Exhibit 2.4.a.10c - Social Studies Educaion Cooperating Teacher Data

St. Cloud State University

COOPERATING TEACHER DATA: SOCIAL STUDIES EDUCATION (2007-2010)

Report No. SocStu. COOP.11

John Hoover and Kathy Dahlberg
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COOPERATING TEACHER DATA: SOCIAL STUDIES EDUCATION
(2007-2010)

The data in this report were collected via mail surveys administered to cooperating teachers at the end of each semester, dating back to the 2000-2001 academic year. Only the past three collection cycles are analyzed here, 2007-2008, 2008-2009, and 2009-2010. The approximate numbers are as follows: 2007-2008 = 12, 2008-2009 = 15, and 2009-2010 = 20 represent about a 70% response rate. It is difficult to calculate an exact figure because some cooperating teachers see more than one candidate during each period. As a proportion of candidates, the figure is close to 80%.

The report begins with descriptive and demographic data collapsed across the past three cycles. Data regarding cooperation teachers' attitude toward the preparation of St. Cloud State University (SCSU) candidates make up the last two-thirds of the report.

Demographic Data: Respondents and Their Institutions

Tables 1 and 2 contain descriptive data related to respondents, in this case cooperating teachers. It appears that, in line with more objective indicants, the schools where SCSU teacher candidates are assigned have become more diverse. Unfortunately, the great majority of CTs still self-identify as white (97.1% of those responding to the item, unit-wide).

Table 1. Selected demographic information. Gender and age-category distribution of sample [respondents, not candidates] 2007- 2010).

Gender	Frequency	Valid Percent
Male	27	60.0
Female	18	40.0
Total	45	100.0
25-30	6	13.3
31-35	8	17.8
3 36-40	13	28.9
4 41-45	9	20.0
5 46-50	4	8.9
6 51-55	2	4.4
7 56+	3	6.7
Total	45	100.0

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Table 2. Cooperating Teacher racial-ethnic background and racial/ethnic background of the student body, 2007 to Spring 2010, Social Studies.

Racial/Ethnic Category	Frequency	Percent	Valid Percent
Asian Pacific Islander	1	2.1	2.2
African American			
American Indian			
Latino(a)			
White	45	95.7	97.8
Other			
Total	46	97.9	100.0
Missing	1	2.1	
TOTAL	47	100.0	
Percentage Student Body Minority/Ethnic			
1 less than 5%	25	53.2	53.2
2 6%-25%	14	29.8	29.8
3 26%-50%	4	8.5	8.5
4 51%-75%	1	2.1	2.1
5 76%-95%	2	4.3	4.3
6 more than 96%	1	2.1	2.1
Total	47	100.0	100.0
Missing			
Total	47	100.0	100.0

Table 3 includes items associated with INTASC Principles. The "percent prepared" vector was derived by labeling values on scales above 2.50 as "prepared (Top figure, designated "A")" Because this is based on averages, we believe that these figures are overestimated. We also calculated the proportion of candidates who averaged 2.75 and above on scales made up of multiple items, finding that this figure proved to be a better estimate of the average of the proportion of respondents who selected the two highest designations across individual items (lower figure, designated as "Estimate B").

Table 3 data are arranged in descending order by '06-'10 means. This allows for a quick reference to relative programmatic strengths and weaknesses, as perceived by responding Cooperating Teachers.

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Table 3. Explanation of INTASC Principles (Social Studies, descending order by' '09-'10 means).

Principle & Reliability	Explanation of Principle	2007-2008 N ~ 12			2008-2009 N ~ 15			2009-2010 N ~ 20		
		Mean	SD	Percent Prepared A and B[1]	Mean	SD	Percent Prepared A and B[1]	Mean	SD	Percent Prepared A & B[1]
INTASC 6, Communication, Items 34-38, Reliability = .86	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.00	.75	100.0 58.3	2.89	.77	91.7 73.3	3.26	.47	100.0 95.0
INTASC 3 Diverse Students Items 22-25, Reliability = .89	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3.06	.67	100.0 75.0	2.92	.79	92.3 73.3	3.22	.56	100.0 90.0
INTASC 10 Collaboration, Items 60, 61 Reliability = .72	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	2.83	1.07	81.8 58.3	3.20	.80	100.0 80.0	3.18	.78	94.7 80.0
INTASC 9 Reflective Practice, Items 52-54, Reliability = .92	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	2.58	.68	90.0 50.0	2.67	.76	83.3 53.3	3.12	.68	100.0 70.0
INTASC 1 Subject Matter, Items 13-17, reliability = .89	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	2.77	.55	100.0 66.7	2.63	.82	84.6 66.7	3.09	.67	100.0 70.0

