

Spring 2015

### Cooperating Teacher Survey

#### Certification Level of Clinical Teacher(s) (Required Element)

Form Element Type: One Answer Possible

Total Individual Response(s): 76 Individual Response(s)

Response(s)	Coun	Percent
ECH-6 GEN	30	39.47%
ECH-6 w SpEd	17	22.37%
8-Apr	0	0.00%
12-Jul	21	27.63%
All Level	8	10.53%

### Support through Materials & Communication

#### 1. University Supervisor Communication (Required Element)

Form Element Type: One Answer Possible

Total Individual Response(s): 76 Individual Response(s)

Response(s)	Coun	Percent
Outstanding	44	57.89%
Above Average	20	26.32%
Average	10	13.16%
Below Average	2	2.63%

#### 2. Educator Preparation Program Materials (Required Element)

Form Element Type: One Answer Possible

Total Individual Response(s): 76 Individual Response(s)

Response(s)	Coun	Percent
Outstanding	53	69.74%
Above Average	18	23.68%
Average	5	6.58%
Below Average	0	0.00%

### 3. Educator Preparation Program (Required Element)

**Form Element Type:** One Answer Possible

**Total Individual Response(s):** 76 Individual Response(s)

Response(s)	Coun	Percent
Outstanding	42	55.26%
Above Average	25	32.89%
Average	9	11.84%
Below Average	0	0.00%

#### Program Elements

**In which of the following areas would the clinical teacher(s) have benefitted from additional training?**

**Form Element Type:** Multiple Answers Possible

**Total Individual Response(s):** 58 Individual Response(s)

Response(s)	Coun	Percent
Content Knowledge	4	6.90%
Instruction and Pedagogical Content Knowledge	4	6.90%
Teaching Diverse Students	8	13.79%
Teaching Students with Diverse Needs	18	31.03%
Classroom Management	29	50.00%
Alignment of Teaching with State Standards	7	12.07%
Family and Community Engagement	6	10.34%
Assessment of Student Learning	7	12.07%
Motivating Students	8	13.79%
Curriculum Development and Lesson Planning	8	13.79%
Instructional Technology	3	5.17%
Certification Test Preparation	4	6.90%
Other (Write-in Response)	7	12.07%

#### Professional Dispositions

**Standard # 1: Learner Development** (Required Element)**Reference Label:** Learner Development**Form Element Type:** Rating Scale**Total Individual Response(s):** 76 Individual Response(s)**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 1h: The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	76	0.00%	14.47%	85.53%	2.86	3	3	0.35
Standard 1i: The candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	76	0.00%	18.42%	81.58%	2.82	3	3	0.39
Standard 1j: The candidate takes responsibility for promoting learners' growth and development.	76	0.00%	14.47%	85.53%	2.86	3	3	0.35
Standard 1k: The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	76	0.00%	18.42%	81.58%	2.82	3	3	0.39
Total	304	0.00%	16.45%	83.55%	2.84	3	3	0.37

**Standard #2: Learning Differences** (Required Element)**Form Element Type:** Rating Scale**Total Individual Response(s):** 76 Individual Response(s)**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 2l: The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	76	0.00%	15.79%	84.21%	2.84	3	3	0.36

Standard 2m: The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	76	0.00%	9.21%	90.79%	2.91	3	3	0.29
Standard 2n: The candidate makes learners feel valued and helps them learn to value each other.	76	0.00%	13.16%	86.84%	2.87	3	3	0.34
Standard 2o: The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	76	1.32%	31.58%	67.11%	2.66	3	3	0.5
Total	304	0.33%	17.43%	82.24%	2.82	3	3	0.39

### Standard #3: Learning Environments (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 3n: The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	76	0.00%	14.47%	85.53%	2.86	3	3	0.35
Standard 3o: The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	76	0.00%	18.42%	81.58%	2.82	3	3	0.39
Standard 3p: The candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	76	0.00%	15.79%	84.21%	2.84	3	3	0.36
Standard 3q: The candidate seeks to foster respectful communication among all members of the learning community.	76	0.00%	13.16%	86.84%	2.87	3	3	0.34

