

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

Fall 2024 Data Analysis (N = 103)

Early Childhood Education & Early Childhood Special Education (BSED)

Elementary Education Certification (MED)

Elementary Education (BSED)

Special & Elementary Education (BSED)

Strengths

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

- **Professionalism, Initiative, and Work Ethic** – Demonstrates professionalism, reliability, preparedness, initiative, and a strong commitment to student learning and professional growth. (InTASC Standards 9 & 10)
- **Relationship Building and Classroom Culture** – Builds positive relationships with students, creates supportive learning environments, and fosters a respectful classroom culture. (InTASC Standards 1, 2, & 3)
- **Student-Centered Instruction and Differentiation** – Recognizes diverse student needs and adapts instruction through differentiation, accommodations, and individualized support. (InTASC Standards 1, 2, & 7)
- **Reflection, Adaptability, and Growth** – Demonstrates a willingness to seek feedback, reflect on practice, and adjust instruction to improve student learning. (InTASC Standards 8, 9, & 10)
- **Lesson Planning and Content Knowledge** – Develops well-prepared lessons, demonstrates strong content knowledge, and effectively aligns instruction with learning objectives. (InTASC Standards 4, 5, & 7)
- **Student Engagement and Instructional Creativity** – Uses engaging instructional strategies, creativity, and active learning opportunities to promote student participation and motivation. (InTASC Standard 8)

Areas for Improvement

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

- **Classroom Management and Behavioral Strategies** – Needs continued development of classroom management skills, behavior support strategies, and techniques to maintain student engagement during instruction. (InTASC Standards 3 & 8)
- **Assessment and Data-Informed Instruction** – Would benefit from additional experience developing assessments, analyzing student data, and using results to guide instructional decisions. (InTASC Standards 6 & 7)

- **Questioning and Critical Thinking Strategies** – Needs to strengthen questioning techniques that promote higher-order thinking, inquiry, and student-led learning. (InTASC Standard 8)
- **Instructional Confidence and Leadership** – Would benefit from increased confidence and independence when leading instruction and making classroom decisions. (InTASC Standards 8, 9, & 10)
- **Instructional Planning and Application** – Needs continued practice applying instructional strategies, pacing lessons, and responding to complex classroom situations. (InTASC Standards 4, 7, & 8)

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.

- **Strengthen Classroom Management Training** – Increase opportunities to practice behavior management, student engagement, and classroom leadership strategies.
- **Enhance Assessment and Data Literacy Skills** – Provide additional training on assessment development, data analysis, and data-driven instructional decision making.
- **Expand Practical Teaching Experiences** – Increase opportunities for observation, modeling, and application of instructional practices in authentic classroom settings.
- **Develop Higher-Order Questioning and Student-Led Learning** – Emphasize instructional strategies that promote critical thinking, inquiry, discussion, and problem-solving.
- **Strengthen Preparation for Diverse Learners** – Provide additional experiences related to differentiation, accommodations, special education practices, and supporting diverse student populations.
- **Increase Independent Teaching Opportunities** – Encourage candidates to assume greater responsibility for planning, instruction, and classroom decision making throughout student teaching.

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 approximately 10% or more of respondents marked 3 (Disagree/Inappropriate/Dissatisfied), 2 (Strongly Disagree/Very Inappropriate/Very Dissatisfied), or 1 (Not Observed/Applicable).

- Approximately 12% of respondents marked Not Observed/Applicable for **“Developed assessments aligned to lesson objectives”** (InTASC Standards 6 & 7)
- Approximately 11% of respondents marked Not Observed/Applicable for **“Used assessment results to inform instructional decisions”** (InTASC Standards 6 & 7)
- Approximately 13% of respondents marked Not Observed/Applicable for **“Designed instruction to teach analytical, practical, creative, and/or research-based thinking”** (InTASC Standard 8)

- Approximately 10% of respondents marked Not Observed/Applicable for **“Facilitated instruction that promoted student-led, problem-solving learning opportunities”** (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.”

Approximately 48% of respondents rated these areas as **Appropriate** and 49% rated them as **Very Appropriate**, indicating strong confidence in candidates' preparedness for independent teaching and the alignment between coursework and field experiences.

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 respondents most frequently marked Not Received/Completed.

- Approximately 7% of respondents marked Not Received/Completed for **“Email notice stating expectations for Cooperating Teachers sent out at the beginning of the placement.”**
- Approximately 7% 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.”**
- Approximately 2% of respondents marked Not Received/Completed for **“Initial team meeting with NAU's University Supervisor, student teacher, and Cooperating Teacher.”**

Overall, the vast majority of respondents indicated they were **Satisfied** or **Very Satisfied** with the preparation and training materials provided.