



2026

SURVEY OF NOVICE TEACHERS
AND THEIR SUPERVISORS

IOWA

EDUCATION



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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 received 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.

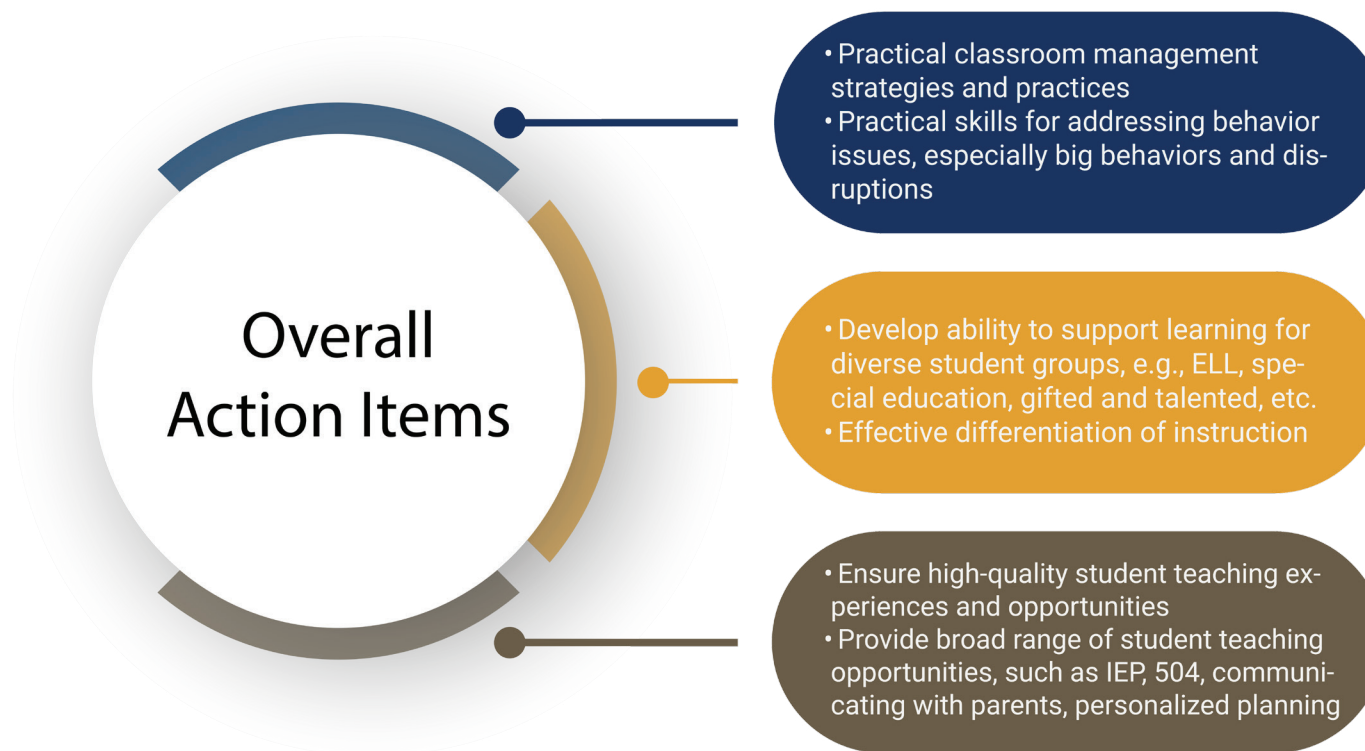
Top Action Items

Overall action items are summarized in Figure 1:

- Novice teachers need more practical classroom management strategies and practices based on practical, real-world experiences rather than based exclusively on learning about theories and philosophies.
- Novice teachers need more practical skills for addressing behavior issues, especially big behaviors, extreme behaviors, and significant behavioral disruptions.
- Novice teachers need to more fully develop their ability to support learning for diverse student groups, such as English Language Learners, special education students, and gifted and talented students.
- Novice teachers need more preparation to effectively differentiate instruction for the broad range of learners in their classrooms.
- Preparation programs must ensure all teacher candidates receive high-quality student teaching experiences that provide a broad range of learning experiences, including opportunities to participate in IEP and 504 meetings, communicating with parents, engaging in personalized planning for students' unique learning needs, managing full responsibility for a real classroom for an extended period of time, and getting feedback from their supervisor and cooperating teacher.



Figure 1. Overall Action Items.



Novice Teachers

Overall Results

- Novice teachers felt they struggled the most in their ability to differentiate instruction, followed by evidence-based instruction and literacy, then classroom management (Figure 2).
- Novice teachers felt most well-prepared to meet ethical responsibilities and to engage in reflection, collaboration, and growth (Figure 2).

Student Teaching

- Novice teachers reported high levels of satisfaction with their student teaching experiences (Figure 20), although many novice teachers wanted more access to opportunities in student teaching such as communicating or interacting with parents, or implementing a personalized reading plan (Table 14).



Prior Paid School Experiences

- Nearly 28% of novice teachers had served as a paraeducator in the past and 49% had been employed as a substitute teacher prior to earning their teacher license. 19.6% of novice teachers had served as both a paraeducator and substitute teacher prior to their current position.
- Most novice teachers who had served as a paraeducator or substitute teacher had NOT used those experiences to decrease the amount of time required for student teaching ([Table 16](#) and [Table 18](#)).

Open-ended Comments

Theme generation was supported with privacy-protected artificial intelligence. Each teacher preparation program will receive the open-ended comments from their novice teachers.

- Novice teachers expressed strong appreciation for hands-on experiences in their preparation programs.
- Novice teachers felt well prepared in many areas, such as lesson planning aligned to standards, differentiation (conceptually), building relationships, reflecting on practice, and formative assessment.
- District support was highly variable, with positive experiences including mentoring, instructional coaches, collaborative teams, and supportive administrators. Negative experiences included poor onboarding, particularly for mid-year hires, weak mentoring, lack of behavior support, little curriculum guidance, and communication gaps.

Top action items based on open-ended feedback from novice teachers include ([Figure 3](#)):

- More preparation for classroom behavior challenges, especially disruptive or defiant students, severe behaviors, and knowing how and when to escalate discipline. Novice teachers indicated many programs lacked practical strategies and simulations around behavior challenges.
- Help in supporting diverse learners, including English Language Learners, special education, gifted and talented, and students with a wide gap in readiness. Novice teachers wanted more practical application including specific strategies and exposure to diverse classrooms.
- More preparation in literacy, including phonics, science of reading, and teaching reading and writing explicitly.
- Increased emphasis on practical skills, such as daily classroom realities, curriculum use, grading, pacing, workload, and parent communication, and reduced emphasis on theory, philosophy, and hypothetical lesson planning.
- Need for day-to-day teaching skills, including adapting real curricula, pacing units and lessons, deciding how to assess, and managing workload and planning time.
- Emotional reality of teaching was underemphasized, as many novice teachers reported feeling unprepared for stress, workload, emotional demands, managing priorities, and the complexity of real classrooms.



Figure 2. Novice Teachers: % Scoring Novice Teachers a '3' or Higher by Scale.

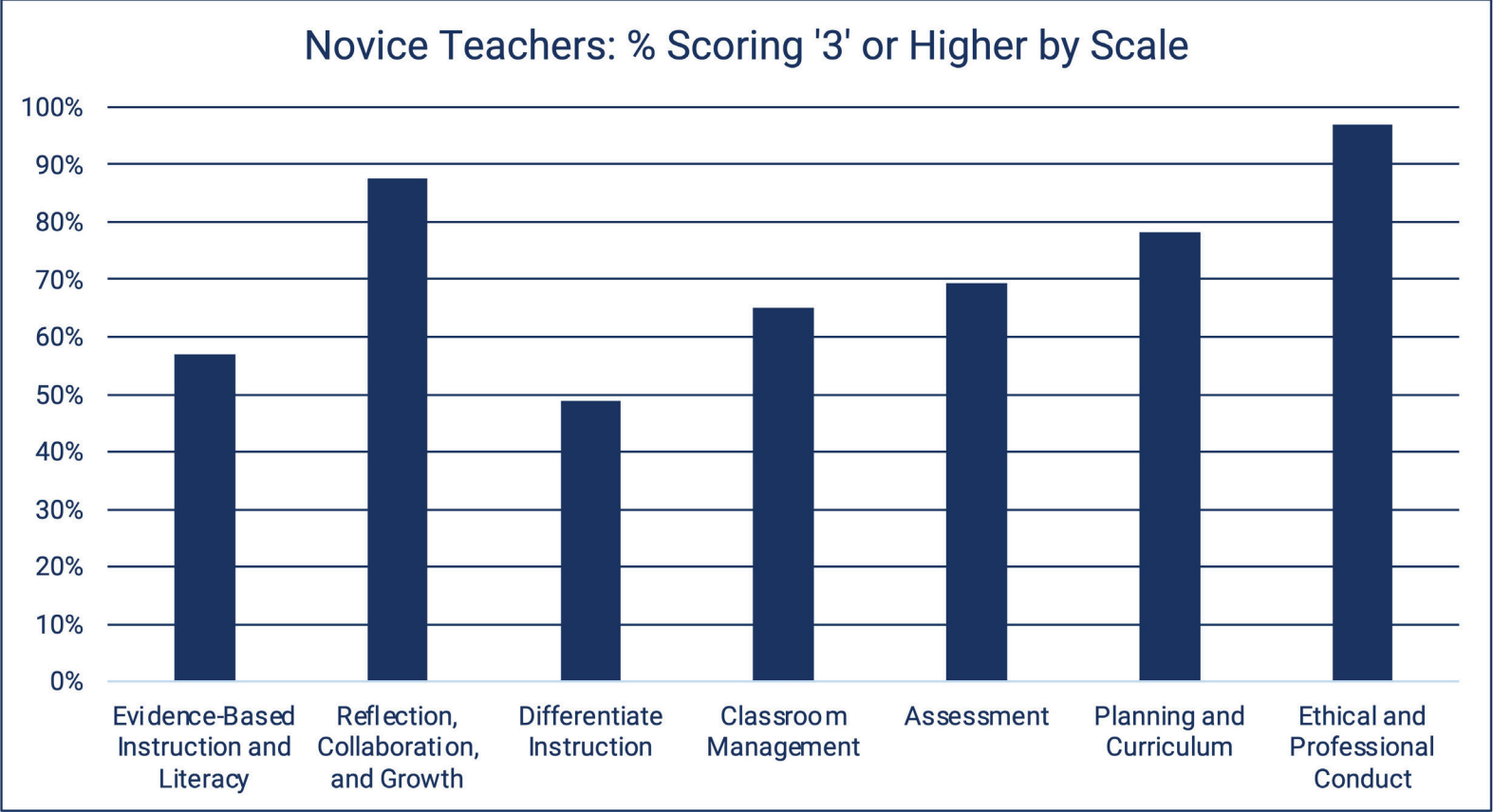
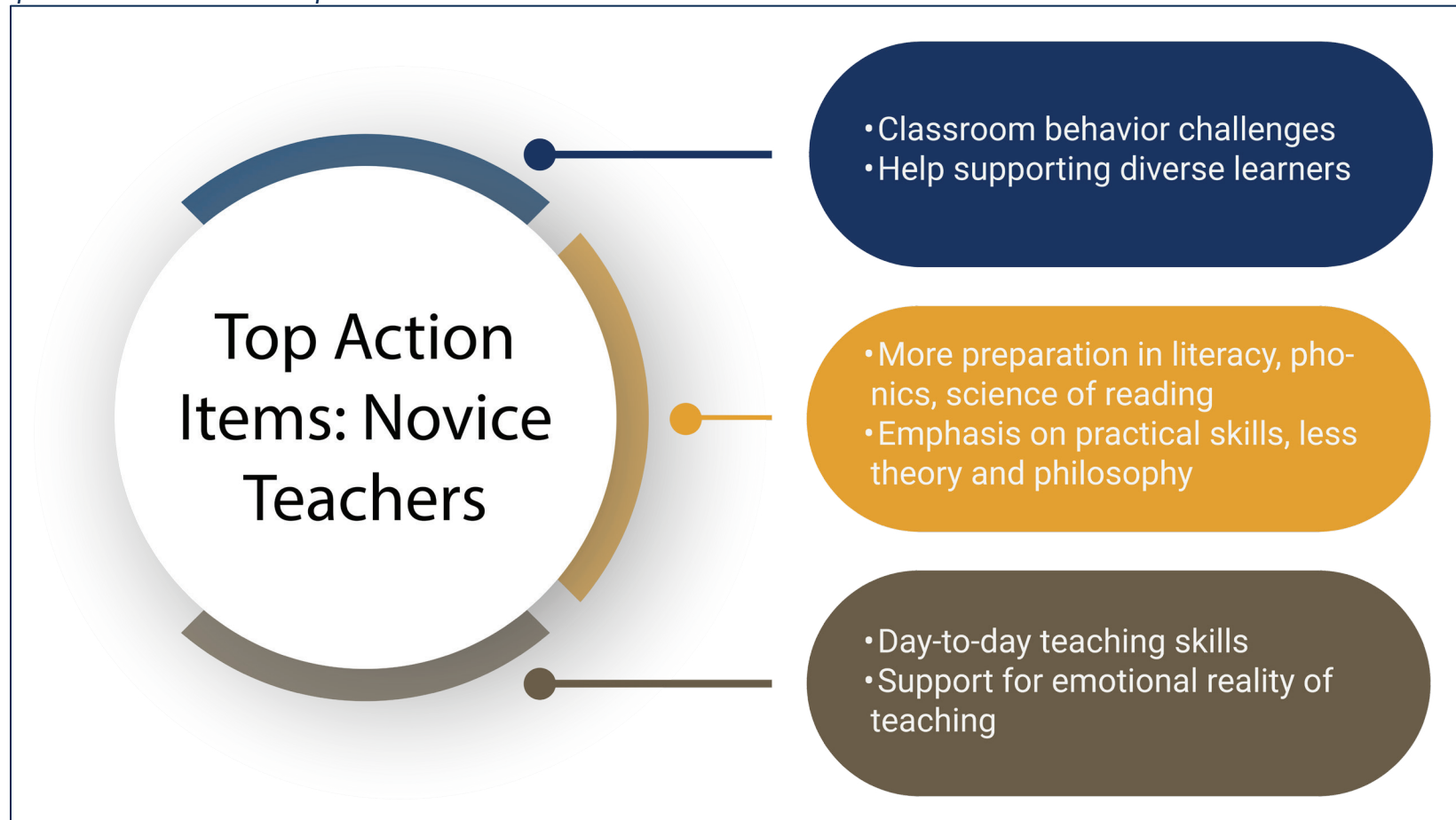




Figure 3. Top Action items based on Open-ended Feedback from Novice Teachers.