Standard 3r: The candidate is a thoughtful and responsive listener and observer.	76	0.00%	11.84%	88.16%	2.88	3	3	0.32
Total	380	0.00%	14.74%	85.26%	2.85	3	3	0.35

#### Standard #4: Content Knowledge (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 4o: The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	76	1.32%	19.74%	78.95%	2.78	3	3	0.45
Standard 4p: The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	76	0.00%	23.68%	76.32%	2.76	3	3	0.43
Standard 4q: The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	76	0.00%	25.00%	75.00%	2.75	3	3	0.43
Standard 4r: The candidate is committed to work toward each learner's mastery of disciplinary content and skills.	76	0.00%	17.11%	82.89%	2.83	3	3	0.38
Total	304	0.33%	21.38%	78.29%	2.78	3	3	0.42

#### Standard #5: Application of Content (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				

Standard 5q: The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	76	0.00%	38.16%	61.84%	2.62	3	3	0.49
Standard 5r: The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.	76	0.00%	18.42%	81.58%	2.82	3	3	0.39
Standard 5s: The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	76	0.00%	21.05%	78.95%	2.79	3	3	0.41
Total	228	0.00%	25.88%	74.12%	2.74	3	3	0.44

### Standard #6: Assessment (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 6q: The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	76	0.00%	19.74%	80.26%	2.8	3	3	0.4
Standard 6r: The candidate takes responsibility for aligning instruction and assessment with learning goals.	76	2.63%	22.37%	75.00%	2.72	3	3	0.5
Standard 6s: The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.	76	0.00%	15.79%	84.21%	2.84	3	3	0.36
Standard 6t: The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.	76	0.00%	27.63%	72.37%	2.72	3	3	0.45

Standard 6u: The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	76	0.00%	15.79%	84.21%	2.84	3	3	0.36
Standard 6v: The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	76	0.00%	23.68%	76.32%	2.76	3	3	0.43
Total	456	0.44%	20.83%	78.73%	2.78	3	3	0.42

### Standard #7: Planning for Instruction (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 7n: The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	76	0.00%	17.11%	82.89%	2.83	3	3	0.38
Standard 7o: The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	76	0.00%	25.00%	75.00%	2.75	3	3	0.43
Standard 7p: The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	76	1.32%	25.00%	73.68%	2.72	3	3	0.48
Standard 7q: The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	76	0.00%	11.84%	88.16%	2.88	3	3	0.32
Total	304	0.33%	19.74%	79.93%	2.8	3	3	0.41

### Standard #8: Instructional Strategies (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 8p: The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	76	0.00%	21.05%	78.95%	2.79	3	3	0.41
Standard 8q: The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	76	0.00%	22.37%	77.63%	2.78	3	3	0.42
Standard 8r: The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.	76	1.32%	18.42%	80.26%	2.79	3	3	0.44
Standard 8s: The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	76	0.00%	14.47%	85.53%	2.86	3	3	0.35
Total	304	0.33%	19.08%	80.59%	2.8	3	3	0.41

### Standard #9: Professional Learning and Ethical Practice (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 9l: The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	76	0.00%	21.05%	78.95%	2.79	3	3	0.41



Standard 9m: The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	76	0.00%	22.37%	77.63%	2.78	3	3	0.42
Standard 9n: The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	76	1.32%	17.11%	81.58%	2.8	3	3	0.43
Standard 9o: The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	76	1.32%	7.89%	90.79%	2.89	3	3	0.35
Total	304	0.66%	17.11%	82.24%	2.82	3	3	0.4

### Standard #10: Leadership and Collaboration (Required Element)

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 76 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 10p: The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	76	0.00%	19.74%	80.26%	2.8	3	3	0.4
Standard 10q: The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively	76	0.00%	15.79%	84.21%	2.84	3	3	0.36
Standard 10r: The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	76	0.00%	15.79%	84.21%	2.84	3	3	0.36

Standard 10s: The candidate takes responsibility for contributing to and advancing the profession.	76	0.00%	17.11%	82.89%	2.83	3	3	0.38
Standard 10t: The candidate embraces the challenge of continuous improvement and change.	76	0.00%	10.53%	89.47%	2.89	3	3	0.31
Total	380	0.00%	15.79%	84.21%	2.84	3	3	0.36

**Continual improvement is very important to us, and your feedback is valuable.**

This was my first experience as a cooperating teacher and it was excellent!

