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EDUCATION FOR LIFE.

Cooperating Teacher Feedback

Unit Report

School of Education
Office of Assessment and Accreditation

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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	2013-14
<i>Female</i>	75%	79%	75%	76%
<i>Male</i>	25%	20%	24%	24%
<i>White</i>	93%	94%	93%	89%
<i>Latino/a</i>	1%	2%	<1%	<1%
<i>African American</i>	1%	1%	<1%	<1%
<i>American Indian</i>	---	---	---	<1%
<i>Asian</i>	1%	1%	0%	6%
<i>Other</i>	1%	2%	1%	1%
<i>Data Missing</i>	3%		5%	3%

Years of Full Time Teaching Experience

	2010-2011 N=199	2011-2012 N=147	2012-2013 N=314	2013-14
<i>1-5 Years</i>	6%	7%	4%	8%
<i>6-10 years</i>	16%	24%	19%	18%
<i>11-15 years</i>	24%	18%	25%	18%
<i>16-20 years</i>	24%	21%	18%	21%
<i>21-25 years</i>	11%	10%	14%	18%
<i>26-30 years</i>	10%	8%	11%	9%
<i>31+ years</i>	9%	10%	6%	8%
<i>Data Missing</i>		2%	3%	<1%

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	2013-14
<i>Less than 5%</i>	36%	42%	41%	40%
<i>6-25%</i>	32%	21%	33%	30%
<i>26-50%</i>	15%	12%	13%	11%
<i>51-75%</i>	3%	8%	4%	9%
<i>76-95%</i>	4%	6%	4%	6%
<i>More than 96%</i>	8%	8%	2%	1%
<i>Data Missing</i>	2%	3%	3%	2%

*New question in 2013-14

Present feelings of this cooperating teacher about SCSU teacher candidate preparation

	2010-2011 N=199	2011-2012 N=147	2012-2013 N=314	2013-14
<i>Very Positive</i>	21%	23%	30%	43.8%
<i>Positive</i>	52%	48%	47%	44.9%
<i>Neutral</i>	20%	19%	14%	8.4%
<i>Negative</i>	6%	9%	6%	2.2%
<i>Very Negative</i>	<1%	0%	1%	.6^

**Cooperating teacher rating of candidate preparation – all items
(In rank order of mean score, 2013-2014)**

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

	2010-2011		2011-2012		2012-2013		2013-2014			
	N=199		N=147		N=314		N=177			
	Mean	% Prepared (score 3 or 4)	Mean	% Prepared (score 3 or 4)	Mean	% Prepared (score 3 or 4)	Mean	Std. Dev.	% Prepared (score 3 or 4)	% Well Prepared (Score 4 only)
63. Respect confidentiality of information	3.53	90.3	3.46	92.5	3.66	97.9	3.8	0.45	98.8	81.8
62. Respect the privacy of students	3.56	92.4	3.42	91.2	3.68	98.6	3.78	0.48	98.3	80.7
23. Value human diversity	3.46	91.8	3.41	91.9	3.52	94.7	3.71	0.54	97.2	74
25. Develop a learning community that respects individual differences	3.44	89.3	3.32	87.8	3.45	92.3	3.69	0.5	98.3	70.6
24. Respect student as individual including family background	3.46	90.8	3.4	92.5	3.54	94.7	3.68	0.55	97.1	71
58. Understand the responsibility for obtaining licensure	3.39	88.1	3.4	88.4	3.49	92.9	3.66	0.58	95.9	70.5
*61b. Use colleague feedback to support their development as a teacher							3.65	0.61	94.2	71.7
34. Be a thoughtful listener	3.27	82.7	3.18	80.3	3.47	92.2	3.63	0.58	96	67.8
54. Understand the role of reflection as an ongoing process	3.14	77.6	3.1	80.9	3.33	90.5	3.63	0.6	94.8	68.6
*61a. Collab with teaching colleagues to improve student performance							3.58	0.6	94.3	63.8
56. Collaborate with professional colleagues	3.15	79.6	3.24	78.9	3.37	88	3.57	0.68	92.7	65.5

