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Cooperating Teacher Survey: Additional Items Administered at Midterm to Share Data
Results & Collect Key Stakeholder Feedback (CAEP R5.3)
Fall 2022 Data Analysis (N = 130)
Early Childhood Education (BSED)
Early

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scale from 1 (Very Inappropriate) to 4 (Very Appropriate). The items asked if ĐĂŶĚŝĚĂƚĞƐŚĂĚ͞^ƵĨĨŝĐŝĞŶƚ
depth to support independent teaching after completion of student teaching (post-graduation)͟;
͞^ƵĨĨŝĐŝĞŶƚďƌĞĂĚƚŚƚŽƐƵƉƉŽƌƚŝŶĚĞƉĞŶĚĞŶƚƚĞĂĐŚŝŶŐĂĨƚĞƌĐŽŵƉůĞƚŝŽŶŽĨƐƚƵĚĞŶƚƚĞĂĐŚŝŶŐ(post-ŐƌĂĚƵĂƚŝŽŶͿ͖͟ĂŶĚ͞^ƵĨĨŝĐŝĞŶƚĐŽŚĞƌĞŶĐĞ between coursework expectations to allow for demonstration
ŽĨĞǆƉĞĐƚĞĚƉƌĂĐƚŝĐĞŝŶƐƚƵĚĞŶƚƚĞĂĐŚŝŶŐ͘͟EŽŝƚĞŵƐwere marked at 10% or higher.

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:
x 12% 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.͟
x 15% 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
ƚŚĞ^ƚƵĚĞŶƚdĞĂĐŚŝŶŐǀĂůƵĂƚŝŽŶ/ŶƐƚƌƵŵĞŶƚ͘͟