

THE FIELD EXPERIENCE AND STUDENT TEACHING SURVEY: ESTABLISHING RELIABILITY AND VALIDITY

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Abstract

In this study, the investigators delineate the steps they have taken to establish reliability and validity regarding a recently developed instrument, referred to as the Field Experience and Student Teaching Survey (FEASTS). The study followed a survey design and employed mixed methods (qualitative and quantitative) to gain feedback regarding the recently developed instrument. Cronbach's alpha was measured to examine the reliability for the Likert-scale items for both the pilot study and phase one. Results yielded a high reliability with Cronbach's $\alpha = .932$. The pilot study utilized a convenience sample of 11 teacher candidates whose majors were early childhood through sixth grade, and phase one received feedback from 108 respondents. Descriptive statistics revealed that 85% of participants agreed that the statements in the survey were clear and easy to understand and 15% strongly agreed. In addition to establishing reliability and validity, investigators learned valuable information about teacher candidates' opinions of their preparedness for field experiences.

Keywords: survey, field experience, student teaching, reliability, validity

Problems facing higher education today are dismal; however, “colleges and universities have many assets they can employ to confront these challenges” (Felten, Gardner, Schroeder, Lambert, & Berefoot, 2016, p. 8). Several colleges and universities across the nation are flourishing, as faculty and staff work together towards aspirational goals to meet students' evolving needs. Authors of the current study focused on educator preparation due to the tremendous amount of attention it has received in the form of government initiatives, mandated policy, and critical reports (Edwards, Gilroy, & Hartley, 2002).

The Council for the Accreditation of Educator Preparation (CAEP, 2013) approved a new set of standards. The goal of these new standards is to make the accreditation process more rigorous and outcome-driven. These new guidelines involve revising minimum criteria for program admissions and also challenging programs to demonstrate their graduates' impact on student achievement. Heafner, McIntyre, and Spooner (2014) strongly suggested, “Today, it is not enough for universities to place teacher candidates in diverse schools for their student teaching or even pre-student teaching experiences. Candidates must have direct involvement in improving the achievement of students” (p. 4).

In response to the emphasis surrounding educator preparation, several investigators have launched research studies that targeted teacher candidates for the purposes of enhancing program quality assurance (CAEP, 2013). For example, Alkus and Olgan (2014) investigated the opinions of ten preservice and 11 inservice preschool teachers concerning the development of children's creativity in early childhood education and found that obstacles to developing creativity of young children were related to inadequate support from the school administrators. When considering program improvements, this educator

preparation program gained pertinent information regarding partnerships with school districts. In a comprehensive study conducted by Patrick, Macqueen, and Reynolds (2014) with 939 teacher candidates, they concluded that teacher candidates were mainly focused on their future classroom lessons rather than their impact in the global society. These findings indicate the need for educator preparation programs to recruit diverse candidates, as well as exposing them to diverse field experience settings.

After completing various field experiences, Ates (2013) investigated 24 teacher candidates regarding their opinion of what constituted effective comprehension instruction and concluded that the participating teacher candidates perceived reading as an interpretation and meaning-making process. However, their opinions about teaching reading and comprehension were far from viewing the students as active and competent readers. These data provided invaluable findings that the educator preparation program could use to strengthen candidates' content and pedagogical knowledge.

Oren and Ormanci (2012) investigated teacher candidates' opinions of development and implementation of worksheets, and they found issues with choosing suitable questions and developing questions appropriate for students' levels in developing worksheets. These findings provided important information about candidates' content and pedagogical knowledge. In an additional study, Oren and Ormanci (2014) explored teacher candidates' understanding of the digestive system. Findings revealed valuable information on content and pedagogy such as that teacher candidates' drawings of digestive system organs were quite detailed, whereas drawings that represented connections among digestive system organs were limited. Burton (2012) explored 62 teacher candidates' perceptions of math using drawings, and results provided insight into the teacher candidates' positive and negative experiences and metaphors that they associated with teaching mathematics to fourth grade students. Quantitative findings from Yuksel's (2014) study with preservice English language teachers revealed that their perception related to various teaching competencies was homogeneous and they felt proficient in teaching but needed further support in classroom management. This study provided insight into the teacher candidates' positive and negative experiences and metaphors that teacher candidates associated with teaching mathematics to fourth grade students. Capella-Santana (2003) suggested that teacher candidates' attitudes were impacted by field experiences in culturally diverse settings, courses in multicultural and bilingual education. Data revealed that opportunities for teacher candidates to express their feelings about multicultural issues with a culturally/ethnically diverse group enhanced their attitudes and knowledge. Furthermore, Capella-Santana (2003) concluded that teacher candidates' attitudes and knowledge made positive changes regarding multicultural education. Bonner and Chen (2009) concluded that constructivism-oriented teacher candidates' grading and teaching beliefs were inconsistent as revealed by 222 responses to the Survey of Assessment Beliefs (SAB). Findings from Ucar (2012) indicated that the teaching practice process couldn't reach its aim due to the problematic process, including the lack of theoretical knowledge, short period for practice, negative affective behaviors, problems in curriculum and communication, lack of facilities and mentors, and disconnection between theory and practice. Results from these studies have provided critical insights to teacher education programs regarding strengths and weaknesses in candidates' content knowledge and pedagogical knowledge prior to entering the profession as inservice teachers.

