The Neag School of Education is committed to utilizing assessment for the purpose of improving its educational programs. In an effort to sustain continuous improvement, the Neag School collects feedback from all stakeholders. Such responses inform decisions regarding program strengths, weakness, and future goals.

The 3rd edition of the Neag School of Education Assessment Plan was developed in January of 2012 by the Neag Assessment Committee comprised of Neag faculty, students, and the Director of Assessment. On objective of the plan was to develop and administer a survey to employers of Neag Alumni via an online application system (i.e., Checkbox). This survey was administered during the 2011-2012 school year to all principals in the state of Connecticut who employ graduates of the Neag School of Education. The purpose of this report is to analyze the responses of 57 principals currently employing alumni of the Neag School’s Teacher Education Program.

- When rating satisfaction with the overall quality of the Neag School of Education, 49 principals “graded” the School with “B”s or better; 57.7% gave the Neag School “A”s.

- As compared to other professional educators of similar experience levels, 74% of respondents (n = 43) rated Neag School graduates in the top 20% or better; 78.6% indicated that Neag graduates stand out in a positive way in the school/district.

- Responses indicate principals have a generally positive perception of the performance of graduates from the teaching program at the Neag School of Education. Respondents ranked Neag graduates highest in the areas of (a) ability to work with a culturally diverse classroom, (b) ability to interpret data to make instructional changes for pupil growth, (c) planning and organizing lessons and activities effectively.

- In terms of Neag School of Education Teacher Education Program alumni exhibited specific characteristics, respondents rated most highly the characteristics of (a) compassion, caring, and desire to make a positive difference in the world, (b) core belief that all students can learn, (c) respect for the value of diversity in our culture and a desire to work with diverse populations.
Part I. Please rate your perception of the performance of graduates from the teaching program at the Neag School of Education. For each statement, please use the 1 to 5 rating scale: 1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

<table>
<thead>
<tr>
<th>Statement</th>
<th>Poor 1</th>
<th>Fair 2</th>
<th>Good 3</th>
<th>Very Good 4</th>
<th>Excellent 5</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of subject area</td>
<td>0 (0.00%)</td>
<td>1 (1.75%)</td>
<td>8 (14.04%)</td>
<td>28 (49.12%)</td>
<td>20 (35.09%)</td>
<td>3.89</td>
</tr>
<tr>
<td>Planning and organizing lessons and activities effectively</td>
<td>1 (1.75%)</td>
<td>2 (3.51%)</td>
<td>8 (14.04%)</td>
<td>25 (43.86%)</td>
<td>21 (36.84%)</td>
<td>4.01</td>
</tr>
<tr>
<td>Effectively involving all students in learning</td>
<td>1 (1.75%)</td>
<td>3 (5.26%)</td>
<td>11 (19.30%)</td>
<td>25 (43.86%)</td>
<td>16 (28.07%)</td>
<td>3.92</td>
</tr>
<tr>
<td>Making provisions for accommodating individual differences</td>
<td>1 (1.75%)</td>
<td>4 (7.02%)</td>
<td>15 (26.32%)</td>
<td>21 (36.84%)</td>
<td>16 (28.07%)</td>
<td>3.82</td>
</tr>
<tr>
<td>Skill in classroom management</td>
<td>1 (1.75%)</td>
<td>3 (5.26%)</td>
<td>17 (29.82%)</td>
<td>23 (40.35%)</td>
<td>13 (22.81%)</td>
<td>3.77</td>
</tr>
<tr>
<td>Ability to work with a culturally diverse classroom</td>
<td>1 (1.75%)</td>
<td>4 (7.02%)</td>
<td>10 (17.54%)</td>
<td>25 (43.86%)</td>
<td>15 (26.32%)</td>
<td>4.07</td>
</tr>
<tr>
<td>Ability to develop appropriate assessment practices</td>
<td>0 (0.00%)</td>
<td>2 (3.51%)</td>
<td>13 (22.81%)</td>
<td>29 (50.88%)</td>
<td>12 (21.05%)</td>
<td>3.91</td>
</tr>
<tr>
<td>Ability to interpret data to make instructional changes for pupil growth</td>
<td>2 (3.51%)</td>
<td>1 (1.75%)</td>
<td>14 (24.56%)</td>
<td>27 (47.37%)</td>
<td>13 (22.81%)</td>
<td>4.06</td>
</tr>
<tr>
<td>Developing and maintaining good relations with parents</td>
<td>1 (1.75%)</td>
<td>2 (3.51%)</td>
<td>15 (26.32%)</td>
<td>22 (38.60%)</td>
<td>17 (29.82%)</td>
<td>3.91</td>
</tr>
<tr>
<td>Providing his/her leadership skills for school improvement</td>
<td>2 (3.51%)</td>
<td>3 (5.26%)</td>
<td>15 (26.32%)</td>
<td>24 (42.11%)</td>
<td>13 (22.81%)</td>
<td>3.93</td>
</tr>
</tbody>
</table>
Part II. Indicate the best response.

