



2024

SURVEY OF NOVICE TEACHERS
AND THEIR SUPERVISORS

IOWA

EDUCATION



Jeremy Penn, Ph.D., M.P.H.
jeremy-penn@uiowa.edu

Executive Summary

This project was administered by Jeremy Penn, Ph.D., M.P.H., jeremy-penn@uiowa.edu, University of Iowa College of Education, and was supported with funding from the Iowa Department of Education. The views and opinions expressed in this report are those of the author and do not necessarily reflect the views and opinions of the University of Iowa College of Education or the Iowa Department of Education. Teacher preparation programs with at least one response will receive their own summary of results. Individual institutional reports are not available publicly due to agreements with the preparation programs and the University of Iowa Institutional Review Board.

Overall Results

Novice Teachers

- Novice teachers reported high levels of preparation with most of the novice teachers reporting they were well or very well prepared across all 17 teaching practice areas (Table 5).
- There no statistically significant differences for level of preparation across 17 teaching practice areas between results in 2024, 2023, and 2022.
- Novice teachers were significantly more likely to report being well prepared to support students' mental health and their own mental health in comparison to results in 2023 and 2022 (Table 6).
- Nearly 80% of novice teachers completed a full-semester-length student teaching experience (Table 7).
- Nearly all novice teachers agreed that their student teaching experience was the right length (Table 8). Caution should be used in interpreting preferences around shorter or longer student teaching experiences due to the small number of respondents who experienced non-full-semester-length student teaching experiences.
- Novice teachers highly valued their student teaching experiences in preparing them to serve as a teacher (Table 10).
- Novice teachers highly valued their college / university courses, with respondents reporting their college / university courses were equally important or more important than student teaching in 6 out of 10 areas of preparation (Table 10).
- Novice teachers who were more satisfied with their student teaching experiences were more likely to report a higher level of performance as a novice teacher (Table 11).
- In open-ended comments, novice teachers identified specific areas where they desired additional practice and preparation (Figure 4).
- Many novice teachers expressed their gratitude at being well-prepared by their teacher preparation program to serve as a teacher.

Figure 1. Novice Teachers: Overall Results (part 1).

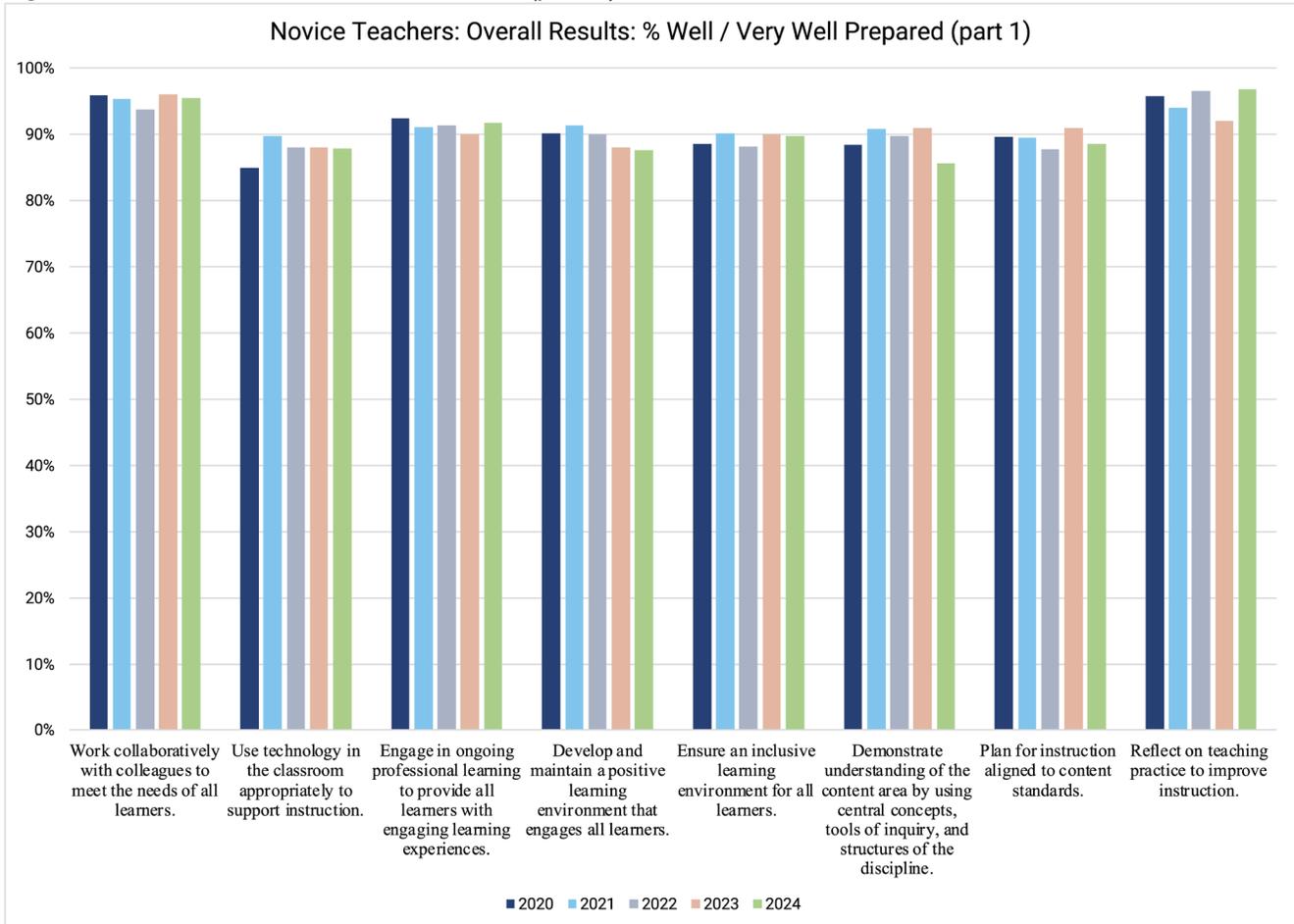


Figure 2. Novice Teachers: Overall Results (part 2).