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Table 3, Continued

Principle & Reliability	Explanation of Principle	2007-2008 N ~ 12			2008-2009 N ~ 15			2009-2010 N ~ 20		
		Mean	SD	Percent Prepared A and B[1]	Mean	SD	Percent Prepared A and B[1]	Mean	SD	Percent Prepared A & B[1]
INTASC 2 Student Learning, Items 18-21, reliability = .88	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	2.77	.56	100.0 75.0	2.52	.68	84.6 60.0	3.04	.55	100.0 80.0
INTASC 5 Learning Environment, Items 29-33, Reliability = .92	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	2.53	.55	100.0 50.0	2.60	.68	100.0 46.7	3.04	.70	100.0 75.0
INTASC 8 Assessment, Items 44-48, Reliability = .95	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	2.50	.67	80.0 33.3	2.73	.80	84.6 53.3	3.03	.66	100.0 75.0
INTASC 7 Instructional Planning, Items 39-43, Reliability = .93	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	2.57	.56	87.5 41.7	2.83	.72	85.7 80.0	3.01	.54	100.0 70.0
INTASC 4 Instructional Strategies, Items 26-28, Reliability = .79	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	2.67	.68	87.5 50.0	2.89	.70	91.7 46.7	2.97	.52	100.0 65.0
TOTAL Reliability = .98	Across scales	2.73	.55	100.0	2.79	.65	92.3	3.10	.51	100.0

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Table 4 includes all items for the most recent academic year ('09-'10) in descending order by mean.

Table 4, all items, 2009-2010 in descending order by mean value (Social Studies Ed.).

Items	N	Mean	SD	Percent Prepared
58. Understand the responsibility for obtaining licensure	20	3.50	.61	95.0
24. Respect student as individual including family background	20	3.45	.69	90.0
34. Be a thoughtful listener	20	3.40	.60	95.0
38. Use a variety of media communication tools	20	3.40	.68	90.0
37. Communicate in ways dmstrt sensitivity to cultural differences	20	3.35	.49	100.0
50. Maintain records of student work	20	3.35	.49	100.0
57. Understand code of ethics for MN teach	20	3.35	.81	90.0
23. Value human diversity	20	3.30	.57	95.0
56. Collaborate with professional colleagues	20	3.26	.73	84.2
59. Understand the responsibility for maintaining licensure	20	3.26	.73	84.2
35. Appreciate the cultural dimensions of communication	20	3.25	.44	100.0
60. Understand the role of teacher as a public employee	20	3.25	.85	85.0
29. Design Lrn communities where students responsible for selves	19	3.21	.54	94.7
20. Use student thinking as a basis for class discussions	20	3.20	.70	85.0
21. Use student experience as a basis for class discussion	20	3.20	.62	90.0
25. Develop a learning community that respects individual differences	20	3.20	.70	85.0
52. Understand the value of critical thinking as habit of mind	20	3.20	.70	85.0
15. Use differ. methods of inquiry	20	3.15	.75	80.0
28. Use educational technology to broaden student knowledge	20	3.15	.75	90.0
39. Implement. learning experiences appropriate for curriculum goals	20	3.15	.59	90.0
40. Implement learning experiences relevant to learners	20	3.15	.59	90.0
17. Use curricula that encourage students to understand ideas	20	3.10	.64	85.0
41. Implement learning experiences based on effective practices	20	3.10	.64	85.0
44. Value ongoing assessment	20	3.10	.72	80.0
45. Use a variety of formal assess techniques	20	3.10	.64	85.0
53. Understand the value of self-directed learning as habit of mind	20	3.10	.64	85.0
61. Understand the purpose and contributions of Ed. organizations	20	3.06	.80	83.3
14. Uses students prior understanding to link new concept	20	3.05	.76	75.0
16. Develop curricula that encourage students to understand ideas	20	3.05	.69	80.0
19. Provide. opportunity for students to shape learning	20	3.05	.69	80.0
30. Design. learn communities for students to work collaboratively	20	3.05	.76	85.0
47. Use various assess to evaluate student progress	20	3.05	.69	80.0
49. Monitor teaching strategies related to student success	20	3.05	.76	75.0
51. Communicate student progress to parents	20	3.05	.52	89.5
54. Understand the role of reflection as an ongoing process	20	3.05	.89	75.0
31. Manage time to provide for engagement of students	20	3.00	.97	75.0
32. Manage activities to provide active eng of students	20	3.00	.79	70.0
22. Understand that children can learn at high level	20	2.95	.69	75.0
27. Monitor. and adjust strategies in resp. to learner feedback	20	2.95	.76	80.0
33. Maximize the class time spent in learning	20	2.95	.94	75.0
46. Use a variety of informal assess techniques	20	2.95	.83	75.0
48. Use various assessment techniques to modify teaching	20	2.95	.83	75.0
36. Probe for leaner understanding	20	2.90	.85	70.0
43. Create long-term plans linked to student needs	20	2.85	.75	75.0
26. Implement MN Graduation Standards	20	2.80	.70	65.0