Supervisors of Novice Teachers

Overall Results

- Supervisors of novice teachers indicated novice teachers were most well-prepared in ethical and professional conduct and were least well-prepared in evidence-based instruction and literacy, followed by assessment, and differentiation of instruction (Figure 4).
- The percent of novice teachers scoring ‘very well’ or ‘fairly well’ on the scales (Figure 4) tends to be lower than the percent of novice teachers scoring ‘very well’ or ‘fairly well’ on the items that make up each scale (see, for example, Table 6). This happened because many novice teachers – even those who are otherwise perceived to be performing well – have areas of strength and areas to improve that are unique to them. This finding highlights the importance of offering support and professional development opportunities that best align with each novice teacher’s specific areas of performance improvement.

Open-ended Comments

Theme generation was supported with privacy-protected artificial intelligence. Each teacher preparation program will receive the open-ended comments from the supervisors of their novice teachers.

- Classroom management is the most common performance gap.
- Need more real-world practice, especially independent teaching.
- More preparation needed in differentiation and meeting diverse needs.
- Some novice teachers had a gap in knowledge and skills for supporting special education students.
- Some supervisors noted challenges in instructional design, including interventions, literacy and science of reading, and wanting teachers to have a “toolbox” of various instructional strategies.
- Novice teachers were praised for building strong relationships with students, demonstrating caring, and positivity.
- High-performing teachers are responsive to feedback while those who struggled often resisted feedback or lacked self-awareness.

Top action-items based on feedback from supervisors of novice teachers include (see Figure 5):

- More preparation in classroom management.
- Longer and more independent student teaching.
- Additional training in differentiation and interventions.
- More emphasis on literacy and instructional foundations.
- Increase special education skills and how to apply them to serve students.
- Emphasize communication with parents and school team.
- Build reflective practices and improve responsiveness to feedback.



- Update preparation practices with current classroom challenges and context, as this has changed quickly.
- Provide off-ramps for candidates who are not suitable for teaching.
- Encourage additional in-school experiences in teacher preparation programs.



Figure 4. Supervisors of Novice Teachers: % Scoring Novice Teachers a '3' or Higher by Scale.

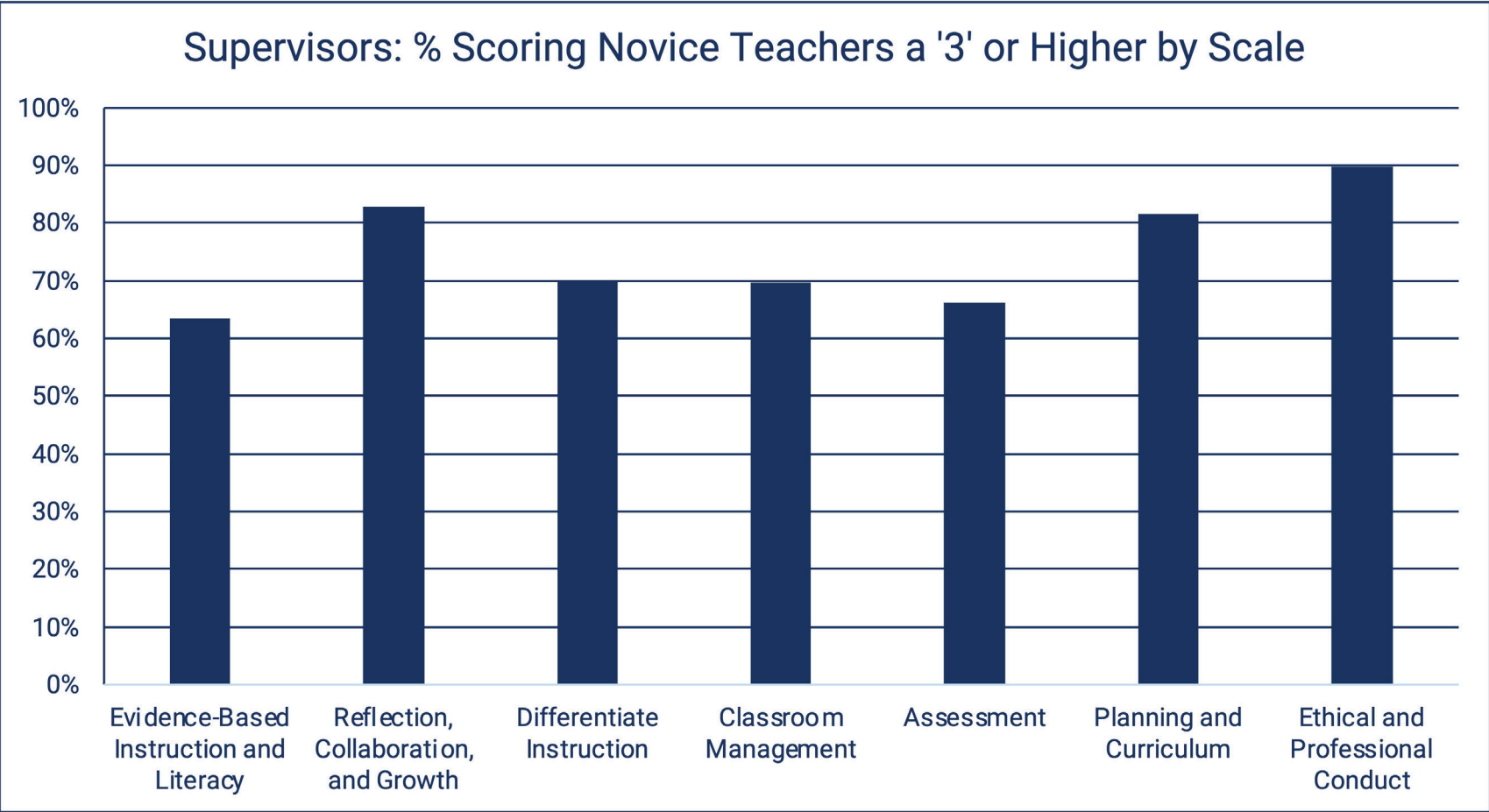




Figure 5. Top Action items based on Open-ended Feedback from Supervisors of Novice Teachers.

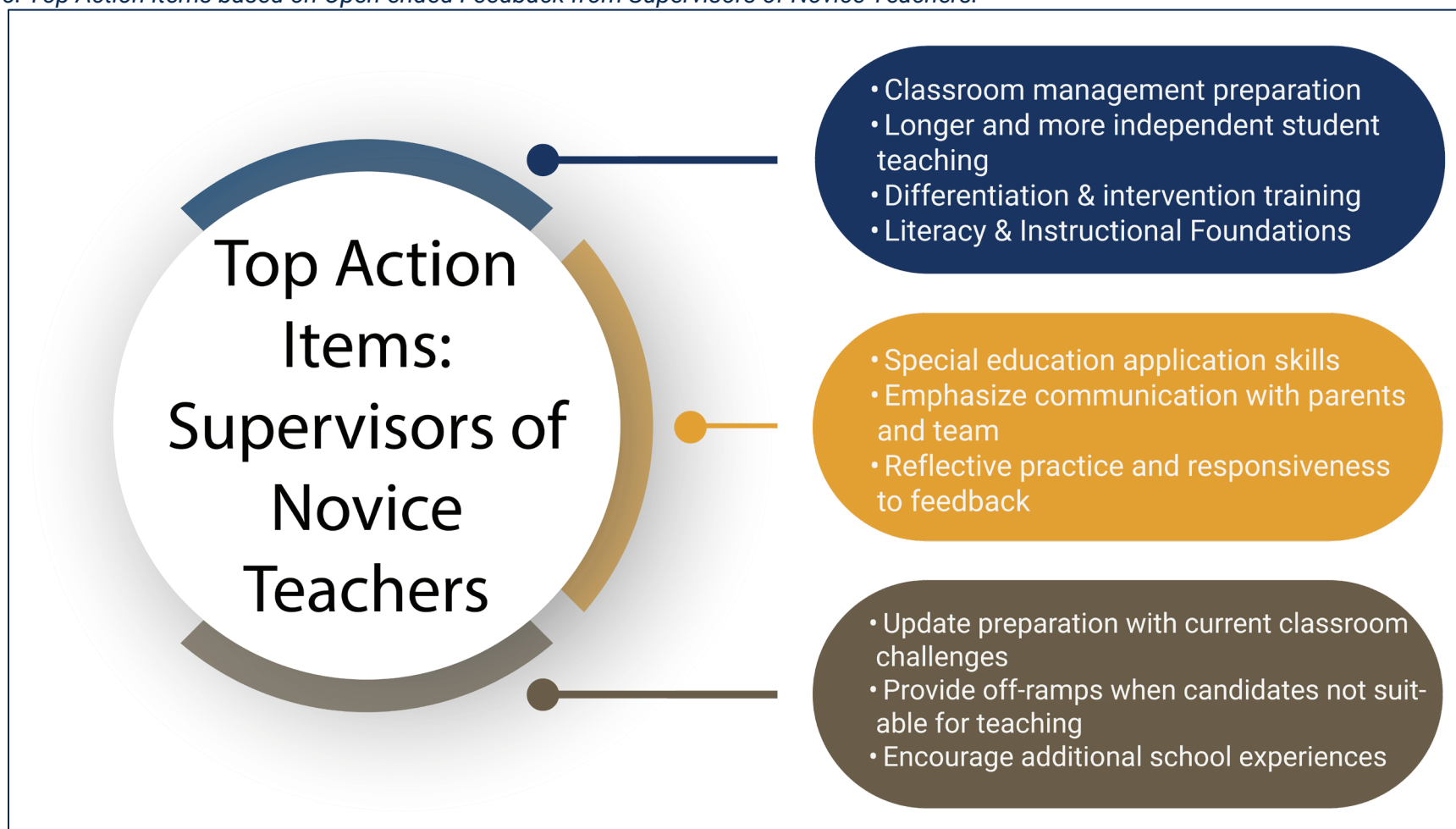




Table of Contents

Executive Summary	2
Top Action Items	2
Novice Teachers	3
Overall Results	3
Student Teaching	3
Prior Paid School Experiences	4
Open-ended Comments	4
Supervisors of Novice Teachers	7
Overall Results	7
Open-ended Comments	7
Table of Contents	11
Methods	12
Questionnaire Design and Administration	12
Survey Population	12
Response Rate	12
Novice Teachers	12
Supervisors of Novice Teachers	13
Results	14
Demographics of Respondents	14
Interpreting Results	17
Novice Teachers' Perceptions of Student Teaching	39
Prior Paid School Experiences	42



Methods

Questionnaire Design and Administration

- The questionnaires were updated in spring 2026 based on recommendations from the Iowa Department of Education. Therefore, items that were significantly changed for 2026 are not directly comparable with results from previous years.
- The response categories were updated in 2026 to “Very Well,” “Fairly Well,” “Somewhat Well,” “Not at all Well,” and “Does not apply.” Prior to 2026, these categories were “Very Well,” “Well,” “Somewhat Well,” “Not Very Well,” and “Does not apply.” The change in these response categories may affect the mean scores on these items which may also limit comparisons to prior years’ results.
- The surveys (to novice teachers and supervisors of novice teachers) were administered through the University of Iowa’s Qualtrics license from April 27 to May 26, 2026. This was about three weeks later than the survey administration in 2025. 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 2,103 emails were sent to the primary email address provided by teacher preparation institutions. 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 377 responses were



received for a response rate of 17.9% (377 / 2,103). Some respondents did not answer every question, so the total number of responses per item varies.

