

**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 = 62)**

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. Respondents identified 25 specific strengths. The strengths listed below represent those mentioned most frequently.

- Professionalism
- Individualizing approaches to meet learner needs
- Asking questions
- Hard working

**Areas for Improvement**

Cooperating teachers were asked if they had additional comments regarding observed areas for improvement for their student teacher. Respondents identified 12 specific areas for improvement. The areas for improvement listed below represent those mentioned most frequently.

- Using wait time and pacing
- Keeping students engaged

**Recommendations**

Cooperating Teachers were asked if they had any recommendations regarding how student teaching expectations or required assignments/assessments could be strengthened. Respondents identified 19 specific areas for improvement. The recommendations listed below represent those mentioned most frequently.

- More practice with SPED paperwork and the IEP process in particular
- More preparation with SPED as a group/team/community-oriented field (working with paraprofessionals, other teachers, and parents in IEP meetings)

**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*).

- 9.6% of respondents marked 5 (*Not observed/Applicable*) for “Developed Effective Instructional Plans that sequenced work for students” (InTASC Standards 7 and 8)

**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*:

- 9.6% of respondents marked *Not Received/Completed* for “Email notice regarding the options for honorariums provided to Cooperating Teachers and the steps to select an

honarium option”

- 14.5% 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”