

Site Teacher Educator/Cooperating Teacher Evaluation Survey Report 2014

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The Teacher Education Program in the College of Education relies on Site Teacher Educators/Cooperating Teachers (STE/CT) to be role models and resources for Teacher Candidates. STE/CTs communicate, plan, and offer feedback to Teacher Candidates with the goal of enhancing Teacher Candidates' skills so that they become successful professional educators.

Because STE/CTs are an important part of the teacher education program, the UITE sought the opinions of and attitudes toward their participation in the University's teacher education program through an electronic survey. The survey consisted of questions regarding the STE/CT's overall satisfaction with their experience, attitudes toward some particular aspects of their role, their impressions of the Teacher Candidates, their perceived level of support from the University Cohort Leader and Supervisors, and their suggestions for program improvement.

STE/CTs were sent an email invitation with a link to the electronic survey. Data collection was from April 9-May 12, 2014, with one reminder prompt. There were 77 STE/CTSs who responded to the survey, a 46% response rate. The following table depicts the overall response rate for each respondent group, although 12 respondents did not report their program option on the survey.

	Completed questionnaires	Potential respondents	Response rate
Elementary Education	32	73	44%
Secondary Education	13	44	30%
Special Education	20	51	39%

The following report details the STE/CT's answers to the survey questions. Total percentages are most often discussed, but variations among program options are noted where group differences occur.

Program options in the teacher education program are Elementary Education (Elem), Secondary Education (Sec), and Special Education (SPED). For the purposes of calculating means for the majority

of closed-ended questions each category of the rating scale is coded as follows: Strongly disagree=1, Somewhat disagree=2, Neither agree nor disagree=3, Somewhat agree=4, and Strongly agree=5.

Overall Satisfaction

STE/CTs were asked to rate their level of satisfaction with their experience as a STE/CT using a scale of “strongly disagree,” “somewhat disagree,” “neither agree nor disagree,” “somewhat agree,” and “strongly agree.” STE/CTs agreed to the statement “Overall, I am satisfied with my experience as a Site Teacher Educator/Cooperating Teacher” (80% rating “somewhat agree” or “strongly agree”).

Percentages for each program option ranged from the lowest percentage of 69% of Secondary STEs who said “somewhat” or “strongly agree” to the highest percentage of 90% of Special Education CTs who “somewhat” or “strongly agree” to this statement.

1. Overall, I am satisfied with my experience as a Site Teacher Educator/Cooperating Teacher.

	Total	Elem	Sec	SPED
1 Strongly disagree	14%	16%	23%	5%
2 Somewhat disagree	5%	6%	-	5%
3 Neither agree nor disagree	2%	-	8%	-
4 Somewhat agree	26%	25%	23%	30%
5 Strongly agree	54%	53%	46%	60%
n	65	32	13	20
Mean	4.02	3.94	3.69	4.35
SD	1.42	1.50	1.65	1.09

Verbatim responses to an open-ended question asking STE/CTs to share why they gave the overall satisfaction rating that they did are listed below for each program option. Across all program options, STE/CTs generally indicated that they had positive experiences with their Teacher Candidates, saying that they found their Teacher Candidate to be “prepared” and “qualified.” Several STEs/CTs said they enjoyed the experience of helping new teachers and felt that they themselves learned new things about teaching while assisting the Teacher Candidate. Those who had more negative experiences with being an Elementary or Secondary STE felt that they needed more information about scheduling (e.g., “the schedule was unclear,” “too much time required for student teachers to be teaching,” and “didn’t like the beginning and end times of her teaching”). Across all program options, some STEs/CTs suggested

that they were not entirely clear on expectations of their role, as some STEs/CTs said they had to devote more time than expected.

2. Why do you say that? (*verbatim responses*)

ELEM

- I was pleased to have a strong candidate for my student teacher. However, I felt that I did not receive enough information from the U prior to her starting in my classroom. I have never had a student teacher before and felt like I needed some information to begin and not several weeks into the school year. Also, the schedule was unclear and it was difficult to have the student teacher need to be out of my room for other coursework. It made it difficult for me to plan my schedule.
- [sic...] I know there were some places I made mistakes and need to improve on. However I had the best teacher candidate and I loved how we worked together!
- My student teacher was highly qualified to take over my class and willing to work as team
- My student teacher was not prepared for the academic rigor of my classroom. For reasons that she chose, she was also not willing or able to put in the time needed to be prepared.
- Nothing is better than having two teachers in a classroom!
- I like that the students are in my classroom for the entire year and I like the program, it prepares the students very well.
- I felt my student teacher came well prepared and was supported well by the university.
- I learned by teaching someone else. I learned from her. The program is well organized with clear expectations of my duties.
- There was too much time required for student teachers to be teaching. Having them take over for so much of the time was too much when the teacher is still accountable for the students.
- I have actually learned about myself as an educator as well as learned a lot from her!
- I feel that there was more demand put on me as a site teacher than I've ever had in the past --- mainly the evaluations. I felt that my student teacher wasn't totally invested until the end of the year when she finally kicked things into gear. It was difficult turning my kids over with the pressure of testing looming over me. Our organizational techniques didn't quite match up either. It took me almost an entire day during my Spring Break to clean up my room and find things again.
- The original Cooperating Teacher that was assigned to me did not come. The cooperating teacher that did teach in my class started halfway through the term after there were difficulties between the other Site Teacher and Cooperating Teacher. There was not as much time to allow the students to adjust to the change. I also missed out on the Site Teacher training since I didn't start with the Cooperating teacher at the beginning. It would have been nice to know the best way to support the cooperating teacher.
- I would like to have had the trainings spread out so that we received the information for the practicum at the beginning of the year and the information about student teaching in January.
- I feel that University teachers come prepared and ready to work.
- Because the students that I have had the opportunity to work with have been overwhelmingly prepared and excited to be where they are.
- She was a phenomenal candidate and we worked extremely well together. She was receptive to feedback and I felt she had more support from the university this year than my student teacher last year.
- I really got along well with my student teacher. I enjoyed learning from the feedback of the university supervisors. It made me focus on good teaching techniques and strategies.
- I enjoyed working with [supervisor name] and my student teacher was very prepared to complete her experience.