How would Neag graduates rate in terms of teaching performance compared to non-Neag teachers with a similar number of years or experience?

![Pie chart showing distribution of teaching performance ratings.]

Do you feel Neag graduates stand out in a positive way among teachers in the school/district?

![Pie chart showing response distribution.]

- Yes: 44 (78.57%)
- No: 12 (21.43%)
Part III. Please indicate the extent to which the teachers from the Neag School exhibit these characteristics. Please use the 1 to 5 rating scale: 1 = Never 2 = Seldom 3 = Often 4 = Most of the time 5 = Always

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Never</th>
<th>Seldom</th>
<th>Often</th>
<th>Most of the time</th>
<th>Always</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong knowledge base of theory, content, pedagogy and the use of technology to enhance outcomes</td>
<td>0 (0.00%)</td>
<td>3 (5.77%)</td>
<td>4 (7.69%)</td>
<td>31 (59.62%)</td>
<td>14 (26.92%)</td>
<td>4.08</td>
</tr>
<tr>
<td>Curiosity and intellectual enthusiasm for continued learning</td>
<td>0 (0.00%)</td>
<td>2 (3.85%)</td>
<td>5 (9.62%)</td>
<td>23 (44.23%)</td>
<td>22 (42.31%)</td>
<td>4.25</td>
</tr>
<tr>
<td>Desire to make the learning process/interventions enjoyable</td>
<td>0 (0.00%)</td>
<td>3 (5.77%)</td>
<td>4 (7.69%)</td>
<td>25 (48.08%)</td>
<td>20 (38.46%)</td>
<td>4.19</td>
</tr>
<tr>
<td>Core belief that all students can learn</td>
<td>0 (0.00%)</td>
<td>2 (3.85%)</td>
<td>5 (9.62%)</td>
<td>18 (34.62%)</td>
<td>26 (50.00%)</td>
<td>4.33</td>
</tr>
<tr>
<td>Respect for the value of diversity in our culture and a desire to work with diverse populations</td>
<td>0 (0.00%)</td>
<td>1 (1.92%)</td>
<td>5 (9.62%)</td>
<td>24 (46.15%)</td>
<td>20 (38.46%)</td>
<td>4.26</td>
</tr>
<tr>
<td>Encourage to ask reflective questions about problems and work collaborative to find solutions</td>
<td>0 (0.00%)</td>
<td>3 (5.77%)</td>
<td>6 (11.54%)</td>
<td>20 (38.46%)</td>
<td>23 (44.23%)</td>
<td>4.21</td>
</tr>
<tr>
<td>Knowledge and creativity to produce new methods</td>
<td>0 (0.00%)</td>
<td>1 (1.92%)</td>
<td>12 (23.08%)</td>
<td>24 (46.15%)</td>
<td>15 (28.85%)</td>
<td>4.02</td>
</tr>
<tr>
<td>Ability to use multiple methods of technology to enhance and develop learning opportunities</td>
<td>0 (0.00%)</td>
<td>2 (3.85%)</td>
<td>5 (9.62%)</td>
<td>30 (57.69%)</td>
<td>15 (28.85%)</td>
<td>4.12</td>
</tr>
<tr>
<td>Flexibility to use rich, diverse, “high-end” approaches to construct knowledge</td>
<td>0 (0.00%)</td>
<td>1 (1.92%)</td>
<td>13 (25.00%)</td>
<td>25 (48.08%)</td>
<td>12 (23.08%)</td>
<td>3.94</td>
</tr>
<tr>
<td>Skill and knowledge to use varied methods of assessment to document improvement</td>
<td>0 (0.00%)</td>
<td>1 (1.92%)</td>
<td>12 (23.08%)</td>
<td>25 (48.08%)</td>
<td>13 (25.00%)</td>
<td>3.98</td>
</tr>
<tr>
<td>Compassion, caring, and desire to make a positive difference in the world</td>
<td>0 (0.00%)</td>
<td>3 (5.77%)</td>
<td>5 (9.62%)</td>
<td>15 (28.85%)</td>
<td>29 (55.77%)</td>
<td>4.35</td>
</tr>
<tr>
<td>Use of ethical standards to make evidence-based decisions</td>
<td>0 (0.00%)</td>
<td>4 (7.69%)</td>
<td>4 (7.69%)</td>
<td>22 (42.31%)</td>
<td>21 (40.38%)</td>
<td>4.18</td>
</tr>
</tbody>
</table>
Part IV. Open-ended questions and overall grade