*New question in 2013-14

	2010-2011		2011-2012		2012-2013		2013-2014			
	N=199		N=147		N=314		N=177			
	Mean	% Prepared	Mean	% Prepared	Mean	% Prepared	Mean	Std. Dev.	% Prepared	% Well Prepared (Score 4 only)
59. Understand the responsibility for maintaining licensure	3.35	86.3	3.32	87.1	3.43	92.1	3.57	0.64	94.1	63.9
60. Understand the role of teacher as a public employee	3.26	82.7	3.22	81	3.4	90.1	3.57	0.63	93.7	63.6
35. Appreciate the cultural dimensions of communication	3.27	84.2	3.17	85.1	3.39	92.7	3.55	0.58	95.4	59.8
37. Communicate in ways that demonstrate sensitivity to cultural differences	3.24	82.2	3.15	84.3	3.39	91.1	3.54	0.59	94.9	60.0
39. Implement learning experiences appropriate for curriculum goals	3.08	78.5	3.01	76.2	3.26	85.9	3.54	0.57	97.6	56.7
52. Understand the value of critical thinking as habit of mind	3.07	74.2	3.02	78.9	3.28	88.9	3.54	0.64	94.2	60.7
22. Understand that children can learn at high level	3.24	83.6	3.1	83.6	3.33	89.7	3.53	0.63	93.8	59.9
*61c. Utilize other adults in the classroom to improve student learning							3.52	0.7	90.1	62.8
40. Implement learning experiences relevant to learners	3.08	75.4	3.06	80.2	3.29	89	3.52	0.60	96.5	56.7
30. Design learning communities for students to work collaboratively	3.04	73.9	2.92	74.1	3.16	77.7	3.5	0.6	96	54.3
53. Understand the value of self-directed learning as habit of mind	3.07	76.6	2.94	73.5	3.27	88.5	3.5	0.66	93.1	58.4
38. Use a variety of media communication tools	3.08	77.4	3.04	74.2	3.28	86.7	3.49	0.7	92.5	59.4
41. Implement learning experiences based on effective practices	3.12	78.6	3	75.5	3.19	85.9	3.49	0.58	96.5	53.2
13. Use multiple strategies to teach concepts	3.01	76.2	2.99	74.1	3.18	86.1	3.48	0.61	96.0	53.4

*New question in 2013-14

	2010-2011		2011-2012		2012-2013		2013-2014			
	N=199		N=147		N=314		N=177			
	Mean	% Prepared	Mean	% Prepared	Mean	% Prepared	Mean	Std. Dev.	% Prepared	% Well Prepared (Score 4 only)
36. Probe for learner understanding	3.03	74.1	2.94	70.8	3.18	84.4	3.48	0.65	92.6	55.1
61. Understand the purpose and contributions of Ed. organizations	3.17	78	3.08	77.6	3.31	87.6	3.48	0.66	92.9	56.1
*17. Use curricula that encourages students to understand ideas from varied perspectives							3.46	0.59	94.8	50.3
42. Create short-term plans linked to student needs	3.07	74.9	2.98	72.1	3.24	85.5	3.46	0.63	93.6	52.9
14. Uses students prior understanding to link new concept	3.03	87.1	2.98	74.8	3.18	84	3.45	0.66	94.8	51.4
*27b. Understand how to use digital and interactive technologies to achieve specific learning goals							3.44	0.64	93.2	50.8
*25a. Effectively teach students from culturally and ethnically diverse backgrounds and communities							3.43	0.67	89.7	53.1
*27a. Provide students with meaningful feedback to guide next steps in learning							3.43	0.61	94.9	48.3
*25c. Implement MN content area standards in his/her planning and teaching							3.42	0.7	90.9	52.8
44. Value ongoing assessment	3.01	72	2.9	71.4	3.11	82	3.42	0.7	90.9	52.5
20. Use students' thinking as a basis for class discussions	2.98	73	2.99	75.5	3.1	80.3	3.41	0.65	92.5	49.1
27. Monitor and adjust strategies in resp. to learner feedback	2.97	73	2.88	69.4	3.09	79.6	3.41	0.68	91.5	50.8