- I learned, she learned. I watched her grow and I know I have her at a place she will be a great teacher. We listened and work well together.
- My student teacher was well prepared to be in the classroom. She was willing to take on all the responsibilities a teacher has. She was also very willing to ask for help when she came to situations she was not sure how to handle.
- By the end of the teaching time, the student teacher has improved greatly, and met my expectations.
- It was great watching the student teacher improve and grow as a teacher. The University was also easy to work with.
- The program is organized. The student-teachers are well prepared and eager to learn new ideas.
- [sic...]- I had no idea what I was supposed to be doing- and I felt that I did not receive a lot of support of what my role or expectations were.

SEC

- the student was not well prepared by the U. for his teaching experience
- Disappointed to have a student teacher for just two classes without knowing that was the plan
- There was great communication between all parties and my student teacher was excellent.
- it was a good experience
- I had a lot of support and my student teacher tried really hard :)
- Because was a excellent experience, for my students and also for me.
- Mentoring took more time and energy than I anticipated. [Teacher Candidate name] was great, but continually requiring time energy and focus. I also didn't like the beginning and end times for her teaching. It made no sense, for my teaching to have her begin a unit that I will teach and assess
- Directions for me were clear and delivered in a timely manner. My student teacher was well prepared and did an excellent job.
- The U of U program seems well-designed, the information needed/etc was well-explained and I felt comfortable with the U of U Supervisor [supervisor name]
- Disliked shifts in expectations during the course of the semesters
- [Teacher candidate name] came to my classroom so prepared to teach. He brought in great new ideas.
- There was support for my student teacher throughout and it was a very easy relationship.

SPED

- i love being a cooperating teacher and the University supervisors are a great support, but the teacher candidate that I had this year needed a lot more help than expected. It was more time consuming
- It has been fun working with my student teacher and getting to know her better. The evaluation sheets I have been filling out have been a good reminder to me of things I need to be focusing on also
- no one contacted me after the student teacher left for my comments or evaluatoin
- I found the student teacher very well prepared and the experience was pleasant and not too much work.
- The supervisor and student teacher I worked with this year have both been extremely easy to collaborate with and flexible in scheduling times and dates for necessary meetings.
- I feel it is important to support the program. I am happy to help.
- The students I've had this year have been so eager to learn and helpful in sharing new ideas with me and it's been a great experience for myself and my students.

- I was assigned a strong student teacher candidate. She had a good knowledge of methods, and just needed to put it to practice.
- I have had good students to work with and have not had any problems.
- Both teachers I had were excellent and a great help in my classroom. I found the experience very satisfying for me and the children.
- It was a great experience to help a new teacher and I was able to learn more about what they are learning and how I can better help them to be a better teacher.
- It was rewarding to help another new teacher on her way to becoming a sped teacher. Received new ideas from watching her teach.

Particular Aspects of STE/CT Experience

STE/CTs were asked about their attitudes toward particular aspects of their role as STE/CTs. Once again, respondents used a scale of “strongly disagree,” “somewhat disagree,” “neither agree nor disagree,” “somewhat agree,” and “strongly agree” to answer these questions.

A vast majority of respondents said they were “clear of the expectations of my role” (91% rating “somewhat agree” or “strongly agree”), and that they “would like to work as a Site Teacher Educator/Cooperating Teacher in the future” (83% rating “somewhat agree” or “strongly agree”).

Ninety-five percent said they “somewhat” or “strongly agreed” that they “had a positive experience with my student teacher.”

When asked about their attitude toward receiving a \$100 stipend as compensation for being an STE/CT, approximately half of respondents (51%) said “strongly agree” or “somewhat agree” to the statement “I am satisfied with the \$100 stipend I receive as compensation for being a Site Teacher Educator/Cooperating Teacher.” Looking across program options, percentages of agreement (“somewhat agree” or “strongly agree”) to this statement ranged from the lowest percentage of 38% for Elementary STEs to the highest percentage of 69% for Secondary STEs.

More than half of respondents (57%) “somewhat” or “strongly” agreed with the statement “The Site Teacher/Cooperating Teacher Handbook was helpful to me.”

The vast majority of respondents (89%) “somewhat” or “strongly” agreed with the statement that they “took advantage of the opportunities provided to better understand my role as a Site Teacher Educator/Cooperating Teacher.”

Eighty-five percent of STE/CTs “somewhat” or “strongly” agreed that they “asked for clarification or additional information when I had questions about my role.”

Notably, for the majority of the questions in this section, Elementary STE responses garnered the lowest mean, indicating that when compared to other program options, they were the least likely to say they had clear of the expectations of their role, a positive experience with their student teacher, adequate compensation, found the handbook to be helpful, or took advantage of the opportunities to better understand their role as an STE.

