

2025 Pre-AoP Report

Michigan State University

Teacher Preparation Program

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Introduction

Teacher Preparation students were asked their level of confidence regarding the AoP Core Practices during April of the last semester of their Junior year, before their student teaching placement. Students ranked their confidence on each item on a scale of “Not Confident,” “Confident,” and “Very Confident.”

- 335 students were asked to take the assessment, including Special Education, Elementary, and Secondary students
- The response rate was 88%
- There were 7 students who were enrolled in two courses where the Pre AoP was administered. 5 of those students completed the form twice, but for different disciplines. Therefore, there are 5 repeats, but their submissions reflect different perspectives on their preparedness.

By Discipline

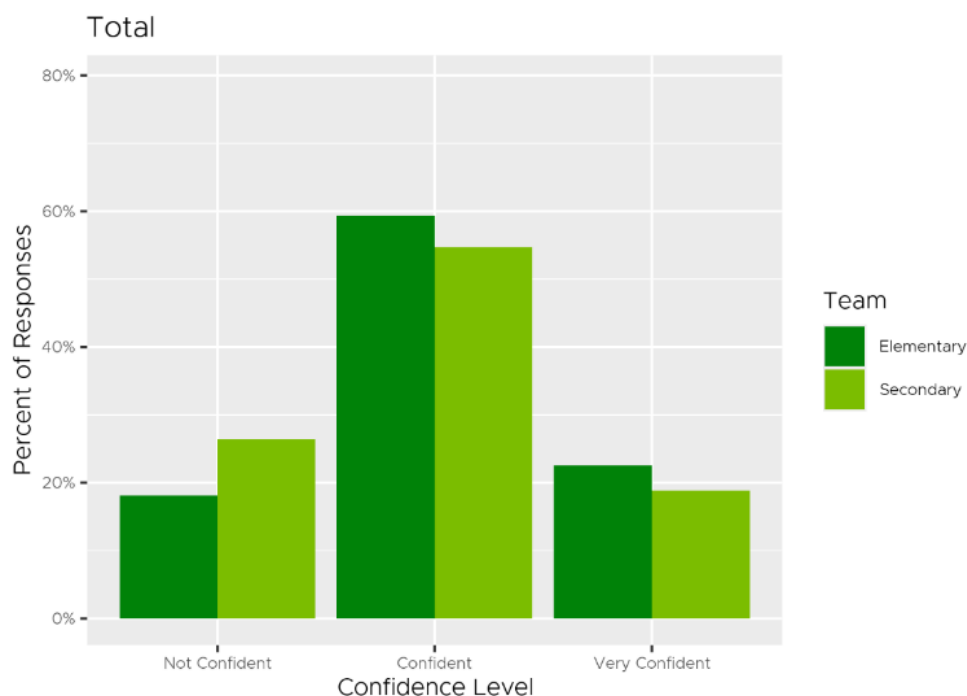
The Pre-AoP was administered in pre-internship courses. Elementary and Special Education students are enrolled in the same pre-internship course and they are grouped together. Elementary also encompasses students pursuing a Birth-Kindergarten endorsement. The Secondary students were enrolled in a clinical experience in relation to their subject area. Below is the result for all AoP items grouped by course discipline.

	ELEM	WL	SS	SCI	MATH	ENG	ART	AG
N	195	5	60	13	12	40	12	5
Very Confident	23%	42%	16%	20%	10%	20%	24%	22%
Confident	59%	46%	59%	49%	63%	48%	59%	50%
Not Confident	18%	12%	24%	31%	27%	32%	17%	28%

- Science and English are the least confident heading into their internship while World Language, Art, and Elementary are the most confident.

- However, most disciplines indicate a vast majority of students in the Confident and Very Confident rankings.
- It should also be noted the small counts of some of the secondary disciplines in comparison to Elementary may not lead to the best comparison.

In the following graph, all Secondary is grouped together:



Secondary students were slightly less confident overall compared to Elementary/Special Education students. The difference, however, is not drastic but is still important to note.

By AoP Item

- For all students, **#16 (Building respectful relationships with students and incorporating what they learn into instruction)** was the highest ranked with 52.7% of Elementary and 41.8% of Secondary students responding they were “Very Confident” with this item and very little “Not Confident” responses.
- **#14 (Leading a group discussion)** and **#2 (Analyzing their own instruction using data for the purpose of improving it)** were also highly ranked as “Very Confident” by all students.
- For all students, **#17 (Checking student understanding during and at the conclusion of lessons.)** was the highest ranked “Confident” item.
- AoP Item **#9 (Diagnosing particular common patterns of student thinking and development in a subject-matter domain)**, **#1 (Communicating information with parents or other caregivers about a student)**, and **#10 (Selecting and designing assessments of student learning)** were the three AoP Items with the highest proportion of “Least Confident” for both Elementary and Secondary.

Qualitative

On the form, there was an optional comment box. 51 students commented, and their responses are roughly synthesized below.

- 10 comments asked for something between Not Confident and Confident. One student mentioned there should be a differentiation between not confident as in not familiar with the AoP item and not confident as in familiar, but not confident in their adequacy of it.
- 6 students commented that they want more experience with classroom management specifically, and all these students were from English.
- 3 students mentioned that they worked as a substitute teacher and they gained a lot of skills mentioned in the CPs through this experience.
- Many comments echoed confidence and familiarity with the Core Practices in theory but not exactly in practice. They are looking forward to developing the skills in the coming year.

Below are a few comments that showcase student's opinions and reactions to the form:

- "What do you use this survey for? Why do you need to know these things?"
- "I am not confident with parent interactions because I have not had an opportunity in placement yet!"
- "I find myself pretty confident in most of these areas, I will not really know truly how confident I am in my ability to do these things until I am in front of a class presenting my own lessons."
- "I feel just as nervous as I am excited. The teacher prep courses up to this point have given me the proper tools to succeed. I simply just want more opportunity to practice and refine these skills which I am excited to get next year"
- "I would love to learn more skills relating to classroom management, summative assessments, and parental communication--I have not had much experience in either of these fields."

Key Takeaways

- For future iterations of this survey, adding an option between Not Confident and Confident should be considered. Additionally, adding the ability to break down the Elementary category between Elementary and Special Education students would be worthwhile.
- Overall, Elementary students were slightly more confident on the AoP items compared to Secondary.
- Qualitatively, some students are more confident with the theory rather than the application of the AoP items and feel inexperienced thus far.
- Students were very confident regarding building relationships with students, leading group discussions, and analyzing their own instruction. This likely reflects their experiences in their pre-internship and coursework.
- Students were less confident in identifying patterns in students, designing assessments, and interacting with parents/caregivers. Since the pre-internship placements are shorter with less face time, it would make sense that students are

less confident identifying long-term patterns, wouldn't have a chance to talk with caregivers, and design assessments. These items may be the ones that students are most likely to struggle with in the internship.