This survey is like the survey that I filled out with Mrs. Allcorn. The questions are repetitious. Maybe communication needs to improve between supervisors. Some these indicators indicate long term observation.

This experience as a cooperating teacher has been an incredible honor for me. I have enjoyed learning and practicing best teaching practices along with Mrs. Jones. I have been incredibly impressed with her relationships with students, her intuition, her thoughtfulness and flexibility during instruction. She asks pertinent and thoughtful questions and notices patterns in student behavior and learning.

I have learned a lot from this experience and have had the unique opportunity to reflect on my instruction and improve my classroom techniques and decision making. I feel lucky to have the opportunity to work and share a classroom with Mrs. Jones. She will be a blessing to any campus she is at. The students, staff and parents will quickly see her dedication, excitement and her heart for kids.

This class has been very challenging in that more than half of my students exhibited ADD tendencies. Dana is adaptive, flexible, and willing to meet the challenges that are set before her. She initiates her involvement and one can see that she is passionate about teaching. She will be an awesome asset to any school district that hires her.

The lengthy form ESOL forms that teachers fill out before each ESOL are not reflective of what we see in the classroom. Candidate's beliefs should not be on display. However, there should be questions concerning discipline, management, and general evaluation of job performance. I felt like there was little room to indicate what I needed the candidate to know. Teaching is 95% managing your classroom and students. I felt that this was not addressed in the lengthy sets of questions.

Thank you for giving me the opportunity to work with a future educator. Caitlyn was a wonderful clinical teacher and I am confident that she will be very successful.

Taryn has been an outstanding clinical teacher!

standard 2o....graded a "1" because we have no students with language barriers at this time

Shannon is going to be a great teacher. She strives daily to reach all learners in our classroom. I have been impressed with her dedication to her role as teacher. She has carefully planned activities to meet the needs of a diverse group of student learners.

Sayde was a blessing to my class! Thanks for sharing her with us!

Sayde has been a blessing to our class. We have enjoyed having her in here with us. She has been a tremendous help!

Proficiency is something that is never mastered due to change and individual growth. Jose has done an excellent job and will be a great teacher and continue to develop as all teachers do.

Over the past 28 years, I've had several student teachers. Hannah Bozeman is the best I've ever had, and I truly believe she is going to be an amazing educator. She is comfortable with the other educators on our campus, and she is comfortable with our students.

none

Ms. Stegall only observed one period a day for me, so it was difficult for her to truly take over and teach. She was, however, always extremely helpful, professional, and engaged with the students. She was a joy to have in my classroom.

Ms. Martinez did a great job. I enjoyed working with her.

Ms. Campbell will be an excellent teacher. She has a wonderful way of bringing out the passion for music in our students. Her professional attitude made me think of her as a colleague right from the start!

mrs.Martinez has shown great growth during the time she has been in my classroom. However, i feel like she is still developing on knowing how to teach indepth with grade level appropriate material. I have also discussed with mrs.Martinez about her classroom management and she has taken great consideration to all advice I have given her, I still feel like she is overall developing in all areas.

Mrs. Coleman was an exceptional clinical teacher. I told her I would be happy to be a reference for her as she applies for a teaching position.

Mr. Hightower had done a great job while he has been teaching with me. Any school that he applies to will be very lucky to have him. He is very knowledgeable in the content area that he has been teaching in and I know that he will make a great Ag teacher.

Miss Camacho is an excellent student teacher. She has taken responsibility of being a teacher and implemented what she knows to teach my students. She adapts well to change, and is always open to new ideas.

