

(N = 119)

Early Childhood Education (BSED)
Early Childhood Education & Early Childhood Special Education (BSED)
Elementary Education - Certification (MED)
Elementary Education (BSED)
Special & Elementary Education (BSED)

Cooperating Teachers were asked if they had additional comments regarding strengths their student teacher demonstrated. Respondents identified 58 specific strengths. The strengths listed below represent those mentioned most frequently.

- Classroom management
- Building rapport with students
- Prepared
- Open to feedback
- Creating a safe, respectful, and welcoming environment for students

Cooperating Teachers were asked if they had additional comments regarding observed areas for improvement for their student teacher. Respondents identified 14 specific areas for improvement. The areas for improvement listed below represent those mentioned most frequently.

- Using a "teacher voice"
- Implementing student-led problem solving
- Higher level questioning skills

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 areas for improvement listed below represent those mentioned most frequently.

- Longer amount of time for student teaching/ time in classroom
- More detailed instruction on what is expected of teacher mentors

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

Respondents were asked to rate their observations of their student teacher's knowledge and skills for various items aligned to professional teaching standards. The standards identified were InTASC Standards 4, 6, 7 and 8 and responses were requested on a Likert scale from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*) with an additional option, 5 (*Not Observed/Applicable*). One *Not Observed/Applicable* response was received for each of the following items:

- Developed assessments aligned to lesson
- Instructional plans to learning objectives and state standards
- Consistently communicated lesson/unit learning objectives to students

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*). Approximately 8-9% of respondents marked *Not Received/Completed* for the following two items:

- Email notice regarding the options for honorariums provided to Cooperating Teachers and the steps to select an honorarium option

- 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