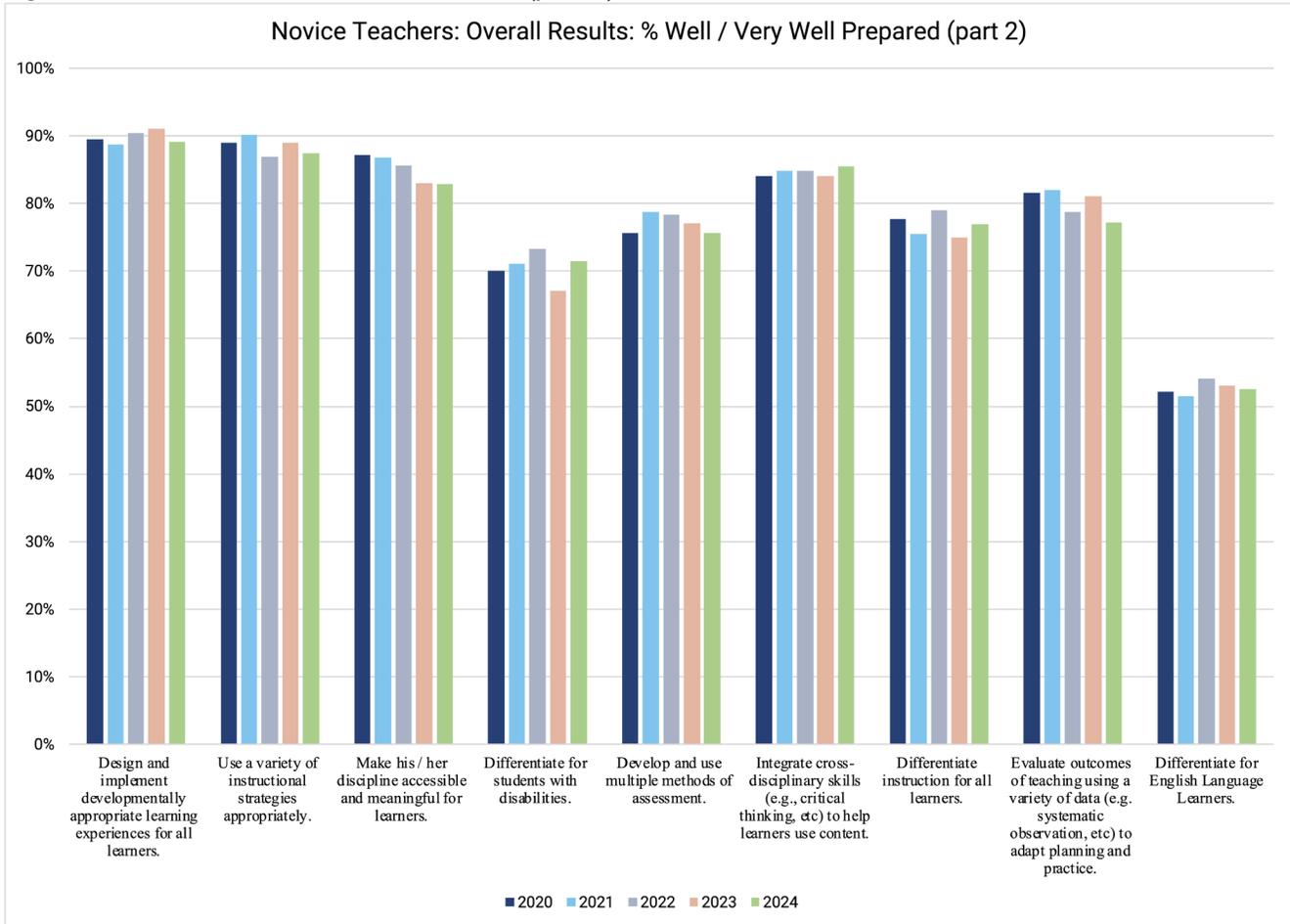


Figure 3. Novice Teachers: Supporting Mental Health.

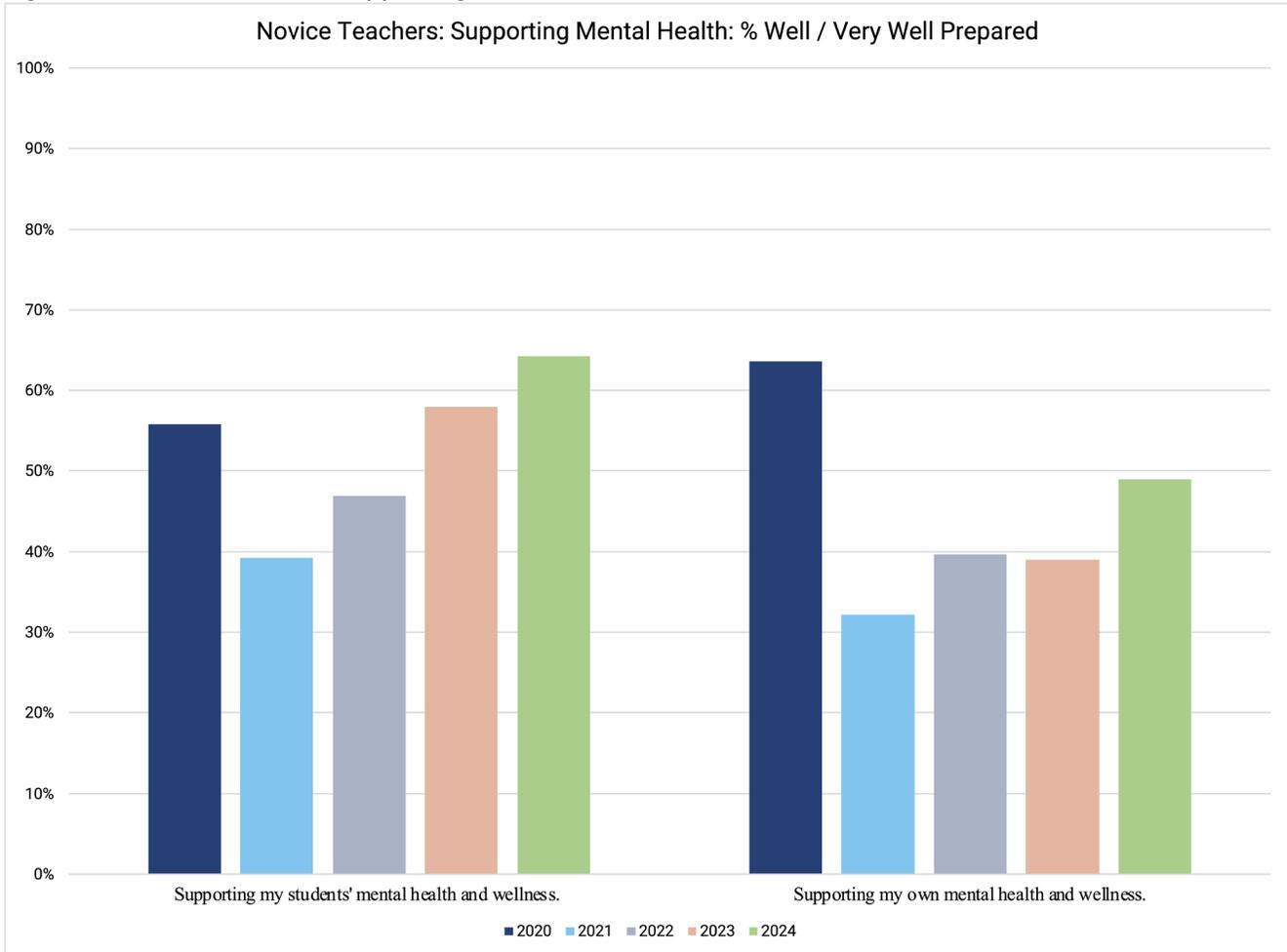
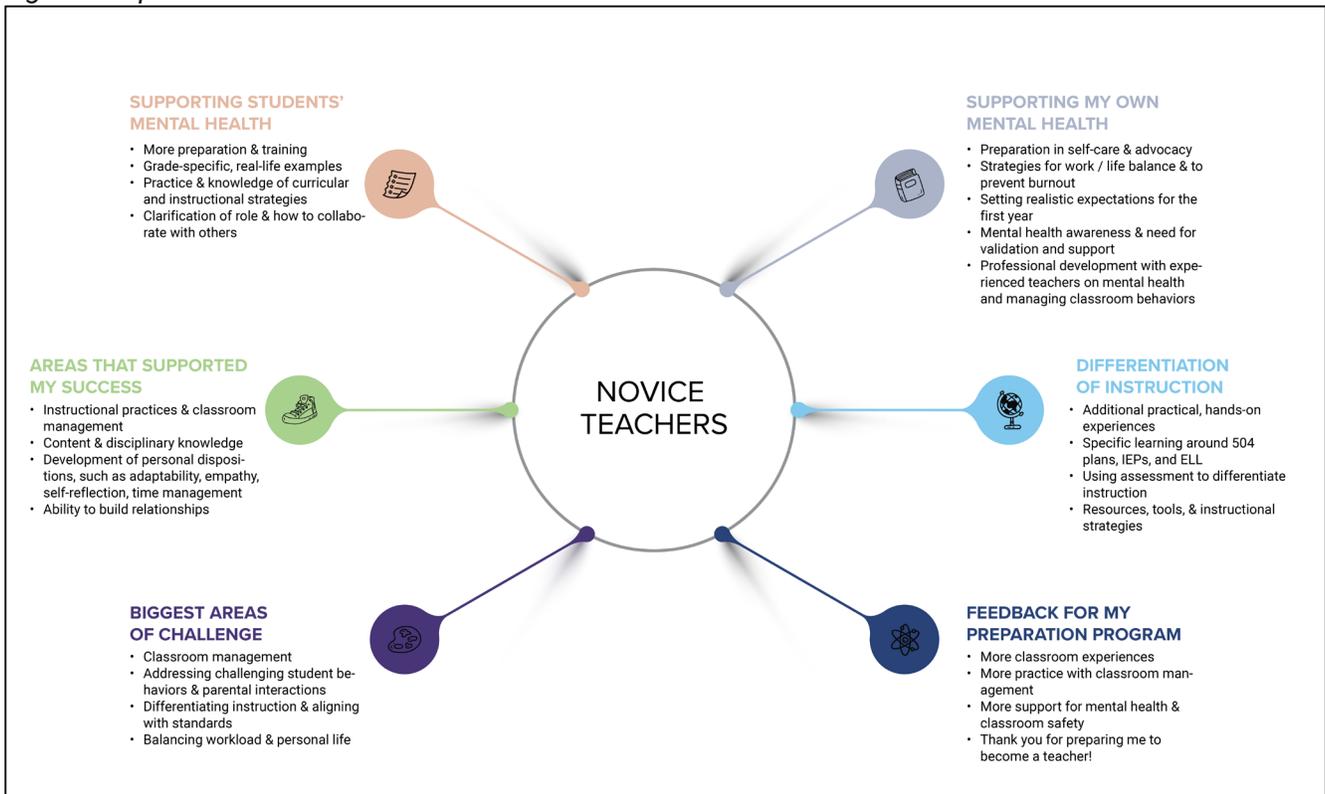


Figure 4. Open-ended Feedback from Novice Teachers.