- To encourage response, 702 postcards were mailed through physical mail to novice teachers' school addresses if they had not responded to the survey as of the date of postcard printing.

Supervisors of Novice Teachers

- A total of 1,196 emails were sent. 535 responses were received from 412 unique email addresses for a response rate of 44.7%. The greatest number of responses from a single supervisor was 6 (indicating that supervisor was responsible for at least 6 novice teachers), while the average number of responses per supervisor was 1.30. A total of 87 supervisors responded to the survey more than once. 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.
- Teachers who were known to not be in their first two years of teaching were excluded from the survey.



Results

Demographics of Respondents

Table 1. Where did you (this teacher) complete your (their) teacher preparation program?

Response	Novice Teachers				Supervisors of Novice Teachers			
	Contacted	Responded	Response Rate	% of Total	Contacted	Responded	Response Rate	% of total
Briar Cliff University	7	5	71.4%	1.3%	6	3	50.0%	0.6%
Buena Vista University	130	28	21.5%	7.4%	117	55	47.0%	10.3%
Central College	35	15	42.9%	4.0%	31	17	54.8%	3.2%
Clarke University	34	4	11.8%	1.1%	16	10	62.5%	1.9%
Coe College	25	4	16.0%	1.1%	22	5	22.7%	0.9%
Cornell College	28	12	42.9%	3.2%	19	5	26.3%	0.9%
Dordt University	41	6	14.6%	1.6%	31	11	35.5%	2.1%
Drake University	51	16	31.4%	4.2%	23	7	30.4%	1.3%
Emmaus University	5	3	60.0%	0.8%	5	5	100.0%	0.9%
Faith Baptist Bible College	13	10	76.9%	2.7%	13	3	23.1%	0.6%
Graceland University	26	12	46.2%	3.2%	21	9	42.9%	1.7%
Grand View University	31	8	25.8%	2.1%	30	13	43.3%	2.4%
Grinnell College	2	1	50.0%	0.3%	2	1	50.0%	0.2%
Iowa State University	297	28	9.4%	7.4%	133	55	41.4%	10.3%
Loras College	15	3	20.0%	0.8%	13	4	30.8%	0.7%
Luther College	30	11	36.7%	2.9%	12	8	66.7%	1.5%
Morningside University	77	11	14.3%	2.9%	47	16	34.0%	3.0%
Morningside Alternative Intern Program	63	25	39.7%	6.6%	54	29	53.7%	5.4%
Mount Mercy University	17	2	11.8%	0.5%	16	6	37.5%	1.1%
Northwestern College	62	23	37.1%	6.1%	38	12	31.6%	2.2%
RAPIL	42	18	42.9%	4.8%	31	13	41.9%	2.4%
Saint Ambrose University	56	4	7.1%	1.1%	40	15	37.5%	2.8%
Simpson College	24	3	12.5%	0.8%	19	12	63.2%	2.2%
University of Dubuque	25	4	16.0%	1.1%	14	8	57.1%	1.5%
University of Iowa	225	23	10.2%	6.1%	92	42	45.7%	7.9%
University of Northern Iowa	530	47	8.9%	12.5%	221	106	48.0%	19.8%
Upper Iowa University	96	12	12.5%	3.2%	29	11	37.9%	2.1%
Waldorf University	15	6	40.0%	1.6%	15	12	80.0%	2.2%
Wartburg College	32	9	28.1%	2.4%	30	16	53.3%	3.0%
William Penn University	69	24	34.8%	6.4%	56	26	46.4%	4.9%
Total	2,103	377	17.9%	100%	1,196	535	44.7%	100%



Table 2. To what extent do you teach literacy in your current role (novice teachers)?

Response	n	Percent
I teach literacy extensively in my current role.	143	41.4%
I teach literacy some in my current role.	150	43.5%
I don't teach literacy at all in my current role.	32	15.1%
Total	345	100%

Table 3. Are you currently teaching in a subject area for which you needed to obtain a conditional endorsement (novice teachers)?

Response	n	Percent
Yes	64	21.5%
No	233	78.5%
Total	297	100%

Table 4. In what area are you teaching that requires a conditional endorsement (novice teachers)?

Response	n
Special Education (includes STRAT I, II, and Integrated)	16
Early Childhood	5
Secondary ELA	5
ELL / ESL / TESL	4
Secondary Math	4
Secondary Social Science	4
Music	3
Physical Education	3
Secondary Health	3
Middle School	2
Reading	2
Secondary Economics	2
Secondary Geography	2
Secondary Science	2
Art	1
Behavior	1
Secondary (unspecified)	1
Secondary FCS	1
Secondary Sociology, Psychology	1
Talented and Gifted	1



Table 5. Please select the term that best characterizes the school district where you currently teach (novice teachers).

Response	n	Percent
Rural	163	47.2%
Urban	90	26.1%
Suburban	92	26.7%
Total	345	100%



Interpreting Results

- Items were grouped based on a factor analysis using results from supervisors of novice teachers.
- The reported 'n' is the number of respondents who answered that question and excludes those who left it blank or marked "does not apply."
- The M is the mean score calculated for all respondents who answered the question, excluding those who marked "does not apply." For all scales a '1' is the lowest possible score and a '4' is the highest possible score.
- The percent very well / fairly well column is the percent of respondents who marked "very well" or "fairly well," or who marked "agree" or "strongly agree," excluding those who did not answer or who marked "does not apply." For the student teaching section, the percent "very" or "fairly" satisfied is the percent who marked "fairly satisfied" or "very satisfied."
- The figures show the percentiles by teacher preparation program at the 75th, 50th (median), and 25th percentile. For instance, in [Figure 6](#), for the item "use assessment data to adapt instruction," the 75th percentile is 90%. This indicates that 75% of teacher preparation institutions had 90% or fewer of their novice teachers report that they were "very well" or "fairly well" prepared in this area. Similarly, the 50th percentile (median) for this item is 81%, which shows that 50% of teacher preparation programs had 81% or fewer of their novice teachers report they were "very well" or "fairly well" prepared in this area. The 25th percentile is 69%, which shows that 25% of teacher preparation programs had 69% or fewer of their novice teachers report they were "very well" or "fairly well" prepared in this area.
- Teacher preparation programs will receive their specific scores which they can use to roughly estimate where their scores are located in relation to the distribution of scores for all teacher preparation programs in the state. Some teacher preparation programs had a small number of respondents which can result in large changes in percentile ranking from a small change in perceptions.
- The context of the teaching assignment is important to consider when interpreting results. For instance, teachers who said they teach literacy extensively in their current role ([Table 2](#)) were significantly more likely to rate themselves as prepared ($M = 3.07$, $n = 113$) to "establish literacy routines that align with Science of Reading principles" than teachers who said they don't teach literacy at all in their current role ($M = 2.40$, $n = 25$).



Table 6. Evidence-Based Instruction and Literacy.

	Novice Teachers			Supervisors of Novice Teachers		
	n	M	% Very Well / Fairly Well	n	M	% Very Well / Fairly Well
Deploy evidence-based reading instruction that is “direct, systematic, explicit, responsive, and that consists of phonetic awareness, phonics, vocabulary, fluency, and text comprehension” consistent with Iowa’s 2024 Literacy Changes Lives Act	290	3.14	78.6%	402	3.18	78.4%
Deploy evidence-based math instruction “using systematic and sequential approaches to teaching subitizing, cardinality, object counting, verbal counting, spatial relationships, benchmark numbers, and part-part-whole models” consistent with Iowa’s 2025 Math Counts Act	241	2.99	71.8%	368	3.23	80.7%
Use assessment data to adapt instruction	313	3.08	75.4%	496	3.08	75.0%
Integrate reading and writing in the different content areas	292	3.15	76.4%	421	3.09	75.8%
Utilize evidence-based literacy instruction and strategies for all students to reach reading proficiency	280	3.05	75.4%	393	3.16	77.6%
Provide appropriate accommodations for students who struggle with literacy, including those with dyslexia	296	2.88	66.2%	416	3.09	76.8%
Teach students to read or support struggling readers using evidence-based reading strategies	283	2.93	66.8%	384	3.10	76.6%
Utilize literacy data to inform teaching practices	284	2.87	65.8%	389	3.07	75.6%
Establish literacy routines that align to Science of Reading principles	267	2.89	68.5%	368	3.10	76.4%

Scale: 1 = Not at all Well; 2 = Somewhat Well; 3 = Fairly Well; 4 = Very Well.



Figure 6. Novice Teachers: Evidence-based Instruction and Literacy.

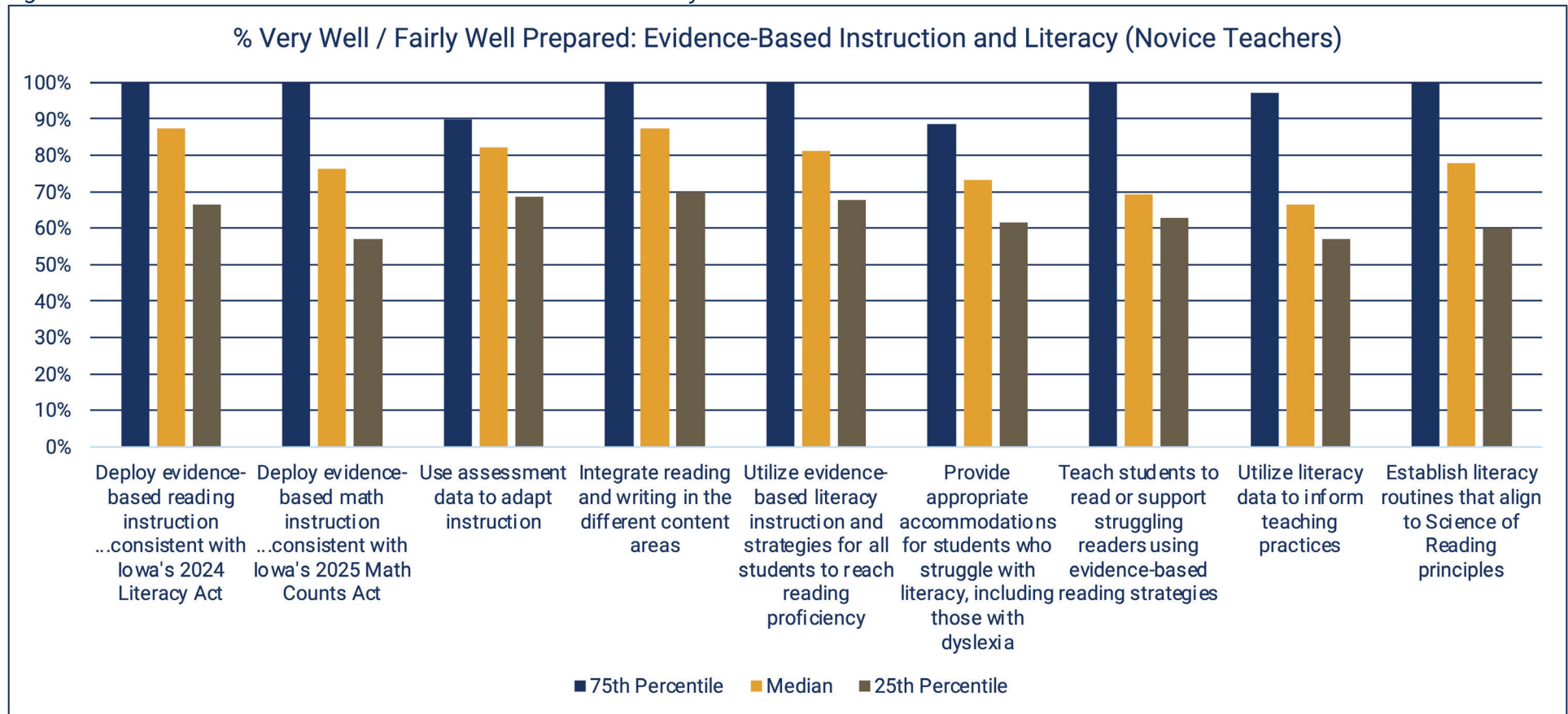




Figure 7. Supervisors of Novice Teachers: Evidence-Based Instruction and Literacy.

