



## **Beginning Teacher Effectiveness Observation Survey Results Executive Summary Statement**

### **Fall 2024 & Spring 2025**

The Beginning Teacher Effectiveness Observation Survey 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 2024** survey results represent data for 35 ATA at NAU graduates in AY 2022–2023 from the following NAU teacher preparation programs: Elementary Education BSEd (44%), Elementary Education – Certification MEd (18%), Special and Elementary Education BSEd (15%), Secondary Education – Mathematics BSEd (3%), and Early Childhood Education & Early Childhood SPED BSEd (3%).

The **Spring 2025** survey results represent data for 42 ATA at NAU graduates in AY 2022–2023 from the following NAU teacher preparation programs: Elementary Education BSEd (38%), Elementary Education – Certification MEd (21%), Special and Elementary Education BSEd (12%), Secondary Education – Biology BSEd (5%), Secondary Education – English BSEd (5%), Secondary Education – Earth Science BSEd (2%), Secondary Education – Mathematics BSEd (2%), Secondary Education – General Science BSEd (2%), Secondary Education – Physics BSEd (2%), Secondary Education – Spanish BSEd (2%), Early Childhood & Early Childhood SPED BSEd (2%), and Music Secondary Education BMed (2%).

### **Strengthens of NAU Graduates in Terms of Effective Teaching Practices**

Across these two recent data cycles, respondents identified Planning for Instruction (InTASC Standard 7) and Content Knowledge (InTASC Standard 4) as the most consistently demonstrated strengths by NAU graduates (58% in Fall 2024,  $n = 20$ ; 63% in Spring 2025,  $n = 26$  and 63% in Fall 2024,  $n = 22$ ; 58% in Spring 2025,  $n = 24$ , respectively). Additionally, Classroom Management (InTASC Standard 3) was reported as a strength by 54% of Spring 2025 respondents ( $n = 23$ ), up from 37% ( $n = 13$ ) in Fall 2024—suggesting growth in this domain. While the Learning Environment, previously cited as the strongest in earlier cycles, declined slightly (42% in Spring 2025,  $n = 18$ ), it still remained a frequently mentioned area of competence.

### **Area for Improvement for NAU Graduates in Relation to Their Teaching Practices**

The most consistently identified area for improvement across Fall 2024 and Spring 2025 was again Classroom Management (79% in Fall 2024,  $n = 28$ ; 54% in Spring 2025,  $n = 23$ ), maintaining its trend from previous years (e.g., 67% in Fall 2021, 58% in Fall 2022). Other prominent areas where graduates were reported to lack confidence include Learner Differences (68% in Fall 2024,  $n = 24$ ; 54% in Spring 2025,  $n = 23$ ) and Instructional Strategies (47% in Fall 2024,  $n = 16$ ; 42% in Spring 2025,  $n = 18$ ). This consistent feedback suggests ongoing support in differentiated instruction and pedagogical planning could further strengthen graduate readiness.

### Grade level mentee teacher/NAU graduate is teaching

Grade Level	Fall 2024		Spring 2025	
	Percent	Count	Percent	Count
PK	3%	1	3%	1
K–3	38%	13	38%	16
4–5	18%	6	14%	6
6–8	29%	10	33%	14
9–12	12%	4	12%	5

In both Fall 2024 and Spring 2025, the majority of ATA at NAU graduates were placed in K–3 classrooms, representing 38% of responses in each term. This was followed by grades 6–8, which increased from 29% in Fall to 33% in Spring, indicating growing middle school placements. Grades 4–5 accounted for 18% in Fall and 14% in Spring, while grades 9–12 remained consistent at 12%. Pre-K placements were minimal but steady at 3% in both terms, highlighting a strong concentration of beginning teachers in early and middle grade levels.

### Content mentee teacher/NAU graduate is teaching

Content Area	Fall 2024	Spring 2025
Elementary, K-3	28%	33%
Science (Biology, Chemistry, Earth Science, General Science, Physics)	14%	14%
Middle School	9%	15%
Elementary, 4-5	9%	12%
English	7%	10%
Mathematics	9%	8%
Special Education	7%	2%
High School	9%	0%
Other	2%	4%
Social Studies/History	3%	2%
Preschool	3%	0%

Elementary K–3 continued to lead as the primary content area taught by NAU graduates, increasing from 28% in Fall 2024 to 33% in Spring 2025. Notably, placements in middle school rose from 9% to 15%, while high school and preschool teaching saw a drop, suggesting a shift in demand toward early and middle-grade instructional roles.

### Distribution of Effective Teaching Practices Observed in ATA at NAU Graduates

Planning for Instruction was the most frequently identified strength, cited by 31% of respondents in Fall 2024 and increasing to 36% in Spring 2025, highlighting strong competency in lesson design and instructional planning. Content Knowledge remained consistently high, with 34% in Fall and 33% in Spring, reflecting NAU graduates' strong grasp of subject matter expertise across grade levels. Classroom Management showed a noticeable improvement—from 20% in Fall to 31% in Spring, indicating growing teacher confidence in maintaining productive learning environments. The Learning Environment was also well-recognized (23% in Fall, 24% in Spring), suggesting sustained attention to student engagement and relationship-building. Dispositions, which include professionalism, reflection, and collaboration, were cited by 26% in Fall and 17% in Spring, affirming the positive attitudes and values modeled by graduates.

Teaching Practice	Fall 2024		Spring 2025	
	Count	Percent	Count	Percent
Content Knowledge	12	34%	14	33%
Planning for Instruction	11	31%	15	36%
Dispositions	9	26%	7	17%
Learning Environment	8	23%	10	24%
Classroom Management	7	20%	13	31%
Technology	6	17%	4	10%
Learner Differences	4	11%	1	2%
Instructional Strategies	3	9%	4	10%
Leadership and Collaboration	3	9%	3	7%
Professional Learning and Ethical	3	9%	3	7%
Assessment	2	6%	2	5%
Learner Development	2	6%	2	5%
Application of Content	0	0%	6	14%

### Distribution of Developing Teaching Practices Observed in ATA at NAU Graduates

Classroom Management and Learner Differences were the most consistently identified areas for development in both Fall 2024 and Spring 2025, each cited by 31–43% of respondents, indicating continued challenges in managing diverse learning environments. Instructional Strategies followed closely (26% in Fall, 24% in Spring), suggesting a need for more support in planning and delivering varied, student-centered instruction. Assessment was also frequently noted (23% in Fall, 21% in Spring), reflecting uncertainty in measuring student learning effectively. Additionally, Leadership and Collaboration emerged as a notable concern in Spring 2025 (21%), pointing to potential growth areas in teamwork and professional engagement within school communities.

Teaching Practice	Fall 2024		Spring 2025	
	Count	Percent	Count	Percent
Classroom Management	15	43%	13	31%
Learner Differences	13	37%	13	31%
Instructional Strategies	9	26%	10	24%
Assessment	8	23%	9	21%
Content Knowledge	3	9%	1	2%
Learning Environment	3	9%	6	14%
Learner Development	3	9%	3	7%
Application of Content	3	9%	1	2%
Technology	3	9%	4	10%
Planning for Instruction	3	9%	7	17%
Leadership and Collaboration	3	9%	9	21%
Professional Learning and Ethical	2	6%	2	5%
Dispositions	2	6%	5	12%