



ST. CLOUD STATE
UNIVERSITY™

EDUCATION FOR LIFE.

Cooperating Teacher Feedback

Unit Report

School of Education
Office of Assessment and Accreditation

Dean: Osman L. Alawiye
Director: Kathy Dahlberg
Graduate Assistant: Nicole Landowski

Submitted: January 18, 2014

Cooperating Teacher Survey

This questionnaire is distributed to cooperating teachers at the end of the Spring semester of a year in which they have supervised a teacher candidate. For those cooperating teachers who have supervised more than one candidate during an academic year, they are asked to provide feedback based on their most recent experience. This survey is designed to measure the cooperating teacher's perception of the preparation of their most recent candidate in each of the INTASC domains.

Cooperating Teacher Demographics

	2010-2011 N=199	2011-2012 N=147	2012-2013 N=314
<i>Female</i>	75%	79%	75%
<i>Male</i>	25%	20%	24%
<i>White</i>	93%	94%	93%
<i>Latino/a</i>	1%	2%	<1%
<i>African American</i>	1%	1%	<1%
<i>Asian</i>	1%	1%	0%
<i>Other</i>	1%	2%	1%
<i>Data Missing</i>	3%		5%

Years of Full Time Teaching Experience

	2010-2011 N=199	2011-2012 N=147	2012-2013 N=314
<i>0-5 Years</i>	6%	7%	4%
<i>6-10 years</i>	16%	24%	19%
<i>11-15 years</i>	24%	18%	25%
<i>16-20 years</i>	24%	21%	18%
<i>21-25 years</i>	11%	10%	14%
<i>26-30 years</i>	10%	8%	11%
<i>31+ years</i>	9%	10%	6%
<i>Data Missing</i>		2%	3%

Proportion of students of color in the school in which this experience took place

	2010-2011 N=199	2011-2012 N=147	2012-2013 N=314
<i>Less than 5%</i>	36%	42%	41%
<i>6-25%</i>	32%	21%	33%
<i>26-50%</i>	15%	12%	13%
<i>51-75%</i>	3%	8%	4%
<i>76-95%</i>	4%	6%	4%
<i>More than 96%</i>	8%	8%	2%
<i>Data Missing</i>	2%	3%	3%

Present feelings of this cooperating teacher about SCSU teacher candidate preparation

	2010-2011 N=199	2011-2012 N=147	2012-2013 N=314
<i>Very Positive</i>	21%	23%	30%
<i>Positive</i>	52%	48%	47%
<i>Neutral</i>	20%	19%	14%
<i>Negative</i>	6%	9%	6%
<i>Very Negative</i>	<1%	0%	1%
<i>Data Missing</i>	1%	1%	2%

Cooperating teacher rating of candidate preparation – all items

(In rank order of % Well Prepared, 2012-2013)

(4=Well Prepared, 3=Satisfactory, 2=Fairly Prepared, 1=Unprepared; Percent prepared represents those candidates scoring a 3 or 4)

	2010-2011 N=199		2011-2012 N=147		2012-2013 N=314			
	Mean	% Prepared (Score 3 or 4)	Mean	% Prepared (Score 3 or 4)	Mean	SD	% Prepared (Score 3 or 4)	% Well Prepared (Score 4 only)
62. Respect the privacy of students	3.56	92.4	3.42	91.2	3.68	.511	98.6	69.6
63. Respect confidentiality of information	3.53	90.3	3.46	92.5	3.66	.530	97.9	68.6
24. Respect student as individual including family background	3.46	90.8	3.40	92.5	3.54	.640	94.7	60.7
23. Value human diversity	3.46	91.8	3.41	91.9	3.52	.619	94.7	58.5
58. Understand the responsibility for obtaining licensure	3.39	88.1	3.4	88.4	3.49	.662	92.9	57.6
34. Be a thoughtful listener	3.27	82.7	3.18	80.3	3.47	.708	92.2	57.4
57. Understand code of ethics for MN teachers	3.35	85.8	3.31	85.7	3.45	.722	90.7	56.4
25. Develop a learning community that respects individual differences	3.44	89.3	3.32	87.8	3.45	.664	92.3	53.6
56. Collaborate with professional colleagues	3.15	79.6	3.24	78.9	3.37	.792	88.0	52.6
59. Understand the responsibility for maintaining licensure	3.35	86.3	3.32	87.1	3.43	.669	92.1	51.8
60. Understand the role of teacher as a public employee	3.26	82.7	3.22	81	3.4	.704	90.1	51.2
37. Communicate in ways that demonstrate sensitivity to cultural differences	3.24	82.2	3.15	84.3	3.39	.657	91.1	48.1
54. Understand the role of reflection as an ongoing process	3.14	77.6	3.1	80.9	3.33	.764	90.5	47.2
35. Appreciate the cultural dimensions of communication	3.27	84.2	3.17	85.1	3.39	.652	92.7	47.2