What do you feel are the major strengths of the Neag School of Education?

**Content-area preparation**

The number of field experiences that the students have during their time in the program and the fact that they are ready to implement the newest and best instructional strategies when they arrive in our buildings is a major strength of the program.

- Well prepared - content and pedagogy is usually ahead of graduates from other area schools - rigor of the programs seems ahead of other area schools - excellent collaboration with schools to support student teachers

**Comprehensive program**

Technologically current Diverse culture and learning preparation for student teachers Real-time teaching and learning opportunities throughout the program Targeted time in schools working with students and teachers

You select the best of the best! I am always impressed with the candidates who graduate from this program.

**Research, data gathering and assessment, focus on particular issue or areas; knowledge of curriculum**

The opportunity that students have early on with being in the classrooms through internships! They are exposed to many different settings (urban/suburban) The UConn program is an outstanding program!

Neag School graduates are very well prepared academically and are always willing to "take the necessary steps" to improve pedagogy. This is not to imply that their pedagogy is deficient or flawed, just to indicate that they, as newer teachers, are openly and eagerly willing to learn and adjust what they hear and observe in interaction with more experienced, very successful teachers and adapt it to their classroom practices.

I know about the program from the teachers (three math teachers in particular) who graduated from it. They are excellent teachers, three of our finest.

**Access to a wide variety of schools.**

The one graduate and teacher I have is exceptional all around. She has a strong knowledge base theory, content, pedagogy, and assessment to drive instruction. She balances that with an enthusiastic, caring attitude.

**Theoretical base is strong. The opportunity to spend time in the classroom before student teaching begins.**

This is from preK - 3 school with 650 students: reading and writing concepts & an understanding of how to teach math desire to read on their own and try new things behavioral specialist! A+ (special education teacher)

First and foremost, high standards in admission means that as a potential employer, you know that the UConn grad has a higher chance of demonstrating that highly intelligent, introspective, and reflective outlook on teaching.

I do not have enough knowledge about the school, only the teachers hired who have been graduates of the school

**Support from the Department professors.**

The 5 year program gives students practical experience that cannot be replicated in the classroom. Currently I have one UConn graduate working at my school she has been a wonderful addition to our school community!

Teaching how to write effective lessons, create and analyze assessments, and technology.

These teachers stand out as being especially knowledgeable, well-spoken, and intelligent. Other teachers go to them as resources. I am a
graduate of the NEAG School of Education.

Best-prepared with regard to coursework and field experience.

Your graduates are articulate, flexible, knowledgeable, and dedicated.

Excellent course preparation combined with excellent technology skills.

I find your students to be well prepared. I am not sure that they are better prepared than students from other programs.

Unfortunately, two teachers I have supervised who graduated from UCONN have not been what I would have expected in terms of skills, knowledge, or professionalism. I had to nonrenew one and the other is less than impressive in the classroom. Yet this teacher has been accepted into the Leadership Program. As a person who has advanced degrees from UCONN, I have to believe or I want to believe that my experience with these two UCONN graduates is an aberration.

The teachers are confident and enthusiastic. They have had experiences in the classroom with students to draw upon. They are eager to continue learning.

The major strengths of the Neag School of Education is the connection that the graduate have to the practice, at graduation. Because of the extensive experience garnered by students in the variety of school experiences (including the internship), Neag grads come out significantly ahead of students from other programs.

Good balance of breadth and depth in programmatic offerings

Great understanding of using data and PBIS to support social growth.

Hands on training incorporating knowledge of state standards and code of professional responsibility.

