

## Cooperating Teacher Survey: Additional Items Administered at Midterm to Share Data Results & Collect Key Stakeholder Feedback (CAEP R5.3) Spring 2024 Data Analysis (N = 60)

Special & Elementary Education (BSED)  
Special Education - Mild/Moderate Disabilities Certificate (MED)  
Early Childhood Education & Early Childhood Special Education (BSED)  
Special Education - Early Childhood Special Education with Certification (MED)

### 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.

- **Engagement and Student-Centered Instruction** – Effectively engages students with creative, hands-on lessons and adapts instruction to meet diverse student needs. (InTASC Standard 2)
- **Professionalism and Collaboration** – Demonstrates strong professionalism, works well with colleagues, and actively contributes to a positive classroom culture. (InTASC Standard 10)
- **Content Knowledge and Instructional Skills** - Possesses deep content knowledge and employs innovative teaching strategies to facilitate student understanding and critical thinking. (InTASC Standard 4, 5)
- **Passion and Growth** - Shows a strong passion for teaching, continuously seeks improvement, and fosters meaningful relationships with students while maintaining professional boundaries. (InTASC Standard 3, 9)

### 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.

- **Professional Preparedness and Communication** - Needs to work on punctuality, lesson preparedness, and improving communication with coaches and colleagues to enhance overall teaching effectiveness. (InTASC Standard 9, 10)
- **Assessment and Questioning Techniques** - Needs to develop stronger assessment practices and questioning strategies that are developmentally appropriate and promote critical thinking. (InTASC Standard 6, 8)
- **Differentiation and Student-Specific Preparation** - Requires more preparation and training to effectively differentiate instruction for diverse student needs, including heritage speakers and language learners. (InTASC Standard 2)
- **Classroom Management and Pacing** - Needs improvement in managing classroom behavior, maintaining student focus, and effectively pacing lessons. (InTASC Standard 3, 7)

### 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.

- **Enhance Classroom Management Training** - Provide more targeted training on effective classroom management strategies, especially for handling diverse classroom settings and pacing.
- **Focus on Differentiation** - Offer additional preparation and resources for student teachers to better address the needs of diverse student groups, including heritage speakers and those with learning disabilities.
- **Strengthen Professional Preparedness** - Emphasize the importance of punctuality, lesson preparation, and effective communication with mentors and coaches to build a more professional teaching practice.

- **Improve Assessment and Feedback** - Introduce clearer guidelines and examples for creating assessments that are developmentally appropriate and ensure consistent feedback mechanisms to support student teachers in refining their questioning and evaluation techniques.

### **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 14% of respondents marked 3 (Disagree/Inappropriate/Dissatisfied), 2 (Strongly Disagree/Very Inappropriate/Very Dissatisfied), or 1 (Not observed/Applicable).

- **24.75%** of respondents marked Not Observed/Applicable for “Facilitated instruction that promoted student-led, problem-solving learning opportunities”. (InTASC Standard 8)
- **15.25%** of respondents marked Not Observed/Applicable for “Used assessment results to inform instructional decisions”. (InTASC Standards 6 & 7).
- **14%** of respondents marked Not Observed/Applicable for “Consistently communicated lesson/unit learning objectives to students “. (InTASC Standards 4 & 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.” **40% of respondents found these as “Appropriate” and 59% 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 **16.63 %** of respondents marked Not Received/Completed, Very Dissatisfied, or Dissatisfied and **83.37 %** of respondents marked Satisfied and very Satisfied:

- **21.75%** 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.”
- **19.50%** 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.”
- **13.75%** of Respondents marked Not Received/Completed for “Email notice stating expectations for Cooperating Teachers sent out at the beginning of the placement.”