3. I was clear of the expectations of my role as a Site Teacher Educator/Cooperating Teacher.

	Total	Elem	Sec	SPED
1 Strongly disagree	2%	3%	-	-
2 Somewhat disagree	6%	9%	-	5%
3 Neither agree nor disagree	2%	-	-	5%
4 Somewhat agree	31%	44%	23%	15%
5 Strongly agree	60%	44%	77%	75%
n	65	32	13	20
Mean	4.42	4.16	4.77	4.60
SD	0.92	1.05	0.44	0.82

4. I would like to work as a Site Teacher Educator/Cooperating Teacher in the future.

	Total	Elem	Sec	SPED
1 Strongly disagree	3%	6%	-	-
2 Somewhat disagree	5%	9%	-	-
3 Neither agree nor disagree	9%	13%	8%	5%
4 Somewhat agree	20%	16%	23%	25%
5 Strongly agree	63%	56%	69%	70%
n	65	32	13	20
Mean	4.35	4.06	4.62	4.65
SD	1.04	1.29	0.65	0.59

5. I had a positive experience with my student teacher.

	Total	Elem	Sec	SPED
1 Strongly disagree	2%	3%	-	-
2 Somewhat disagree	2%	3%	-	-
3 Neither agree nor disagree	2%	3%	-	-
4 Somewhat agree	23%	25%	23%	20%
5 Strongly agree	72%	66%	77%	80%
n	65	32	13	20
Mean	4.63	4.47	4.77	4.80
SD	0.74	0.95	0.44	0.41

6. I am satisfied with the \$100 stipend I receive as compensation for being a Site Teacher Educator/Cooperating Teacher.

	Total	Elem	Sec	SPED
1 Strongly disagree	14%	19%	23%	-
2 Somewhat disagree	9%	9%	-	15%
3 Neither agree nor disagree	26%	34%	8%	25%
4 Somewhat agree	28%	25%	54%	15%
5 Strongly agree	23%	13%	15%	45%
n	65	32	13	20
Mean	3.37	3.03	3.38	3.90
SD	1.32	1.28	1.45	1.17

7. The Site Teacher/Cooperating Teacher Handbook was helpful to me.

	Total	Elem	Sec	SPED
1 Strongly disagree	5%	6%	-	5%
2 Somewhat disagree	5%	6%	8%	-
3 Neither agree nor disagree	33%	35%	23%	35%
4 Somewhat agree	34%	39%	38%	25%
5 Strongly agree	23%	13%	31%	35%
n	64	31	13	20
Mean	3.67	3.45	3.92	3.85
SD	1.04	1.03	0.95	1.09

8. I took advantage of the opportunities provided to better understand my role as a Site Teacher Educator/Cooperating Teacher.

	Total	Elem	Sec	SPED
1 Strongly disagree	-	-	-	-
2 Somewhat disagree	2%	3%	-	-
3 Neither agree nor disagree	9%	16%	-	5%
4 Somewhat agree	35%	22%	38%	55%
5 Strongly agree	54%	59%	62%	40%
n	65	32	13	20
Mean	4.40	4.34	4.62	4.35
SD	0.79	0.97	0.51	0.59

9. I asked for clarification or additional information when I had questions about my role.

	Total	Elem	Sec	SPED
1 Strongly disagree	2%	3%	-	-
2 Somewhat disagree	2%	-	8%	-
3 Neither agree nor disagree	12%	13%	8%	15%
4 Somewhat agree	40%	44%	46%	30%
5 Strongly agree	45%	41%	38%	55%
n	65	32	13	20
Mean	4.25	4.19	4.15	4.40
SD	0.85	0.90	0.90	0.75

To capture other aspects of respondents' attitudes about their role as STE/CTs, the survey included an open-ended question asking STE/CTs about what they like best about being an STE/CT. STEs/CTs said that they liked having two teachers present in the classroom because of the opportunities for "collaboration," "working with someone else," "the ability to work with students one-on-one and in additional small group," "the freedom it allowed me to do other things" and "the extra hands." STEs/CTs also cited that they were able to gain additional learning with the "fresh perspective," "new ideas," that Teacher Candidates brought into the classroom. STEs/CTs found that their role was also an opportunity to be "reflecting on their own practice" and "fine tune my own teaching." Several STEs/CTs also noted that they liked watching the Teacher Candidates' grow in their abilities and appreciated being able to assist new educators.

The survey contained another open-ended question asking what the STE/CT liked least about being an STE/CT. The most difficult aspect for the STEs/CTs was having to "turn the class over to another person." STEs/CTs found it hard to "watch their classroom management be disrupted," have the Teacher Candidates "not [be] on task as much as I like," and "giving up control." Some STEs/CTs noted that filling out the observations was the part they liked the least as they did not like that they had to fill out the form multiple times, endure technical problems, or the length of the evaluation form ("form is too long, redundant, and cumbersome"). Other STEs/CTs felt that they would have liked more compensation and that it was hard to "find time" to fulfill the obligations and "extra work" of their role. Some STEs/CTs noted that it was hard to offer feedback, either because the Teacher Candidate was not receptive to change, because it is hard to offer constructive criticism or because the STE/CT "was not contacted after the student left."

10. What did you like the best about being a Site Teacher/Cooperating Teacher? (*verbatim responses*)

ELEM

- The chance for me to learn from my student teacher.
- Watching her grow and learn from the mistakes she made and getting better at the things she needed to work on.
- The opportunity to work with someone to become better prepared to be a licensed educator.

