

Cooperating Teacher Survey: Additional Items Administered at Midterm to Share Data Results & Collect Key Stakeholder Feedback (CAEP R5.3) Spring 2024 Data Analysis (N = 74)

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 teachers demonstrated. The strengths listed below represent those mentioned most frequently.

- **Confidence and Professionalism** – Exhibits confidence and professionalism in classroom interactions, lesson delivery, and student engagement, consistently meeting expectations for a successful educator. (InTASC Standard 10)
- **Commitment and Positive Attitude** – Shows a strong commitment to the teaching process with a consistently positive attitude, contributing to a productive and supportive learning environment. (InTASC Standard 3)
- **Content Knowledge and Real-World Application** - Demonstrates a solid understanding of subject content, effectively connecting lessons to real-world applications to enhance student learning. (InTASC Standard 4)
- **Issue Recognition and Resolution** - Quickly identifies and addresses student issues, ensuring a responsive and supportive classroom environment that fosters student well-being and success. (InTASC Standard 1 and 3)

Areas for Improvement

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

- **Classroom Management and Voice Projection** - Needs to improve classroom management strategies, including effective voice projection and handling distractions, to maintain a focused learning environment. (InTASC Standard 8)
- **Questioning Techniques and Student Engagement** - Requires enhancement in questioning techniques, moving from yes/no questions to open-ended ones, and better engaging quiet students in discussions. (InTASC Standard 8)
- **Communication and Feedback** - Needs clearer communication with students and mentors, including providing frequent reminders of objectives and checking for understanding during lessons. (InTASC Standard 8)
- **Differentiation and Preparation for Diverse Learners** - Requires more experience and training in differentiating instruction and assessments to meet the varied needs of diverse student groups, including heritage speakers and students with learning challenges. (InTASC Standard 2)

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 the following categories.

- **Enhanced Classroom Management Training** - Provide student teachers with more focused training on classroom management techniques, including voice projection, handling distractions, and maintaining student engagement.

- **Clearer Communication Guidelines** - Establish clearer communication protocols between student teachers, mentors, and students, including regular reminders of lesson objectives and expectations for assignments and assessments.
- **Improved Differentiation Strategies** - Incorporate more opportunities for student teachers to practice and receive feedback on differentiating instruction and assessments, particularly for diverse learners, such as heritage speakers 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).

- **20.5%** of respondents marked Not Observed/Applicable for “Connected math and science concepts across the disciplines to help generalize the content and make it more coherent”; Content Interconnections; InTASC Standard 5).
- **15.67%** of respondents marked Not Observed/Applicable for “Developed assessments aligned to lesson objectives” (InTASC Standards 6 & 7).
- **10.67%** 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.”

45.78 % of respondents found these as “Appropriate,” and 50.96 % 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 **11.13%** of respondents marked Not Received/Completed, Very Dissatisfied, or Dissatisfied and **88.87%** of respondents marked Satisfied and very Satisfied:

- **20.25%** 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.”
- **17%** 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.”