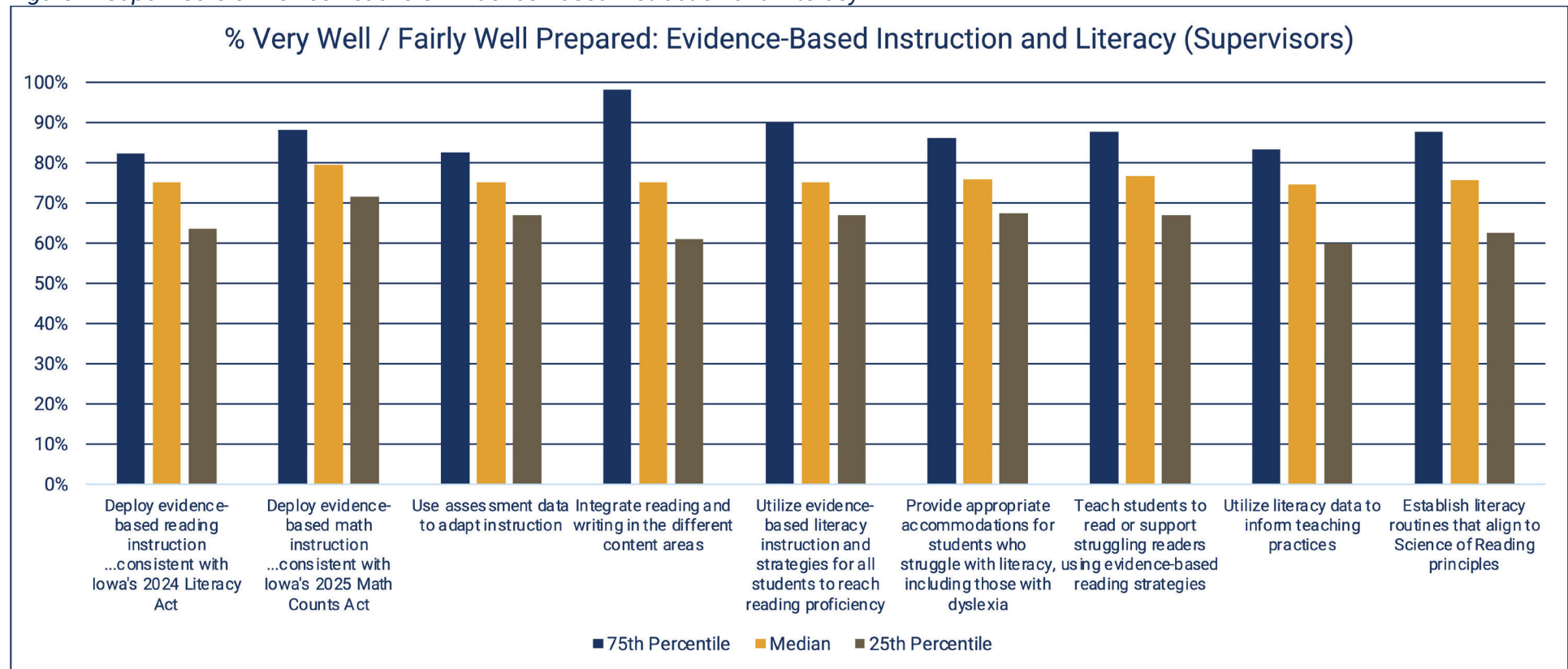




Table 7. Reflection, Collaboration, and Growth.

	Novice Teachers			Supervisors of Novice Teachers		
	n	M	% Very Well / Fairly Well	n	M	% Very Well / Fairly Well
Reflect on teaching practice to improve instruction	352	3.50	91.2%	526	3.38	84.0%
I can reflect on my strengths as an educator and identify my professional learning needs	308	3.63	98.7%	-	-	-
Work collaboratively with colleagues to meet the needs of all learners	354	3.38	86.2%	526	3.48	88.0%
I would recommend the teacher preparation program that prepared them to others, based on my experience with this teacher	-	-	-	485	3.41	92.8%
I would recommend this teacher preparation program to others	308	3.43	92.2%	-	-	-
This teacher demonstrates readiness to manage the professional challenges of teaching in ways that support long-term retention in the profession	-	-	-	491	3.41	90.8%
I feel prepared to manage the professional challenges of teaching	307	3.43	96.7%	-	-	-
I feel committed to remaining in the teaching profession long term	307	3.44	93.2%	-	-	-
This teacher effectively utilizes district-provided supports to be successful in their role	-	-	-	490	3.48	93.5%
My district provides the support I need to be successful as an educator	303	3.31	86.8%	-	-	-
My school provides the support I need to be successful as an educator	304	3.38	90.1%	-	-	-
This teacher responds constructively to feedback and implements suggestions to improve practice	-	-	-	492	3.57	94.9%
This teacher demonstrates initiative in seeking support and professional learning opportunities	-	-	-	493	3.47	92.7%
This teacher maintains appropriate communication with students, families, and colleagues	-	-	-	493	3.48	94.7%

Scale: 1 = Not at all Well; 2 = Somewhat Well; 3 = Fairly Well; 4 = Very Well.

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.



Figure 8. Novice Teachers: Reflection, Collaboration, and Growth.

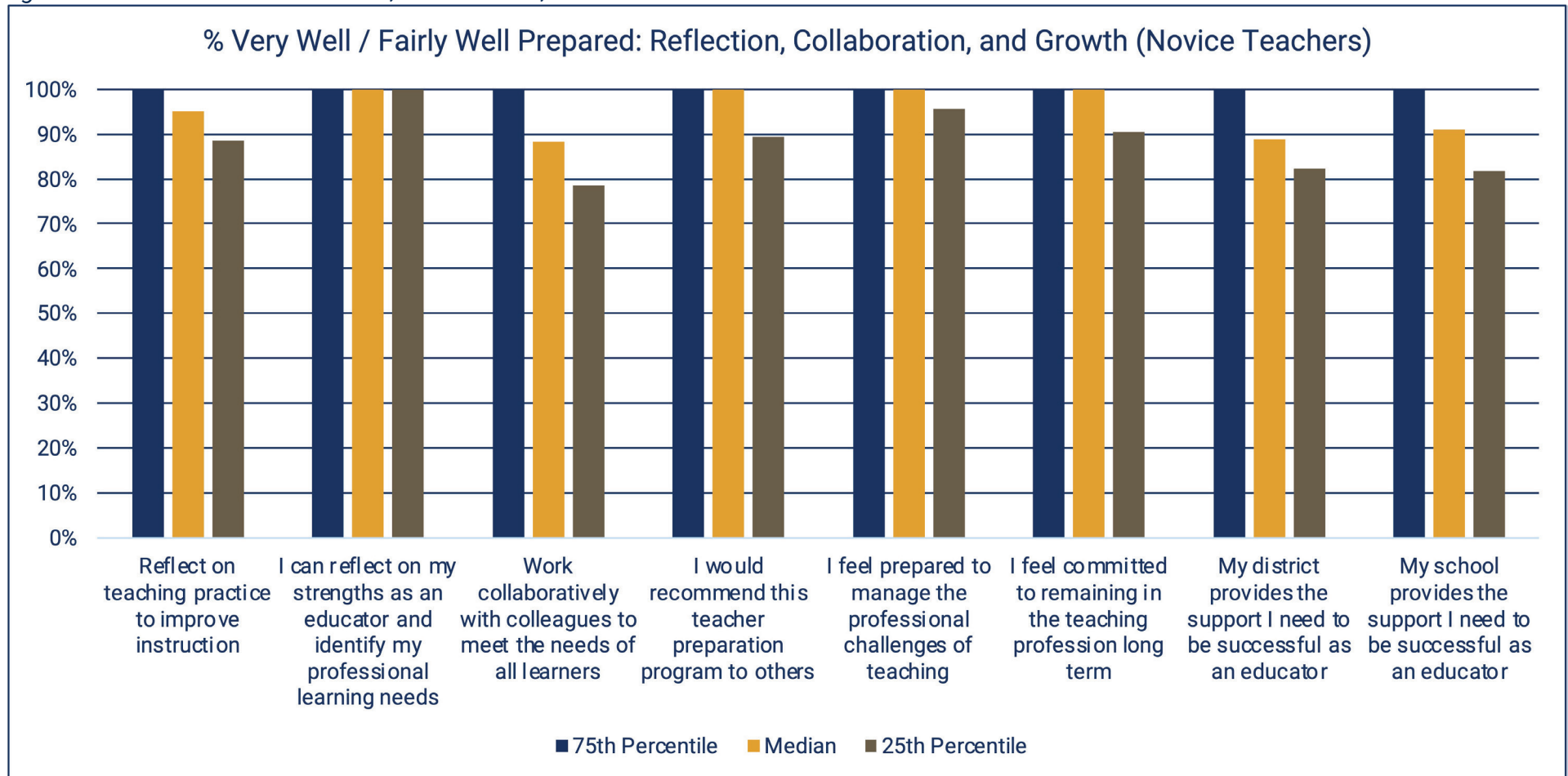




Figure 9. Supervisor of Novice Teacher: Reflection, Collaboration, and Growth.

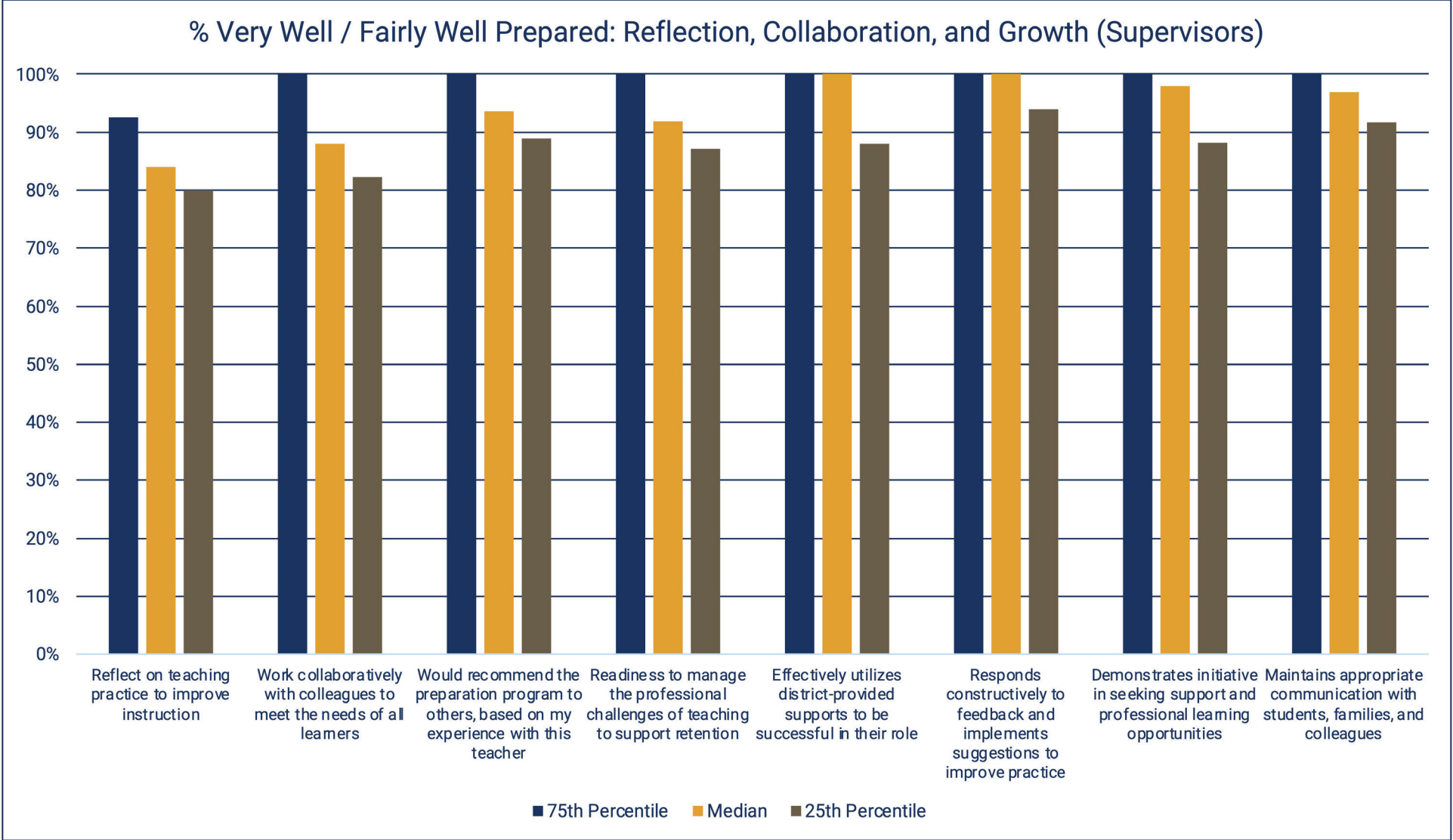




Table 8. *Differentiate Instruction.*

	Novice Teachers			Supervisors of Novice Teachers		
	n	M	% Very Well / Fairly Well	n	M	% Very Well / Fairly Well
Differentiate instruction for: students with disabilities	348	2.91	67.5%	506	3.21	80.6%
Differentiate instruction for: students who are struggling with literacy, including those with dyslexia	340	2.76	60.6%	457	3.09	75.7%
Differentiate instruction for: students who are struggling with math, including those with dyscalculia	279	2.51	50.2%	385	3.13	77.4%
Differentiate instruction for: students who are gifted and talented	332	2.64	55.7%	427	3.14	78.5%
Differentiate instruction for: English Language Learners	332	2.60	53.9%	368	3.13	77.4%
Differentiate instruction for: students who may be at risk of not succeeding in school	343	2.61	54.8%	505	3.12	77.4%
Ensure an inclusive learning environment for all learners	362	3.43	88.4%	535	3.37	85.2%
Use a variety of instructional strategies	354	3.46	91.5%	526	3.24	81.4%

Scale: 1 = Not at all Well; 2 = Somewhat Well; 3 = Fairly Well; 4 = Very Well.



Figure 10. Novice Teachers: Differentiate Instruction.