Supervisors of Novice Teachers

- A majority of supervisors of novice teachers reported the novice teachers were well-prepared to serve across 17 areas of preparation (Table 5).
- Supervisors' perceptions of novice teachers' preparation were significantly lower in 2024 in comparison to 2023: ability to differentiate instruction for students with disabilities and ability to differentiate for English Language Learners (Table 5).
- Supervisors of novice teachers believed novice teachers were well prepared to support students' mental health and wellness (65%) and the novice teachers' own mental health and wellness (70%, significantly higher than 2022, Table 6).
- There was a large gap between novice teachers' perceptions of their ability to support their own mental health and wellness (49%) and supervisors' perceptions of novice teachers' ability to support their mental health and wellness (70%, Table 6).
- In open-ended comments, supervisors of novice teachers identified a range of areas where novice teachers' preparation could be improved, particularly classroom management, behavior management, differentiation, and balancing workload and personal life (Figure 8).
- In open-ended comments, many supervisors of novice teachers identified areas that supported the success of novice teachers, including classroom management, content and disciplinary knowledge, relationship building, and personal dispositions (Figure 8).
- Many supervisors of novice teachers expressed their gratitude for the high level of preparation they observed in novice teachers.

Figure 5. Supervisors of Novice Teachers: Overall Results (part 1).

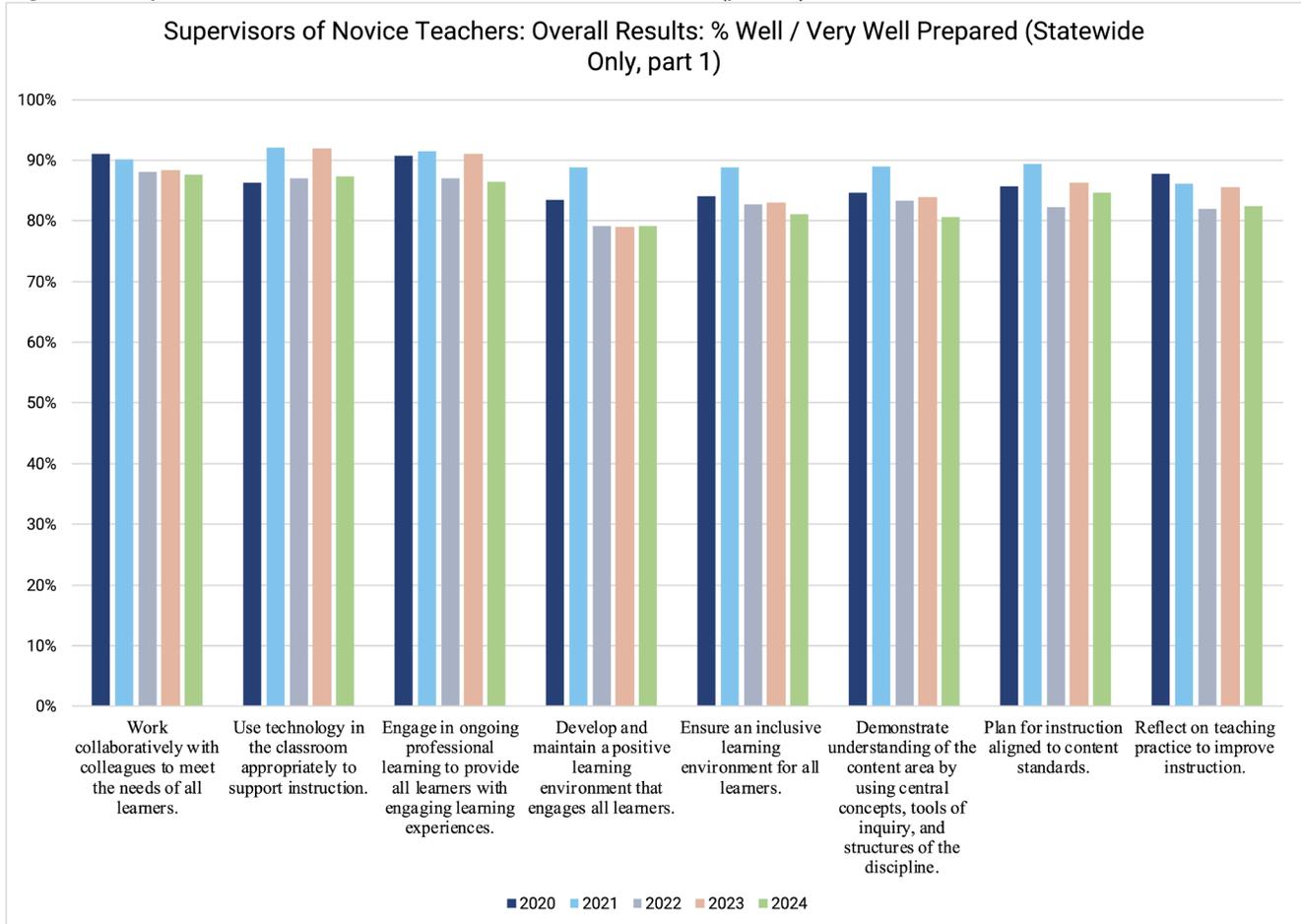


Figure 6. Supervisors of Novice Teachers: Overall Results (part 2).

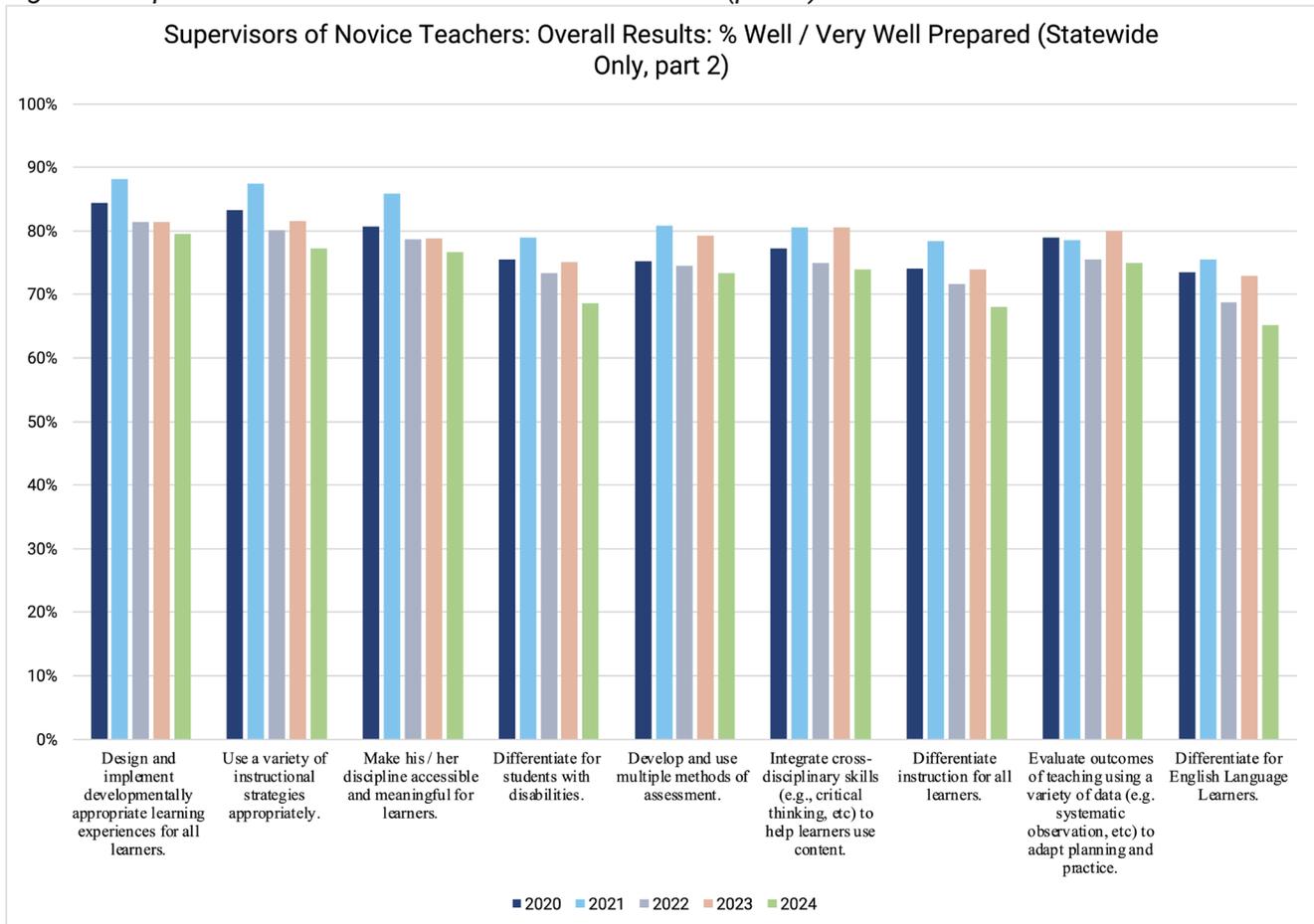


Figure 7. Supervisors of Novice Teachers: Supporting Mental Health.