I have 3 recent graduates in my building. All 3 have: Excellent work ethic, high levels of caring and empathy for students, outstanding professionalism, and good initial understanding of pedagogy, want to improve their skills (as evidence by their attendance and leadership at professional development opportunities like book clubs, lesson exchanges, and curriculum development activities).

Candidates have wide and deep knowledge about instruction and assessment. Generally candidates are intrinsically motivated, hard working, and possess excellent content knowledge.

The development of high quality courses focused on relevant subjects that are linked to current practices in education is a definite strength. The individuals in the School of Education are able to implement what is learned in coursework in their roles as teachers.

Innovative strategies, positive practice and student-centered approach to instruction.

Strong preparation for special education.

Well-prepared candidates who have already had real experiences in CT schools -- the pre-practicum work often stands out.

The students are definitely of higher academic ability and they demonstrate a stronger commitment to the profession. They are also grabbing on to all leadership opportunities, and I think this is critical.

Special education graduates

I feel that academic rigor is evident.
What suggestions would you like to make to improve the Neag School of Education?

Provide more emphasis on classroom management.

recommendations that prospective teachers provide from UConn are often not very useful - continue to try and attract the best candidates into the program - continue to focus on excellent teaching strategies that foster 21st century learning skills, that may not be gleaned from student teaching

Provide online access to graduate courses for teachers who might be unable to attend on campus in Storrs.

While I would say the same is true for ALL colleges, I think teaching programs should include course work around curriculum design and leadership.

more actual full classroom time/instruction; classroom management techniques; communication with parents; understanding the day to day responsibilities of a teacher often not taught in grad classrooms; the grade keeping, team planning in building; just more ACTUAL time as a TEACHER in a school setting....

Would it be possible to have 5th year students be in schools 4 days a week as part of their internships?

More focus on deeper knowledge and application of differentiated instruction as this relates to making all learners more efficient and productive.

I don’t know enough about the program to comment.

Not much. Graduates just need proper mentoring once they attain a teaching position.

Her one relative area for improvement is understanding the connection of professional development and better incorporation of technology.

Better preparation/understanding between the ideal as proposed by theory and educational experts with the actual implementation in a classroom. In other words the real life connections between theory and implementation.

work toward being a leader in the school knowledge about professional learning communities understand SMART goals

More explicit instruction on classroom management strategies, especially as it relates to children with ADHD, autism, and challenging behaviors.

More explicit instruction on SRBI and its purpose and how to organize your classroom and lessons to have time for small groups. Teachers need to understand that they have roles as interventionists.

A consistent weakness I’ve seen over the years with newer teachers, including NEAG students, lies within the realm of classroom management. Specifically, I’m referring to techniques that address the actual management of time, materials, & students - the establishment of age-appropriate routines and classroom systems (again, age-appropriate) that are employed to "run a classroom" in the most time-efficient, productive, and achievement-effective manner.

Make your school accessible to more students. It is too selective based on test scores.

Continue the process with the Practicum. It provides real life experiences for the Neag graduates

Just to stay current in a field that is moving at a rapid pace.

Graduates from St. Joseph’s College have come into the profession ready to teach. Their program appears to prepare graduates for the challenges of the classroom. UCONN should review their programs for comparison.

Going deeper with integrating technology in lessons especially at the primary level. What does a 21st century classroom look like?
Training, in this day and age, needs to be longer in terms of placement. More in-depth on these topics: differentiated instruction, effective lesson planning, developing high quality classroom assessments, learning environments that promote greater student ownership to their learning, effective feedback and grading practices.

I would like to see greater understanding of the Common Core Standards, professional learning communities and how they work within schools, and addressing effective differentiation for learners of various backgrounds.

Continue the current remarkable training and development already in place. Develop more candidates in those hard-to-recruit areas -- world language, for instance.

I am sorry, but with budget cuts, etc. I have not had a new teacher from UCONN in years... I received my M.A. & 6th Year Diploma from UCONN, and I've done very well (10 year as a principal. B.S. from ECSU- my total of 40 years in ed! None at this time.

Help new teachers select their priorities as to what is truly the most important task and not to be afraid to ask for help in discerning such priorities.

Educational Leadership interns vary greatly in their level of understanding the role of an instructional leader. I have had interns complete major projects involving research and school change, and other interns who feel that attending a play or a BOE meeting without any meaningful follow-up is an effective internship activity.

How would you “grade” your satisfaction with the overall quality of the Neag School of Education?