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Table 4, Continued

42. Create short-term plans linked to student needs	20	2.80	.83	65.0
18. Design interdisciplinary learning experiences	19	2.68	.75	52.6
55. Use professional literature to support development as teacher	20	2.58	.96	57.9

Specialty Scales

Technology items. Items 28 and 38 reflect the use of technology. Data for the past three years are laid out below. In addition, a small scale made up of the two items is provided in, The average performance across items is shown in two ways, first by generating a category running from 1 to 2.49 (designated as unprepared) and one running from 2.500 to 4.00 as prepared. The second way is to average the proportions expressing agreement across the two items.

Table 5. Technology items and scale (Social Studies Education).

Item or Scale	2007-2008 N ~ 12			2008-2009 N ~ 15			2009-2010 N ~ 20		
	Mean	*SD*	*% Prep*	*Mean*	*SD*	*% Prep*	*Mean*	*SD*	*% Prep*
28. Use educational technology to broaden student knowledge	2.75	.87	66.7	3.13	.83	73.3	3.15	.75	90.0
38. Use a variety of media communication tools	3.17	.84	75.0	3.20	.99	66.7	3.40	.68	90.0
Average of two items (Scale)	2.96	.78	----	3.17	.92	----	3.28	.66	----
Average "Prepared" percent across items	----	---	70.9	----	---	70.0	----	---	90.0

Scales generated via structural analysis. Factor analytic studies rarely support the INTASC structure (Hoover & Ackerman, 2008); this is true for the *Cooperating Teacher Survey*, where we have found that three to four factors produce the most defensible structure. In preparing this report, we recalculated the 2008 factor analysis to investigate the construct validity of the scale (originally designed around the INTASC Principles). The analysis discussed below is more correctly described as a principle components analysis in that prior communality estimates were not calculated nor inserted into the main diagonal of the correlation matrix, a defining characteristic of factor analysis.

A combination of the scree plot shown below and loadings suggests that four factors produce the cleanest structure. The factor descriptions, associated characteristic roots (eigenvalues, λ), and item loadings are provided below. Loadings (Pearson correlations between items and factors) below .45 were not interpreted. As can be seen from the scree plot, the first factor (Pedagogy/ Content Knowledge) explains the great majority of the reliable variance associated with the model; however, three other reliable (but correlated scales) are supported by the analysis.

The resulting structure does not match the INTASC Principles on which the instrument was originally based. Two of the scales fall out very similarly to those implied by the INTASC arrangement, Assessment and Diversity/Equity. The construction turns out to be simpler than that represented by the 10 INTASC

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Principles. This suggests that educators should advocate for more straightforward models for understanding the expertise and preparation of new teachers.

Table 7 shows the performance of SCSU candidates on the "new" scales generated by the principal component solution (as judged by their cooperating teachers) by year. As can be seen, CTs rate candidate performance highest on equity and diversity and lowest on assessment, a finding consistent across the past several assessment cycles. It points to a possible need for increased attention on assessment in teacher preparation.

