

## 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 = 71)

Art Education (BSED)  
Music - Secondary Ed (BMED)  
Secondary Education - History and Social Studies (BSED)  
Secondary Education- English (BSED)  
Secondary Education - Mathematics (BSED)  
Secondary Education - Science (BSED)  
Secondary Education - Spanish (BSED)  
Secondary Education - Physical Education (BSED)

#### Strengths

Cooperating Teachers were asked if they had additional comments regarding strengths their student teacher demonstrated. Respondents identified 34 specific strengths. The strengths listed below represent those mentioned most frequently.

- Building a rapport with students
- Reflective practitioner
- Flexible and adaptive
- Strong lesson planning
- 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 24 specific comments in this section. The areas for improvement listed below represent those mentioned most frequently.

- Using questioning strategies and wait time
- Connecting content to the real world, personal experience, and/or big picture
- Using more varied teaching approaches

#### Recommendations

Cooperating Teachers were asked if they had any recommendations regarding how student teaching expectations or required assignments/assessments could be strengthened. Respondents offered 23 comments. The comments listed below represent the recommendations mentioned most frequently.

- Classroom management
- More fieldwork experience before student teaching
- CWS assignment expectations unclear

#### 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. Data are supplied if more than 10% of respondents marked the following categories: 3 (*Disagree/Inappropriate/Dissatisfied*), 4 (*Strongly Disagree/Very Inappropriate/Very Dissatisfied*), or 5 (*Not observed/Applicable*).

- For all secondary education programs except the math and sciences programs, 21% of applicable respondents marked the standard “Used assessment results to inform instructional decisions” (InTASC Standards 6 and 7) as 3 (*Disagree/Inappropriate/Dissatisfied*), 4 (*Strongly Disagree/Very Inappropriate/Very Dissatisfied*), or 5 (*Not observed/Applicable*). Candidates in the secondary education programs in math and science use the UTOP rubric and did not have this standard; as such, their responses are not included in this data.

#### 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 (12%,  $n = 9$ )
- 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 (24%,  $n = 17$ )