Purpose of the Current Study

Based on previous research findings, there is limitation in explorations of elementary teacher candidates' opinions regarding their overall field experience in terms of effective teaching and teacher preparation. Therefore, the current study's intent was to add such information to the literature by following a survey research design utilizing mixed methods (qualitative and quantitative). Moreover, the investigators delineate the steps they have taken to establish reliability and validity regarding a recently developed instrument, referred to as the Field Experience and Student Teaching Survey (FEASTS).

Accordingly, the following research questions guided this study. Investigators sought answers to three major questions: (a) What were the participants' opinions of their field experiences and/or student teaching? (b) What were the participants' opinions of the clarity of the recently developed survey statements? (c) What suggestions did participants have for improving the survey?

Theoretical Framework

Two perspectives on learning support the study. First, the investigators designed the FEASTS based on self-efficacy views (Bandura, 1997), a social cognitive learning theory. In 1977, Bandura proposed that human beings learn by carefully watching others in their environment, and later he found strong correlations between self-efficacy and the quality of performance (Bandura, 1997). Eggen and Kauchak (2004) proposed that learning happens when there is a change within a human's internal mental structures or processes. Statements that comprise the FEASTS were constructed with the intention to afford candidates a voice in their learning environment, such as how confident candidates felt and/or how uncertain the candidates felt during the field experience. The goal was for field experiences to engage candidates and allow them to change by bridging theory and practice, as research has found that high self-confidence influences learner motivation, perseverance, cognition, and meta-cognition (Kinzie, 1990; Bandura, 1997; Semiatin & O'Connor, 2012). Studies on the relationships between self-efficacy and learning effectiveness have further concluded that students with higher self-efficacy are more capable of cognition and metacognition and persevere longer in the learning context (Burgoon, Meece, & Granger, 2012; McCombs, 1984).

Second, this research was guided by Dewey's (1944) self-reflection views, also underpinned by the social cognitive learning theory. The investigators wanted candidates to take the FEASTS after completion of their experience which required reflective thinking (Dewey, 1944) in order to judge the impact of their learning. According to Dewey (1944), reflective thinking is crucial to teacher development and student learning. Through candidates' reflective thinking, learning took place. It is also explained by Eggen and Kauchak (2004) that learning has occurred when there is a change within a person's internal mental structures or thinking.

Method

Instrument

The current survey was developed based on standards, literature, and feedback from experts. It encompasses 46 items as a result of pilot study. There were 43 five-point Likert scale items ranging from strongly disagree to strongly agree to solicit respondents' opinions of their preparedness for field-based work. Example statements included: (1) I felt prepared to teach literal level, inferential, and applied comprehension; and (2) I felt prepared to teach young children about writing traits such as voice. Additionally, there are three other items. One item was related to demographics: "I recently completed _____," - with the following options (1) field experience 1, (2) field experience 2, (3) student teaching, (4) first-year inservice, or (5) second-year inservice. Item number 44 involved respondents' opinions of the explicitness of the survey statements: "The statements in this survey were clear and easy to understand". Candidates were required to choose one of the following options: (1) strongly disagree, (2) disagree, (3) does not apply, (4) agree, and (5) strongly agree. Item number 46 was open-ended, involved a written response, and was analyzed qualitatively.