- I liked that I had someone to help with the copying/clerical work somewhat. But at times the trouble of explaining and fixing her mistakes or having to re-do what she had done made even that "perk" not as helpful. I expected a more professional and quality of excellence of her work. I didn't want her to feel I was "nit-picking", but I would say that she made my job much harder than if I had just done it myself.
- Having a highly qualified second teacher in my classroom is almost more than I could ever want. My student teacher was exceptional every minute she was with our class.
- Helping them be prepared to be my future co-workers!!!! I like the collaboration and I always learn something new from them.
- I liked being a part of my student teacher's experience. I loved learning from her ideas, sharing in her excitement, and feeling her energetic passion for teaching.
- I have found that being a site teacher has been a wonderful opportunity to work with the next generation of future teachers. It has given me an opportunity to share my knowledge and experience with student teachers so that when they have their own classrooms they will have the necessary tools for a successful career in teaching.
- I really enjoyed being able to give someone a better experience than I had. I enjoyed seeing her develop into a competent teacher. I feel good about ensuring that a new teacher is more prepared than I was to enter the classroom alone. I enjoyed working with someone else. I was able to accomplish more and be less stressed.
- It was a learning experience in giving up control.
- Getting to share what I do but also learning from her.
- I enjoyed the extra time to focus on other things that I hadn't or didn't have time to in the past.
- Helping a new teacher out.
- I enjoyed being able to work one on one with students with another adult present. It was easier to meet the student's needs with 2 adults.
- I had the opportunity to work with a student teacher who was creative and willing to listen to what others told him to help him. I like that he didn't come in with an attitude that he already knew everything.
- Watching my student teacher grow over the years. Also, learning from her.
- Having the opportunity to help someone else learn to appreciate and LOVE the profession of education.
- The ability to work with students one-on-one and in additional small group. The reflection process with my student-teacher was so much fun and satisfying even after teaching so many years.
- Watching my student teacher's teaching abilities grow. We collaborated really well. She showed great initiative and was very capable of running the classroom on her own.
- Getting new ideas from from student teacher. I liked having another teacher in the classroom to collaborate with students' behavior or learning needs or laugh with during the school day.
- I like having to think through my teaching and decisions that I make with a student teacher. I feel like this strengthens my teaching. I also like having a new perspective and ideas.
- Getting new ideas from a fresh perspective.
- I feel like not only was I able to guide my student teacher into becoming a teacher I was able to learn many things about myself as a teacher. I also feel that I am now better prepared to take on the roll of being a site teacher again.
- Watching her grow, being able to help her see what would make her a better teacher.
- I have a difficult class this year. It was wonderful having another teacher in the room. She did a wonderful job working with this hard group of children.
- I learned a lot about my teaching and became a better teacher. It was satisfying to watch the student teacher improve and excel. I value the friendship I developed with the student teacher.

- I enjoyed seeing her try new things and make progress with her classroom management skills.
- The most rewarding aspect of this experience is the opportunity to work together with another individual in the classroom. Although the student-teachers are learning how to take over a class, they bring with them energy and new ideas. They are helpful and willing to do whatever is needed.
- The opportunity to fine tune my own teaching.
- Helping a prospective teacher become the best they could be.
- I did like working with a student teacher who always came with fresh ideas and tried new things with my students. I liked-for the most part- the freedom it allowed me to do other things. Whether it was projects for my own class or helping others out.
- Teaching a prospective teacher.

SEC

- it provides me a different perspective to see what work or don't work in classroom
- Opportunity to work with a teacher in training on developing curriculum. The encouragement to examine my own processes and presentations
- I love to mentor and because my student teacher was very good the collaboration was excellent!
- The opportunity it allows for focusing on good practices.
- It helped me think about why I do what I do and how I teach the way I teach.
- The opportunity for update my methods and strategies.
- Watching [Teacher Candidate name] emerge as a competent teacher. Reflecting on my own practice.
- Working with the student teachers. I enjoy mentoring.
- I think it is a great experience to allow someone to come into one's classroom and give them the chance to experience first-hand the teaching profession. Any teaching candidate needs the opportunity to go from a learning situation into a real, hands-on, live classroom. Though there are some challenges along the way, the end result always seems fruitful and beneficial.
- Enjoyed the opportunity for collaboration and validating my beliefs about the future of education
- Helping someone else learn how to be a successful educator.
- Working with [Teacher Candidate name]--a lot of what we did was like team teaching, in a sense. It's great working with someone who comes in with fresh, new ideas AND who knows the Common Core inside and out.
- My student teacher was prepared with the skills and knowledge to put together lesson plans and had deadlines and high expectations from the University that kept my student teacher motivated to keep on schedule with plans.

SPED

- My training teacher was excellent. I was able to learn a lot from her and hope I was helpful to her as well. She will be a great teacher.
- I like to help others learn and provide opportunities and feedback to potential teachers. I enjoy learning new ideas from those that participate in the program. It gives me opportunities to strengthen my own skills too.
- Helping my student teacher improve.
- the ideas that the student brought and shared
- I like getting a fresh look at the expectations for teachers coming out of the Universities. I was cued in to things that I may (or may not) do, that I either do automatically, or hadn't thought about recently as being important. For example, some of the behavior techniques, like proximity control, I do without thinking, until I notice my student teacher picking it up. Also, listening to

the student teacher conference with her supervisor made me conscious of the frequency with which I ask for student response, either individually, chorally, or student to student.

- It gave me an opportunity to provide support and guidance to new teacher candidates, something I love to do. And also allows me to show how rewarding the teaching profession can be when students make progress.
- Opportunities to see good teachers in action!
- I like the opportunity to help pre-service teachers gain hands on experience and learn more about the profession firsthand. I like sharing knowledge with the pre-service teachers and hearing about the things they are learning in the program.
- I had great students in my class this year. They shared fresh ideas with me and that always helps me up my game.
- I enjoyed getting to know the student teacher and I enjoyed the new and exciting experiences she brought to the classroom
- The student that I worked with! She was excellent, knowledgeable, and very motivated to learn.
- It is fun to help students learn about teaching. I enjoy giving back to others.
- Being able to work with such an amazing student teacher.
- Having a university connection. / Maintaining relevancy in the field.
- I liked working with the student and involving them completely in the classroom. I enjoyed the extra hands as that worked so nicely for everyone. It gave an opportunity to get to know another teacher and see their strengths.
- Working with the teacher to find out what their strengths and weaknesses were and how I could best help them. It also helped me to know what things they were working on to see where I am in what I am teaching.
- I enjoyed working with someone who was excited to learn and was open to suggestions.
- Helping my student teacher become a better teacher. I liked helping her with anything she was struggling with.