Meagen was outstanding. She had a positive, go-getter attitude and worked well with all students. I wish I could keep her forever!!!!

KEEP UP THE GOOD WORK.

Katrina will be a valuable asset to any school. She will only get better with experience.

Katrina is going to be an exceptional addition to the educational arena!

Katie did a great job. She is calm and caring and has a peaceful presence about her which is advantageous in the Elementary setting. She will be an asset. As always, it has been a pleasure to work with the ASU Education Department and faculty.

It was a very wonderful experience to see Mr. Wilson grow as an educator the past few months. I wish him the best of luck in his future endeavors.

My suggestions for your program to better prepare teachers would be (1) special education/english language learner course to help prepare teachers for the variety of student needs they will face in the classroom (from teaching them what acronyms like ARD and IEP mean, showing them the paperwork, to strategies that are effective to use with these learners.) Also, from a history teacher's perspective, work with document based questions is an important experience to have in a college teaching class.

I have enjoyed having Kelsey in my classroom this semester. I would recommend her as a candidate for an elementary teaching position. Kelsey has a wonderful connection with children. Her punctuality, responsibility, and natural teaching ability would make her an asset to an elementary. She accomplishes tasks that are given to her with great initiative and with a positive attitude.

Based on conversations with her, I believe there needs to be more emphasis in college classes in areas that will help our clinical teachers in the real world. I think ASU should bring in teachers from around the area to come and talk to the student teachers about various topics and show examples or videos (ideas that they currently use).

I thought that some sections of the survey were difficult to answer and not needed.

I had the opportunity to have two amazing student teachers this year who are going to make wonderful special education teachers. I believe that the documentation we have to fill out is not compatible for special education programs and needs to be changed to suit our specific program.

I enjoyed working with Ms. Lopez. She is going to be a wonderful teacher.

For clinical teaching in the field of Agriculture Science, a more stringent requirement for clinical teachers is needed. As a Agriculture Science teacher you are required to attend after-school team training, Booster club meetings, and animal project supervision, to name a few. These after-school activities are numerous and require many extra hours. Many of the clinical teachers do not realize this and it is not required for them to attend these after hours activities during their time on the block. I feel this gives them a false sense of what being an Agriculture science teacher is like, and does not properly prepare them for the requirements that will be needed for a professional career.

Emilee was a great asset to our classroom and our whole campus!!!

Cassie was a great student teacher. She did an outstanding job not only with the material in class, but was extremely professional during her time at Wall HS.

April did an excellent job with our 5th graders. She had great rapport with students and staff. She was eager to find new ways to encourage students to do well in class. She was punctual and very efficient.

A better knowledge of the content will be valuable. It's important to be well planned and well informed on the information to be taught. Make sure to have a good working knowledge of the content prior to the lesson. Having high expectations in both behavior and work habits are good ways to keep poor behavior in check and to make sure students are aware that their best is always expected.

Get familiar with good higher level questioning techniques; we want the kiddos to be awesome thinkers. Then allow them time to figure it out; allow long wait times for responses. Create good peer to peer learning/teaching opportunities to cement those skills, information, etc.

Be the example of respect, care and kindness... kiddos learn EVERYTHING from you. Demonstrate and model words, tone of voice, and actions and kiddos will "copy" what they see done and allowed.



## Fall 2015 Cooperating Teacher Survey

### Certification Level of Clinical Teacher(s) (Required Element)

Total Individual Response(s): 30 Individual Response(s)

Response(s)	Count	Percent
ECH-6 GEN	9	30.00%
ECH-6 w SpEd	10	33.33%
8-Apr	2	6.67%
12-Jul	6	20.00%
All Level	3	10.00%

### Support through Materials & Communication

#### 1. University Supervisor Communication (Required Element)

Total Individual Response(s): 30 Individual Response(s)

Response(s)	Count	Percent
Outstanding	18	60.00%
Above Average	9	30.00%
Average	3	10.00%
Below Average	0	

#### 2. Educator Preparation Program Materials (Required Element)

Total Individual Response(s): 30 Individual Response(s)