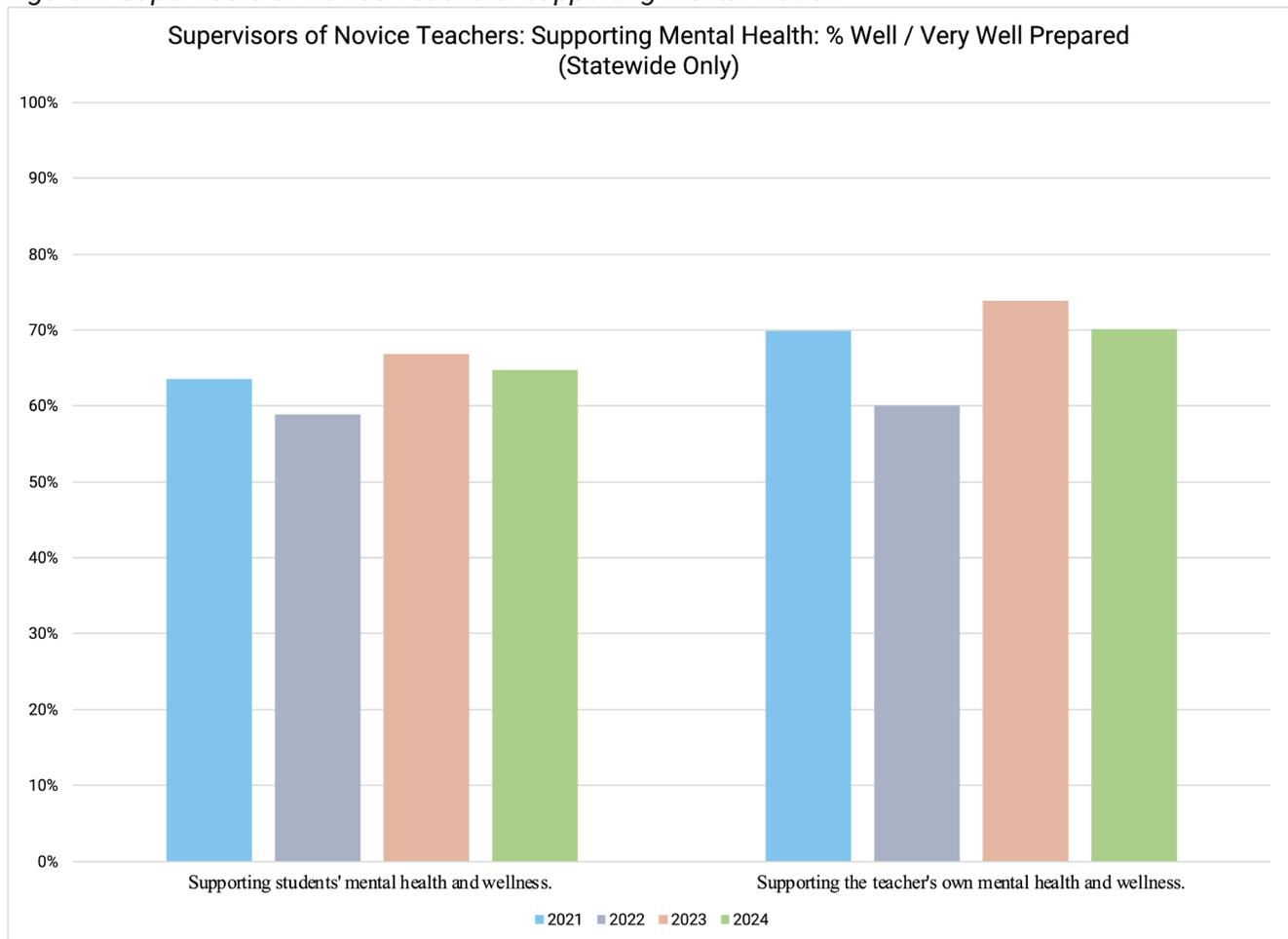


Figure 8. Open-ended Feedback from Supervisors of Novice Teachers.

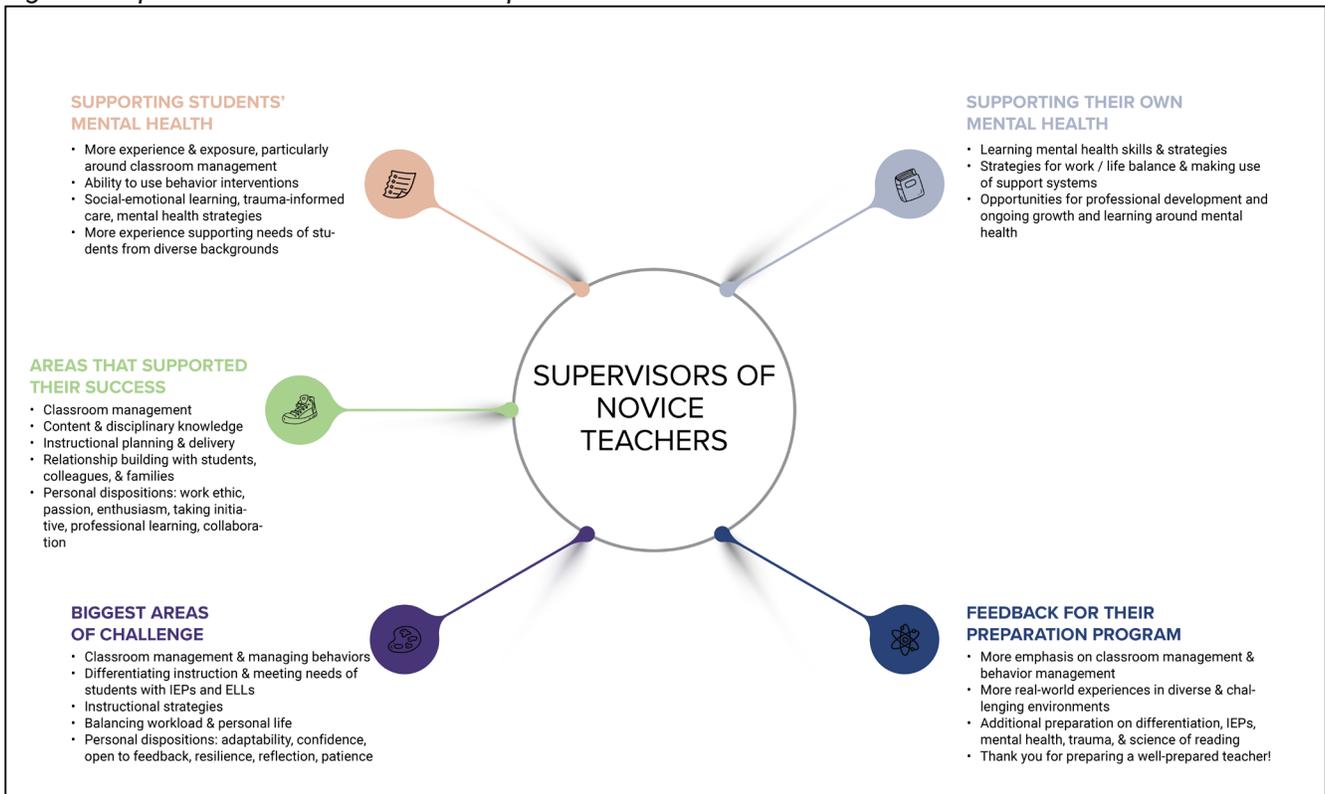


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Methods

Questionnaire Design and Administration

- The questionnaires were designed through a collaboration between the Iowa Department of Education and the Iowa Association for Teacher Education (IACTE).
- There were no significant changes to the existing survey questions in 2024.
- Administered through the University of Iowa's Qualtrics license from April 2, 2024, to May 9, 2024. Up to four reminder emails were sent to those individuals who had not responded or who had not completed the survey.
- The project was approved by the University of Iowa's Institutional Review Board.

