

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

**Spring 2025 Data Analysis (N = 83)**

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 teacher demonstrated. The strengths listed below represent those mentioned most frequently.

- **Professionalism, Initiative, and Work Ethic** – Demonstrates professionalism, preparedness, reliability, initiative, and a strong commitment to supporting student learning. (InTASC Standards 9 & 10)
- **Relationship Building and Positive Learning Environments** – Establishes positive relationships with students, creates supportive classroom environments, and fosters a respectful culture that promotes student engagement and success. (InTASC Standards 1, 2, & 3)
- **Differentiation and Student Support** – Recognizes diverse student needs and adapts instruction through accommodations, modifications, flexible grouping, and individualized support. (InTASC Standards 1, 2, & 7)
- **Lesson Planning and Instructional Effectiveness** – Develops engaging lessons, demonstrates content knowledge, and aligns instruction with standards and learning objectives. (InTASC Standards 4, 5, & 7)
- **Reflection, Adaptability, and Growth** – Demonstrates a willingness to seek feedback, reflect on practice, adjust instruction, and continuously improve teaching effectiveness. (InTASC Standards 8, 9, & 10)
- **Student Engagement and Instructional Creativity** – Utilizes engaging instructional strategies, hands-on activities, questioning techniques, and creative learning experiences to promote participation and learning. (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 Support** – Needs continued development of classroom management skills, behavior intervention strategies, and techniques to maintain student engagement and accountability. (InTASC Standards 3 & 8)
- **Assessment and Data-Informed Instruction** – Would benefit from additional opportunities to develop assessments, analyze student data, and use assessment results to guide instructional decisions. (InTASC Standards 6 & 7)

- **Questioning and Critical Thinking Strategies** – Needs continued development of questioning techniques that encourage higher-order thinking, student discussion, inquiry, and problem solving. (InTASC Standard 8)
- **Lesson Planning and Curriculum Implementation** – Would benefit from additional practice designing lessons, using curriculum resources effectively, and connecting standards, objectives, and assessments. (InTASC Standards 4, 5, & 7)
- **Communication of Learning Objectives and Feedback** – Needs continued growth in clearly communicating learning objectives, success criteria, and providing specific feedback to students. (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 Preparation** – Increase opportunities to practice behavior management, student engagement, and proactive classroom leadership strategies.
- **Enhance Assessment and Data Literacy Skills** – Provide additional training in assessment design, item analysis, data interpretation, progress monitoring, and instructional decision-making.
- **Increase Opportunities to Practice Higher-Order Questioning** – Expand preparation related to inquiry-based learning, critical thinking, discussion techniques, and student-led problem solving.
- **Strengthen Lesson Planning and Curriculum Knowledge** – Provide additional opportunities to work with district-adopted curriculum, standards alignment, lesson planning, and instructional sequencing.
- **Expand Preparation for Diverse Learners** – Continue emphasizing differentiation, accommodations, individualized instruction, and supporting students with disabilities and diverse learning needs.
- **Increase Practical Application Opportunities** – Provide additional classroom-based experiences that allow candidates to apply instructional strategies, assessment practices, and classroom management techniques before 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 **Not Observed/Applicable, Disagree/Inappropriate/Dissatisfied, or Strongly Disagree/Very Inappropriate/Very Dissatisfied.**

- Approximately **17%** of respondents marked **Not Observed/Applicable** for **“Developed assessments aligned to lesson objectives.”** (InTASC Standards 6 & 7)
- Approximately **18%** of respondents marked **Not Observed/Applicable** for **“Used assessment results to inform instructional decisions.”** (InTASC Standards 6 & 7)

- Approximately **10%** 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)

These findings suggest that assessment development, use of assessment data, and opportunities for student-led learning continue to be developmental areas during the midterm stage of student teaching.

### **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.”

Across the four programs, respondents overwhelmingly rated candidates as **Appropriate** or **Very Appropriate**, indicating strong confidence in candidates' readiness for independent teaching and the alignment between coursework expectations and field experiences. In several programs, the majority of respondents selected **Very Appropriate** across all three measures.

### **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 **10%** 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 **17%** of respondents marked **Not Received/Completed** for the same honorarium communication within Early Childhood Education & Early Childhood Special Education.
- Very few respondents marked **Not Received/Completed** for the initial team meeting with the 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, reflecting a high level of satisfaction with the support provided throughout the student teaching experience.