Response(s)	Count	Percent
Outstanding	21	70.00%
Above Average	6	20.00%
Average	3	10.00%
Below Average	0	0.00%

### 3. Educator Preparation Program (Required Element)

Total Individual Response(s): 30 Individual Response(s)

Response(s)	Count	Percent
Outstanding	20	66.67%
Above Average	7	23.33%
Average	3	10.00%
Below Average	0	0.00%

#### Program Elements

In which of the following areas would the clinical teacher(s) have benefitted from additional training?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 21 Individual Response(s)

Response(s)	Count	Percent
Content Knowledge	4	19.05%
Instruction and Pedagogical Content Knowledge	1	4.76%
Teaching Diverse Students	4	19.05%

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Teaching Students with Diverse Needs	3	14.29%
Classroom Management	13	61.90%
Alignment of Teaching with State Standards	4	19.05%
Family and Community Engagement	1	4.76%
Assessment of Student Learning	6	28.57%
Motivating Students	2	9.52%
Curriculum Development and Lesson Planning	1	4.76%
Instructional Technology	1	4.76%
Certification Test Preparation	4	19.05%

### Professional Dispositions

#### Standard # 1: Learner Development (Required Element)

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed   2 = Developing   3 = Proficient

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Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 1h: The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	30	3.33%	6.67%	90.00%	2.87	3	3	0.43
Standard 1i: The candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	30	0.00%	16.67%	83.33%	2.83	3	3	0.37

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Standard 1j: The candidate takes responsibility for promoting learners' growth and development.	30	0.00%	13.33%	86.67%	2.87	3	3	0.34
Standard 1k: The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	30	0.00%	6.67%	93.33%	2.93	3	3	0.25
Total	120	0.83%	10.83%	88.33%	2.88	3	3	0.36

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### Standard #2: Learning Differences (Required Element)

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed   2 = Developing   3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 2I: The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	30	0.00%	3.33%	96.67%	2.97	3	3	0.18

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Standard 2m: The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	30	0.00%	10.00%	90.00%	2.9	3	3	0.3
Standard 2n: The candidate makes learners feel valued and helps them learn to value each other.	30	0.00%	6.67%	93.33%	2.93	3	3	0.25

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Standard 2o: The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	30	0.00%	36.67%	63.33%	2.63	3	3	0.48
Total	120	0.00%	14.17%	85.83%	2.86	3	3	0.35

### Standard #3: Learning Environments (Required Element)

**Reference Label:** Learning Environments

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				



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Standard 3n: The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	30	0.00%	6.67%	93.33%	2.93	3	3	0.25
Standard 3o: The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	30	3.33%	13.33%	83.33%	2.8	3	3	0.48

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Standard 3p: The candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	30	0.00%	10.00%	90.00%	2.9	3	3	0.3
Standard 3q: The candidate seeks to foster respectful communication among all members of the learning community.	30	0.00%	6.67%	93.33%	2.93	3	3	0.25

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Standard 3r: The candidate is a thoughtful and responsive listener and observer.	30	0.00%	3.33%	96.67%	2.97	3	3	0.18
Total	150	0.67%	8.00%	91.33%	2.91	3	3	0.31

### Standard #4: Content Knowledge (Required Element)

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed   2 = Developing   3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				

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Standard 4o: The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	30	3.33%	13.33%	83.33%	2.8	3	3	0.48
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Fall 2015 Cooperating Teacher Survey

Standard 4p: The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	30	3.33%	23.33%	73.33%	2.7	3	3	0.53
Standard 4q: The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	30	3.33%	20.00%	76.67%	2.73	3	3	0.51

## Fall 2015 Cooperating Teacher Survey

Standard 4r: The candidate is committed to work toward each learner's mastery of disciplinary content and skills.	30	0.00%	6.67%	93.33%	2.93	3	3	0.25
Total	120	2.50%	15.83%	81.67%	2.79	3	3	0.46