*New question in 2013-14

	2010-2011		2011-2012		2012-2013		2013-2014			
	N=199		N=147		N=314		N=177			
	Mean	% Prepared	Mean	% Prepared	Mean	% Prepared	Mean	Std. Dev.	% Prepared	% Well Prepared (Score 4 only)
29. Design learning communities in which students assume responsibility for themselves	2.98	72.3	2.9	72.8	3.06	81.4	3.41	0.64	92.6	48.6
*38a. Clearly communicate expectations for appropriate student behavior							3.4	0.78	88.7	54.2
21. Use students' experiences as a basis for class discussion	3.03	75	3	76.2	3.14	81.5	3.39	0.69	91.8	49.4
32. Manage activities to provide active engagement of all students	3.01	72.8	2.98	74.2	3.11	80.2	3.38	0.74	88.1	51.7
15. Use differing methods of inquiry in teaching major concepts	2.92	71.6	2.86	71.4	3.05	80.6	3.37	0.69	90.2	47.7
46. Use a variety of informal assess techniques	2.97	69.4	2.84	68.7	3.05	78	3.36	0.71	88.6	48.0
*27c. Engage students in using a range of technology tools to access, interpret, evaluate and apply information							3.35	0.65	91.6	44.1
33. Maximize the amount of class time spent in learning	3	72.5	2.86	68.7	3.07	78.5	3.35	0.74	89	48.3
50. Maintain records of student work	3.03	71.8	2.85	65.3	3.12	79.2	3.35	0.74	88.6	47.7
31. Manage time to provide active engagement of all students	2.98	72.6	2.88	72.1	3.01	75.4	3.33	0.78	86.3	49.7
16. Develop curricula that encourage students to understand ideas	2.9	70.1	2.81	66.7	3.02	76.5	3.32	0.71	89	43.9
55. Use professional literature to support development as teacher	2.74	60.4	2.8	63.2	3.04	78.6	3.32	0.7	90.1	43.9

*New question in 2013-14

	2010-2011		2011-2012		2012-2013		2013-2014			
	N=199		N=147		N=314		N=177			
	Mean	% Prepared	Mean	% Prepared	Mean	% Prepared	Mean	Std. Dev.	% Prepared	% Well Prepared (Score 4 only)
19. Provide opportunities for students to shape their own learning	2.92	70.4	2.9	74.8	3.08	80.8	3.31	0.68	90.2	42.2
45. Use a variety of formal assess techniques	2.85	63.2	2.74	62.5	3.06	79.2	3.31	0.73	95.9	56.7
48. Use various assessment techniques to modify teaching	2.85	64.7	2.72	59.9	3.01	78.2	3.3	0.74	85.8	44.9
64. Consult with parents and guardians	3.08	72.3	2.91	61.9	3.22	82.5	3.3	0.76	85.5	46.2
43. Create long-term plans linked to student needs	2.91	69.2	2.67	58.5	3.01	76.8	3.29	0.74	87.7	43.3
*25b. Plan differentiated instruction for a variety of learning needs							3.28	0.78	85.8	46
65. Identify and use community resources	2.89	65.8	2.94	68.7	3.17	81.2	3.28	0.74	85.5	43.6
*27d. Help students analyze multiple sources of evidence to draw sound conclusions							3.26	0.71	89.2	38.6
18. Design interdisciplinary learning experiences	2.86	69.4	2.79	63.9	2.96	74.1	3.21	0.72	86.8	36.2
51. Communicate student progress to parents	2.81	64.8	2.65	55.1	2.99	76.6	3.17	0.77	83.5	36.6
28. Use educational technology to broaden student	2.93	69.1	2.92	66.7	3.15	82.2			Item deleted	
57. Understand code of ethics for MN teachers	3.35	85.8	3.31	85.7	3.45	90.7			Item deleted	

*New question in 2013-14

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	Target Level Description			
Content Knowledge Items: 15, 16, 22, 39, 40	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> (Scoring 3 or 4)
2008-2013	1,216	3.10	.650	80.7
2013-14 only	179	3.40	.577	90.1
Pedagogical Content Knowledge Items: 13, 19, 20, 21, 28, 38, 42, 43	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> (Scoring 3 or 4)
2008-2013	1,216	3.07	.639	78.6
2013-14 only	179	3.42	.486	89.8
Professional & Pedagogical Knowledge & Skills Items: 14, 18, 30, 31, 32, 33, 41, 50, 54, 55, 56, 64	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> (Scoring 3 or 4)
2008-2013	1,216	3.07	.635	78.9
2013-14	179	3.41	.532	89.1
Student Learning Items: 27, 36, 44, 45, 46, 48, 51	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> (Scoring 3 or 4)
2008-2013	1,210	2.97	.682	74.4