Survey Population

- The Iowa Department of Education generated a list of individuals who were believed to be novice teachers and included their licensure email address and school assignment.
- Teacher preparation programs were asked to send the names and contact information for recent graduates from their programs and their school assignments and supervisors, if known.
- These lists were merged with a list of school administrators from the Iowa Department of Education to create the contact list for the supervisors of novice teachers.
- If available, novice teachers' school email addresses and personal email addresses were used to send survey invitations. Novice teachers were asked to only respond once.

Response Rate

- Novice teachers: A total of 1,999 emails were sent to the primary email address provided by the teacher preparation institution. If the initial email invitation did not produce a response, reminders were sent to the primary email address or to alternative email addresses (including personal, teacher preparation institution, or employing school) if those addresses were available. A total of 427 responses were received for a response rate of 21.4% (427 / 1,999). Some respondents did not answer every question, so the total number of responses per item varies.
- To encourage response, 500 postcards were mailed through physical mail to novice teachers' school addresses to a sample of novice teachers who had not responded to initial email invitations. Those who received a postcard were significantly more likely to respond to the survey in comparison to a similar group of novice teachers who did not receive a postcard. The odds of response were 1.55 times higher for those who received a postcard (14% response rate) than for those who did not (9% response rate).
- Responses were received from novice teachers from every teacher preparation program in Iowa except Drake University (Iowa Wesleyan University closed in 2023). Upon

investigation, it was determined that Drake University's students were contacted primarily through their institutional email address rather than personal or school accounts (about half received an email to a personal address as well). In the future, it is recommended that personal or K-12 school addresses be used as the primary contact rather than teacher preparation institutions' email accounts.

- Calculated another way, sending 500 postcards produced an additional 20 responses. This is a lower impact than in 2023 even though more postcards were mailed in 2024. It is not clear why the impact of the postcards on the response rate was lower in 2024.
- Supervisors of novice teachers: A total of 1,966 emails were sent to 725 unique email addresses. 642 responses were received from 441 unique email addresses for a response rate of 32.7%. The number of responses for each item varies since some respondents did not respond to every item.
- While matching was performed to create the survey contact lists and to give the supervisor of each novice teacher the name of a novice teacher to review, the results of the surveys are not necessarily matched (that is to say, the results may include novice teachers whose supervisors did not respond to the survey and may include responses of supervisors of novice teachers who did not respond to the survey).
- Teachers (and their supervisors) who were known to not be in their first two years of teaching were removed from the survey analyses.

Results

Demographics of Respondents

Novice Teachers

- Responses were received from novice teachers who had attended twenty-nine of the thirty (Iowa Wesleyan closed in 2023) teacher preparation programs in Iowa (Table 1).

Table 1. Where did you complete your teacher preparation program?

Response	Contacted	Responded	Response Rate	% of Total
Briar Cliff University	7	3	42.9%	0.7%
Buena Vista University	88	38	43.2%	8.9%
Central College	25	5	20.0%	1.2%
Clarke University	22	4	18.2%	0.9%
Coe College	34	6	17.6%	1.4%
Cornell College	10	6	60.0%	1.4%
Dordt University	16	12	75.0%	2.8%
Drake University	38	0	0.0%	0.0%
Emmaus Bible College	4	2	50.0%	0.5%
Faith Baptist Bible College	7	3	42.9%	0.7%
Graceland University	24	4	16.7%	0.9%
Grand View University	28	7	25.0%	1.6%
Grinnell College	6	6	100.0%	1.4%
Iowa State University	354	44	12.4%	10.3%
Iowa Wesleyan University	5	0	0.0%	0.0%
Loras College	12	5	41.7%	1.2%
Luther College	34	9	26.5%	2.1%
Morningside University	45	6	13.3%	1.4%
Morningside University Alternative Licensure	59	18	30.5%	4.2%
Mount Mercy University	27	10	37.0%	2.3%
Northwestern College	32	16	50.0%	3.7%
RAPIL (Regents Alternative Pathway)	37	19	51.4%	4.4%
Saint Ambrose University	20	4	20.0%	0.9%
Simpson College	45	17	37.8%	4.0%
University of Dubuque	14	3	21.4%	0.7%
University of Iowa	294	40	13.6%	9.4%
University of Northern Iowa	526	69	13.1%	16.2%
Upper Iowa University	50	20	40.0%	4.7%
Waldorf University	10	3	30.0%	0.7%
Wartburg College	47	15	31.9%	3.5%
William Penn University	79	33	41.8%	7.7%
None of these	0	0	0	NA
Total	1,999	427	21.4%	100%

- Just over 18% of respondents were currently teaching in a subject area for which they needed to obtain conditional endorsement (Table 2).

Table 2. Are you currently teaching in a subject area for which you needed to obtain a conditional endorsement?

Response	n	Percent
Yes	61	18.2%
No	275	64.4%
Total	336	

- If respondents indicated they were currently teaching in an area in which they needed to obtain a conditional endorsement, they were asked to indicate the area the area in which they were teaching that required a conditional endorsement (Table 3). The most frequently reported area requiring a conditional endorsement was Special Education.

Table 3. In what area are you teaching that requires a conditional endorsement?

Response	n
5-12 Geography	1
6-8 ELA	1
ELA	3
Art	3
Physics	1
Middle Science	2
Science	1
Computer Science / STEAM	1
Agriculture	1
Kindergarten	1
Reading & Special Education	1
Early Childhood	2
Early Childhood & Special Education	1
ELL / ESL	6
Special Education	10
Strat I	4
Strat II	7
Health and Strength and Conditioning	1
Secondary Math	1
Middle Math	1
Reading	3
Speech and Theatre	1
World Language	1
Social Studies	2
PE / Health	1
Music	1

Supervisors of Novice Teachers

- Responses in Table 4 represent 725 different email addresses, with the average email address receiving 1.7 emails, and the maximum receiving 11.

Table 4. What teacher preparation program did this teacher attend?

Response	Contacted	Responded	Response Rate	% of total
Briar Cliff University	7	1	14.3%	0.2%
Buena Vista University	87	38	43.7%	5.9%
Central College	25	14	56.0%	2.2%
Clarke University	21	8	38.1%	1.2%
Coe College	33	6	18.2%	0.9%
Cornell College	9	2	22.2%	0.3%
Dordt University	20	20	100.0%	3.1%
Drake University	52	8	15.4%	1.2%
Emmaus Bible College	4	2	50.0%	0.3%
Faith Baptist Bible College	7	2	28.6%	0.3%
Graceland University	21	8	38.1%	1.2%
Grand View University	27	6	22.2%	0.9%
Grinnell College	1	1	100.0%	0.2%
Iowa State University	333	79	23.7%	12.3%
Iowa Wesleyan University	5	3	60.0%	0.5%
Loras College	12	6	50.0%	0.9%
Luther College	34	11	32.4%	1.7%
Morningside University	40	24	60.0%	3.7%
Morningside University Alternative Licensure	54	21	38.9%	3.3%
Mount Mercy University	25	14	56.0%	2.2%
Northwestern College	30	17	56.7%	2.6%
RAPIL (Regents Alternative Pathway to Licensure)	31	16	51.6%	2.5%
Saint Ambrose University	19	9	47.4%	1.4%
Simpson College	45	26	57.8%	4.0%
University of Dubuque	14	5	35.7%	0.8%
University of Iowa	290	64	22.1%	10.0%
University of Northern Iowa	528	161	30.5%	25.1%
Upper Iowa University	50	2	4.0%	0.3%
Waldorf University	11	5	45.5%	0.8%
Wartburg College	51	26	51.0%	4.0%
William Penn University	80	37	46.3%	5.8%
None of these	0	0	0	0
Total	1,966	642	32.8%	100%

Overall Results

- Novice teachers were most likely to report being well or very well prepared to reflect on teaching practice to improve instruction, to work collaboratively with colleagues to meet the needs of all learners, and to engage in ongoing professional learning. There were no statistically significant differences between the results in 2024 and the results in 2023 or 2022.
- Supervisors of novice teachers were most likely to report novice teachers being well prepared to work collaboratively with colleagues to meet the needs of all learners, to use technology in the classroom to appropriately support instruction, and to engage in ongoing professional learning to provide all learners with engaging learning experiences.
- In comparison to 2023, supervisors of novice teachers were significantly less likely to perceive their novice teacher(s) as being well or very well prepared to differentiate for students with disabilities or to differentiate for English Language Learners.

Table 5. Overall results.