### Standard #5: Application of Content (Required Element)

**Reference Label:** Application of Content

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 5q: The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	30	0.00%	43.33%	56.67%	2.57	3	3	0.5

Fall 2015 Cooperating Teacher Survey

Standard 5r: The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.	30	3.33%	26.67%	70.00%	2.67	3	3	0.54
Standard 5s: The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	30	0.00%	20.00%	80.00%	2.8	3	3	0.4
Total	90	1.11%	30.00%	68.89%	2.68	3	3	0.49

Fall 2015 Cooperating Teacher Survey

**Standard #6: Assessment** (Required Element)

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 6q: The candidate is committed to engaging learners actively in assessment	30	0.00%	20.00%	80.00%	2.8	3	3	0.4
Standard 6r: The candidate takes responsibility	30	0.00%	26.67%	73.33%	2.73	3	3	0.44



# Fall 2015 Cooperating Teacher Survey

Standard 6s: The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.	30	0.00%	16.67%	83.33%	2.83	3	3	0.37
Standard 6t: The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.	30	0.00%	26.67%	73.33%	2.73	3	3	0.44

Fall 2015 Cooperating Teacher Survey

Standard 6u: The candidate is committed to making accommodati ons in assessments and testing conditions, especially for learners with disabilities and language learning needs.	30	0.00%	23.33%	76.67%	2.77	3	3	0.42
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## Fall 2015 Cooperating Teacher Survey

Standard 6v: The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	30	0.00%	23.33%	76.67%	2.77	3	3	0.42
Total	180	0.00%	22.78%	77.22%	2.77	3	3	0.42

### Standard #7: Planning for Instruction (Required Element)

**Reference Label:** Planning for Instruction

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				

# Fall 2015 Cooperating Teacher Survey

Standard 7n: The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	30	3.33%	10.00%	86.67%	2.83	3	3	0.45
Standard 7o: The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	30	0.00%	23.33%	76.67%	2.77	3	3	0.42

Fall 2015 Cooperating Teacher Survey

Standard 7p: The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	30	0.00%	26.67%	73.33%	2.73	3	3	0.44
Standard 7q: The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances .	30	3.33%	13.33%	83.33%	2.8	3	3	0.48
Total	120	1.67%	18.33%	80.00%	2.78	3	3	0.45

**Standard #8: Instructional Strategies (Required Element)**

**Total Individual Response(s):** 30 Individual Response(s)

## Fall 2015 Cooperating Teacher Survey

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 8p: The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	30	3.33%	26.67%	70.00%	2.67	3	3	0.54

Fall 2015 Cooperating Teacher Survey

Standard 8q: The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	30	0.00%	26.67%	73.33%	2.73	3	3	0.44
Standard 8r: The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.	30	0.00%	36.67%	63.33%	2.63	3	3	0.48

## Fall 2015 Cooperating Teacher Survey

Standard 8s: The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	30	3.33%	13.33%	83.33%	2.8	3	3	0.48
Total	120	1.67%	25.83%	72.50%	2.71	3	3	0.49

### Standard #9: Professional Learning and Ethical Practice (Required Element)

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed   2 = Developing   3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				



Fall 2015 Cooperating Teacher Survey

Standard 9I: The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	30	0.00%	20.00%	80.00%	2.8	3	3	0.4
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Fall 2015 Cooperating Teacher Survey

Standard 9m: The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	30	0.00%	23.33%	76.67%	2.77	3	3	0.42
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Fall 2015 Cooperating Teacher Survey

Standard 9n: The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	30	0.00%	16.67%	83.33%	2.83	3	3	0.37
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## Fall 2015 Cooperating Teacher Survey

Standard 9o: The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	30	0.00%	16.67%	83.33%	2.83	3	3	0.37
Total	120	0.00%	19.17%	80.83%	2.81	3	3	0.39

### Standard #10: Leadership and Collaboration (Required Element)

**Reference Label:** Planning for Instruction

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 30 Individual Response(s)

