Randolph College EPP Pupil Surveys for Student Teachers (2020-2021)

As was true in the past, there are three versions of the pupil surveys: grades K-2, grades 3-5, and grades 6-12 with a Likert three-point scale that is developmentally appropriate for each age group. Tables 1, 2, and 3 (below) show that the mean scores for all survey items were above the target of 2.0. Like previous years, we asked clinical instructors to administer the survey for their respective student teachers during the last week of student teaching. Unfortunately, the disruption of survey administration which began during Spring 2020 continued during the 2020-2021 school year. Many of our partner schools were fully virtual during at least part of the fall term, and most students returned in shifts when they did return (e.g., Group A in a class or grade would come to school on Monday/Wednesday while Group B came to school on Tuesday/Thursday). Candidates and pupils were also frequently out due to illness or quarantine. Although candidates were able to share surveys via their virtual platforms, they reported intense burnout among their pupils; in short, little virtual work that wasn't required was completed (and even required work was difficult to track down). That burnout only increased as the year progressed. This is evident in our pupil data. Far fewer surveys than normal were returned in the fall, and in grades K-2 and 3-5, no surveys were returned during the spring term. As a result, while we met our 2.0 target on all items in all grades, we are unable to draw many conclusions from these data. As we write this, the second student teaching placement of the 2021-2022 academic year has concluded for the majority of our candidates, and we can see that survey response rates are much closer to normal than the last two years.

In grades For the **K-2 survey** (Table 1), the highest mean score of 3 was reported for items 1, 5, 6, and 7 ("My teacher listens to me," "I am able to do the work in class," "I learn new things in my class," and "I feel safe") (SD 0). The lowest reported mean was 2.143 on item 2 ("My teacher gives me help when I need it") (SD .900). This item was the lowest mean last year; we speculate that decreased face-to-face time and increased reliance on independent virtual work may have influenced pupils' responses. We will monitor this item in the coming year. For the grades **3-5 survey** (Table 2), the highest mean score of 3 was again recorded for item 8 ("My teacher shows respect to all students") (SD 0), as was the case for the last three years. The lowest reported mean was 2.33, shared by items 1 ("My teacher listens to me") (SD .577), 5 ("My teacher uses many ways to teach") (SD .577), and 6 ("My teacher explains how my learning can be used outside of school") (SD .577). For the grades **6-12 survey** (Table 3) the highest mean was for item 8 ("encourages all students to learn") (2.810, SD .414), as was true the last two years. The lowest reported mean was for item 15 ("sets high expectations") (2.333, SD .537). As was true for other items, we question the influence of COVID on pupils' responses, but we will monitor this item in the coming year.

When we developed the instrument, content validity (that is, whether or not the instrument actually measures what we set out to measure) was reviewed by department faculty with expertise in child development and curriculum and instruction. To test instrument reliability (internal consistency), each set of survey data was analyzed using SPSS (Version 26) Cronbach's Alpha statistics. This analysis helped us gauge whether all items on the evaluation were working well together and whether some items were redundant. Because 2020-2021 response rates were so low for the K-2 and 3-5 surveys ($n = 7$ and $n = 3$, respectively), we combined the 2020-2021 data with the 2019-2020 data to achieve a minimum acceptable sample size for analysis

(resulting in $n = 37$ and $n = 61$, respectively). The K-2 survey had seven items ($α = .314$), the 3-5 survey had eight items ($α = .600$), and the 6-12 survey had 17 items ($α = .922$). Further examination of the item total statistics revealed that items 3 and 5 on the K-2 survey continued to be problematic, with a higher $α$ if deleted ($.332$ and $.387$, respectively). Although the K-2 survey's reliability is typically lower than those administered to older students, this is the third year that reliability has been notably lower than that of the grades 3-5 survey; however, as most of the data in this sample were from 2019-2020, we will continue to monitor these items rather than begin to revise the instrument, as the survey had been shown to be more reliable pre-COVID. The 3-5 survey's $α$ was similar to that of previous years, and item 5 showed a somewhat higher $α$ if deleted ($.625$). The 6-12 survey, as has been true in the past, showed high reliability. Items 5 and 15 showed a slightly higher $α$ if deleted ($.923$ and $.924$, respectively), but at present we are not concerned with these items or the instrument overall.

Table 1. Pupil surveys (K-2) for student teachers during 2020-2021
Target mean score is 2.0.

Survey Item 1=frowning 2=neutral 3=smiling	N	Mean	SD
1. My teacher listens to me.	7	3	0
2. My teacher gives me help when I need it.	7	2.143	.900
3. My teacher shows me how to do new things.	7	2.857	.380
4. I know what I am supposed to do in class.	7	2.857	.380
5. I am able to do the work in class.	7	3	0
6. I learn new things in my class.	7	3	0
7. I feel safe in my classroom.	7	3	0

Table 2. Pupil surveys (grades 3-5) for student teachers during 2020-2021
Target mean score is 2.0.

Survey Items 1=no 2=sometime 3=yes	N	Mean	SD
1. My teacher listens to me.	3	2.333	.577
2. My teacher gives me help when I need it.	3	2.667	.577
3. I am able to do the work in class.	3	2.667	.577
4. I feel safe in this class.	3	2.667	.577
5. My teacher uses many ways to teach.	3	2.333	.577
6. My teacher explains how my learning can be used outside school.	3	2.333	.577
7. My teacher explains when I get things wrong on my work.	3	2.667	.577
8. My teacher shows respect to all students.	3	3	0

Table 3. Pupil surveys (grades 6-12) for student teachers during 2020-2021
Target mean score is 2.0.

Survey Items 1= disagree 2 =undecided 3=agree *In this class, my teacher…*	N	Mean	SD
1. gives clear instructions.	126	2.643	.497
2. treats everyone fairly.	126	2.794	.406
3. is available for help outside of class time.	126	2.611	.521
4. clearly states the objectives for the lesson.	126	2.675	.534
5. grades my work in a reasonable time.	126	2.643	.513
6. relates the lesson to other subjects or the real world.	126	2.484	.642
7. allows for and respects different opinions.	126	2.659	.493
8. encourages all students to learn.	126	2.810	.414
9. uses a variety of activities.	126	2.508	.590
10. communicates in a way I can understand.	126	2.621	.495
11. manages the classroom with a minimum of disruptions.	126	2.627	.517
12. shows respect to all students.	126	2.786	.412
13. makes sure class time is used for learning	126	2.778	.417
14. clearly defines long-term assignments (such as projects).	126	2.516	.547
15. sets high expectations.	126	2.333	.537
16. helps me reach the high expectations she/he sets.	126	2.659	.476
17. communicates honestly with me.	126	2.722	.467