11. What did you like the least about being a Site Teacher/Cooperating Teacher? (*verbatim responses*)

ELEM

- The communication with the U.
- Letting my class go. When I was the teacher candidate my teacher really had a hard time letting go of his centers and would change what I had planned. With my teacher candidate I wanted her to have full rein with my help. I gave her suggestions and helped push her in the right direction for me. However we are two different people and she needed to do what was comfortable to her and what worked. Everything worked out my students learned and my teacher candidate learned. Getting my students back and seeing what they have learned proves to me that it was fine and I can do it again.
- It would be a lot more beneficial for the student teacher and for me if only one University Administrator did observations and visits with myself and my student teacher.
- Again, she wasn't prepared content wise to enter the classroom. Either she didn't have the time, or chose not to put in the time she needed to have a good understanding of what she was teaching. I'm assuming and hoping that will change next year as she will have her "own" classroom. / / Also, with three weeks left of her student teaching she was very egocentric. She was gone for interviews so many times which made her presence in class so sporadic that she didn't know what was going on. I was tired of "catching her up" on where we were. She was really all about "getting" a job, and her behavior really made me rethink the level of my recommendation for her. She really should have been giving me her very best, but I don't feel that happened very much from Aug. to March.
- Dealing with my principal and his somewhat skewed ideas about student teachers.

- The pay, it is a lot of extra work.
- In the past it has sometimes been hard to mentor a student teacher who is still lacking a lot of needed skills.
- I would have like to collaborate outside of contract hours more. I would have liked her to bring more of her own original ideas about how to do things so that I could help her negotiate the discrepancy between what we would dream of doing and the reality of what can be done.
- Being expected to hand a large amount of time over to my student teacher. The expectation for student teachers to be teaching on their own so quickly when they haven't had a lot of time in the classroom.
- It is NEVER easy to give your class over to someone else. It went extremely well, but it was still hard!
- Watching my classroom management be disrupted and the lack of organization and cleanliness of my room.
- Balancing when I should and shouldn't step into help was difficult.
- I struggled to see the class discipline problems increase when the cooperating teacher was teaching. There were times that she didn't notice problems start when they were minor so the students were not on task as much as I like.
- I didn't like that there was so little training on how best to help our student teachers. I also didn't care for the technical difficulties that went with the evaluations.
- The struggles of class management.
- It is just a tough process to turn the class over to another person and know that in the end I will be the one responsible for their end of year scores. / / I also felt like the experience was entirely too long. The two days a week in the fall and then more in the spring makes planning more difficult and I feel it is a disservice to the student teachers because they only have experience teaching one grade. / / The grading form is too long, redundant, and cumbersome. We found two sections that just repeated the same questions. Many of the areas also very little bearing for a student teaching experience- a veteran teacher's evaluation by all means, but the majority of the components of the assessment form did not pertain to a student teacher.
- It was hard to sit back and watch when kids were acting out. It's also hard to think of ways to word your constructive criticism to sound positive and to not make it uncomfortable.
- Being out of my classroom but that is only because I am a person who is on the go and the slow down of not teaching is a little hard. My Principal however liked it and try to keep me busy.
- Having to provide corrective feedback about something that I might not be great at myself, but can see where the weakness is.
- It was difficult to have to correct my student teacher. She had a hard time taking my suggestions. She wanted to do it her way. She finally came to the understanding that it wasn't that I was pushing her to just do it my way. Once she finally could see that I was pushing her because I knew she could do it things improved.
- Giving the control up to my student teacher.
- How our student teachers were treated by my schools administration.
- The student teacher did not want to be taught at first. It was difficult to get her to do what I expected. There was a huge emotional and time investment that I gave. My work load was very high for the first half of the year teaching my class and the student teacher. It ended up working out in the end, but it was difficult.
- Filling out the evaluation forms.
- The most difficult aspect of being a site teacher is filling out the evaluation forms. I think the forms are too lengthy and completely unrealistic. I read those form and I think I have a lot of work to do!
- Not enough directive given prior to the beginning of school.

- Handing over my "kids" to another person.
- Not having enough guidance about what I was supposed to do and letting go of the classroom. Because I was not taking any classes I did get bored from time to time.
- Turning "my kids" over to somebody else.
- Nothing.

SEC

- the students are not familiar with the idea of activity-centered teaching strategies.
- Balancing the lessons developed with the teacher candidate with my own presentation style for all classes except two as they were all the same preparation.
- We did the long observation that we did online 3 times and the last two were so close together that I thought it was repetitive. Twice would have been sufficient.
- Not much. If I had to put something, I would say the pressure that inevitably comes from its importance.
- It is a lot of work!! I was not expecting it to be that much work.
- I don't believe anything was bad, I did that before on my country and this program is excellent and useful for the student teacher and the site teacher.
- Just observing my students struggle with the adjustments. Losing my prep/reflection time to talking and advising. I found that I wanted/needed some of my own space.
- Paper work :)
- It is difficult for a seasoned teacher, who has a certain style, who builds a relationship with each class/the students, et al, to step aside and let the teacher candidate take over. The frustration of the faces and expressions of the students is, to me, very difficult. However, as noted above, there is an end goal and that goal, giving the teacher candidate a live, hands-on teaching experience, has to take precedence.
- extra work involved
- Just as an FYI - I was told I'd get a \$100 stipend. I got \$50.
- I guess when third quarter was up!