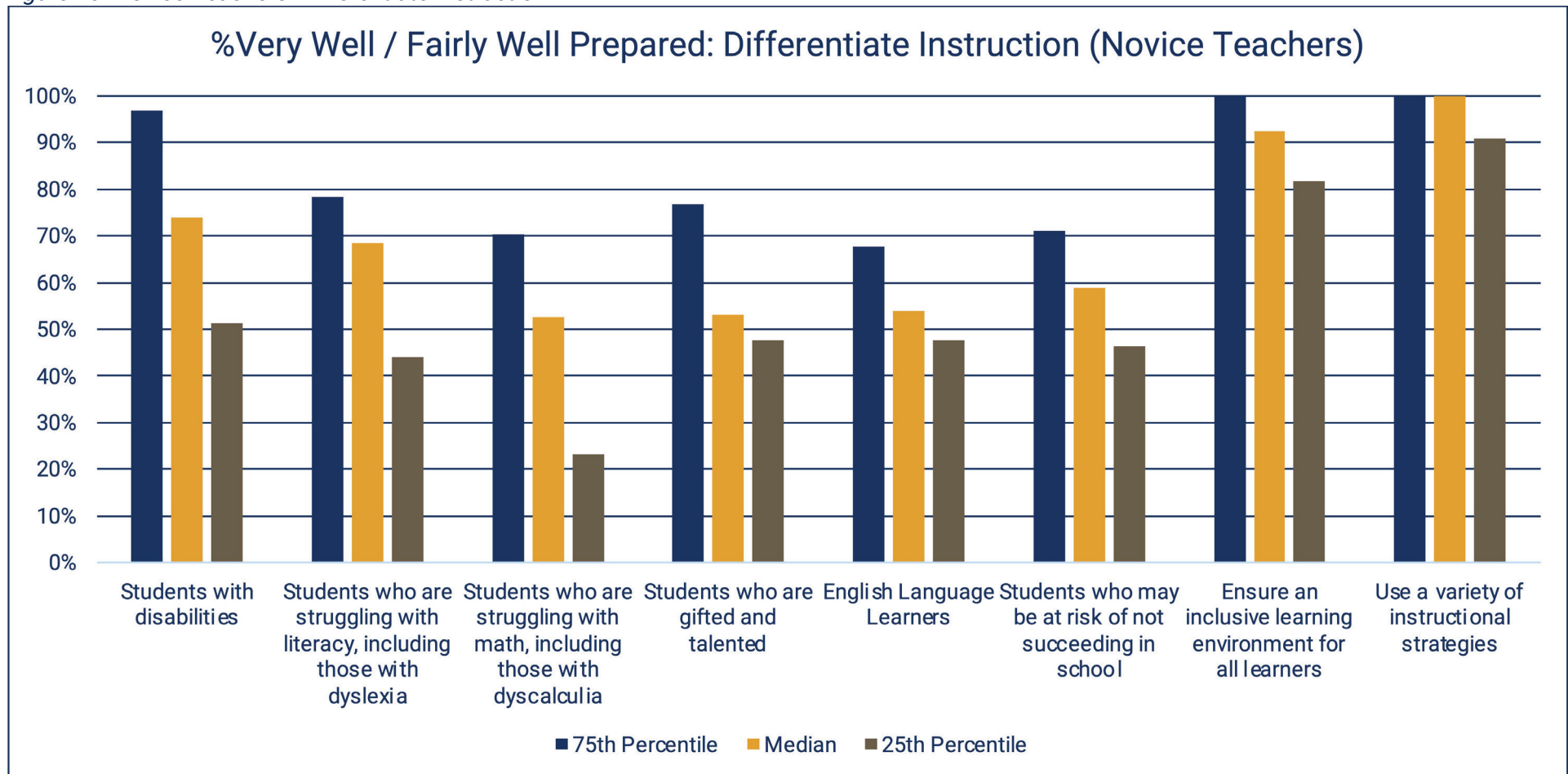




Figure 11. Supervisors of Novice Teachers: Differentiate Instruction.

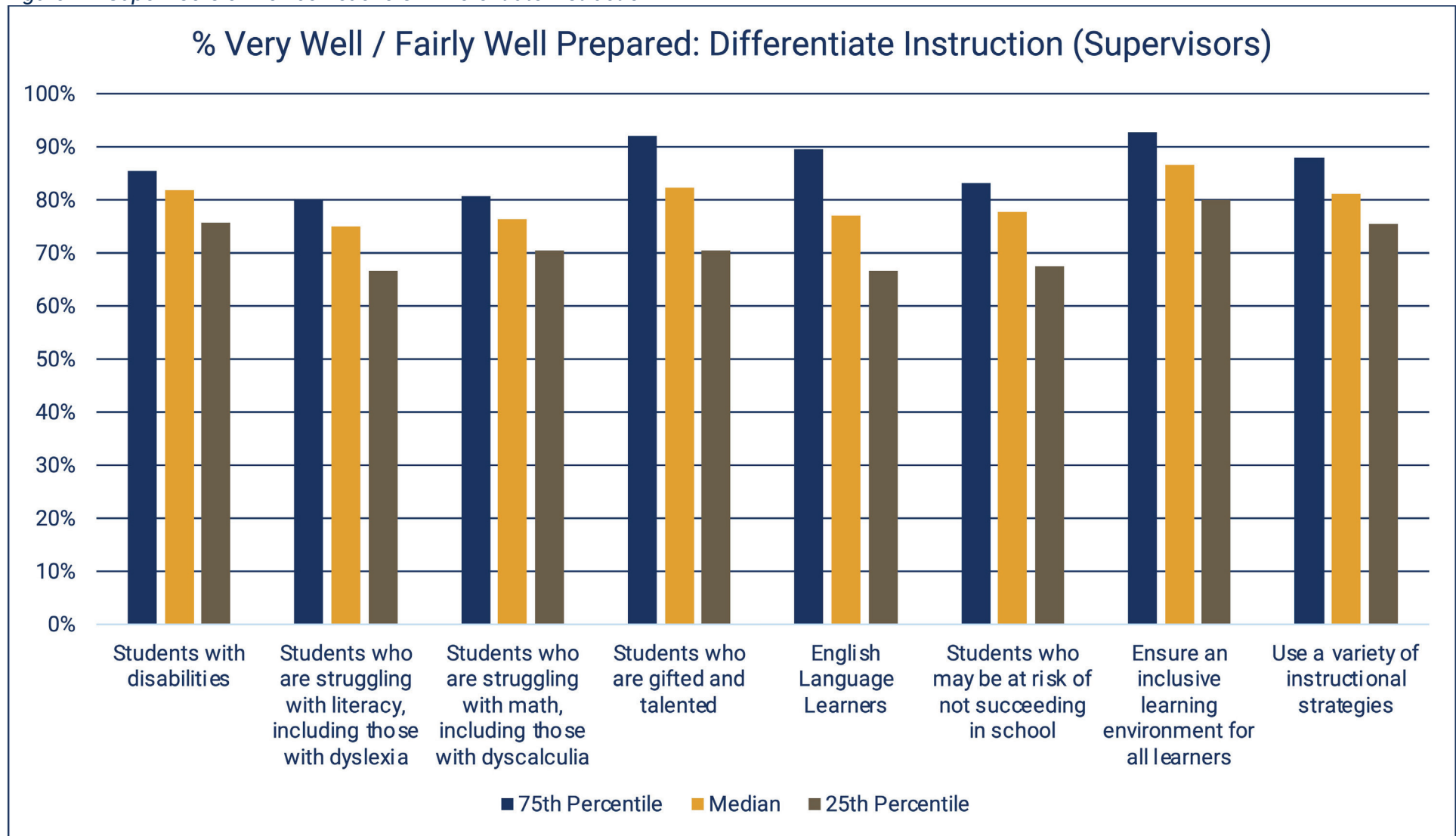




Table 9. Classroom Management.

	Novice Teachers			Supervisors of Novice Teachers		
	n	M	% Very Well / Fairly Well	n	M	% Very Well / Fairly Well
Execute clear classroom routines and procedures	329	3.12	77.5%	505	3.17	76.8%
Manage instructional time effectively to keep students engaged and on task	329	3.14	79.9%	506	3.13	74.9%
Respond to disruptive behavior using appropriate de-escalation strategies	328	2.58	53.0%	505	3.00	69.7%
Build positive relationships with students to support behavior	327	3.39	84.4%	506	3.41	85.0%
Maintain a positive learning environment that engages and includes all learners	327	3.39	87.5%	505	3.32	82.0%

Scale: 1 = Not at all Well; 2 = Somewhat Well; 3 = Fairly Well; 4 = Very Well.



Figure 12. Novice Teachers: Classroom Management.

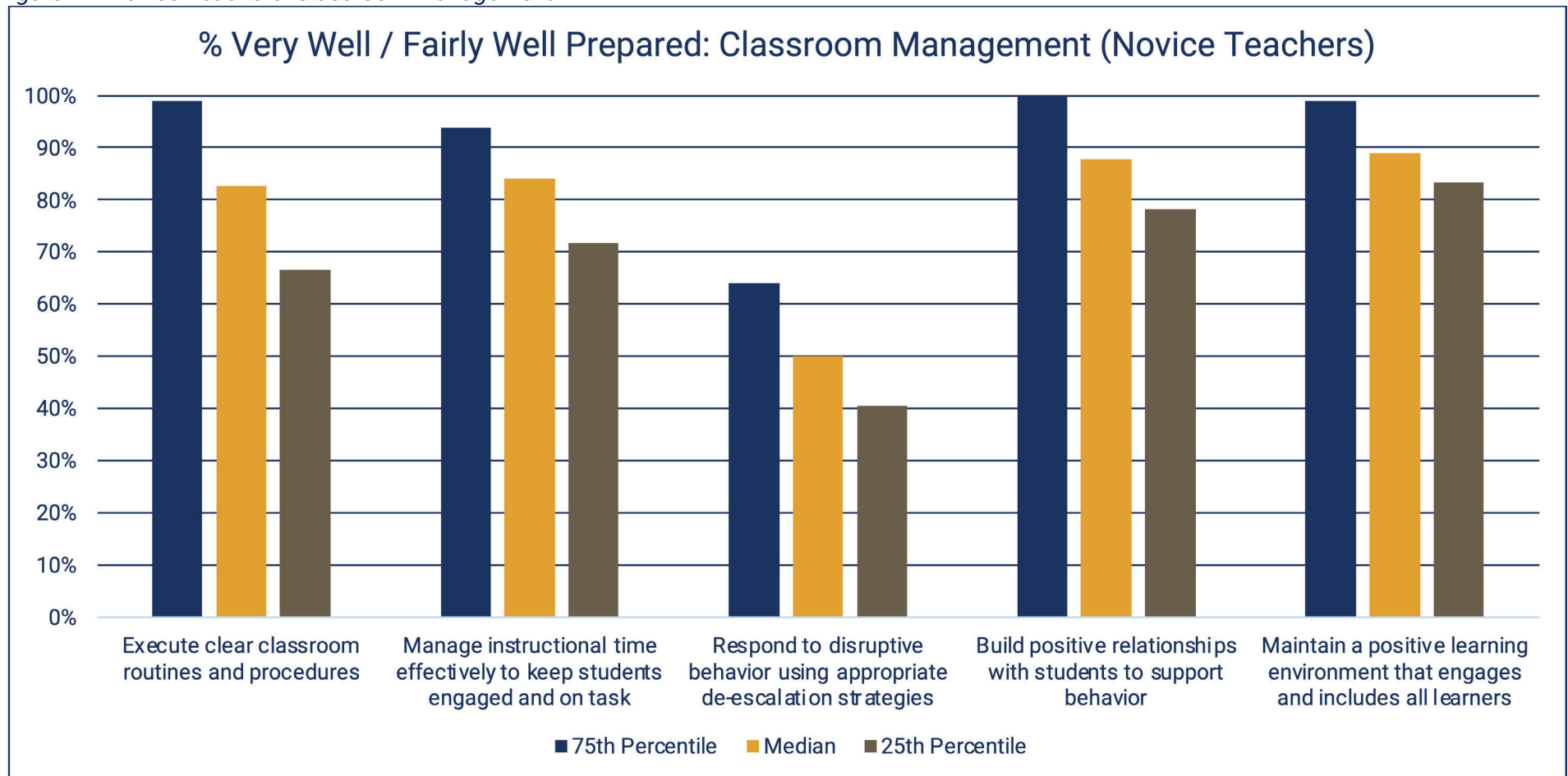




Figure 13. Supervisors of Novice Teachers: Classroom Management.