	2010-2011 N=199		2011-2012 N=147		2012-2013 N=314			
	<i>Mean</i>	<i>% Prepared (Score 3 or 4)</i>	<i>Mean</i>	<i>% Prepared (Score 3 or 4)</i>	<i>Mean</i>	<i>SD</i>	<i>% Prepared (Score 3 or 4)</i>	<i>% Well Prepared (Score 4 only)</i>
61. Understand the purpose and contributions of Ed. organizations	3.17	78	3.08	77.6	3.31	.752	87.6	46.3
64. Consult with parents and guardians	3.08	72.3	2.91	61.9	3.22	.844	82.5	44.6
22. Understand that children can learn at high level	3.24	83.6	3.10	83.6	3.33	.703	89.7	44.5
38. Use a variety of media communication tools	3.08	77.4	3.04	74.2	3.28	.770	86.7	44.4
42. Create short-term plans linked to student needs	3.07	74.9	2.98	72.1	3.24	.810	85.5	43.4
39. Implement. learning experiences appropriate for curriculum goals	3.08	78.5	3.01	76.2	3.26	.756	85.9	42.1
53. Understand the value of self-directed learning as habit of mind	3.07	76.6	2.94	73.5	3.27	.736	88.5	41.1
40. Implement learning experiences relevant to learners	3.08	75.4	3.06	80.2	3.29	.693	89.0	40.9
52. Understand the value of critical thinking as habit of mind	3.07	74.2	3.02	78.9	3.28	.711	88.9	40.8
65. Identify and use community resources	2.89	65.8	2.94	68.7	3.17	.812	81.2	39.0
28. Use educational technology to broaden student knowledge	2.93	69.1	2.92	66.7	3.15	.832	82.2	38.2
14. Uses students prior understanding to link new concept	3.03	87.1	2.98	74.8	3.18	.782	84.0	37.2
21. Use students' experiences as a basis for class discussion	3.03	75	3.00	76.2	3.14	.817	81.5	37.1
50. Maintain records of student work	3.03	71.8	2.85	65.3	3.12	.824	79.2	37.0
13. Use multiple strategies to teach concepts	3.01	76.2	2.99	74.1	3.18	.797	86.1	36.8
41. Implement learning experiences based on effective practices	3.12	78.6	3	75.5	3.19	.767	85.9	36.6
32. Manage activities to provide active engagement of all students	3.01	72.8	2.98	74.2	3.11	.850	80.2	36.2
36. Probe for learner understanding	3.03	74.1	2.94	70.8	3.18	.761	84.4	36.1
30. Design learning communities for students to work collaboratively	3.04	73.9	2.92	74.1	3.16	.776	77.7	36.0
33. Maximize the amount of class time spent in learning	3	72.5	2.86	68.7	3.07	.881	78.5	35.2

	2010-2011 N=199		2011-2012 N=147		2012-2013 N=314			
	<i>Mean</i>	<i>% Prepared (Score 3 or 4)</i>	<i>Mean</i>	<i>% Prepared (Score 3 or 4)</i>	<i>Mean</i>	<i>SD</i>	<i>% Prepared (Score 3 or 4)</i>	<i>% Well Prepared (Score 4 only)</i>
27. Monitor and adjust strategies in resp. to learner feedback	2.97	73	2.88	69.4	3.09	.832	79.6	34.2
20. Use students' thinking as a basis for class discussions	2.98	73	2.99	75.5	3.10	.812	80.3	34.0
44. Value ongoing assessment	3.01	72	2.9	71.4	3.11	.802	82.0	33.7
19. Provide opportunities for students to shape their own learning	2.92	70.4	2.9	74.8	3.08	.814	80.8	32.6
46. Use a variety of informal assess techniques	2.97	69.4	2.84	68.7	3.05	.843	78.0	32.4
31. Manage time to provide active engagement of all students	2.98	72.6	2.88	72.1	3.01	.885	75.4	32.3
16. Develop curricula that encourage students to understand ideas	2.9	70.1	2.81	66.7	3.02	.845	76.5	30.8
45. Use a variety of formal assess techniques	2.85	63.2	2.74	62.5	3.06	.799	79.2	30.6
43. Create long-term plans linked to student needs	2.91	69.2	2.67	58.5	3.01	.843	76.8	29.9
29. Design learning communities in which students assume responsibility for themselves	2.98	72.3	2.9	72.8	3.06	.780	81.4	29.2
15. Use differing methods of inquiry in teaching major concepts	2.92	71.6	2.86	71.4	3.05	.789	80.6	28.8
55. Use professional literature to support development as teacher	2.74	60.4	2.8	63.2	3.04	.780	78.6	28.6
48. Use various assessment techniques to modify teaching	2.85	64.7	2.72	59.9	3.01	.814	78.2	28.5
51. Communicate student progress to parents	2.81	64.8	2.65	55.1	2.99	.822	76.6	28.0
18. Design interdisciplinary learning experiences	2.86	69.4	2.79	63.9	2.96	.844	74.1	27.4