SPED

- I actually have no complaints. A bigger stipend would be nice, but we all want more money, right?
- Having a student teacher that is not prepared or has basic skills to do the student teaching.
- Doing the evaluations
- Was not contacted after student left,
- Sometimes doing the observations is difficult. It is hard to make myself sit still that long. I know that it is crucial to the program, and the forms were simple enough. I had to date each form with the approximate date that it needed to be complete for my own reminder. I don't think that you could make it any easier.
- Being unable to control for factors that can deter new teacher candidates from wanting to teach, such as other professionals who are not so easy to team with....which can create certain problems with trying to collaborate effectively for student's needs. I realize I cannot control things like this, so I do my best to support the new teacher candidates with situations like this and teach them the tools they need to work with other professionals who are not so easy to team with, and help them to not be so discouraged by it.
- Frustration with student who was slow to implement suggestions
- This year I feel like there was nothing I liked least except seeing the U students leave.
- that she did not spend more time with the students on a consistent basis.
- I did not have any negative experiences.

- Getting a semi-average student teacher. / Having student teacher have to balance after-school classes with student teaching responsibilities. / Balancing a paid special ed. assistant role with student teacher role/responsibilities.
- I do not believe I had any negatives. The simple evaluation of the student was great. It was not lengthy or time consuming.
- nothing
- Trying to find time in my busy schedule to meet with her while meeting the needs of my students.
- Finding the time to do it.

University Support

Using the same scale that has been used throughout the survey, STE/CTs were asked about their perceptions regarding the level of support they received from a University Cohort leader and a University Supervisor, if applicable.

Support from the University Cohort Leader

A full 89% of STE/CTs “somewhat” or “strongly” agreed “The University Cohort leader provided support in my role as a Site Teacher Educator/Cooperating Teacher.”

Ninety-two percent “somewhat” or “strongly” agreed “the support of the University Cohort leader assigned to my student teacher was helpful.”

Four-in-ten (40%) STE/CTs said they “somewhat agree” or “strongly agree” to the statement “I would have liked to have had more opportunities to collaborate with the University Cohort leader.”

Across program options, Elementary STEs were the most likely to say that they would have liked to have more opportunities for collaboration with a Cohort leader (56%).

12. The University Cohort leader provided support in my role as a Site Teacher Educator/Cooperating Teacher.

	Total	Elem	Sec	SPED
1 Strongly disagree	2%	3%	-	-
2 Somewhat disagree	6%	9%	-	5%
3 Neither agree nor disagree	3%	3%	8%	-
4 Somewhat agree	29%	28%	38%	25%
5 Strongly agree	60%	56%	54%	70%
n	65	32	13	20
Mean	4.40	4.25	4.46	4.60
SD	0.93	1.11	0.66	0.75

13. The support of the University Cohort leader assigned to my student teacher was helpful.				
	Total	Elem	Sec	SPED
1 Strongly disagree	2%	3%	-	-
2 Somewhat disagree	5%	6%	-	5%
3 Neither agree nor disagree	2%	3%	-	-
4 Somewhat agree	29%	31%	31%	25%
5 Strongly agree	63%	56%	69%	70%
n	65	32	13	20
Mean	4.48	4.31	4.69	4.60
SD	0.87	1.03	0.48	0.75
14. I would have liked to have had more opportunities to collaborate with the University Cohort leader.				
	Total	Elem	Sec	SPED
1 Strongly disagree	8%	3%	-	20%
2 Somewhat disagree	11%	6%	15%	15%
3 Neither agree nor disagree	42%	34%	69%	35%
4 Somewhat agree	25%	31%	8%	25%
5 Strongly agree	15%	25%	8%	5%
n	65	32	13	20
Mean	3.29	3.69	3.08	2.80
SD	1.10	1.03	0.76	1.20

Support from the University Supervisor

The majority of STE/CTs (97%) said that their student teacher did have a University Supervisor assigned to them. For each of the questions in this section, Special Education CTs' responses had the lowest mean, indicating that, when compared to other program options, CTs thought that there could be more University supervisor support in their role, the support could have been more helpful, but that they would not have liked more opportunities for collaboration with the University Supervisor.

Of those who had Teacher Candidates with University Supervisors, 84% of STE/CTs “somewhat” or “strongly” agreed “The University supervisor provided support in my role as a Site Teacher Educator/Cooperating Teacher.”

Eighty-nine percent of STE/CTs “somewhat” or “strongly” agreed “the support of the University supervisor assigned to my student teacher was helpful.”

Slightly less than half (48%) of STE/CTs said they “somewhat agree” or “strongly agree” to the statement “I would have liked to have had more opportunities to collaborate with the University

supervisor.” Looking across program options, Elementary STEs were most likely to say that they would have liked to have more opportunities for collaboration with a supervisor.

15. Did your student teacher have a University Supervisor assigned to them?

	Total	Elem	Sec	SPED
Yes	97%	100%	100%	90%
No	3%	-	-	10%
n	65	32	13	20

16. The University supervisor provided support in my role as a Site Teacher Educator/Cooperating Teacher.

	Total	Elem	Sec	SPED
1 Strongly disagree	3%	3%	-	6%
2 Somewhat disagree	3%	3%	-	6%
3 Neither agree nor disagree	10%	9%	15%	6%
4 Somewhat agree	32%	34%	31%	28%
5 Strongly agree	52%	50%	54%	56%
n	63	32	13	18
Mean	4.27	4.25	4.38	4.22
SD	0.99	0.98	0.77	1.17

17. The support of the University supervisor assigned to my student teacher was helpful.

	Total	Elem	Sec	SPED
1 Strongly disagree	-	-	-	-
2 Somewhat disagree	2%	-	-	6%
3 Neither agree nor disagree	10%	13%	-	11%
4 Somewhat agree	37%	38%	38%	33%
5 Strongly agree	52%	50%	62%	50%
n	63	32	13	18
Mean	4.40	4.38	4.62	4.28
SD	0.73	0.71	0.51	0.89

18. I would have liked to have had more opportunities for collaborate with the University supervisor.

	Total	Elem	Sec	SPED
1 Strongly disagree	10%	3%	-	28%
2 Somewhat disagree	8%	6%	15%	6%
3 Neither agree nor disagree	35%	28%	62%	28%
4 Somewhat agree	24%	25%	15%	28%
5 Strongly agree	24%	38%	8%	11%
n	63	32	13	18
Mean	3.44	3.88	3.15	2.89
SD	1.22	1.10	0.80	1.41

Suggestions for Teacher Education Program Improvement

In an open-ended question, STE/CTs were asked to describe ways that the University of Utah could improve its cohort and student teaching programs. Across all program options, STE/CTs had a variety of suggestions including changes to student teaching schedules (e.g., “It is too long,” “Make it shorter,” “students need more consistent time.”)