Reliability. The survey was piloted to ensure reliability. The pilot study utilized a convenience sample of 11 teacher candidates whose majors were early childhood through sixth grade. Phase one received feedback from 108 respondents. Cronbach's alpha was measured, and results yielded a high reliability with Cronbach's $\alpha = .932$. Descriptive statistics revealed that 85% of participants agreed that the statements in the survey were clear and easy to understand and 15% strongly agreed. The highest rated category was collaboration between the university supervisor and mentor teacher, as the mode was five (strongly agree). The lowest rated category was problem-solving in math, which received two modes of one (strongly disagree). Written comments indicated that preservice teachers believed the survey was thorough and statements were easy to understand but some information did not pertain to field experience one.

Validity. The investigators utilized content validity by reviewing various state certification examinations to set up the survey categories. Teacher certification examinations were studied throughout the United States to determine collectively what knowledge beginning elementary teachers were expected to demonstrate. In studying teacher certification examinations including the California Educator Credentialing Examinations, Florida Teacher Certification Examinations, Illinois Licensure

Testing System, New York State Teacher Certification Examinations, North Carolina Testing Requirements, Texas Examinations of Educator Standards, and Washington, DC Public Schools Teacher Certification and Licensing, investigators noticed commonalities. For example, in order to obtain a license, elementary teachers are required to take two different exams. One exam is related to pedagogy and professional responsibilities such as student development, assessment, instruction, learning environment, and professional environment.

Additionally, most states require elementary teachers to pass a content examination that includes subjects such as language and literacy, mathematics, science, social sciences, fine arts, health and physical education. Another commonality investigators noticed was that the aforementioned states followed similar processes for providing test makers with feedback for examination questions and statements. Working committees were comprised of public and charter school educators, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content specialists, and members of the business sector. Demographics of committee members such as geographical location, job titles, years of experience, ethnicity, and gender were balanced. The Field Experience and Student Teaching Survey encompasses the following categories: reading, math, science, social studies, composition, student engagement, differentiated instruction, collaboration, and theory/research.

Data Collection

The survey was created using the Qualtrics database. After obtaining university human subject approval, the survey link and passcode were emailed to universities located in Florida, Indiana, North Carolina, and Texas. Investigators that served on the research team were prompted to make the survey link available to their candidates during the last two weeks of the semester. The investigators employed the purposeful sampling strategy, and a total of 108 subjects responded. Data were collected during the last week of the semester and were analyzed employing quantitative and qualitative methods.

Data Analysis

Descriptive statistics was used to examine the frequencies of each question. The Cronbach's alpha test and descriptive frequencies were applied to the Likert-scale statements to provide answers to research questions one and two. The investigators analyzed the qualitative feedback from the written responses using cogenerative dialoguing (Tobin & Roth, 2005). They focused on the research question and coded responses independently. The principal investigator coded responses and then shared with the second investigator. The second investigator either agreed to, extended, or disagreed with the principal investigators interpretation of teacher candidates' feedback. When disagreements surfaced, investigators explained their thinking which resulted in cogenerated understandings and explanations.

Findings

The current research study was guided by three questions. After examining teacher candidates' responses to the survey statements based on Likert scale and open-ended questions, the investigators found pertinent information regarding teacher candidates' perceptions of their readiness for field experiences.

Question 1: What were the participants' opinions of their field experiences and/or student teaching?

Descriptive statistics frequencies provided ratings for each category of statements. These data were used to draw conclusions on teacher candidates' opinions of their field experiences. Appendix A shows the mean and mode for each category of statements. The categories represented on the survey included reading, math, science, social studies, composition, student engagement, differentiated instruction, collaboration, and theory/research.

Over 60% of the candidates agreed or strongly agreed that they felt prepared to teach reading skills such as phonological awareness, phonics, fluency, vocabulary, and comprehension. However, less than 50% of the candidates either agreed or strongly agreed that they could facilitate a reading workshop lesson. When children are engaged in a reading workshop, they practice their reading by reading self-selected texts as the teacher confers and teaches students individually or

in small groups. Direct instruction is another approach to teaching reading. Based on the current data that have been collected in phase one, candidates may require additional instruction or professional development in pedagogical decisions.