Unit Data: Candidate Proficiency on elements of NCATE Standard 1: Candidate Knowledge, Skills and Professional Dispositions, as Rated by Cooperating Teachers (2008-2013)

(4=Well Prepared, 3=Satisfactory, 2=Fairly Prepared, 1=Unprepared)

NCATE Standard 1: Element	Acceptable		Target	
Content Knowledge Items: 15, 16, 22, 39, 40	Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations in states that require examinations for licensure.		Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations in states that require examinations for licensure.	
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>% Prepared¹</u> <i>(Scoring 3 or 4)</i>
2008-2013	1,216	3.10	.650	80.7
<i>2012-2013 only</i>	304	3.18	.670	84.3
Pedagogical Content Knowledge Items: 13, 19, 20, 21, 28, 38, 42, 43	Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology.		Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.	
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>% Prepared</u> <i>(Scoring 3 or 4)</i>
2008-2013	1,216	3.07	.639	78.6
<i>2012-2013 only</i>	304	3.15	.675	82.5
Professional & Pedagogical Knowledge & Skills Items: 14, 18, 30, 31, 32, 33, 41, 50, 54, 55, 56, 64	Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate.		Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues.	
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>% Prepared</u> <i>(Scoring 3 or 4)</i>
2008-2013	1,216	3.07	.635	78.9
<i>2012-2013 only</i>	303	3.13	.673	81.2

¹ Percent Prepared represents the average of the percent prepared (scoring 3 or 4) on each of the items referenced in this category.

NCATE Standard 1: Element	Acceptable		Target	
Student Learning Items: 27, 36, 44, 45, 46, 48, 51	Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.		Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.	
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>% Prepared</u> <i>(Scoring 3 or 4)</i>
2008-2013	1,210	2.97	.682	74.4
<i>2012-2013 only</i>	<i>300</i>	<i>3.06</i>	<i>.699</i>	<i>79.7</i>
Professional Dispositions Items: 23, 24, 25, 29, 34, 35, 37, 52, 53, 62, 63, 65	Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions		Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.	
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>% Prepared</u> <i>(Scoring 3 or 4)</i>
2008-2013	1,215	3.33	.554	88.1
<i>2012-2013 only</i>	<i>302</i>	<i>3.40</i>	<i>.537</i>	<i>91.2</i>

<i>Percent Prepared across all elements</i>	
<i>2008-2013</i>	<i>81.6</i>
<i>2012-2013 only</i>	<i>84.9</i>

Unit Data: Candidate Proficiency on MN Standards of Effective Practice, as Rated by Cooperating Teachers (2008-2013)					
SEP Standard	Explanation of Standard	N	Mean	SD	Percent Prepared²
SEP Standard 1: Subject Matter Items: 13-16	A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.	1,215	3.03	.693	78.1
<i>2012-2013 only</i>		304	3.10	.728	81.8
SEP Standard 2: Student Learning Items: 18-22	A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.	1,215	3.06	.654	78.7
<i>2012-2013 only</i>		304	3.13	.694	81.3
SEP Standard 3: Diverse Learners Items: 23-25	A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.	1,210	3.47	.597	93.1
<i>2012-2013 only</i>		302	3.50	.600	93.9
SEP Standard 4: Instructional Strategies Items: 27-29	A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	1,208	3.03	.665	77.1
<i>2012-2013 only</i>		300	3.10	.706	81.1
SEP Standard 5: Learning Environment Items: 30-33	A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	1,205	3.04	.715	78.6
<i>2012-2013 only</i>		299	3.08	.772	78.0
SEP Standard 6: Communication Items: 34-38	A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	1,204	3.25	.614	85.4
<i>2012-2013 only</i>		296	3.34	.591	89.4
SEP Standard 7: Planning Instruction Items: 39-43	A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1,198	3.11	.691	81.2
<i>2012-2013 only</i>		292	3.19	.703	84.6
SEP Standard 8: Assessment Items: 44-48	A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	1,198	2.96	.728	73.5
<i>2012-2013 only</i>		290	3.06	.748	79.4
SEP Standard 9: Reflection & Professional Development Items: 51-55	A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.	1,203	3.07	.687	78.7
<i>2012-2013 only</i>		291	3.17	.660	84.6
SEP Standard 10: Collaboration, Ethics and Relationships Items: 50, 56-65	A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.	1,204	3.30	.584	86.1
<i>2012-2013 only</i>		291	3.38	.569	89.2

