Interview with and Observation of New Teachers (1 Year Post-Graduation, N=10)

Ten new teachers who completed the NDMU EPP one year ago were interview using a one-on-one approach and open-ended guided questions. The following table summarizes the percentage of teachers who responded at each level, and open-ended response is provided below. Results from this initial analysis of new teachers shows that these teachers have the content and pedagogy knowledge required for success in the classroom, and they use appropriate strategies to support the demonstrated success of their students.

Part 1: Quantitative response to structured questions:

Question	Consistently	Inconsistently	Minimally	Not at All	N/A
I have shown that I understand the diverse needs of my students (themes: differentiation)	80%	10%	10%		
I have shown that I plan for the diverse needs of my students (themes: scaffolding, differing modalities, learning styles, methods and assessments)	80%	10%	10%		
I have shown that I know the required content (themes: clear explanations, scaffolding, pre-teaching)	50%	40%			10%
I have shown that I effectively teach the required content (themes: external performance measures)	50%	50%			
I have shown that I create a respectful environment that supports learning for all my students (themes: relationships, rapport, and safety)	70%	30%			
I have shown that I implement effective instruction that engages my student's learning (themes: reflection on teaching, engaging learners)	70%	30%			
I have shown that I implement a range of assessments to ensure progress of my learners and improve instruction (themes: varied assessments, student choice of assessments, goals-setting with students)	90%	10%			
I have shown that I demonstrate professionalism with stakeholders (themes: being	70%	30%			

responsive and active in school community)					
I have shown that I use technology in ways that improve teaching (themes: utilizing different technologies)	80%	20%			

Part 2: Open-ended response to follow up questions providing concrete evidence of classroom and school impact.

Teacher impact during these interviews was measured on outside assessments and observations (observations, IEPs, DIBELS, country assessments, MAP scores). While students were low on some assessment there was tremendous improvement and strength in multiple areas. The teachers also shared that they worked to build positive relationships with students and paid attention to SEL facets of learning. Teachers also worked to integrate and pay attention to student interests to enhance instruction (e.g. sports) and utilized technologies to improve instruction such as promethean board and jamboard.

Additionally, respondents utilized a good deal of information and ideas learned from NDMU. Specifically, respondents cited information that she learned in classes related to cultural relevance, dyslexia and technology. Respondent utilizes outside measures to gauge success such as principal observations and county assessments. Teachers also exhibited collaboration with other teachers to achieve goals for students. Teachers used outside measures (observations, SLOs, informal assessments, MAP scores, country assessments and other assessments) to gauge student progress. All were positive.

Teachers focused on relationships and building positive rapport with students, and cited examples that students were looking forward to coming to class. Teachers specifically cited instruction at NDMU which helped foster these relationships. In one instance a teacher had to work with a student who has autism, and this was difficult, but the teacher made tremendous progress. Teachers cited numerous technologies that they employed such as google meetings, platforms, docs and slides.

Teachers experienced cultural diversity and was caught a little unprepared (like a student who did not celebrate Halloween). At another other school, the school had diverse textbooks and teachers was prepared. Teachers struggled some with getting information (teachers noted how private schools do not give as much information on special education students as publics). Teachers did very well on SLOs and noted what was learned in classes and the internship helped during teaching. Several teachers struggled with technology at times but used Splashlearn and Spelling City. Teachers were positive with students and felt this positive attitude really helped some emotional students start to like school.

Teachers found that sometimes student success is determined by anecdotes, formal and informal assessments as well as student work samples.   Principal observations were good, SLOs were meet and students did well on F & P assessments.   Teachers utilized demographic data to plan for instruction and used students' ethnic background when appropriate. To create a welcoming environment teachers related to students personally, used stuffed animals and maintained a positive attitude. Teachers also used games with reluctant learners. Students utilized I-Pads, zoom and remote learning, and teachers had greatest success comes in helping students learn to read and write.

Student needs were determined through observations, assessments and feedback from prior years. Student progress was measured through IEP reports, grades and report cards. PARCC is being used as a benchmark. Teacher observation were good.

Some issues that Teachers faced were language barriers with students and parents. Teachers learned about students through Medicare information shared, previous teachers and information cards. Some effective instructional strategies were visuals, acting out words, polls, chats and social interactions. Teachers also utilized one to one zoom sessions for reluctant learners and served on the equity committee. Students used google classroom and jam boards, while Teachers utilizes google classroom, meet, drive, Tienet for IEPS and Math 180 program.

One respondent felt that she was unprepared to teach reading but was very prepared to teach ESOL. The respondent desired a little more exposure to documentation and compliance. She was rated effective by her principal and served on a school wide committee. The respondent uses external measurements to measure her progress (e.g. WIDA tests).

For several teachers, student learning needs determined by readiness assessments. Teachers struggled in first observation, specifically with guided reading. Teachers were told they were not doing guided reading correctly.

Student needs are also sometimes determined with informal assessments. Teachers felt prepared as a result of the internship. Teachers also were prepared for the curriculum. Teachers utilized demographic information and were able to utilize ethnicities in the classroom. Teachers has also incorporated diverse international songs into the class (i.e., a music classroom)

Teachers faced strong personalities in the classroom, and this was a challenge. However, once they made a connection with a particularly difficult student by saying hi, the trouble stopped. Student used conscious discipline and other SEL materials. Teachers was scored as effective on ratings. There are no benchmarks for music. Students did well on SLOs. Teachers utilized small groups and informal assessments. Students were engaged by using contemporary songs as well as Youtube and online music. Teachers utilizes active inspire for tech.

Teachers sometimes used diverse means to assess student needs. Teachers fostered relationships by getting buy-in from students. Teachers used demographic information to inform teaching- however, demographics are constantly changing so it posed some challenge. In addition, several teachers had some trouble planning for ESOL students.   Teachers utilized benchmarks and quarterly assessments but also more alternative methods such as students artistic ability. Teachers utilized summative and formative assessments, and SLOs were met.

All teacher observations went very well. Teachers utilized positive feedback, tangible rewards and positive teaching strategies. Teachers utilized a wide variety of technology, such Nearpod, jamboard cohoot and performance matters. Teachers built rapport and respect with students by using small group instruction when appropriate.