STEs/CTs also offered suggestions regarding supervision (e.g., “having only one supervisor over each teacher would be more beneficial”, “could have had more communication and support for the student teacher supervisor,” “I would like to see advisors in the classroom more often.”) SPED CTs, in particular, asked for more observations of student teaching.

Secondary STEs, in particular, suggested increased and/or particularized training for Teacher Candidates (e.g., “student teachers need to take ‘subject-specific teaching strategies’ course,” “engagement strategies,” “require a unit overview [for]...identifying content and skill goals, some formative assessments and some cumulative assessments,” “spend some time...teaching them how to actually run a classroom.”)

19. In what ways, do you think, the University of Utah could improve its cohort and student teaching programs? (*verbatim responses*)

ELEM

- More information for site teachers. More clear schedules.
- It is too long. The 100 hours they get coming on Mondays and Tuesday is nice because they always know where they will be and learn the site teachers rules to take over earlier. However, as a student teacher I was able to observe many different teachers (at different schools, different grade, and different environments.) Then I had many ideas for when I was student teaching. I still spent ten full weeks in the classroom watched for two and took over. / The teachers do get tired of them in their class. I know of one teacher in years past that the student teacher ended up not passing and made it that she would not have another student teacher. /
- Having only one supervisor over each teacher would be more beneficial
- I feel my student teacher might be better in a younger grade, but she has no experience in a younger grade. I feel the University should think of providing a more meaningful experience for their student-teachers that encompasses more than one grade level.
- Focus more on classroom management and a bit less on writing lesson plans. Lesson plans are included in curriculum, it's rarely necessary to have the need to write lesson plans anymore. I would love to see more quality strategies for managing very difficult students in difficult schools.
- This years cohort was amazing at least the group at my school was.
- I think the University of Utah has an excellent program for their student teachers.

- I truly can't think of anything.
- I feel that the student teachers don't really have enough consistent classroom time. It was hard having them for two full days each week because they never got to see the ending of anything. They were always starting something so when the actual student teaching came around, it took time to get those routines down in the latter part of the week.
- none
- I would like to have had an opportunity (maybe once a month) to have met with the university supervisor and the other teachers in my school who had student teachers to talk about what was going on and to get help.
- Just keep supporting the students as they progress, until they are able to come into a classroom such as mine.
- Pick a semester or have them do the two semesters in two different grades. / / Simplify and streamline the assessment form.
- More information at the end of the year transitions. A lot of teachers were transitioning when they wanted to and not when they were supposed to. I think it caused some bad feelings. I think instead of saying, "whatever you decide." Needs to be more clear.
- I think they are doing a great job. Having the ESL added has been very beneficial for the student teachers. I think that the hardest area for incoming teachers is management but am unsure how anything could be changed.
- I would have liked to have known earlier in the program that I could have had more communication and support from the student teacher supervisor. I feel like if I had more contact with the supervisor I would have been able to move my student teacher along even more.
- Make it shorter. Have the student teaching for the 10 to 12 weeks with the same teacher. The hundred hours observing allow them to watch indifferent classrooms, school, grade levels, and districts. The lessons they need to teach; have them teach in different classroom and have each teacher rate how they taught. By doing this the student get insight from other and many people.
- I would like to see advisors in the classroom more often. Talking more to the regular teacher about student progress.
- Please check on the cooperating teacher once in a while to see if they need help. It was very helpful when a copy of the evaluations were sent to me.
- I feel that the University should tell the site teacher more of what they expect us to be doing or not doing to help the student teachers at the first of the year.
- The student teaching program seems to be quite strong.
- For me as a first time site teacher, more guidance or guidelines would have been helpful. Now that I have done it, I now know how to do better next time.

SEC

- students teachers need to take "subject-specific teaching strategies" courses.
- Teach positive expectation phrases so they are natural - thank you for listening respectfully, rather than everybody needs to listen, for example. Teach responding to students with other than "good" or "correct" Maybe "thank you" "Tell me why you think that" or "What else can you add" for example. Engagement strategies.
- They all want to share ideas and talk about their student teaching experiences with other student teachers. So when they have their cohort classes give them time to talk to other people going through the same things they are such as how to improve on classroom management etc. Not everything has to be structured with objectives and lesson plans. They have made it this far and they want to do good so trust them and give them some free time to talk about the things they want to work on.
- Require a unit overview. Nothing detailed, but identifying content and skill goals, some formative assessments and some cumulative assessments. / / A simpler lesson template that students

complete and show site teacher BEFORE teaching. Not every day needed. / / Possibly provide PD credit to site teachers

- Spend some time at some point teaching them how to actually run a classroom. Being organized and grading is boring but important.
- Most student teaching programs have a great emphasis on pedagogy (knowledge, theories, et al, of teaching.) Though this emphasis certainly has a place, I think the student teaching program should emphasize more of the nuts and bolts of teaching. More of the practical things a teacher needs to do are, in my experience, FAR MORE valuable and have a far greater "long-term" effect and benefit on the success of a teacher. Classroom management, pacing of classes, variety of lesson plans, et al, are far more important, again, in my experience, than much of the theory-based work and practices often emphasized in student teacher programs. The best solution, I think, is a blend of the two.
- None that I can think of.
- I honestly can't think of anything. It is a good program.
- No idea.