Table 8 contains a correlation matrix for the scales based on the factor analysis. Note that the varimax (orthogonal, e.g., stipulated to be uncorrelated) rotation produced a readily interpretable simple structure; evidence for this is that very few items either loaded (.45 and above) on multiple factors or failed to load on any factor. However, the evidence in Table 8 suggests that an oblique rotation (for example, Oblimin or Quartemax) would be justified. However, it is difficult to imagine a better simple structure, so this step was not taken in the current investigation.
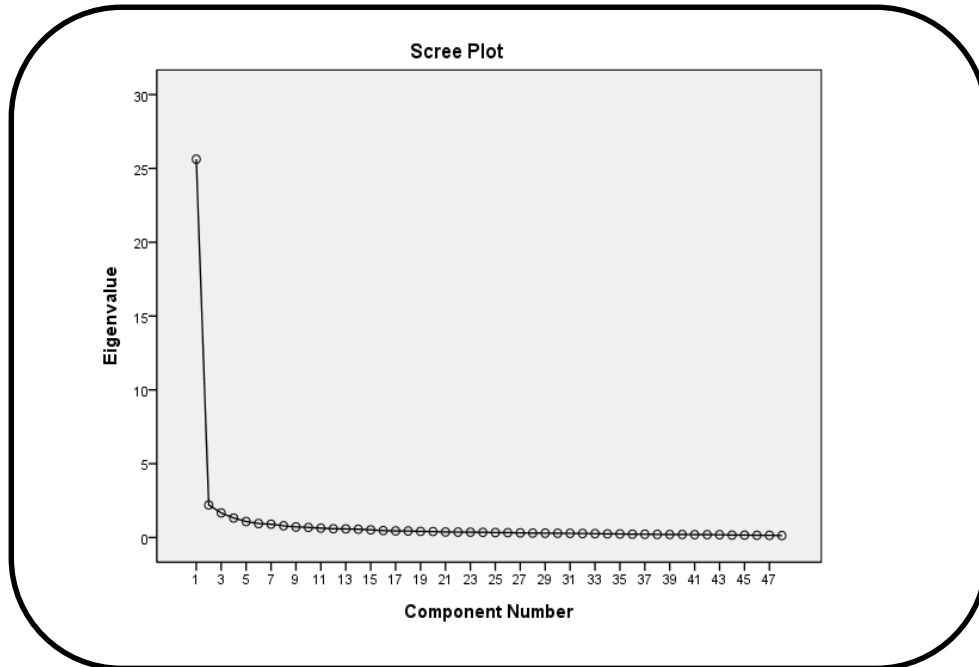
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Table 6. Rotated Factor structure (Varimax rotation, four factors selected, unit-wide data).

	Factors			
	1 *Pedagogy*	*2* *Assessment*	*3* *Responsibility*	*4* *Diversity*
Characteristic root (λ; eigenvalue)	11.95	7.19	5.92	5.76
Percent of variance explained	24.9	15.0	12.3	12.0
Reliability (Cronbach's α)	.97	.94	.92	.92
Factor 1: Knowledge of Subject matter and ability to impart knowledge and skills (e.g., pedagogy)				
15. Use differ. methods of inquiry	.679			
31. Manage time to provide for engagement of students	.677			
32. Manage activities to provide active eng of students	.670			
18. Design interdisciplinary learning experiences	.669			
14. Uses students prior understanding to link new concept	.666			
17. Use curricula that encourage students to understand ideas	.666			
16. Develop curricula that encourage students to undrst ideas	.665			
19. Provide. opportunity for students to shape learning	.658			
41. Implement learning experiences based on effective pract	.651			
33. Maximize the class time spent in learning	.644			
40. Implement learning experiences relevant to learners	.644			
39. Implement. learning experiences appro for Curric. goals	.635			
20. Use student thinking as a basis for class discussions	.629			
29. Design Lrn Cmnts where students responsible for selves	.626			
21. Use student experience as a basis for class discussion	.615			
43. Create long-term plans linked to student needs	.612			
30. Design. learn comnts for students to work collaborative	.610			
42. Create short-term plans linked to student needs	.600			
27. Monitor. and adjust strategies in resp. to learner feedback	.589			
36. Probe for leaner understanding	.546			
53. Underst the value of self-directed learning as habit of mind	.514			
52. Understand the value of critical thinking as habit of mind	.501			
26. Implement MN Graduation Standards	.492			
28. Use educational technology to broaden student knowledge	.470			
Factor 2: Assessment skill and the ability to understand and communicate assessment findings				
47. Use various assess to evaluate student progress		.783		
45. Use a variety of formal assess techniques		.765		
46. Use a variety of informal assess techniques		.746		
48. Use various assessment techniques to modify teaching		.707		