² Percent Prepared represents the average of the percent prepared (scoring 3 or 4) on each of the items referenced in this category.

Teacher Candidate Proficiency based on SCSU Conceptual Framework - as Rated by Cooperating Teachers (2008-2013)

CF Dimension	Explanation	N	Mean	SD	Percent Prepared ³
B1 – Knowledgeable and Skilled Educator Items: 13, 14, 15, 16, 31, 32, 33, 36, 39, 42, 43	The basic knowledge base and skills for teachers are identified in the 2011 InTASC standards and refer to four areas: 1) Understanding the learner and learning environments; 2) Content knowledge-that is specific to each licensure area; 3) Instructional Practice-that involves understanding instructional strategies, planning for instruction and assessment; and 4) Professional Responsibility- A commitment to ongoing professional development and ethical practice and collaboration with others.	1,216	3.05	.662	78.5
<i>2012-2013 only</i>		304	3.11	.693	81.3
B2 – Caring and Ethical Professional Items: 22, 23, 24, 25, 34, 37, 50, 57, 58, 59, 62, 63	The understanding of the importance of building caring relationships with learners and colleagues as a basis for promoting individual and group learning. Ethical practice refers to an awareness of the ethical dimensions of teaching diverse learners and the nature of educational professionalism in the 21st Century.	1,215	3.39	.529	90.1
<i>2012-2013 only</i>		302	3.45	.521	92.2
B3 – Collaborative Leaders Items: 18, 51, 56, 64	This role acknowledges that teaching is no longer a solitary activity within the walls of a classroom but depends upon working in a collaborative manner with other educators, other professionals, families and community members and the responsibility to be advocates for individual learners and the education system.	1,216	3.03	.688	75.8
<i>2012-2013 only</i>		303	3.11	.703	80.3
B4 – Reflective Practitioners Items: 27, 41, 44, 45, 46, 48, 53, 54, 55	Reflective practice involves the ability to assess educational practice by reviewing assessment data, understanding self as an educator/ learner and making adjustments to be more skilled and effective as an educator. Being a reflective practitioner requires a life-long commitment to learning and continuous improvement.	1,212	3.03	.664	77.1
<i>2012-2013 only</i>		300	3.11	.684	82.3
B5 – Creative, Flexible Problem Solvers Items: 19, 20, 29, 30, 52	Teachers need the ability to work with students in creative ways to maximize student learning and display the flexibility to be effective with learners from diverse backgrounds with differing abilities, learning styles and interests. They also need to be creative in engaging parent and family members in learning about a learner's background, interests and needs.	1,215	3.07	.642	80.4
<i>2012-2013 only</i>		303	3.12	.680	81.8
B6 – Advocates for Equity and Justice in Education Items: 21, 35, 60, 65	The current context for education in the US reflects gaps in opportunities, inequity of resources for students in poverty and bias based on race, gender, sexual orientation and SES. Educators have to advocate for all students including individual students and groups of students who may face social injustices in our society.	1,215	3.18	.623	83.1
<i>2012-2013 only</i>		303	3.25	.626	86.4
B7 – Innovative Users of Technology Items: 28, 38, 40	The role of technology in education continues to evolve and educators need to seek innovative ways to engage learners through using and teaching with technology. This includes, but is not limited to enriching learning experiences, enhancing the learning environment, assessing individual learning and communicating with families.	1,210	3.12	.684	79.8
<i>2012-2013 only</i>		300	3.24	.686	86.0

³ Percent Prepared represents the average of the percent prepared (scoring 3 or 4) on each of the items referenced in this category.

Cooperating teacher ratings of university supervisor interactions- percent answering "yes"

	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>
Supervisor was on time	89%	86%	83%
Supervisor made regular visits	88%	80%	84%
Supervisor was available to discuss the teacher candidate	95%	86%	84%
Supervisor delivered/ explained handbook	88%	88%	85%
Supervisor explained responsibilities of the cooperating teacher	88%	87%	85%
Supervisor was cooperative and supportive	96%	90%	85%