The majority of candidates felt extremely confident in teaching writing and math in most areas, as the choices of agree and or strongly agree ranged from 54%-90%. Investigators noted that 54%-83% of the teacher candidates felt prepared to teach math and social studies, as evidenced by the ratings of agree and or strongly agree. Data showed that 46%-78% of the candidates either agreed or strongly agreed that they felt prepared to teach math. Although 79%-88% of the teacher candidates agreed or strongly agreed that communication between the university professors and mentor teachers was effective, they did not feel prepared to spend two hours four days a week in the schools implementing their learning. Data indicated that 68%-98% of the teacher candidates felt prepared to engage the students and differentiate instruction. Results are displayed in Appendix A. Cronbach's alpha was also high with Cronbach's $\alpha = .932$ in the current study.

Question 2: What were the participants' opinions of the clarity of the survey statements? To answer this question, investigators used the mode from descriptive statistics frequencies and found that 85% of the participants believed the statements on the survey were clear and easy to understand and 15% strongly agreed. The responses for statement 47 regarding the clarity of this survey indicated that all participants either strongly agreed or agreed that this survey was clear. Candidates' self-assessment of their readiness in various areas was also an indication that the survey items were lucid.

Question 3: What suggestions did participants have for improving the survey? Statement 48 was the last item on the survey, and investigators used this data for revision considerations. Written comments indicated that some teacher candidates believed the survey was clear and easy to understand and no revisions were needed. On the other hand, some teacher candidates believed that the length of the survey needed decreasing and the Likert-scale needed expanding to include a neutral response such as neither agree nor disagree. The summary of cogenerated understandings and explanations based on participants' written responses are displayed in Appendix B.

Discussion

Previous research findings revealed a gap in the literature regarding elementary teacher candidates' perceptions of their overall readiness for field experiences and student teaching. In order to narrow this gap, the current study's intent was to add some information regarding candidates' perceptions of their overall readiness to the literature and also launch the process of establishing reliability and validity for the recently developed FEASTS. Results showed that the survey appears to be valid based on evidence that the survey met the investigators' goal, which was to assess teacher candidates' opinions of how prepared they felt to deliver instruction in reading, math, science, social studies, and writing. Further, the investigators solicited feedback regarding how comfortable teacher candidates felt about discipline management or student engagement and candidates' ability to differentiate instruction for English Language Learners, struggling readers, and gifted and talented students. Furthermore, candidates responded to items that related to research and theory taught at the university. The investigators in this study found that teacher candidates may require additional support in student engagement or discipline management. This finding is aligned with Yuksel (2014), who also found that teacher candidates felt proficient in teaching but needed further support in classroom management. The investigators also found that less than 50% of the candidates felt prepared to facilitate reading workshop. This finding aligns with Ates's (2013) study who also learned that candidates' content and pedagogy in the area of reading needed strengthening. These findings from the current study are meaningful and have added to the existing literature regarding the use of candidates' opinions to explore the impact of the educator preparation program prior to placement in the field.

CAEP's (2013) revised accountability standards outlined performance measures and requirements for educator preparation programs. The investigators in the current study identified three major findings that directly relate to CAEP's standards. The first finding relates to content and pedagogical knowledge. Through reflection (Dewey, 1944), data revealed that candidates' opinions of their confidence levels in delivering instruction for various subjects were diversified. The highest percentages of agree and /or strongly agree involved communication between the mentor teachers and site professors. This finding provides documentation in the area of establishing strong partnerships between the university and school district

(CAEP, 2013). Teacher candidates felt they needed additional preparation and/or support in order to spend two hours in the schools. The lowest percentages involved preparation to teach reading workshop, math problem solving, and science themes. Research supports efforts in considering teacher candidates' perceptions, as studies on the relationships between self-efficacy and learning effectiveness have found that students with higher self-efficacy are more capable of cognition and metacognition and persevere longer in the learning context (Burgoon, Meece, & Granger, 2012; McCombs, 1984). Investigators sought to enhance candidates' "sense of readiness" prior to placement in the field, and FEASTS has strong potential for providing an unobtrusive avenue for universities to collect reliable data regarding their EC-6 educator preparation program.

A second major finding revealed that this survey was reliable. Cronbach's alpha test yielded a high reliability score and more than 85% of the targeted population found the survey statements clear and easy to understand, which enhanced content validity. The instrument is reliable and valid and provided pertinent information that might be used to enhance program quality assurance (CAEP, 2013) for the participating universities. A third finding stemmed from responses to the open-ended question that aimed at capturing the teacher candidates' suggestions for improving the survey. Valuable feedback for revisions surfaced, such as no changes were warranted, the survey was too lengthy, and the Likert-scale options were limited. These comments will be used to revise sections of the instrument.

