td>1.00</td>
<td>9</td>
</tr>
<tr>
<td>The articles provide information from reliable sources.</td>
<td><strong>100.0% (9)</strong></td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>1.00</td>
<td>9</td>
</tr>
</tbody>
</table>

*answered question* 9
1. Please indicate whether you agree or disagree with the following statements about the newsletter's articles.

<table>
<thead>
<tr>
<th>Statement</th>
<th>too much</th>
<th>adequate</th>
<th>too little</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>length of the newsletter</td>
<td>0.0% (0)</td>
<td>100.0% (9)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>2.00</td>
<td>9</td>
</tr>
<tr>
<td>length of the articles</td>
<td>0.0% (0)</td>
<td>100.0% (9)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>2.00</td>
<td>9</td>
</tr>
<tr>
<td>depth of the articles</td>
<td>0.0% (0)</td>
<td>66.7% (6)</td>
<td>22.2% (2)</td>
<td>11.1% (1)</td>
<td>2.25</td>
<td>9</td>
</tr>
<tr>
<td>number of newsletter issues per year</td>
<td>0.0% (0)</td>
<td>88.9% (8)</td>
<td>11.1% (1)</td>
<td>0.0% (0)</td>
<td>2.11</td>
<td>9</td>
</tr>
</tbody>
</table>

skipped question 0

2. Please indicate your opinion of each of the characteristics of the newsletter listed below.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>too much</th>
<th>adequate</th>
<th>too little</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The length of the newsletter</td>
<td>0.0% (0)</td>
<td>100.0% (9)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>2.00</td>
<td>9</td>
</tr>
<tr>
<td>The length of the articles</td>
<td>0.0% (0)</td>
<td>100.0% (9)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>2.00</td>
<td>9</td>
</tr>
<tr>
<td>The depth of the articles</td>
<td>0.0% (0)</td>
<td>66.7% (6)</td>
<td>22.2% (2)</td>
<td>11.1% (1)</td>
<td>2.25</td>
<td>9</td>
</tr>
<tr>
<td>The number of newsletter issues per year</td>
<td>0.0% (0)</td>
<td>88.9% (8)</td>
<td>11.1% (1)</td>
<td>0.0% (0)</td>
<td>2.11</td>
<td>9</td>
</tr>
</tbody>
</table>

answered question 9
2. Please indicate your opinion of each of the characteristics of the newsletter listed below.

<table>
<thead>
<tr>
<th></th>
<th>skipped question</th>
<th>0</th>
</tr>
</thead>
</table>

3. In the space below, please share your suggestions or comments regarding the newsletter.

**Comment Text**

1. Excellent content and delivery. I like the "guest columnist" idea....have faculty see which of their peers are stepping up to the bar. Reading the newsletter should be mandatory.....can we have a quiz at each CITC and CAPCE meeting? I "Googled" "free education cartoons" and found quite a selection - got room for a one-panel "funny"?

2. The link for this survey from the newsletter is not a live link.

4. For data analysis purposes only, please indicate your classification. (If more than one classification applies, please choose the role to which the greatest amount of your time is dedicated.)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>11.1%</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td>55.6%</td>
<td>5</td>
</tr>
<tr>
<td>SPS</td>
<td>22.2%</td>
<td>2</td>
</tr>
<tr>
<td>Staff</td>
<td>11.1%</td>
<td>1</td>
</tr>
<tr>
<td>Student</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>
4. For data analysis purposes only, please indicate your classification. (If more than one classification applies, please choose the role to which the greatest amount of your time is dedicated.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>9</td>
</tr>
<tr>
<td>skipped question</td>
<td>0</td>
</tr>
</tbody>
</table>