Item "How well can you / How well is this teacher able to:"	Novice Teachers					Supervisors of Novice Teachers				
	n	M	Percent Well / Very Well	Compare to 2023	Compare to 2022	n	M	Percent Well / Very Well	Compare to 2023	Compare to 2022
Work collaboratively with colleagues to meet the needs of all learners.	338	3.58	95.5%	-	-	593	3.41	87.7%	-	-
Use technology in the classroom appropriately to support instruction.	341	3.37	87.9%	-	-	591	3.34	87.3%	-	-
Engage in ongoing professional learning to provide all learners with engaging learning experiences.	341	3.42	91.8%	-	-	593	3.34	86.5%	-	-
Develop and maintain a positive learning environment that engages all learners.	369	3.32	87.6%	-	-	603	3.21	79.1%	-	-
Ensure an inclusive learning environment for all learners.	368	3.33	89.7%	-	-	604	3.24	81.1%	-	-
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline.	368	3.23	85.6%	-	-	602	3.17	80.6%	-	-
Plan for instruction aligned to content standards.	342	3.32	88.6%	-	-	595	3.26	84.7%	-	-
Reflect on teaching practice to improve instruction.	341	3.52	96.8%	-	-	593	3.25	82.5%	-	-
Design and implement developmentally appropriate learning experiences for all learners.	369	3.22	89.1%	-	-	604	3.16	79.6%	-	-
Use a variety of instructional strategies appropriately.	341	3.27	87.4%	-	-	595	3.10	77.3%	-	-
Make his / her discipline accessible and meaningful for learners.	368	3.13	82.8%	-	-	602	3.10	76.7%	-	-
Differentiate for students with disabilities.	339	2.96	71.4%	-	-	592	2.94	68.6%	↓	-
Develop and use multiple methods of assessment.	368	3.05	75.6%	-	-	602	3.01	73.3%	-	-
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	369	3.22	85.4%	-	-	602	3.04	73.9%	-	-
Differentiate instruction for all learners.	342	3.06	76.9%	-	-	594	2.93	68.0%	-	-
Evaluate outcomes of teaching using a variety of data (e.g. systematic observation, information about learners, research) to adapt planning and practice.	341	3.07	77.1%	-	-	593	3.04	74.9%	-	-
Differentiate for English Language Learners.	341	2.57	52.5%	-	-	562	2.85	65.1%	↓↓	-

*Scale: 1 = Not Very Well; 2 = Somewhat Well; 3 = Well; 4 = Very Well.

↑ : Indicates results in 2024 were statistically significantly higher, $p < .05$.

↑↑ : Indicates results in 2024 were statistically significantly higher, $p < .01$.

↑↑↑ : Indicates results in 2024 were statistically significantly higher, $p < .001$.

↓ : Indicates results in 2024 were statistically significantly lower, $p < .05$.

↓↓ : Indicates results in 2024 were statistically significantly lower, $p < .01$.

↓↓↓ : Indicates results in 2024 were statistically significantly lower, $p < .001$.

Level of Preparation for Supporting Mental Health

- Novice teachers reported a statistically significantly higher level of preparation to support students' mental health and wellness and to support their own mental health and wellness in comparison to results in 2023 and 2022 (Table 6).
- However, a slight majority of novice teachers did not report being well or very well prepared to support their own mental health and wellness (51%, Table 6).
- Supervisors of novice teachers reported perceiving novice teachers as moderately well prepared to support students' mental health and wellness (65% well / very well) and the novice teachers' own mental health and wellness (70% well / very well, Table 6).
- Supervisors of novice teachers perceived novice teachers as much more well prepared to support their own mental health and wellness (70%) than novice teachers perceived themselves (49%).

Table 6. Overall level of preparation for supporting mental health.

"How well were you / was this teacher prepared for:"	Novice Teachers					Supervisors of Novice Teachers				
	n	M	% Well / Very Well	Compare to 2023	Compare to 2022	n	M	% Well / Very Well	Compare to 2023	Compare to 2022
Supporting students' mental health and wellness.	330	2.81	64.2%	↑	↑↑↑	587	2.82	64.7%	-	-
Supporting your own / the teacher's own mental health and wellness.	324	2.48	49.0%	↑↑↑	↑↑↑	589	2.87	70.1%	-	↑↑

*Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.

↑ : Indicates results in 2024 were statistically significantly higher, $p < .05$.

↑↑ : Indicates results in 2024 were statistically significantly higher, $p < .01$.

↑↑↑ : Indicates results in 2024 were statistically significantly higher, $p < .001$.

↓ : Indicates results in 2024 were statistically significantly lower, $p < .05$.

↓↓ : Indicates results in 2024 were statistically significantly lower, $p < .01$.

↓↓↓ : Indicates results in 2024 were statistically significantly lower, $p < .001$.

Novice Teachers' Perceptions of Student Teaching

- Most respondents had a full-semester student teaching experience (14-16 weeks, Table 7).
- Nearly all respondents agreed that their student teaching experience was the right length (Table 8). Caution should be used in interpreting results for the response categories that had a small number of respondents.

Table 7. Length of student teaching (novice teachers only).

How long was your student teaching experience?	n	Percent
Student teaching was not required for my program	6	1.8%
Fewer than 6 weeks	10	3.0%
6-8 weeks	11	3.3%
9-11 weeks	3	0.9%
12-13 weeks	6	3.0%
14-16 weeks (full semester)	262	79.6%
More than 16 weeks	16	4.9%
Other (please specify):	11	3.3%
Total	329	100%

Open-ended comments:

2 years

6 months – 2 placements

I did a full year of student teaching. Student taught in the mornings during the fall semester, classes in the afternoon. In the spring, it was all day every day.

I honestly don't remember.

I was a teacher intern therefore I did not student teach.

It was by a cumulative number of hours that were required. 40 were required, I completed 110. Afterwards we were the teacher of record for 1 year on an intern license.

Part of RAPIL

Teacher intern

Teacher intern full year

Teacher intern 1-year

Two placements, each between 6-8 weeks

Table 8. Perceptions of the length of student teaching (novice teachers only).

Length of student teaching:	n	My student teaching experience was too short	My student teaching experience was just the right length	My student teaching experience was too long
Fewer than 6 weeks	10	20%	80%	0%
6-8 weeks	11	9.1%	90.9%	0%
9-11 weeks	3	0%	100%	0%
12-13 weeks	10	0%	100%	0%
14-16 weeks (full semester)	252	7.5%	86.9%	5.6%
More than 16 weeks	15	0%	93.3%	6.7%

- Respondents were generally satisfied with their student teaching experiences (Table 9). (Respondents who did not complete a student teaching experience were removed from results.)

Table 9. Satisfaction with student teaching experiences (novice teachers only).

Satisfaction with:	Statewide (n = 314)	
	M	% Satisfied (5, 6, 7)
My cooperating teacher.	6.02	85.4%
My placement school(s).	6.02	84.7%
Other teachers and administrators in my placement school(s).	5.79	79.0%
My college / university supervisor(s).	5.93	82.4%
Student teaching experience overall.	5.92	85.2%

*7-point scale, where 1 = completely dissatisfied, 4 = neutral, and 7 = completely satisfied.

- Student teaching was viewed as somewhat / much more important than coursework for building relationships with students and their families (87%), managing difficult student behaviors (86%), and classroom management (84%).
- A plurality of novice teachers (36%) believed college / university courses were somewhat / much more important for developing the knowledge of the discipline(s) I am teaching.
- A plurality of novice teachers (40%) believed college / university courses and student teaching were equally important for learning to plan effective lessons that meet content standards.
- Most novice teachers perceived college / university courses being equally important or more important than student teaching in 6 out of 10 areas of preparation.

Table 10. Importance of courses or student teaching in developing abilities (novice teachers only).

Topic (n = 310)	% College / University courses were much / somewhat more important	% College / University Courses and student teaching were equally important	% Student teaching was much / somewhat more important
Knowledge of the discipline(s) I am teaching.	35.8%	32.3%	31.9%
Classroom management.	3.2%	12.5%	84.2%
Develop and use effective assessments.	21.5%	39.0%	39.6%
Design and implement developmentally appropriate learning experiences for all learners.	10.2%	42.8%	47.0%
Use technology effectively in the classroom.	14.2%	39.4%	46.5%
Differentiate instruction.	17.4%	34.4%	48.2%
Manage difficult student behaviors.	3.5%	10.3%	86.2%
Build relationships with students and their families.	2.3%	10.6%	87.1%
Plan effective lessons that meet content standards.	25.2%	39.6%	35.2%
Diagnostic and responsive teaching.	11.0%	36.0%	52.9%

- Novice teachers who were more satisfied with their student teaching experiences were more likely to report a higher level of performance as a novice teacher (Table 11). (Respondents who did not report completing student teaching were excluded.)

Table 11. Correlation of novice teachers' perception of level of preparation with overall satisfaction with student teaching.

