

## Cooperating Teacher Survey: Additional Items Administered at Mid-Term to Share Data Results and Collect Key Stakeholder Feedback (CAEP R5.3) (administered in AY 2021-2022; All programs except Math/Sciences)

Based on student teaching mid-term evaluation results for candidates during AY 2020-2021, results indicated strengths for our teacher candidates in:

- professionalism and ethical behavior (InTASC Standards 9 & 10);
- establishing an environment that promotes learning for all students and a respectful culture (InTASC Standard 3); and
- instructional planning including teacher content knowledge, lesson structure and pacing, and integrating relevant, sequenced work for students (InTASC Standards 4, 5, 7 & 8).

Given your work this semester with a NAU student teacher, please rate your observations of your student teacher's knowledge and skills for the following items aligned to professional teaching standards:

Items	Not Observed/ Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
Demonstrated a high degree of Professionalism and Ethical Behavior (InTASC Standards 9 & 10)					
Established an Environment that promoted learning for all students (InTASC Standard 3)					
Established an Environment that promoted a respectful culture (InTASC Standard 3)					
Developed effect Instructional Plans that demonstrated teacher content knowledge (InTASC Standards 4, 5, & 7)					
Developed effect Instructional Plans that demonstrated appropriate lesson structure and pacing (InTASC Standards 7 & 8)					
Developed effect Instructional Plans that sequenced work for students (InTASC Standards 7 & 8)					

If you marked disagree or strongly disagree for any of the above performance indicators, do you have recommendations regarding how NAU could better prepare teacher candidates in relation to the performance indicator?

Do you have any additional comments regarding strengths your student teacher demonstrated?

Based on student teaching mid-term evaluation results for candidates during AY 2020-2021, data also indicated several areas for improvement including:

- development of assessments aligned to lesson objectives and used assessment results to inform instructional decisions (InTASC Standards 6 & 7);
- alignment and communication of learning objects and state standards (InTASC Standards 4 & 7);
- questioning techniques that promote a balanced mix of authentic question types, require active responses, and student teacher calls on student volunteers and nonvolunteers who represent the diversity of the class (i.e., races, ethnicities, genders, abilities) (InTASC Standard 8); and
- designing instruction to teach analytical, practical, creative, and/or research-based thinking as well as facilitating student-led problem-solving learning opportunities (InTASC Standard 8).

Given your work this semester with a NAU student teacher, please rate your observations of your student teacher's knowledge and skills for the following items aligned to professional teaching standards:

Items	Not Observed/ Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
Developed assessments aligned to lesson objectives (InTASC Standards 6 & 7)					
Used assessment results to inform instructional decisions (InTASC Standards 6 & 7)					
Aligned instructional plans to learning objectives and state standards (InTASC Standards 4 & 7)					
Consistently communicated lesson/unit learning objectives to students (InTASC Standards 4 & 7)					
Used questioning techniques that promoted a mix of authentic question types, requiring active responses from students (InTASC Standard 8)					
Called on student volunteers and non-volunteers who represented the diversity of the class (i.e., races, ethnicities, genders, abilities) (InTASC Standard 8)					
Designed instruction to teach analytical, practical, creative, and/or research-based thinking (InTASC Standard 8)					
Facilitated instruction that promoted student-led, problem-solving learning opportunities (InTASC Standard 8)					

If you marked disagree or strongly disagree for any of the above items, do you have suggestions regarding how NAU could better prepare teacher candidates in relation to the performance indicator?

Do you have any additional comments regarding areas for improvement your student teacher demonstrated?

How would rate the depth, breadth and coherence of the student teaching requirements and experience in relation to authentic work teachers perform?

Items	Very Inappropriate	Inappropriate	Appropriate	Very Appropriate
Sufficient depth to support independent teaching after completion of student teaching (post-graduation)				
Sufficient breadth to support independent teaching after completion of student teaching (post-graduation)				
Sufficient coherence between coursework expectations to allow for demonstration of expected practice in student teaching				

Do you have any recommendations regarding how student teaching expectations or required assignments/assessments could be strengthened?

Please rate your satisfaction with the following preparation and training materials provided to you as a Cooperating Teacher.

Items	Not Received/ Completed	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Email notice stating expectations for Cooperating Teachers sent out at the beginning of the placement					
Email notice regarding the options for honorariums provided to Cooperating Teachers and the steps to select an honorarium option					
Online, self-paced trainings on the PEP website on topics such as Quality-Mentoring, Communicating with Teacher Candidates, Assessment, Cooperating Teacher Roles & Responsibilities, and Overview of the Student Teaching Evaluation Instrument					
Initial team meeting with NAU's University Supervisor, student teacher, and Cooperating Teacher					

Do you have any additional comments regarding the preparation and training materials provided to you as a Cooperating Teacher?