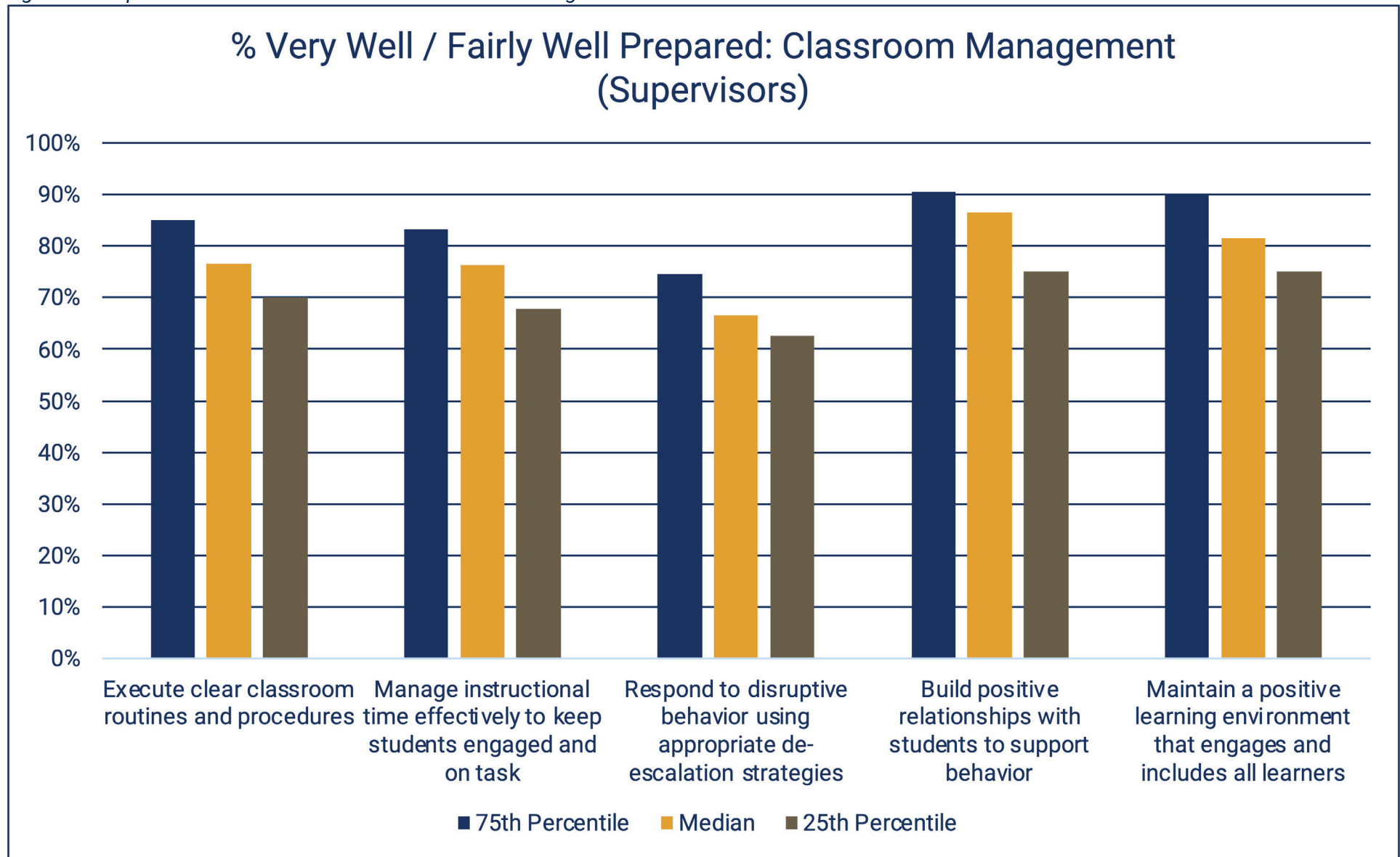




Table 10. Assessment.

	Novice Teachers			Supervisors of Novice Teachers		
	n	M	% Very Well / Fairly Well	n	M	% Very Well / Fairly Well
Design formative assessments that align with lesson objectives	310	3.23	82.3%	491	3.09	76.4%
Provide timely and constructive feedback to students about their learning	313	3.23	82.1%	499	3.15	77.2%
Guide students in reflecting on their learning and setting academic goals	313	3.05	74.4%	488	3.01	71.3%
Communicate assessment criteria, results, and student progress to students and parents	312	3.11	76.6%	498	3.09	74.9%

Scale: 1 = Not at all Well; 2 = Somewhat Well; 3 = Fairly Well; 4 = Very Well.



Figure 14. Novice Teachers: Assessment.

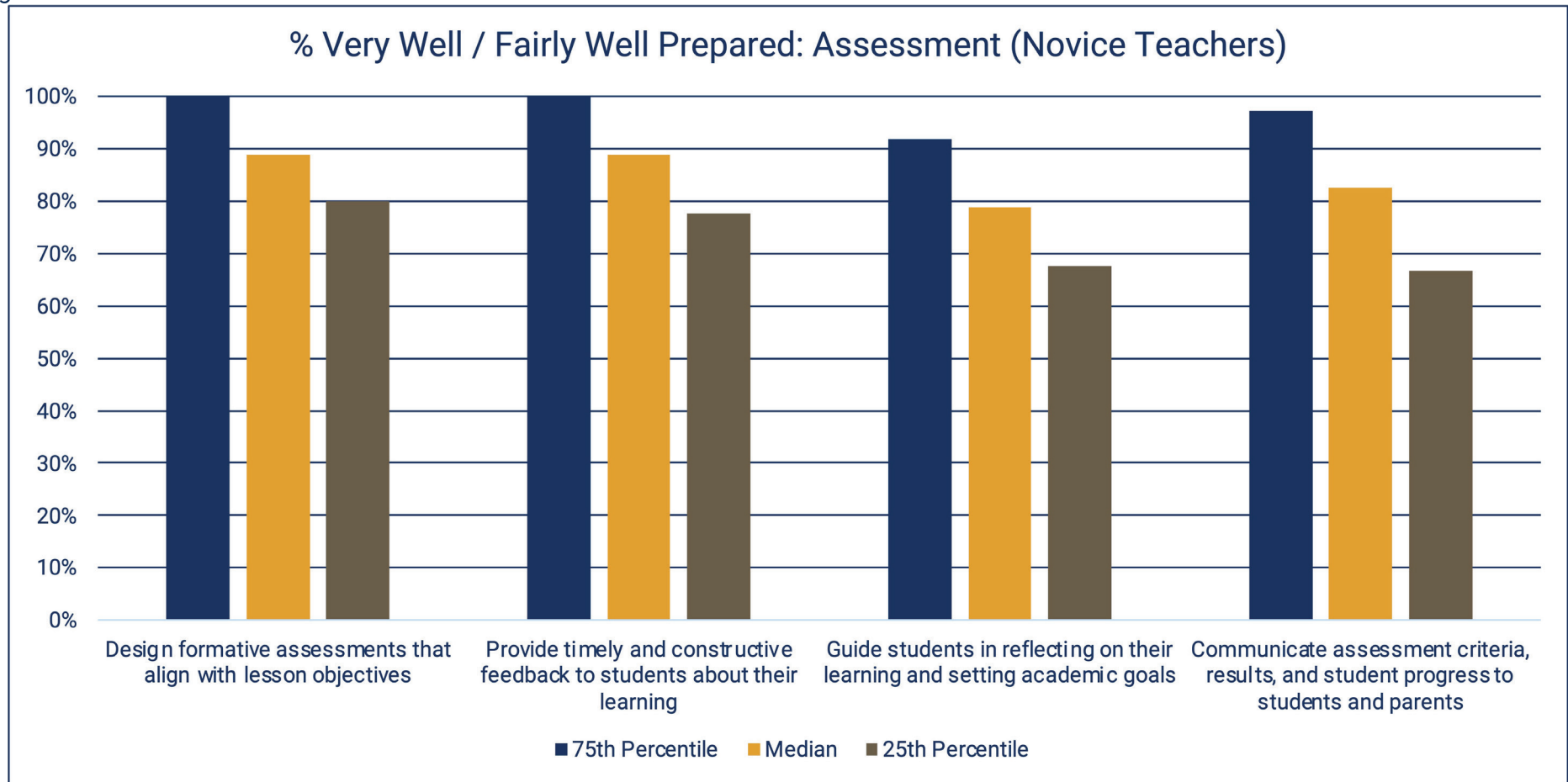




Figure 15. Supervisors of Novice Teachers: Assessment.

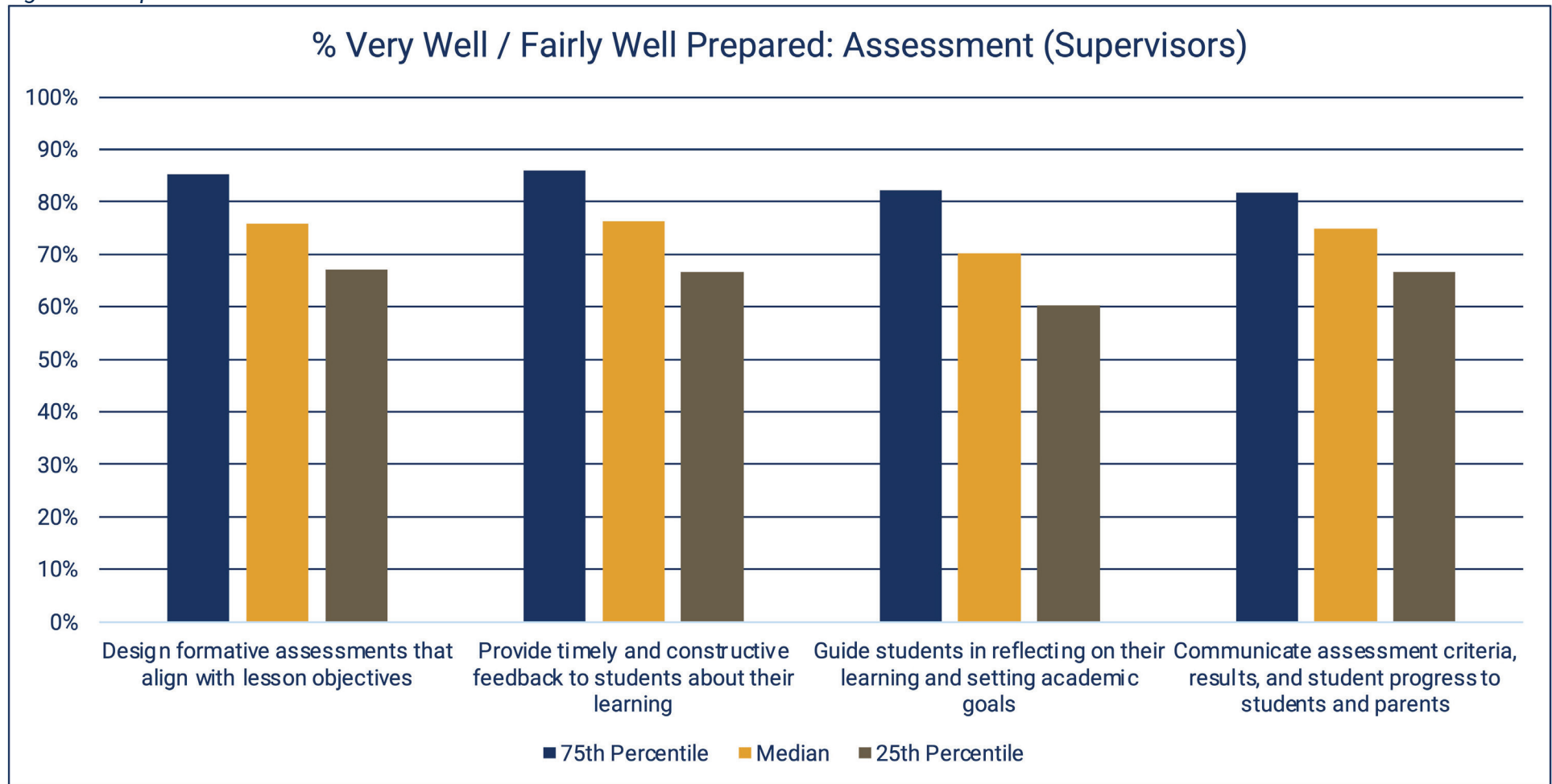




Table 11. Planning and Curriculum.

	Novice Teachers			Supervisors of Novice Teachers		
	n	M	% Very Well / Fairly Well	n	M	% Very Well / Fairly Well
Understand the central concepts of the content area I (they) teach	354	3.37	87.9%	534	3.43	89.5%
Design developmentally appropriate learning experiences for all learners	361	3.31	87.0%	535	3.27	84.5%
Deliver curriculum assigned by the district	332	3.05	74.1%	530	3.44	88.3%
Plan for instruction aligned to Iowa academic standards	341	3.43	88.9%	491	3.34	86.8%
Use technology in the classroom to support instruction	346	3.36	86.1%	519	3.46	90.6%

Scale: 1 = Not at all Well; 2 = Somewhat Well; 3 = Fairly Well; 4 = Very Well.



Figure 16. Novice Teachers: Planning and Curriculum.

