

Beginning Teacher Effectiveness Observation Survey Results Executive Summary Statement

Fall 2023 & Spring 2024

The Beginning Teacher Effectiveness Observation Survey (BTE) was completed by mentors in collaboration with their mentee teachers/NAU graduates participating in the Arizona Teachers Academy (ATA). The survey reflects mentor feedback on observed teaching practices during the first year of employment.

The **Fall 2023 and Spring 2024** survey results represent data for 33 NAU graduates from AY 2022–2023 from the following NAU teacher preparation programs: Elementary Education BSEd (41%), Special and Elementary Education BSEd (31%), Secondary Education-History BSEd (16%), Secondary Education-Mathematics BSEd (6%), Secondary Education-Spanish BSEd (3%), and Secondary Education-Music BSEd (3%).

Strengths of NAU Graduates in Terms of Effective Teaching Practices

Across the Fall 2023 and Spring 2024 data cycles, respondents most frequently identified strengths in Learner Differences (38%, $n = 12$), Content Knowledge (28%, $n = 9$), Application of Content (25%, $n = 8$), and Learning Environment (22%, $n = 7$). These findings suggest that NAU graduates are well-prepared to adapt instruction to diverse student needs, demonstrate solid command of subject matter, and create supportive and engaging classroom environments. The emphasis on these areas reflects NAU's continued focus on inclusive teaching practices and strong content delivery.

Areas for Improvement for NAU Graduates Concerning Teaching Practices

The most consistently identified areas for improvement were Classroom Management (34%, $n = 11$), Assessment (28%, $n = 9$), Planning for Instruction (22%, $n = 7$), and Instructional Strategies (19%, $n = 6$). These trends indicate that while graduates demonstrate strengths in key foundational areas, additional support in managing classroom dynamics, assessing student learning, and planning instruction could further strengthen their teaching readiness. Feedback from mentors suggests that ongoing development in these domains may enhance graduates' confidence and effectiveness during their first year in the classroom.

Table 1. Grade level that the NAU graduate is teaching

Grade Level	Academic Year 2023-2024
K–3	51%
4–5	21%
6–8	21%
9–12	7%

In the combined Fall 2023 and Spring 2024 survey results, the majority of NAU graduates participating in the Arizona Teachers Academy were placed in **K–3 classrooms**, accounting for **51%** of the reported placements. This was followed by grades **4–5** and **6–8**, each representing **21%** of the sample. A smaller portion of graduates, **7%**, were placed in **grades 9–12**. These results reflect a strong emphasis on early and middle-grade teaching placements among beginning teachers, with limited representation in high school settings.

Table 2. Content area taught by mentee teacher/NAU graduate

Content Area	Percent
Spanish	3%
Elementary	41%
Social Studies/History	16%
Mathematics	6%
Music	3%
Special Education	31%

Distribution of Effective and Developing Teaching Practices Observed in NAU ATA-Participating Graduates

In the combined Fall 2023 and Spring 2024 observation cycles, NAU graduates were most frequently identified as demonstrating strength in Content Knowledge (25%), Learner Differences (22%), and Instructional Strategies and Learning Environment (both at 19%). These findings highlight the ability of graduates to effectively apply subject matter knowledge, differentiate instruction, and cultivate student-centered classrooms. Other frequently noted strengths included Application of Content (16%), Technology, Learner Development, Leadership and Collaboration, and Planning for Instruction (each at 12%), showcasing balanced competencies across pedagogical and professional domains. Although Classroom Management was only cited in 9% of responses, its presence signals continued development. The consistent appearance of Dispositions and Professional Learning and Ethical Practice (9–12%) reflects graduates' alignment with professional standards, reflection, and collaboration.

Table 3. Effective Teaching Practices Observed in NAU ATA-Participating Graduates

Teaching Practice	Count	Percent
Content Knowledge	8	25%
Learner Differences	7	22%
Instructional Strategies	6	19%
Learning Environment	6	19%
Application of Content	5	16%
Dispositions	4	12%
Leadership and Collaboration	4	12%
Learner Development	4	12%
Planning for Instruction	4	12%
Technology	4	12%
Classroom Management	3	9%
Professional Learning and Ethical Practice	3	9%

In terms of areas for growth, Classroom Management stood out as the most frequently cited challenge (38%), suggesting that many beginning teachers continue to face difficulties in maintaining productive learning environments. This was followed by Assessment and Instructional Strategies (both at 22%), indicating a need for further development in evaluating student learning and diversifying instructional methods. Planning for Instruction (25%) also remained a significant area of need, underscoring the importance of structured lesson design. Learning Differences (16%) and Technology (12%) appeared across several responses, reflecting

ongoing challenges with inclusive practices and tech integration. Additional competencies such as Learner Development, Learning Environment, and Leadership and Collaboration (6–9%) were also noted as developing, suggesting that continued mentoring and targeted support could further enhance teacher effectiveness in these critical areas.

Table 4. Distribution of Developing Teaching Practices Observed in ATA at NAU Graduates

Teaching Practice	Count	Percent
Classroom Management	12	38%
Planning for Instruction	8	25%
Assessment	7	22%
Instructional Strategies	7	22%
Learning Differences	5	16%
Technology	4	12%
Learner Development	3	9%
Learning Environment	3	9%
Application of Content	2	6%
Content Knowledge	2	6%
Leadership and Collaboration	2	6%
Learner Differences	2	6%
Dispositions	1	3%
Professional Learning and Ethical Practice	1	3%

Table 5. Disaggregated Program Summary Fall 2023 - Spring 2024

Category	Academic Year 2023-2024
Elementary	42%
Secondary Education	27%
Special Education	31%

In the combined Fall 2023 and Spring 2024 survey results, most responses came from graduates of Elementary Education programs, who comprised 42% of the total sample. Secondary Education graduates made up the next largest group at 27%, followed closely by those in Special Education, who represented 31% of respondents.