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Table 6, Continued

	Factors			
	1 *Pedagogy*	*2* *Assessment*	*3* *Responsibility*	*4* *Diversity*
44. Value ongoing assessment		.687		
50. Maintain records of student work		.673		
51. Communicate student progress to parents		.633		
49. Monitor teaching strategies related to student success	.488	.587		
Factor 3: Collaboration and professional responsibility				
58. Understand the responsibility for obtaining licensure			.803	
59. Understand the responsibility for maintaining licensure			.803	
57. Understand code of ethics for MN teach			.715	
60. Understand the role of teacher as a public employee			.704	
61. Understand the purpose and contributions of Ed. organiza			.681	
56. Collaborate with professional colleagues			.560	
55. Use prfsnl literature to support development as teacher			.480	
54. Understand the role of reflection as an ongoing process			.425	
Factor 4: Equity and diversity				
24. Respect student as individual including family background				.791
23. Value human diversity				.771
25. Develop a learning community that respects indiv differen				.734
35. Appreciate the cultural dimensions of communication				.662
37. Communicate in ways dmstrt snstvty to cultural differ				.638
22. Understand that children can learn at high level				.559
34. Be a thoughtful listener				.527
Items not loading				
38. Use a variety of media communication tools				

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Table 7. Candidate performance on scales developed through structural analysis (descending order by '09-'10 means, Social Studies Education data).

Scale	2007-2008 N ~ 12			2008-2009 N ~ 15			2009-2010 N ~ 20		
	Mean	*SD*	*% Prep A & B[1]*	*Mean*	*SD*	*% Prep A & B[1]*	*Mean*	*SD*	*% Prep A & B[1]*
Factor 4: Equity and diversity/ Items related to equitable treatment of diverse students	2.68	.50	75.0 / 75.0	2.66	.69	80.0 / 60.0	3.05	.54	95.0 / 90.0
Factor 3: Collaboration and professional responsibility	2.51	.68	75.0 / 58.3	2.78	.80	80.0 / 73.3	3.08	.57	95.0 / 90.0
Factor 1: Knowledge of Subject matter and ability to impart knowledge and skills (e.g., pedagogy)	2.73	.74	66.7 / 58.3	3.02	.78	66.7 / 60.0	3.17	.58	80.0 / 70.0
Factor 2: Assessment skill and the ability to understand and communicate assessment findings	3.07	.66	41.7 / 41.7	2.90	.75	73.3 / 46.7	3.27	.47	85.0 / 75.0

[1]The top figure is the percentage of respondents averaging 2.500 and above across items. The bottom figure is the percent scoring at 2.75 or above.

Table 8. Correlation between scales based on factors.

Scale	1 Pedagogy	2 Assessment	3 Responsibility	4 Diversity
Factor 1: Pedagogy	1.00	.83	.78	.78
Factor 2: Assessment		1.00	.69	.67
Factor 3: Prof. Responsibility			1.00	.72
Factor 4: Diversity				1.00

Assessment of student teacher supervision. For the past half decade, respondents have been asked to answer a set of seven items formatted via a "yes-No" system. Last year, an item that appeared to produce confusion was removed from the instrument

Table 9. Cooperating teachers' ratings of university supervisors (2007-2010), descending order by "valid percent yes," Social Studies Education data.

Item: The university supervisor…	2007-2008 N ~ 12 Valid % Yes	2008-2009 N ~ 15 Valid % Yes	2009-2010 N ~ 20 Valid % Yes
was cooperative and supportive;	91.7	100.0	100.0
discussed and explained the cooperating teacher's responsibilities;	91.7	93.3	100.0
delivered and explained *Cooperating Teacher Handbook;*	100.0	93.3	95.0
made regular visits;	100.0	100.0	95.0
was available to discuss the student teacher;	100.0	93.3	95.0
was on time;	91.7	86.7	90.0
discussed and explained *Cooperating Teacher Handbook*[1]	83.3	92.9	-----
Mean Percent "Yes" across items	94.1	94.2	95.8

[1]Item eliminated from survey, 2009