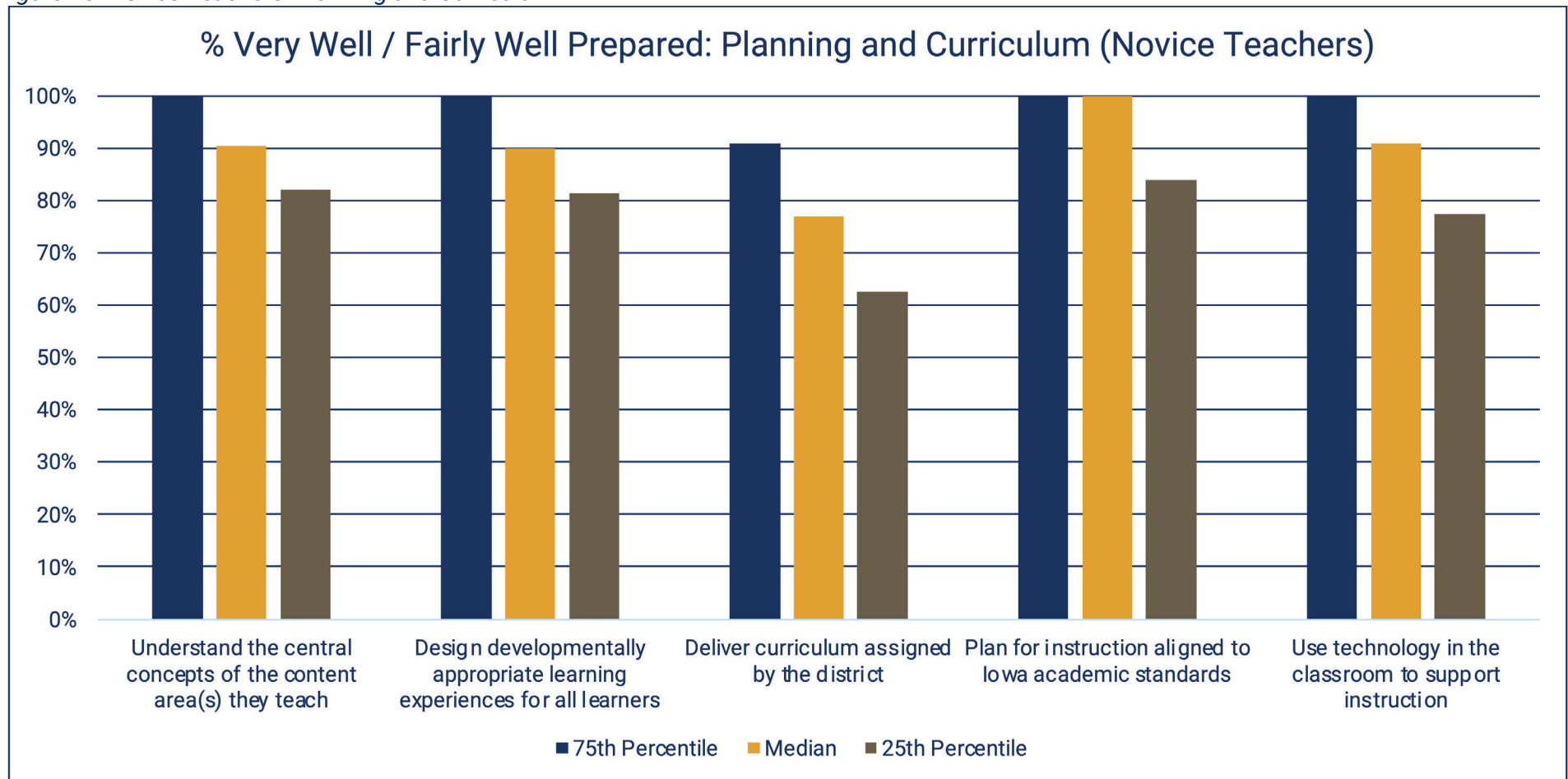




Figure 17. Supervisors of Novice Teachers: Planning and Curriculum.

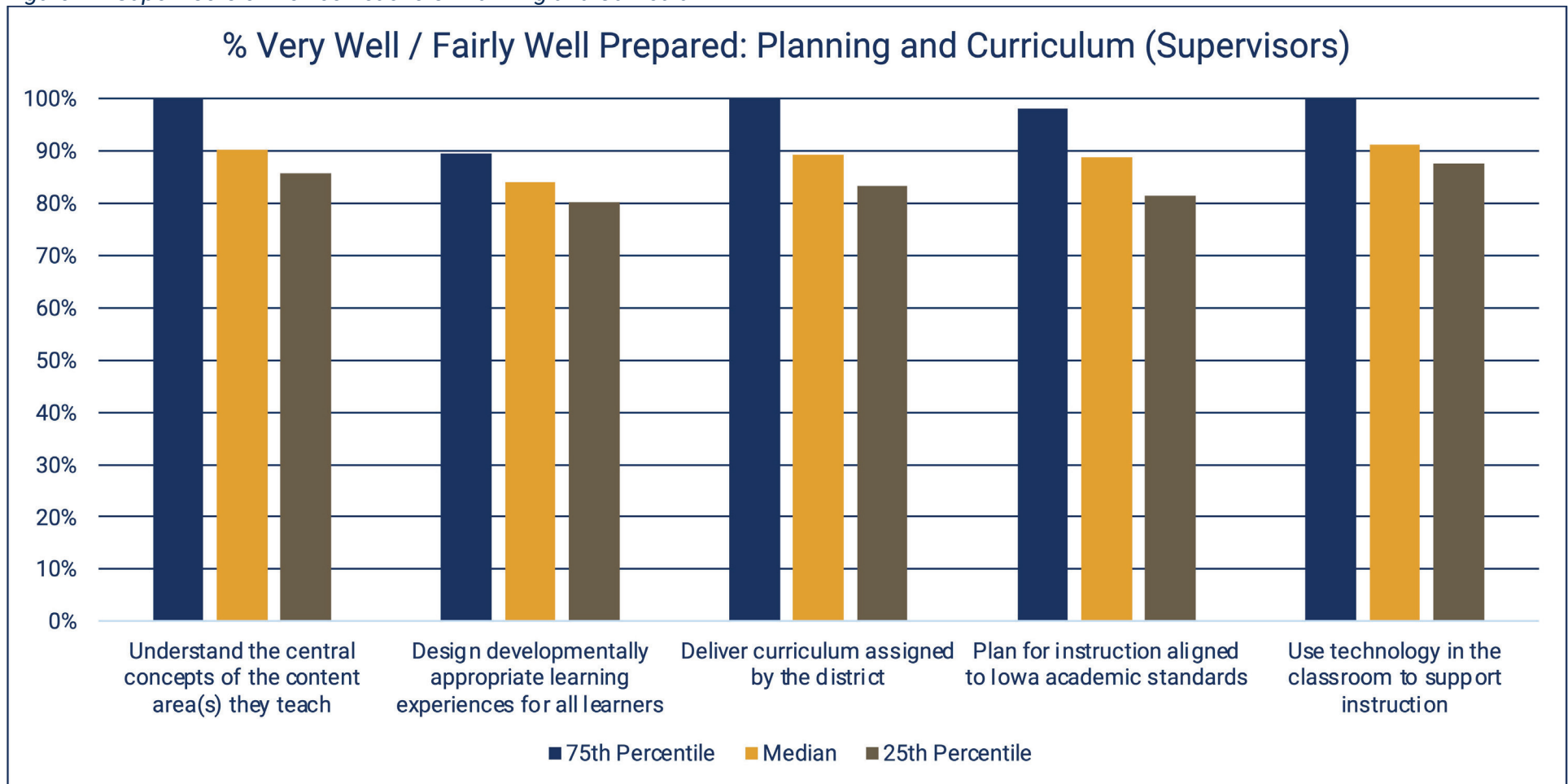




Table 12. Ethical and Professional Conduct.

	Novice Teachers			Supervisors of Novice Teachers		
	n	M	% Very Well / Fairly Well	n	M	% Very Well / Fairly Well
This teacher demonstrates professionalism, reliability, and ethical conduct consistent with expectations for novice educators	-	-	-	493	3.56	95.9%
Understand and adhere to the Code of Ethics and Standard Practices for Educators	360	3.72	96.9%	535	3.60	92.9%

Scale: 1 = Not at all Well; 2 = Somewhat Well; 3 = Fairly Well; 4 = Very Well.

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.



Figure 18. Novice Teachers: Ethical Conduct.

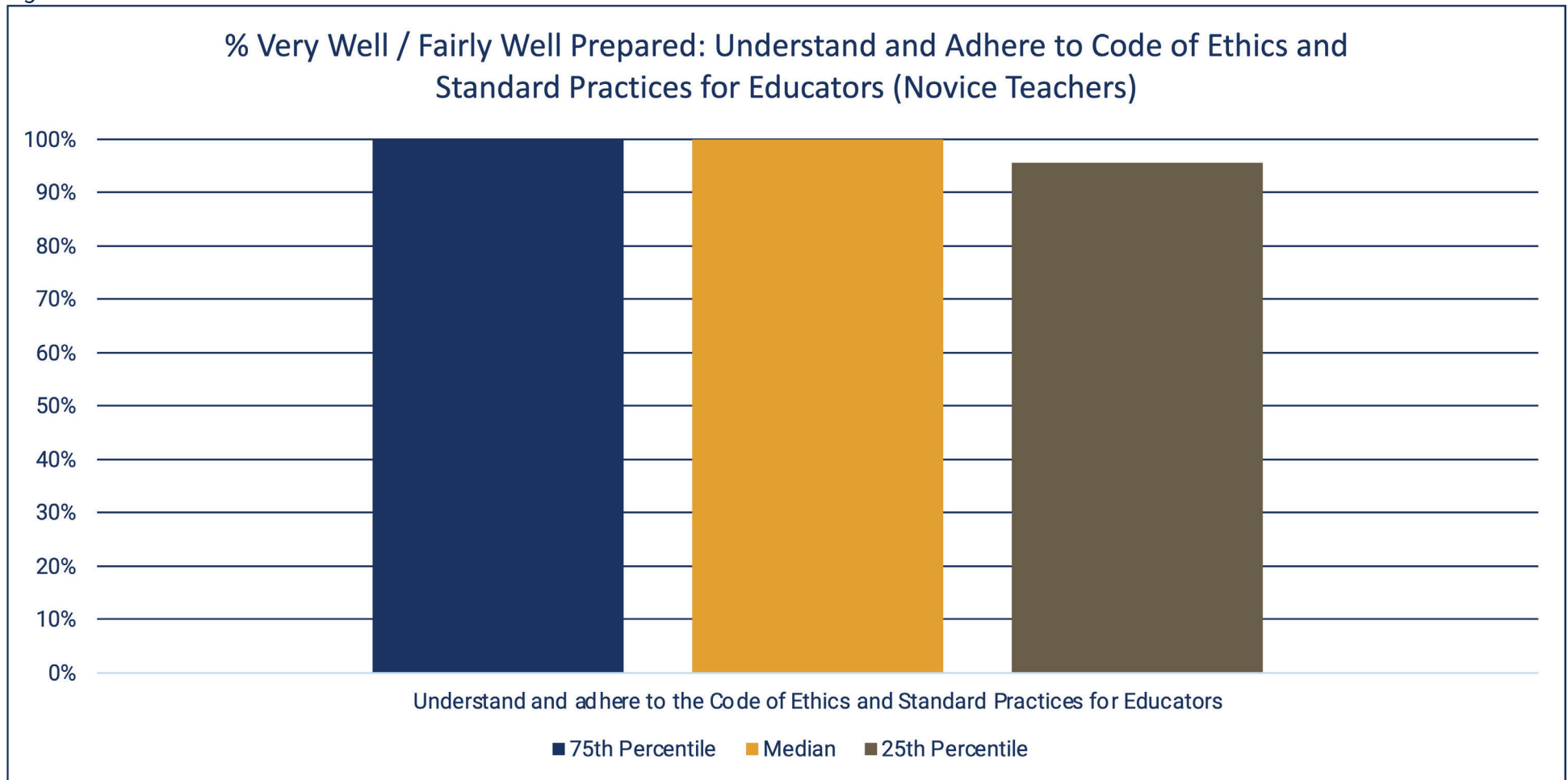
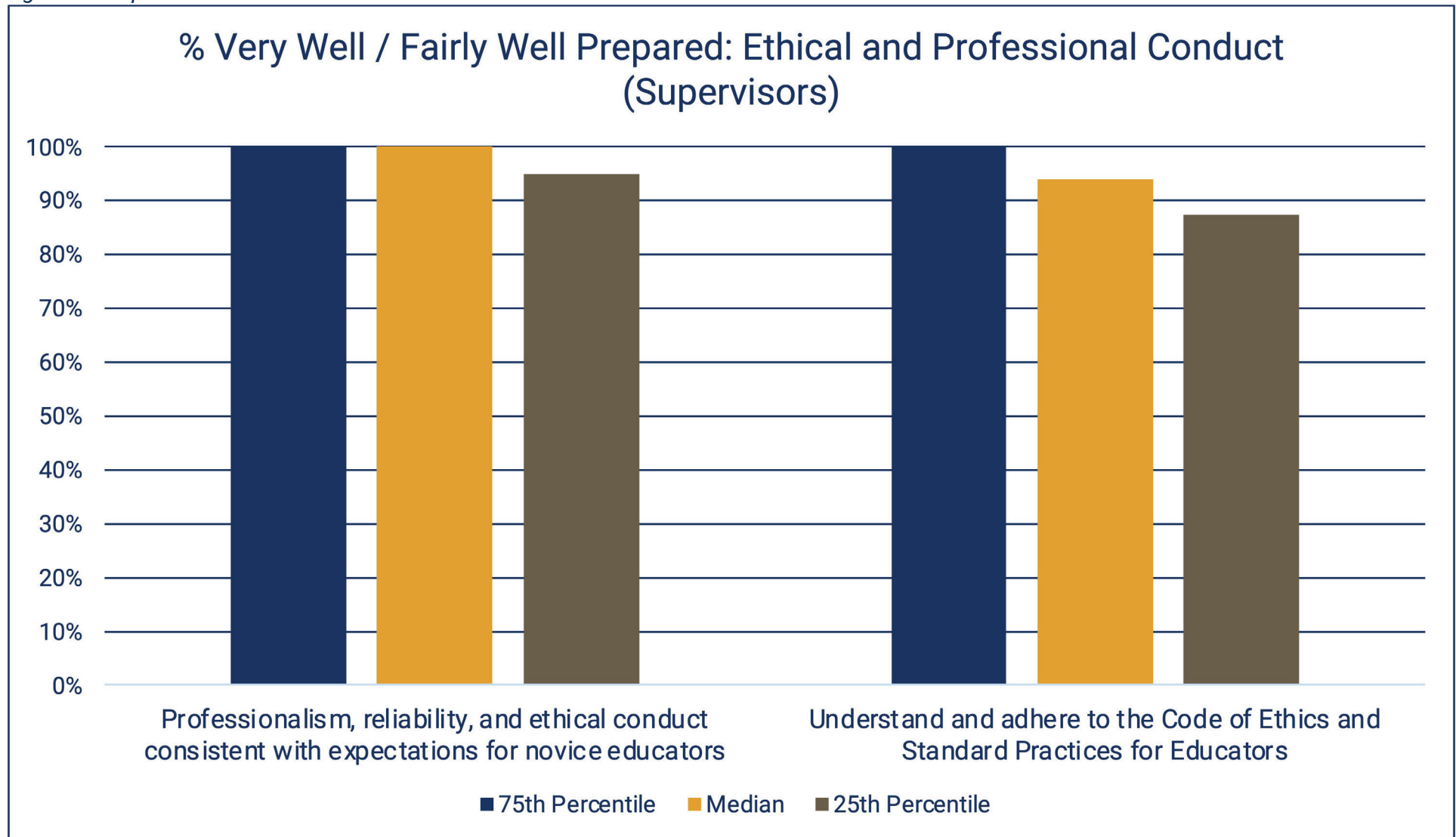




