

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

Spring 2024 Data Analysis (N =230)

Early Childhood Education (BSED)

Early Childhood Education & Early Childhood Special Education (BSED)

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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.

- x Student-Centered Instruction & Relationship Building –Focuses on understanding & addressing individual student needs, fostering strong relationships, and creating a supportive learning environment. (InTASC Standard 1, 2, 3)
- x Professionalism, Collaboration, and Growth – " ô 1 : 2 \ e X í e ô \ ù U X : ô \ \ : 2 í + \ 1 à ù ô - ô è e } ô ù è : + + í æ : X í e : 2 ù • e ù è : + + ô í j ô \ à ù í 2 î ù í ù è : 1 1 e 1 ô 2 e ù e : ù è : 2 e 2 j : j \ ù 1 U X : feedback. (InTASC Standard 9, 10)
- x Engagement and Lesson Planning -Designs and implements creative, hands on, and engaging lessons that motivate students and promote critical thinking and active participation(InTASC Standard 7)
- x Adaptability, Flexibility, and Initiative - Shows adaptability in teaching practices, willingness to accept challenges, and develop stronger classroom

- x Expand Teaching Opportunities - i⁻ ô X Û 1 : X ô Û è Í 2 è ô \ Û : X Û \ e j î ô 2 e Û e ô Í è ô X \ Û e : Û • : X ' U student populations, including English learners and students with special needs.

Quantitative Data

The majority of respondents from all programs marked 4 ü X ô ô ï U U X : U X Í e ô 5 (Strongly ô î ý Û : X Û X ô ô ï « ô X ... Û U U X : U X Í e ô ï « ô X ... Û Í e \ ± ô î ý Û : 2 Û Í + + Û \ ô è e : 2 the section Û \ j X } ô ... B

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