Correlation with "student teaching experience overall." (n = 310)	Correlation (95% CI)
Work collaboratively with colleagues to meet the needs of all learners.	0.25 (.15 - .36)
Use technology in the classroom appropriately to support instruction.	0.14 (.03 - .24)
Engage in ongoing professional learning to provide all learners with engaging learning experiences.	0.11 (.01 - .22)
Develop and maintain a positive learning environment that engages all learners.	0.24 (.13 - .34)
Ensure an inclusive learning environment for all learners.	0.25 (.14 - .35)
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline.	0.27 (.16 - .37)
Plan for instruction aligned to content standards.	0.16 (0.05 - .27)
Reflect on teaching practice to improve instruction.	0.14 (.03 - .25)
Design and implement developmentally appropriate learning experiences for all learners.	0.24 (.13 - .34)
Use a variety of instructional strategies appropriately.	0.15 (.04 - .26)
Make his / her discipline accessible and meaningful for learners.	0.25 (.14 - .35)
Differentiate for students with disabilities.	0.23 (.12 - .33)
Develop and use multiple methods of assessment.	0.25 (.14 - .35)
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	0.17 (.06 - .28)
Differentiate instruction for all learners.	0.22 (.11 - .33)
Evaluate outcomes of teaching using a variety of data (e.g. systematic observation, information about learners, research) to adapt planning and practice.	0.22 (.11 - .33)
Differentiate for English Language Learners.	0.17 (.06 - .28)
Supporting my students' mental health and wellness.	0.25 (.14 - .35)
Supporting my own mental health and wellness.	0.28 (.17 - .38)

*All correlations are statistically significantly different from 0.

Open-ended Items: Differentiation of Instruction

Themes for open-ended items were developed with the support of privacy-protected Copilot AI (submitted text was not stored by Microsoft). The full text of the open-ended items, with names removed, was provided to each Teacher Preparation Program. Direct quotes are provided from respondents as associated with each theme.

Novice Teachers: How could your Teacher Preparation Program have better prepared you to differentiate instruction for all learners?

- Additional practical, hands-on experiences.
 - “I experienced instruction on differentiation mostly during education classes geared towards general education students. I would have loved to hear some examples or work through some scenarios geared towards my content area, music.”
 - “In college, we spent a lot of time writing long and elaborate lesson plans that I did not find beneficial in my first year teaching. I think it would have helped to see differentiated learners in the classroom and what other teachers have done and get first hand experience.”
- Learning specific information around how to support a diverse range of learners, including more learning on 504 plans, IEPs, and strategies for English Language Learners.
 - “Have more instruction over MLL students and students with IEP and 504 Plans. More experience during student teaching in a middle-school scenario. Have more instruction about MTSS and implementation.”
- Learning to use assessment to adjust lessons and differentiate instruction, and to effectively implement the curriculum in schools and districts.
 - “Learn how to adjust lessons based on assessment data. Teaching parts instead of whole lesson again”
 - “I am especially having difficulty differentiating for higher learners. It is tricky finding a balance between too much participation or too little participating due to boredom. Also, I want to follow curriculum with fidelity, but I feel that it lacks extension opportunities.”

Novice Teachers: How could your Teacher Preparation Program have better prepared you to differentiate instruction for students with disabilities?

- Additional practical experiences and real-world applications of learning.
 - “I think it would have been helpful if it was required for some of our observations or field experiences to be held in a Special Education classroom even if they were not getting their Special Education endorsement.”
 - “Giving more real life experiences and sceneries that the teacher must be a critical thinker and problem solve to assist this scenario.”
- Learning more about reading, understanding, and implementing accommodations and modifications in IEP and 504 plans.

- “More real world opportunities. Given actual 504s and IEPs and learn how to provide all accommodations.”
- “There was little focus on differentiating for disabilities, it seemed like a sidenote. I think it would be helpful to focus more on reading, understanding, and implementing the accommodations/modifications within IEP's and 504's.”
- More instructional strategies and resources, perhaps through additional special education coursework.
 - “We needed more clear cut examples and strategies. We only learned about how it's important.”
 - “I think the Preparation Program should require more Special Education courses for general ed teachers.”

Novice Teachers: How could your Teacher Preparation Program have better prepared you to differentiate instruction for English Language Learners?

- More hands-on experiences, including experience or observation of ELL classrooms.
 - “I think it would have been helpful if it was required for some of our observations or field experiences to be held in an ELL classroom even if they were not getting their ELL endorsement. This could help with differentiated instruction.”
- Require a course or consider integration of ELL instruction into general education courses so that all teachers have opportunity to learn.
 - “I received no specific instruction on English Language Learners other than the knowledge that they would be in my classroom. Having a course or an entire unit covering how to appropriately meet their needs would have been helpful!”
- Access to resources and tools.
 - “It would have been really helpful to have been guided on how to access different resources and supports and how to use them effectively in our own specific classrooms. For example, I have been accessing TpT for Spanish speaking resources for a new student in my art room. Having accessed during a class or having a list of sites/resources I could have at my fingertips would have been very helpful as the student came 1/2 way into the year and spoke very little to no English and we do not have Spanish speaking associates available to our teachers.”

Open-ended Items: Preparation to Support Mental Health

Themes for open-ended items were developed with the support of privacy-protected Copilot AI (submitted text was not stored by Microsoft). The full text of the open-ended items was provided to each Teacher Preparation Program. Direct quotes are provided from respondents as associated with each theme.

Novice Teachers: What, if anything, could your preparation program have done to better prepare you to support your students' mental health?

- More preparation and training, including grade-specific and real-life examples.
 - “Having a course that discussed mental health and how to support it. This was not a main topic of discussion and I was not properly taught how to respond when a student is having mental health struggles.”
- Practice and knowledge of curricular and instructional strategies that support students' mental health.
 - “How to better support our students and strategies to use. I think for most of my preparation program, I was told about signs that a student is struggling with not much of a clear way to help them through their struggles”
- Clarification around the role of teachers and mental health and how to collaborate with community members, other teachers, and mental health professionals.
 - “Tell us the truth about the number of students who struggle with an array of mental issues. What is our role in support and counselors/other staff.”

Supervisors of Novice Teachers: In what ways, if any, could this teacher have been better prepared to support their students' mental health and wellness?

- More experience and exposure to mental health and core teaching practices, particularly around classroom management.
 - “Better awareness of social emotional programs and classroom management techniques to support students with behaviors.”
- Understanding and being able to use behavior interventions and behavior support.
 - “More learning around behavior interventions in the classroom, firm expectations, parent communication.”
- Engaging in ongoing professional development, particularly around social-emotional learning, trauma-informed care, and mental health strategies.
 - “Engage in coursework geared towards preparing future educators to understand and support social emotion, behavior, and mental health within the MTSS pyramid.”
- More experience supporting the needs of students from diverse backgrounds.
 - “Ensuring experience teaching students with diverse backgrounds including trauma-informed learning.”

Novice Teachers: What, if anything, could your preparation program have done to better prepare you to support your own mental health?

- Preparation in self-care and advocacy, and in dealing with secondhand trauma.
 - “Discussions or class on self-care and the importance of it.”
 - “Prepare me for secondary trauma that I experienced in the high-need classroom.”
- Learning about strategies around work / life balance to prevent burnout and maintain positive mental health during the first year(s) of teaching.
 - “Talking more in depth about how to take time for yourself, when to be available due to email, and how to handle burnout.”
- Setting realistic expectations about the first year(s) of teaching, particularly around the workload and emotional toll to be expected.
 - “Setting appropriate work-life boundaries, and accurate depiction of first-year teacher expectations in terms of planning for instruction.”
- Encouraging mental health awareness and highlighting the importance of teachers’ mental health and need for validation and support.
 - “Talking about how you can simply not do it all. I struggle with leaving the workload at work a lot. Finding the balance of life and work. Something else that could have helped was having a massive conversation in how to deal with less-than-ideal administration and having no support. This causes a huge load on teachers and we hear so often that it is so important to have supportive and good admin, but not how to go about not having it.”
- Professional development activities where experienced teachers share their coping strategies and to learn about managing challenging behaviors in the classroom.
 - “I wish the program wouldn’t put so much emphasis on things that are rarely done on the job and showed us more important things like classroom management, dealing with behaviors, and how to take care of ourselves as teachers to prevent burnout.”

Supervisors of Novice Teachers: In what ways, if any, could this teacher have been better prepared to support their own mental health and wellness?