**Response Legend:** 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				

# Fall 2015 Cooperating Teacher Survey

Standard 10p: The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	30	0.00%	13.33%	86.67%	2.87	3	3	0.34
Standard 10q: The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively	30	0.00%	10.00%	90.00%	2.9	3	3	0.3

# Fall 2015 Cooperating Teacher Survey

Standard 10r: The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	30	0.00%	6.67%	93.33%	2.93	3	3	0.25
Standard 10s: The candidate takes responsibility for contributing to and advancing the profession.	30	0.00%	16.67%	83.33%	2.83	3	3	0.37

# Fall 2015 Cooperating Teacher Survey

Standard 10t: The candidate embraces the challenge of continuous improvement and change.	30	0.00%	13.33%	86.67%	2.87	3	3	0.34
Total	150	0.00%	12.00%	88.00%	2.88	3	3	0.32

## Cooperating Teacher Survey 2016

### Certification Level of Clinical Teacher(s)

**Total Individual Response(s):** 67 Individual Response(s)

Response(s)	Count	Percent
ECH-6 GEN	26	38.81%
ECH-6 w SpEd	20	29.85%
4 thru 8	6	8.96%
7 thru 12	13	19.40%
All Level	2	2.99%

### Support through Materials & Communication

#### 1. University Supervisor Communication (Required Element)

Response(s)	Count	Percent
Outstanding	39	58.21%
Above Average	19	28.36%
Average	8	11.94%
Below Average	1	1.49%

#### 2. Educator Preparation Program Materials (Required Element)

Response(s)	Count	Percent
Outstanding	41	61.19%
Above Average	19	28.36%
Average	7	10.45%
Below Average	0	0.00%



## Cooperating Teacher Survey 2016

### 3. Educator Preparation Program (Required Element)

Response(s)	Count	Percent
Outstanding	37	55.22%
Above Average	23	34.33%
Average	6	8.96%
Below Average	1	1.49%

### Program Elements

In which of the following areas would the clinical teacher(s) have benefitted from additional training?

Response(s)	Count	Percent
Content Knowledge	16	29.63%
Instruction and	7	12.96%
Teaching Diverse	6	11.11%
Teaching Students	15	27.78%
Classroom	28	51.85%
Alignment of	6	11.11%
Family and	3	5.56%
Assessment of	9	16.67%
Motivating Students	9	16.67%
Curriculum	14	25.93%
Instructional	6	11.11%
Certification Test	9	16.67%

## Cooperating Teacher Survey 2016

### Professional Dispositions

#### Standard # 1: Learner Development (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 1h: The	67	1.49%	20.90%	77.61%	2.76	3	3	0.46
Standard 1i: The	67	2.99%	20.90%	76.12%	2.73	3	3	0.51
Standard 1j: The	67	1.49%	28.36%	70.15%	2.69	3	3	0.5
Standard 1k: The	67	1.49%	22.39%	76.12%	2.75	3	3	0.47
Total	268	1.87%	23.13%	75.00%	2.73	3	3	0.48

#### Standard #2: Learning Differences (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 2l: The	67	1.49%	14.93%	83.58%	2.82	3	3	0.42
Standard 2m: The	67	1.49%	16.42%	82.09%	2.81	3	3	0.43
Standard 2n: The	67	1.49%	19.40%	79.10%	2.78	3	3	0.45
Standard 2o: The	67	1.49%	29.85%	68.66%	2.67	3	3	0.5
Total	268	1.49%	20.15%	78.36%	2.77	3	3	0.46

## Cooperating Teacher Survey 2016

### Standard #3: Learning Environments (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 3n: The	67	1.49%	19.40%	79.10%	2.78	3	3	0.45
Standard 3o: The	67	1.49%	22.39%	76.12%	2.75	3	3	0.47
Standard 3p: The	67	1.49%	23.88%	74.63%	2.73	3	3	0.48
Standard 3q: The	67	1.49%	26.87%	71.64%	2.7	3	3	0.49
Standard 3r: The	67	1.49%	13.43%	85.07%	2.84	3	3	0.41
Total	335	1.49%	21.19%	77.31%	2.76	3	3	0.46

