

Cooperating Teacher Survey: Additional Items Administered at Midterm to Share Data Results & Collect Key Stakeholder Feedback (CAEP R5.3) Spring 2024 Data Analysis (N = 230)

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. The strengths listed below represent those mentioned most frequently.

- **Student-Centered Instruction & Relationship Building** – Focuses on understanding & addressing individual student needs, fostering strong relationships, and creating a supportive learning environment. (InTASC Standard 1, 2, 3)
- **Professionalism, Collaboration, and Growth** – Demonstrates professionalism, effective collaboration with colleagues, and a commitment to continuous improvement through reflection and feedback. (InTASC Standard 9, 10)
- **Engagement and Lesson Planning - Designs** and implements creative, hands-on, and engaging lessons that motivate students and promote critical thinking and active participation. (InTASC Standard 7)
- **Adaptability, Flexibility, and Initiative** - Shows adaptability in teaching practices, willingness to accept challenges, and proactive initiative in enhancing student learning experiences. (InTASC Standard 8)

Areas for Improvement

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

- **Classroom Management and Behavioral Strategies** - Needs to develop stronger classroom management skills and effective strategies for handling student behaviors and maintaining engagement across diverse student needs. (InTASC Standard 3, 8)
- **Preparedness, Communication, and Pacing** - Requires improvement in lesson preparation, communication with colleagues and students, and pacing instruction to maintain student focus and participation. (InTASC 3, 8)
- **Assessment, Evaluation, and Questioning Techniques** - Needs to enhance skills in developing and implementing assessments, using questioning strategies to foster critical thinking, and evaluating student performance effectively. (InTASC Standard 6)
- **Time Constraints and Program Limitations** - Faces challenges due to limited time and opportunities in the teaching program, impacting the ability to fully develop and showcase teaching skills and implement feedback. (InTASC 8)

Recommendations

Cooperating Teachers were asked if they had any recommendations regarding how student teaching expectations or required assignments/assessments could be strengthened. Based on the responses their recommendations can be divided into following categories.

- **Improve Classroom Management Training** - Increase focus on classroom management strategies, with more practical experience in managing diverse and larger classrooms.
- **Enhance Assessment Skills** - Provide more training on creating and using assessments effectively to evaluate and improve student learning.
- **Strengthen Lesson Planning and Communication** - Emphasize the importance of thorough lesson preparation and effective communication with students and colleagues.

- **Expand Teaching Opportunities** - Offer more chances for student teachers to work with diverse student populations, including English learners and students with special needs.

Quantitative Data

The majority of respondents from all programs marked 4 (Agree/Appropriate/Satisfied) or 5 (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), 2 (Strongly Disagree/Very Inappropriate/Very Dissatisfied), or 1 (Not observed/Applicable).

- **22.20%** of respondents marked Not Observed/Applicable for “Developed assessments aligned to lesson objectives” (InTASC Standards 6 & 7)
- **13.20%** of respondents marked Not Observed/Applicable for “Used assessment results to inform instructional decisions” (InTASC Standards 6 & 7)
- **11.40%** of respondents marked Not Observed/Applicable for “Designed instruction to teach analytical, practical, creative, and/or research-based thinking” (InTASC Standard 8)

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” - **52.40% respondents found these as “Appropriate” & 45.60% found these as “Very Appropriate”.**

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). The following data highlights the sections in which approximately **17.80 %** of respondents marked Not Received/Completed, Very Dissatisfied, or Dissatisfied & **82.20 %** of respondents marked as Satisfied and very Satisfied:

- **22.80 %** of respondents marked Not Received/Completed for “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.”
- **17.40 %** of Respondents marked Not Received/Completed for “Email notice regarding the options for honorariums provided to Cooperating Teachers and the steps to select an honorarium option”.
- **12.20 %** of Respondents marked Not Received/Completed for “Initial team meeting with NAU’s University Supervisor, student teacher, and Cooperating Teacher”.