

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

Fall 2021 Data Analysis (N = 52)

Art Education (BSED)
English - Secondary Education (MA)
Music Secondary Education (BMED)
Secondary Education - History & Social Studies (BSED)
Secondary Education - English (BSED)
Secondary Education - Mathematics (BSED)
Secondary Education Science (Biology, Chemistry, Earth Science, General Science, & Physics) (BSED)
Secondary Education - Spanish (BSED)

Strengths

Cooperating Teachers were asked if they had additional comments regarding strengths their student teacher demonstrated. Respondents identified 23 specific strengths. The strengths listed below represent those mentioned most frequently.

- Building rapport with students
- Professionalism

Areas for Improvement

Cooperating Teachers were asked if they had additional comments regarding observed areas for improvement for their student teacher. Respondents identified 14 specific areas for improvement. The areas for improvement listed below represent those mentioned most frequently.

- Incorporating higher level questioning
- Writing Objectives

Recommendations

Cooperating Teachers were asked if they had any recommendations regarding how student teaching expectations or required assignments/assessments could be strengthened. Respondents identified 14 specific areas for improvement. The areas for improvement listed below represent those mentioned most frequently.

- More time in the classroom
- Reducing workload
- The CWS (Candidate Work Sample) was mentioned in 66% of the “reducing workload” comments

Quantitative Data

The majority of respondents throughout 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*).

Observations of Student Teachers' Knowledge and Skills

Respondents were asked to rate their observations of their student teacher's knowledge and skills for various items aligned to professional teaching standards. The standards identified were InTASC Standards 4, 6, 7 and 8 and responses were requested on a Likert scale from, 1 (*Strongly Disagree*) to 4 (*Strongly agree*) with an additional option, 5 (*Not Observed/Applicable*). Approximately 2-4% of respondents marked *Not Observed/Applicable* or *Disagree* for the following two items:

- Called on student volunteers and non-volunteers who represented the diversity of the class (i.e., races, ethnicities, genders, abilities)
- Used questioning techniques that promoted a mix of authentic question types, requiring active responses from students

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 some different professional teaching standards. Each of the questions could be answered on a scale from 1 (*Very Inappropriate*) to 4 (*Very Appropriate*). Approximately 2% of respondents marked *Inappropriate* for the following two items:

- Sufficient depth to support independent teaching after completion of student teaching
- Sufficient breadth to support independent teaching after completion of student teaching

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 2-6% of respondents marked *Not Received/Completed* or *Dissatisfied* for the following two items:

- 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