Limitations

This study provided some meaningful findings, but at the same time, the limitations of this study need to be carefully taken into consideration. One of the limitations in the present study was the sample size. Due to the limited number of participants who volunteered to take the survey, interpretation of the results was carefully applied within the context of the study.

Next Steps

With increased attention surrounding educator preparation and continuous improvement (CAEP, 2013), seeking teacher candidates' opinions is crucial to the process for building a bridge between educator preparation and PreK-12 schools. This study's results contribute to the body of evidence that teacher candidates' opinions, attitudes, and beliefs can provide valuable information for program documentation and improvements. Based on written feedback from respondents, next steps involve adding six choices to the Likert-scale: strongly disagree, disagree, neither agree nor disagree, does not apply, agree, and strongly agree. Feedback from the open-ended question, related to revising the Likert-scale choices, included responses included comments such as, "should have an option for neither agree nor disagree", "include a neutral response option", and "sometimes I had to put disagree for ones I felt neutral about because 'does not apply' doesn't work".

The investigators will shorten the survey due to teacher candidates' suggestions such as "make it shorter" and "decrease the amount of questions." To begin this process, the investigators will revisit the reliability report and eliminate the statement from each category that showed a low correlation when compared to the other questions in the same category. Following the elimination process, investigators will rerun the Cronbach's alpha test of reliability.

The investigators plan to make the FEASTS available to a wider number of elementary teacher candidates across the United States in order to improve the sample size. In its current state, this survey instrument is reliable and valid for educator preparation programs to utilize. The vision is for educator preparation programs to access this instrument as an avenue for strengthening their program's quality assurance, a CAEP standard. Approximately, 90% of the survey items that encompass the survey relate to content and pedagogical knowledge, also a CAEP standard. Collaboration represents one of the eleven categories that comprise the instrument, yet another CAEP standard that relates to establishing strong partnerships with school districts. Finally, CAEP requires educator preparation programs to recruit diverse teacher candidates and expose them to diverse students. FEASTS also consists of items related to special student groups such as English language learners. Today, universities face many challenges, especially their educator preparation programs. Nonetheless, findings regarding FEASTS lead the investigators to a conclusion that this instrument has strong potential to serve as an avenue for gaining feedback from teacher candidates regarding the impact of their educator preparation program.

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Appendix A
The Field Experience and Student Teaching Survey

Survey Responses

Statements by Categories	Strongly Disagree/ Disagree	Does Not Apply	Agree/ Strongly Agree
Collaboration- I felt prepared to spend at least two hours in schools four days per week to practice different classroom configurations	99%	1%	0%
Collaboration- I felt prepared to spend at least two hours in schools four days per week to promote positive student behavior.	69%	31%	0%
Reading- I felt prepared to teach phonemic awareness, phonics, vocabulary, fluency, and comprehension.	0%	2%	98%
Reading- I felt prepared to teach consonant blends, digraphs, and diphthongs.	5%	3%	93%
Reading- I felt prepared to teach literal level, inferential, and applied comprehension.	22%	8%	69%
Reading- I felt prepared to facilitate a Reading Workshop lesson.	35%	18%	48%
Theory- I felt prepared to deliver instruction based on constructivist views by scaffolding as students actively participated in the learning process.	22%	8%	71%
Writing- I felt prepared to teach writing lessons.	9%	8%	84%
Writing- I felt prepared to teach procedural, skills, and craft / mini-lessons during writing workshop.	4%	7%	90%
Writing- I felt prepared to teach young children about writing traits such as voice.	6%	11%	84%
Writing- I felt prepared to implement developmental writing strategies to help students reach the conventional stage.	17%	18%	65%
Writing- I felt prepared to expose students to various literary genres to model effective writing.	21%	22%	58%
Math- I felt prepared to teach concepts about algebra, geometry, graphing, and problem-solving.	5%	12%	83%
Math- I felt prepared to introduce young children to algebraic concepts by teaching how to recite numbers forward and backward from any given number, skip counting, and identifying number patterns.	23%	19%	59%

Appendix A, Cont'd.