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

*New question in 2013-14

NCATE Standard 1: Element	Target Level Description			
<i>2013-2014 only</i>	<i>179</i>	<i>3.36</i>	<i>.592</i>	<i>88.3</i>
Professional Dispositions Items: 23, 24, 25, 29, 34, 35, 37, 52, 53, 62, 63, 65	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>2013-2014 only</i>	<i>179</i>	<i>3.62</i>	<i>.443</i>	<i>94.1</i>

<i>Percent Prepared across all elements</i>	
<i>2008-2013</i>	<i>81.6</i>
<i>2013-14 only</i>	<i>90.6</i>

*New question in 2013-14

Unit Data: Candidate Proficiency on MN Standards of Effective Practice, as Rated by Cooperating Teachers (2008-2014)					
SEP Standard	Explanation of Standard	N	Mean	SD	Percent Prepared²
SEP Standard 1: Subject Matter Items: 13-16 2008-2013	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>2013-2014 only</i>		168	3.41	.552	85.1
SEP Standard 2: Student Learning Items: 18-22 2008-2013	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>2013-2014 only</i>		170	3.36	.545	82.4
SEP Standard 3: Diverse Learners Items: 23-25 2008-2013	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>2013-2014 only</i>		175	3.56	.513	89.7
SEP Standard 4: Instructional Strategies Items: 27-29 2008-2013	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>2013-2014 only</i>		167	3.41	.529	83.8
SEP Standard 5: Learning Environment Items: 30-33 2008-2013	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>2013-2014 only</i>		170	3.40	.616	79.4
SEP Standard 6: Communication Items: 34-38 2008-2013	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>2013-2014 only</i>		171	3.56	.480	89.5
SEP Standard 7: Planning Instruction Items: 39-43 2008-2013	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>2013-2014 only</i>		168	3.47	.515	86.9
SEP Standard 8: Assessment Items: 44-48 2008-2013	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>2013-2014 only</i>		172	3.37	.615	82.6
SEP Standard 9: Reflection & Professional Development Items: 51-55 2008-2013	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

² Percent Prepared represents the percent of students with an average score of 3 or higher on the items in each area.

Unit Data: Candidate Proficiency on MN Standards of Effective Practice, as Rated by Cooperating Teachers (2008-2014)					
SEP Standard	Explanation of Standard	N	Mean	SD	Percent Prepared²
<i>2013-2014 only</i>		164	3.45	.551	87.2
SEP Standard 10: Collaboration, Ethics and Relationships Items: 50, 56-65 2008-2013	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>2013-2014 only</i>		162	3.55	.476	88.3

Teacher Candidate Proficiency based on SCSU Conceptual Framework - as Rated by Cooperating Teachers (2008-2014)

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 2008-2013	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>2013-2014 only</i>		151	3.42	.507	78.8
B2 – Caring and Ethical Professional Items: 22, 23, 24, 25, 34, 37, 50, 57, 58, 59, 62, 63 2008-2013	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>2013-2014 only</i>		165	3.62	.430	91.5
B3 – Collaborative Leaders Items: 18, 51, 56, 64 2008-2013	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>2013-2014 only</i>		165	3.39	.556	81.2
B4 – Reflective Practitioners Items: 27, 41, 44, 45, 46, 48, 53, 54, 55 2008-2013	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>2013-2014 only</i>		163	.342	.555	81.6
B5 – Creative, Flexible Problem Solvers Items: 19, 20, 29, 30, 52 2008-2013	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>2013-2014 only</i>		166	3.42	.513	84.3
B6 – Advocates for Equity and Justice in Education Items: 21, 35, 60, 65 2008-2013	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>2013-2014 only</i>		165	3.47	.525	87.3
B7 – Innovative Users of Technology Items: 28, 38, 40 2008-2013	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

CF Dimension	Explanation	N	Mean	SD	Percent Prepared ³
<i>2013-2014 only</i>		169	3.49	.514	83.8

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

	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
Supervisor was on time	89%	86%	83%	96%
Supervisor made regular visits	88%	80%	84%	95%
Supervisor was available to discuss the teacher candidate	95%	86%	84%	97%
Supervisor delivered/ explained handbook	88%	88%	85%	91%
Supervisor explained responsibilities of the cooperating teacher	88%	87%	85%	98%
Supervisor was cooperative and supportive	96%	90%	85%	99%