Figure 19. Supervisors of Novice Teachers: Ethical and Professional Conduct.





Novice Teachers' Perceptions of Student Teaching

Table 13. Indicate your level of satisfaction with the support and structure provided by the following entities during your student teaching experience (novice teachers only):

	n	M	% Very / Fairly Satisfied
Cooperating teacher(s)	307	3.64	92.2%
Administrators and placement school(s)	308	3.43	86.0%
College or university supervisor	309	3.53	87.7%
Please rate your overall level of satisfaction with your student teaching experience	307	3.60	92.2%

Scale: 1 = Not at all satisfied, 2 = Somewhat satisfied, 3 = Fairly satisfied, 4 = Very satisfied.

Figure 20. Satisfaction with Student Teaching Support and Structure.

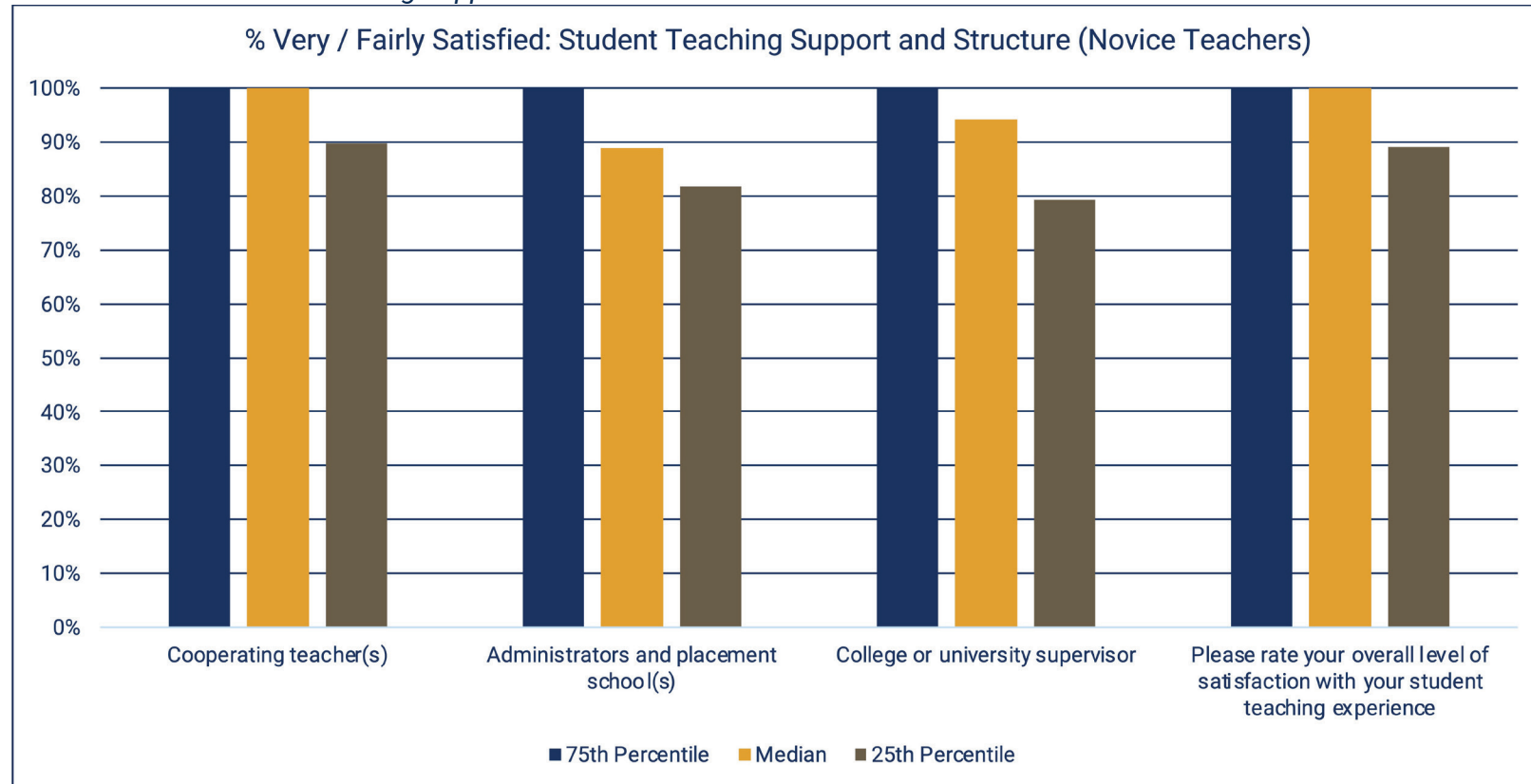




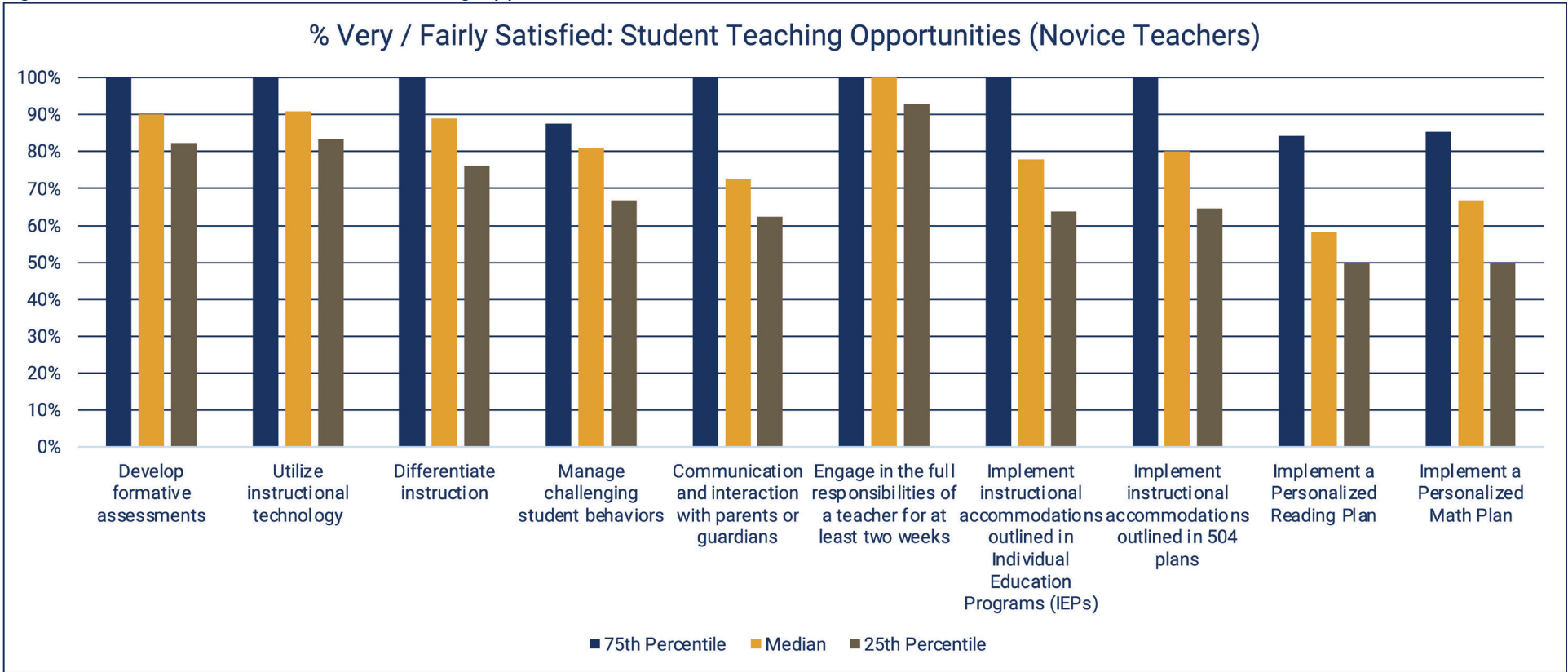
Table 14. Indicate your level of satisfaction with the opportunities you had during your student teaching experience to engage in the following activities:

	n	M	% Very / Fairly Satisfied
Develop formative assessments	299	3.30	85.3%
Utilize instructional technology	300	3.50	89.3%
Differentiate instruction	301	3.33	84.1%
Manage challenging student behaviors	298	3.16	77.5%
Communication and interaction with parents or guardians	296	3.04	70.6%
Engage in the full responsibilities of a teacher for at least two weeks	298	3.72	95.3%
Implement instructional accommodations outlined in Individual Education Programs (IEPs)	287	3.13	76.0%
Implement instructional accommodations outlined in 504 plans	271	3.08	74.5%
Implement a Personalized Reading Plan	187	2.81	64.2%
Implement a Personalized Math Plan	163	2.85	65.6%

Scale: 1 = Not at all satisfied, 2 = Somewhat satisfied, 3 = Fairly satisfied, 4 = Very satisfied.



Figure 21. Satisfaction with Student Teaching Opportunities.





Prior Paid School Experiences

Table 15. Prior Paid School Experiences: Paraeducator.

Have you ever been employed as a paraeducator?	Statewide (n = 308)	
	n	%
Yes, I am currently employed as a paraeducator	5	1.6%
Yes, I was employed as a paraeducator in the past	81	26.3%
No, I have never been employed as a paraeducator	222	72.1%

Table 16. Student Teaching and Paraeducator Experience (only asked to those who said they had served or were currently serving as a paraeducator).

Did your teacher preparation program use your experience serving as a paraeducator as part of your student teaching requirement?	Statewide (n = 86)	
	n	%
Yes, a portion of my paraeducator experience was counted toward part of my student teaching requirement	25	29.1%
No, this was offered to me, but I decided not to use it	7	8.1%
No, I wanted to reduce my student teaching hours based on my prior experience, but this was NOT APPROVED by my teacher preparation program	5	5.8%
No, this was not available when I student taught or I didn't know about it	36	41.9%
Does not apply	13	15.1%

Table 17. Prior Paid School Experiences: Substitute Teacher.

Prior to earning your teacher license, were you ever employed as a substitute teacher?	Statewide (n = 308)	
	n	%
Yes, I served as a substitute teacher prior to earning my teacher's license	151	49.0%
No, I did not serve as a substitute teacher prior to earning my teacher's license	145	47.1%
Does not apply	12	3.9%



Table 18. Student Teaching and Substitute Teacher Experience (only asked to those who had served as a substitute prior to earning their teacher licensure).

Did your teacher preparation program use your experience as a substitute as part of your student teaching requirement?	Statewide (n = 151)	
	n	%
Yes, a portion of my experiences as a substitute teacher was counted toward part of my student teaching requirement	21	13.9%
No, this was offered to me but I decided not to use it	11	7.3%
No, I wanted to reduce my student teaching hours based on my prior experience, but this was NOT APPROVED by my teacher preparation program	12	7.9%
No, this was not available when I student taught or I didn't know about it	89	58.9%
Does not apply	18	11.9%