

Cooperating Teacher Survey: Additional Items Administered at Mid-Term to Share Data Results & Collect Key Stakeholder Feedback (CAEP R5.3)

Spring 2022 Data Analysis (N = 243)

Early Childhood Education (BSED)

Early Childhood Education & Early Childhood Special Education (BSED)

Elementary Education Certification (MED)

Elementary Education (BSED)

Special & Elementary Education (BSED)

Strengths

Cooperating Teachers were asked if they had additional comments regarding strengths their student teacher demonstrated. Respondents identified 104 specific strengths. The strengths listed below represent those mentioned most frequently.

- Lesson Planning
- Growth Mindset (eager to learn, open to feedback)
- Building rapport with students
- Team player
- Well-prepared by NAU
- Strong content knowledge

Areas for Improvement

Cooperating Teachers were asked if they had additional comments regarding observed areas for improvement for their student teacher. Respondents offered 69 specific comments in this section. Most comments were positive. The areas for improvement listed below represent those mentioned most frequently.

- Using questioning strategies and wait time
- Creating and using assessments
- Incorporating higher level critical thinking skills into lessons

Recommendations

Cooperating Teachers were asked if they had any recommendations regarding how student teaching expectations or required assignments/assessments could be strengthened. Respondents offered 46 comments. The comments listed below represent the recommendations mentioned most frequently.

- More field experience and hands-on classroom time before and during student teaching
- CWS assignment expectations unclear and disconnected from cooperating teacher

Quantitative Data

The majority of respondents from all programs marked 3 (*Agree/Appropriate/Satisfied*) or 4 (*Strongly agree/Very Appropriate/Very Satisfied*) on all sections of the survey. The following data highlights the sections where more than 10% of respondents marked 3 (*Disagree/Inappropriate/Dissatisfied*), 4 (*Strongly Disagree/Very Inappropriate/Very Dissatisfied*), or 5 (*Not observed/Applicable*).

- 12% of respondents marked Not Observed/Applicable, Strongly Disagree, or Disagree on the professional teaching standard of “Developed assessments aligned to lesson objectives (InTASC Standards 6 and 7)
- 12% of respondents marked Not Observed/Applicable, Strongly Disagree, or Disagree on the professional teaching standard “Designed instruction to teach analytical, practical, creative, and/or research-based thinking” (InTASC Standard 8)
- 10% of respondents marked Not Observed/Applicable, Strongly Disagree, or Disagree on the professional teaching standard “Used assessment results to inform instructional decisions” (InTASC Standards 6 and 7)

Sufficient Depth, Breadth and Coherence of Student Teaching Requirements

Respondents were asked to rate their observations of their student teacher's knowledge and skills for various items aligned to professional teaching standards, and responses were requested on a Likert scale from 1 (*Very Inappropriate*) to 4 (*Very Appropriate*). The items asked if candidates had "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)"; and "Sufficient coherence between coursework expectations to allow for demonstration of expected practice in student teaching." No items were marked at 10% or higher.

Satisfaction with Cooperating Teacher Preparation and Training Materials

Respondents were asked to rate their level of satisfaction with the preparation and training materials provided to them. The scale ranged from 1 (*Very Dissatisfied*) to 4 (*Very Satisfied*) with another option for 5 (*Not Received/Completed*). Approximately 14-18% of respondents marked *Not Received/Completed* for the following two items:

- Email notice regarding the options for honorariums provided to Cooperating Teachers and the steps to select an honorarium option (14%, $n = 35$)
- 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 (18%, $n = 44$)