

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

### **Fall 2024 Data Analysis (N = 80)**

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.

- **Professionalism, Initiative, and Work Ethic** – Demonstrates professionalism, dependability, initiative, and a strong commitment to teaching and continuous improvement. Candidates were frequently described as receptive to feedback, reflective, and willing to take on new responsibilities. (InTASC Standards 9 & 10)
- **Relationship Building and Positive Classroom Culture** – Establishes positive relationships with students, creates supportive learning environments, and fosters a respectful classroom culture that promotes student engagement and success. (InTASC Standards 1, 3, & 10)
- **Content Knowledge and Instructional Planning** – Demonstrates strong content knowledge and develops effective lesson plans aligned to learning objectives and curriculum expectations. (InTASC Standards 4, 5, & 7)
- **Student Engagement and Instructional Effectiveness** – Uses engaging instructional strategies, active learning opportunities, and creative approaches that encourage student participation and learning. (InTASC Standard 8)
- **Reflection, Adaptability, and Receptiveness to Feedback** – Demonstrates a willingness to seek feedback, reflect on instructional practices, and implement recommendations to improve teaching effectiveness. (InTASC Standard 9)
- **Collaboration and Student Support** – Works effectively with colleagues and provides individualized support to students while maintaining a positive and inclusive learning environment. (InTASC Standards 2 & 10)

### **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 Student Accountability** – Needs continued development of classroom management strategies, maintaining student engagement, managing distractions, and promoting student accountability for learning. (InTASC Standards 3 & 8)
- **Questioning Techniques and Higher-Order Thinking** – Would benefit from strengthening questioning strategies that encourage critical thinking, discussion, student participation, and deeper learning. (InTASC Standard 8)
- **Assessment and Data-Informed Instruction** – Needs additional opportunities to develop assessments, evaluate student learning, and use assessment results to guide instructional decisions. (InTASC Standards 6 & 7)
- **Instructional Pacing and Communication of Learning Objectives** – Would benefit from continued growth in lesson pacing, clearly communicating learning objectives, and helping students understand the purpose of learning activities. (InTASC Standards 4, 7, & 8)
- **Real-World Connections and Student-Led Learning** – Needs continued development in connecting content to real-world applications and providing opportunities for students to engage in inquiry, problem solving, and student-led learning experiences. (InTASC Standards 5 & 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.

- **Enhance Classroom Management Preparation** – Provide additional training and practical experiences focused on classroom management, student engagement, behavior support, and maintaining productive learning environments.
- **Strengthen Questioning and Discussion Strategies** – Increase opportunities for candidates to practice questioning techniques that promote critical thinking, discussion, inquiry, and active student participation.
- **Expand Assessment and Data Literacy Skills** – Provide additional preparation related to assessment design, analyzing student learning data, and using assessment results to guide instruction.
- **Increase Emphasis on Real-World Applications** – Encourage candidates to connect content to authentic contexts, interdisciplinary concepts, current events, and real-world problems.
- **Support Student-Led Learning Opportunities** – Continue preparing candidates to facilitate inquiry-based learning, problem-solving activities, and student-centered instructional practices.

### **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 **Not Observed/Applicable, Disagree/Inappropriate/Dissatisfied, or Strongly Disagree/Very Inappropriate/Very Dissatisfied**.

- Approximately **21%** 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.**” (InTASC Standard 5)
- Approximately **16%** 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 “**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.”

Approximately **46%** of respondents rated these areas as **Appropriate**, while approximately **51%** rated them as **Very Appropriate**, indicating strong confidence in candidates’ readiness 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 **20%** 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 **14%** of respondents marked **Not Received/Completed** for “**Email notice stating expectations for Cooperating Teachers sent out at the beginning of the placement.**”
- Approximately **11%** of respondents marked **Not Received/Completed** for “**Online, self-paced trainings on the PEP website.**”

Overall, the majority of respondents indicated they were **Satisfied** or **Very Satisfied** with the preparation and training materials provided, reflecting a high level of satisfaction with the support provided throughout the student teaching experience.