### Standard #4: Content Knowledge (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 4o: The	67	5.97%	31.34%	62.69%	2.57	3	3	0.6
Standard 4p: The	67	1.49%	23.88%	74.63%	2.73	3	3	0.48
Standard 4q: The	67	1.49%	28.36%	70.15%	2.69	3	3	0.5
Standard 4r: The	67	1.49%	28.36%	70.15%	2.69	3	3	0.5
Total	268	2.61%	27.99%	69.40%	2.67	3	3	0.52

## Cooperating Teacher Survey 2016

### Standard #5: Application of Content (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 5q: The	67	4.48%	46.27%	49.25%	2.45	2	3	0.58
Standard 5r: The	67	2.99%	25.37%	71.64%	2.69	3	3	0.52
Standard 5s: The	67	2.99%	25.37%	71.64%	2.69	3	3	0.52
Total	201	3.48%	32.34%	64.18%	2.61	3	3	0.56

### Standard #6: Assessment (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 6q: The	67	2.99%	31.34%	65.67%	2.63	3	3	0.54
Standard 6r: The	67	5.97%	25.37%	68.66%	2.63	3	3	0.59
Standard 6s: The	67	1.49%	28.36%	70.15%	2.69	3	3	0.5
Standard 6t: The	67	2.99%	35.82%	61.19%	2.58	3	3	0.55
Standard 6u: The	67	1.49%	29.85%	68.66%	2.67	3	3	0.5
Standard 6v: The	67	1.49%	32.84%	65.67%	2.64	3	3	0.51
Total	402	2.74%	30.60%	66.67%	2.64	3	3	0.53

## Cooperating Teacher Survey 2016

### Standard #7: Planning for Instruction (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 7n: The	67	1.49%	23.88%	74.63%	2.73	3	3	0.48
Standard 7o: The	67	1.49%	31.34%	67.16%	2.66	3	3	0.51
Standard 7p: The	67	2.99%	29.85%	67.16%	2.64	3	3	0.54
Standard 7q: The	67	2.99%	16.42%	80.60%	2.78	3	3	0.48
Total	268	2.24%	25.37%	72.39%	2.7	3	3	0.5

### Standard #8: Instructional Strategies (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 8p: The	67	1.49%	28.36%	70.15%	2.69	3	3	0.5
Standard 8q: The	67	1.49%	22.39%	76.12%	2.75	3	3	0.47
Standard 8r: The	67	2.99%	29.85%	67.16%	2.64	3	3	0.54
Standard 8s: The	67	2.99%	28.36%	68.66%	2.66	3	3	0.53
Total	268	2.24%	27.24%	70.52%	2.68	3	3	0.51

## Cooperating Teacher Survey 2016

### Standard #9: Professional Learning and Ethical Practice (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 9l: The	67	2.99%	25.37%	71.64%	2.69	3	3	0.52
Standard 9m: The	67	1.49%	25.37%	73.13%	2.72	3	3	0.48
Standard 9n: The	67	2.99%	16.42%	80.60%	2.78	3	3	0.48
Standard 9o: The	67	1.49%	22.39%	76.12%	2.75	3	3	0.47
Total	268	2.24%	22.39%	75.37%	2.73	3	3	0.49

### Standard #10: Leadership and Collaboration (Required Element)

Response Legend: 1 = Improvement Needed 2 = Developing 3 = Proficient

Rated Item(s)	Total	Distribution %			Average	Median	Mode	Standard Deviation
		1	2	3				
Standard 10p: The	67	1.49%	23.88%	74.63%	2.73	3	3	0.48
Standard 10q: The	67	1.49%	14.93%	83.58%	2.82	3	3	0.42
Standard 10r: The	67	1.49%	20.90%	77.61%	2.76	3	3	0.46
Standard 10s: The	67	1.49%	19.40%	79.10%	2.78	3	3	0.45
Standard 10t: The	67	2.99%	14.93%	82.09%	2.79	3	3	0.47
Total	335	1.79%	18.81%	79.40%	2.78	3	3	0.46