Statements by Categories	Strongly Disagree/ Disagree	Does Not Apply	Agree/ Strongly Agree
Math- I felt prepared to expose young children to shapes found in household items as an effective way to introduce geometry.	10%	22%	69%
Math- I felt prepared to involve young children in conducting surveys to reinforce graphing.	7%	21%	73%
Math- I felt prepared to teach problem-solving in math.	19%	27%	54%
Social Studies- I felt prepared to teach various social studies related themes.	12%	13%	74%
Social Studies- I felt prepare to expose students to various types of communities such as classroom, school, and/or virtual.	8%	9%	82%
Social Studies- I felt prepared to teach young children the concept of consumer.	6%	8%	81%
Social Studies- I felt prepared to teach young children how community helpers can enhance their understanding of the concept of producer.	9%	24%	66%
Social Studies- I felt prepared to teach the three branches of government.	7%	22%	72%
Science- I felt prepared to teach various themes related to science.	20%	35%	46%
Science- I felt prepared to teach young children how to use safety goggles and how to properly wash hands to enhance their knowledge of scientific investigations and reasoning.	10%	12%	78%
Science- I felt prepared to facilitate activities that prompted students to ask questions about organisms, objects, and events they observe in the natural to support scientific investigations and reasoning.	4%	30%	66%
Science- I felt prepared to teach young children about significant forms of energy such as light, heat, and sound.	9%	26%	65%
Science- I felt prepared to teach about natural resources such as streams, lakes, and oceans.	15%	26%	59%
Student Engagement- I felt prepared to enhance students' intrinsic motivation and self-initiated achievements.	7%	26%	69%
Student Engagement- I felt prepared to use external incentives in order to promote intrinsic motivation.	7%	25%	69%

Appendix A, Cont'd.

Statements by Categories	Strongly Disagree/ Disagree	Does Not Apply	Agree/ Strongly Agree
Student Engagement- I felt prepared to help create highly engaging classroom activities to minimize inappropriate student behavior.	6%	9%	85%
Student- Engagement- I felt prepared to co-create classroom expectations and consequences with students in order to minimize off task behavior.	10%	13%	77%
Collaboration- I felt that collaboration between my mentor teacher and university supervisor helped me with small group instruction.	10%	2%	88%
Collaboration- I felt collaboration between my mentor teacher and university supervisor helped me with whole group instruction.	6%	6%	89%
Collaboration- I felt collaboration between my mentor teacher and university professor helped me create learner-centered lessons.	16%	5%	79%
Collaboration- I felt collaboration between my mentor teacher and university professor helped me implement informal assessments to identify students' strengths and weaknesses.	14%	4%	82%
Differentiation- I felt prepared to design lessons for struggling readers.	16%	7%	77%
Differentiation- I felt prepared to design lessons for gifted and talented students.	26%	4%	71%
Differentiation- I felt prepared to design lessons for English learners.	27%	6%	68%
Reading- I felt prepared to teach a small group of students as the other students engaged independently with literacy centres.	27%	4%	69%
Theory- I felt prepared to "Kidwatch" (Goodman, 1978) and take daily anecdotal notes	7%	9%	85%
Theory- I felt prepared to scaffold as students actively participate in the learning activities	15%	27%	58%
Theory- When working with young children, I felt prepared to scaffold in the Zone of Proximal Development (Vygotsky, 1978).	6%	2%	92%
Other- I felt prepared to utilize technology and other digital tools to problem solve and research additional materials needed.	8%	6%	86%
Differentiation- I felt prepared to implement formative, pre-assessments, ongoing, and post-assessments to meet the needs of individual students.	2%	0%	98%
Other- I felt prepared to communicate and support my philosophy of education teaching.	7%	6%	88%

Appendix B
Sample of Candidates' Feedback

Summary of Written Responses

Summary of Written Responses	Cogenerated Categories
Make it shorter.	Length of survey
Should have an option for neither agree nor disagree	Likert-scale
I do not have any questions pertaining to the improvement of this survey.	No improvements needed
Easy survey	No improvements needed
Include a neutral response option.	Likert-scale
The survey was easily understood and provided appropriate answer choices to choose from.	No improvements needed
Make it a little shorter.	Length of survey
Decrease the amount of questions.	Length of Survey
Less questions.	Length of Survey
This is too broad. I felt a lot of the questions did not apply to me. I also wish there was a neutral option for these statements. Sometimes I had to put disagree for ones I felt neutral about because "does not apply" doesn't work.	Likert-scale