- Learning mental health skills and strategies, such as stress management, self-advocacy, and self-awareness, and the importance of physical exercise and sleep.
 - “Practicing the strategies that she teaches the students.”
 - “Teacher [g]ets stressed out easily. Coming up with more intense strategies to deal with stress.”
- Developing strategies for healthy work-life balance and developing and making use of support systems.
 - “Understand the demands of a teacher with balance.”
 - “Know how to analyze her benefits packages to know what supports she can get.”

- “This teacher needed ways to support their mental health beyond taking a day off of school - they had exhausted all of their personal leave and illness leave by January of this year.”
- Opportunities for professional development and ongoing growth and learning in teaching and in mental health.
 - “She was not fully prepared for the reality of a classroom. She is learning and growing though!”
 - “More opportunities to learn about mental wellness and behavior strategies for classroom behaviors.”

Open-ended Responses: Strengths, Challenges, and Feedback

Themes for open-ended items were developed with the support of privacy-protected Copilot AI (submitted text was not stored by Microsoft). The full text of the open-ended items was provided to each Teacher Preparation Program. Direct quotes are provided from respondents as associated with each theme.

Novice Teachers: What are examples of the knowledge, skills, or dispositions you learned in your program that helped you succeed in your career as a teacher?

- Instructional practices and classroom management, including the application of educational theory to practice, using the science of reading, and scaffolding and differentiation.
 - “Backwards instructional design, classroom management (high expectations right away and clear consequences), adaptable, and reflective.”
 - “Formative assessment, varied instructional approaches and delivery, lesson planning.”
 - “The science of reading and knowing that students learn to read from knowledge letter sounds and the blending those sounds together. Not from reading in repetition.”
- Content and disciplinary knowledge.
 - “My content knowledge and ability to create appropriate materials for students in multiple grade levels.”
 - “My knowledge of content, lesson planning, and time management after college has impacted me the most in my first year of teaching.”
- Development of personal dispositions, such as adaptability, empathy, self-reflection, flexibility, and time management.
 - “Being warm and relational while still holding high expectations for behavior and performance. The ability to be flexible was reinforced many times and this has proved helpful in my first year. Being able to change things on my toes and be comfortable with mixing up how my team has done things.”
- Relationship building, collaboration, and developing an inclusive, diverse, and welcoming classroom.
 - “Any classes that discussed the importance of student-teacher relationships along with any field experiences in the schools were invaluable. I also appreciated what I learned about how coming from low-income families, non-English speaking families, and single-parent families can affect students' grades, attitudes, and learning in ways we can't always see. Many classes taught me the importance of checking in with how students are doing outside of school and trying to alleviate their needs in a way that doesn't embarrass them so that they can focus on school.”

- “Knowledge of diverse learners and how to accommodate effectively.”

Supervisors of Novice Teachers: What are examples of the knowledge, skills, or dispositions [TEACHER NAME] demonstrated this year that most supported their success?

- Classroom management skills and strategies.
 - “Builds rapport with students and has good classroom management.”
- Content knowledge and disciplinary expertise.
 - “She has a strong knowledge of core content.”
- Instructional planning and delivery.
 - “Strong understanding of instruction, engagement and classroom management.”
- Relationship building with students, colleagues, and families.
 - “She has challenging students, but because of the relationships she has built with them, their “behaviors” are relatively “mild”.”
 - “She is a collaborator with teachers and families.”
- Personal dispositions, including work ethic, passion and enthusiasm for teaching, taking initiative, willingness to engage in professional learning and growth, and openness to collaboration.
 - “She is collaborative, reflective and demonstrated a great work ethic.”

Novice Teachers: What are the knowledge, skills, or dispositions that have been the greatest challenge in your first years of teaching?

- Classroom management: Maintaining high standards for student performance and behavior and maintaining classroom control.
 - “Classroom management is still difficult for me at times. Handling an unruly classroom that does not connect with the kind of environment I aim to create is challenging. Working with students who do not seem to respect me as an authority figure.”
 - “Classroom management has been the most challenging because of the type of school I am in. My student teaching placements were in much wealthier schools, which means very different behaviors.”
- Addressing challenges with student behavior and parental interactions.
 - “Behaviors are the biggest challenge. If you cannot control the behaviors you do not have classroom management and then you cannot teach.”
 - “My greatest challenge has been classroom behavior as there were many things that didn’t come up during my student teaching experience. How students shift throughout the year as we grow closer to the end has also been very interesting. Parent interactions have also been tough for me this year, especially in regard to student behavior.”
- Differentiating instruction and aligning instruction with national, state, and district standards.

- “We did NOT work much in our areas of content with the standards. The only time we actually talked about them was when we had to turn in a lesson plan and we had to make sure a standard was listed. I feel like I am struggling with the standards and how they are used within my content area. I also feel like we had a very short and broad discussion about the teaching standards that are out there. I did not even know they existed until the last weekend we had class. The basis of being a teacher, knowing the standards of content and the teaching standards, was not stressed at all.”
- Balancing workload with personal life.
 - “Finding the home-work life balance and prioritizing my mental health.”
 - “Managing personal workload and stress.”

Supervisors of Novice Teachers: What are the knowledge, skills, or dispositions that have been the greatest challenge for [TEACHER NAME] this year?

- Classroom management and managing students’ behaviors.
 - “Classroom management — always the most complicated for a 1st year upper elementary teacher, especially due to the challenging group of students we have in our upper elementary this year. She has learned much, and next year she will be so much better because of her experiences this year.”
 - “Managing difficult behavior, and not taking it personally. Being prepared to make consistent and fair, but sometimes seemingly hard, calls on behavior.”
- Differentiating instruction and instructional strategies, including meeting the needs of students with IEPs, disabilities, and English Language Learners.
 - “Managing the IEP system and being aware of strategies and curriculum to support students that have IEP goals.”
- Developing appropriate work / life balance.
 - “[Name] has worked hard throughout the school year to find a good balance between work and life. She was spending a great deal of time on school work outside of contract time at the start of the school year and has found a better balance as we’ve moved throughout the year.”
- Personal dispositions, including developing professional relationships, adaptability, building confidence, contributing to a team, being open to feedback, emotional resilience, reflecting on practice, and patience.
 - “Developing strong relationships with her colleagues so she can have more support throughout the year.”
 - “Asking questions and accepting feedback.”

Novice Teachers: What feedback do you have for the college / university that prepared you to be a teacher?

- More practical classroom experiences.

- “We need more practicum and field experience opportunities with cooperating teachers who are passionate about student success.”
- “I wish we would have more experience before we are thrown into student teaching.”
- More practice and preparation around classroom management.
 - “I would recommend increasing focus on classroom management. Even though people will likely learn the most while student teaching, behaviors in the classroom are increasing. I feel that conversations on how to understand and prevent these behaviors are important. This could also include understanding how the brain, trauma, and other factors impact behavior.”
- More support for mental health and safety, including protection from physical harm in the classroom.
 - “Prepare us for the physical and verbal dangers as teachers: getting chairs thrown at us, being aware of the DOJ laws in the [school district], and the quality of support from some administration.”
- Thank you for preparing me to be a teacher.
 - “I am beyond thankful for the college I chose and the program that I was in. It prepared me and many ways to be a great teacher. It gave me a great foundation to work from when I hit my obstacles as a first year teacher.”

Supervisors of Novice Teachers: What feedback do you have for the college/ university that prepared this teacher?

- More emphasis on classroom management and behavior management.
 - “Content with most teachers coming out of teacher prep programs is not a concern. The concern is their classroom management skill, setting expectations and holding students accountable.”
 - “Classes in CLASSROOM MANAGEMENT for all students - she is an outstanding teacher but this needs to be emphasized for every teacher that is in a teaching program!!”
- More real-world experience in diverse and challenging environments to build knowledge, skills, and confidence.
 - “He needed the experience of running his own classroom a little more, failing and learning, and reflecting. Once he has had a chance to reflect, he typically makes changes and implements new strategies and ideas. I am not sure how you go about "teaching experience", however that was really the only thing that he needs. I appreciate the work that you did to prepare him for his career.”
- Additional preparation on differentiation of instruction and meeting the needs of diverse students in an equitable manner; more preparation around IEPs, particularly their use and development; addressing mental health and trauma.

- “Look for opportunities to discuss differentiation for abilities and behavior needs at a greater level to help prepare for our current demographic of students coming to school.”
- “The more students can have ideas/access to strategies to support our students with trauma and mental health needs the better.”
- More emphasis on the science of reading.
 - “The university can do a better job of teaching new teachers about the Science of Reading and how to work with students on phonics and phonological awareness. They could do a better job teaching students how to intervene when a student is a struggling reader.”
- Thank you for preparing a well-prepared teacher.
 - “Thank you for preparing such a wonderful and growth mindset teacher.”
 - “She was very prepared for her first year of service in education, thank you!