

**Table 1*****2017-18 Lewis College of Education Participant Ratings by Number Regarding How Well Lewis Prepared the Participant on 26 State-Identified “Program Quality” Preparation Indicators***

State-Identified Indicator	Ratings				
	Not Addressed	Not Well	Somewhat Well	Well	Very Well
Collaborate with colleagues to improve student learning	0	1	3	37	79
Set challenging and appropriate goals for student learning and performance	0	0	4	36	80
Empower students to become self-directed and productive learners	0	0	3	35	82
Maintain discipline and an orderly, purposeful learning environment	0	0	12	46	62
Work with parents and families to better understand students and to support their learning	0	1	20	36	63
Develop positive and supportive relationships with students	0	0	2	31	87
Create an environment of high expectations for all students	0	0	3	26	91
Teach in ways that support English Language Learners	0	1	12	43	64
Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	0	0	5	37	78
Teach in ways that support students with special needs-exceptional children	0	0	7	34	79
Teach in ways that support academically gifted students	0	1	15	49	55
Develop a classroom environment that promotes respect and group responsibility	0	0	0	33	87
Demonstrate knowledge of the subject matter you teach	0	0	4	32	84
Teach the concepts, knowledge, and skills of your discipline	0	0	3	32	85
Align instruction with state standards	0	0	2	21	97
Relate classroom teaching to the real world	0	1	7	38	74

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<i>State-Identified Indicators (cont'd)</i>	<i>Ratings (cont'd)</i>				
	<b>Not Addressed</b>	<b>Not Well</b>	<b>Somewhat Well</b>	<b>Well</b>	<b>Very Well</b>
Use knowledge of student learning and curriculum to plan instruction	0	0	5	33	82
Develop lessons that build on students' experiences, interests, and abilities	0	0	2	35	83
Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	0	0	8	34	77
Provide purposeful feedback to students to guide their learning	0	1	8	39	72
Differentiate instruction based on student needs	0	0	3	38	79
Use technology in the classroom to improve learning outcomes	0	0	5	45	70
Help students think critically and solve problems	0	0	6	38	76
Develop students' questioning and discussion skills	0	0	7	31	82
Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	0	0	6	39	75
Adapt practice based on research and student performance data	0	0	6	40	74

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***N = 120***

**Note.** Beginning September 1, 2017 all Illinois teaching program completers were required to complete a survey as part of the application process to obtain their IL Professional Educator License (PEL). Find some information about this recent requirement and the survey development on page 2 of a 2017 ISBE Newsletter: [https://www.isbe.net/Documents/PEP\\_Newsletter\\_3.pdf](https://www.isbe.net/Documents/PEP_Newsletter_3.pdf).

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