

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

**Fall 2022 Data Analysis (N = 50)**

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)

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**Strengths**

Cooperating teachers were asked if they had additional comments regarding strengths their student teacher demonstrated. Sixty-one respondents identified specific strengths. The strengths listed below represent those mentioned most frequently.

- Classroom demeanor (calm, positive, patient, warm)
- Individualizing approaches to meet learner needs
- Growth mindset (open to feedback, self-reflective)
- Professionalism
- Initiative

**Areas for Improvement**

Cooperating teachers were asked if they had additional comments regarding observed areas for improvement for their student teacher. Forty-one respondents identified specific areas for improvement. The areas for improvement listed below represent those mentioned most frequently.

- Questioning strategies and prompting students

**Recommendations**

Cooperating Teachers were asked if they had any recommendations regarding how student teaching expectations or required assignments/assessments could be strengthened. Respondents identified 17 specific areas for improvement. The recommendations listed below represent those mentioned most frequently.

- More time in the special education placement classroom

**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 approximately 10% of respondents marked 3 (*Disagree/Inappropriate/Dissatisfied*), 4 (*Strongly Disagree/Very Inappropriate/Very Dissatisfied*), or 5 (*Not observed/Applicable*).

- 10% of respondents marked 5 (*Not observed/Applicable*) for “Developed effective Instructional Plans that demonstrated appropriate lesson structure and pacing” (InTASC Standards 7 & 8)
- 10% of respondents marked 5 (*Not observed/Applicable*) for “Used assessment results to inform instructional decisions” (InTASC Standards 6 & 7)
- 14% of respondents marked 5 (*Not observed/Applicable*) for “Developed assessments aligned to lesson objectives” (InTASC Standards 6 & 7)
- 14% of respondents marked 5 (*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.” 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*). The following data highlights the sections in which approximately 10% of respondents marked *Not Received/Completed*, *Very Dissatisfied*, or *Dissatisfied*:

- 14% 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”
- 16% 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”