SPED

- More specific evaluation forms that aren't so broad.
- my student was not observed during her experience here, need better follow up
- I do not see any need for improvement at this time.
- The deaf-blind program is new. I would like to discuss the student teaching experience and some things that may make it more meaningful.
- I think it would be beneficial for student teachers to be observed more frequently by University staff and receive honest feedback.
- the students need to have more consistent time with the students although I know this is difficult because many of the students work.
- Have students complete afternoon/evening classes prior to the student teaching experience.
- I believe everything went very smoothly from the initial contact until the final day.
- In general I thought it went well. The student teacher seemed to have a good support system. I would encourage the student teachers to keep better records of what they are doing with the students and require that as part of their grade. The observation was good, but I feel like she should learn to use the data she keeps to drive her instruction and have that as part of her grade.
- I think you are doing a great job.
- Not sure.
- None. (2)

Teacher Candidate Strengths and Weaknesses

In an open-ended question format, STE/CTs were asked to describe the strengths of their student teacher in comparison with other beginning teachers. STE/CTs had many positive things to say about Teacher Candidates, but the most-often cited strengths differed by program option. Elementary STEs most often cited the Teacher Candidates' levels of "confidence" as a strength. Secondary STEs noted the Teacher Candidates' knowledge of the Common Core. Special Education CTs noted the Teacher Candidates' level of experience as a strength.

In another open-ended question format, STE/CTs were asked to describe the weaknesses of their student teacher in comparison with other beginning teachers. For those STE/CTs that offered a response, the weaknesses of the Teacher Candidates cited were varied. Some STE/CTs found their Teacher Candidates to have problems with confidence, whether it was over-confidence or a lack of confidence that translated into a lack of authority in the classroom. STE/CTs noted that some Teacher Candidates could improve in the area of classroom management and pacing. Other STE/CTs indicated that their Teacher Candidate could have displayed higher levels of professionalism and by displaying a more positive attitude.

20. Please describe the strengths of your student teacher in comparison with other beginning teachers. (*verbatim responses*)

ELEM

- My student teacher came with good interpersonal skills. She already had a good way of interacting with children. She had a lot of skills using technology in meaningful ways in teaching. Her reading methods skills were very good.
- I student teacher was confident in her teaching and if needed help had no problem with asking for direction or understanding. New teacher that I have worked with feel they can do it all on their own and get overwhelmed because they refuse to ask for help. She knew when she could stand on her own, when she needed extra guidance, and when she needed to see something done again for help. She was able to take over the class early on. She took the comments from me as direction to better herself and not that I was coming down on her. She is a natural teacher and [school district name] will be very lucky and happy they got her first!
- She had confidence in her teaching. She took over all facets of teaching including assessing, grading, parent communication, team collaboration, and organizing classroom.
- I don't know what to say here.
- She came to me ready to teach, ready for her own classroom. My student teacher is an amazing young teacher with a long and promising career ahead of her.
- They are more sensitive and prepared to work in an urban (TITLE 1) school. I LOVE that they are with my class all year long.
- She was confident, flexible, and came with a strong background in mathematics and data use.
- I had a wonderful experience with my student teacher this year. She shared with the class her [specific culture named] culture as a connection to the [grade number] [subject name] core. This was a very unique and wonderful experience for my classroom.
- Her organizational skills, the amount of thought and preparation out into each part of a school day, and her consistency with classroom management.
- My student teacher has a natural ability to relate with students and put them at ease. The students know that they are cared about she holds them to high standards.
- She has a much better understanding what her role will be as a teacher because of the amount of time she spent in the classroom.
- My student teacher had good rapport with the students. She was observant about individual student's needs.
- My student teacher learned quickly and wasn't afraid to ask for help.

- The lessons that she created touch upon all learning styles.
- Her knowledge of classroom expectations and consequences.
- She has great planning skills and was willing to take on any task we asked of her. She was not afraid to try things and utilized her talents to maximize student growth. She has incredible composure and confidence when she is before a class.
- She was able to find and plan lessons on her own. She was very organized well ahead of time and completed grades on time with accuracy. She never seemed stressed.
- [Teacher Candidate name] had a very high level of understanding with math and teaching. She was very prepared and put 100% into her practicum. I feel like she will be ready for her first year and has a clear understanding of what will be expected of her and some challenges she might face.
- My student teacher did a wonderful job of communicating with parents and other teachers. She was able to plan and coordinate with other teachers.
- She was a natural in the front of the class. She was eager to learn and grow on her path to becoming a teacher
- Wanting to learn about everything a teacher must do.
- My student teacher knew how to access the core and online resources. She had a lot of support from the class she attended once a week. She was helped by her supervisors. She was confident in lesson preparation.
- She is great at working with low students. She came up with a new way to get all students engaged with better behavior.
- My student teacher had good classroom management. [Reference to Teacher Candidate's previous job], so she had some experience in this area.
- She has good understanding of the complete school year.
- He was very confident and outgoing. He is similar in strength to other beginning teachers. He was very willing to learn and make changes that were suggested.
- Her strengths are they she became much more organized as time went on and she always had fresh and new ideas to bring to the classroom. She had a gentle but firm way of dealing with the children and they responded to her with respect. She really made tons of growth from the beginning of the schools year, with being the authority to management to materials.

SEC

- motivated, energetic, and focused.
- Collaborative, tech savvy, relationship building with students, explorative and open to suggestions, natural stance that demanded respect from students. Questioning techniques in support for discussions.
- He was very technology savvy which really helped. He was great at planning creative lessons that applied to all areas of learning. He was very motivated.
- Much more prepared and experienced.
- She was always willing to listen, try, and improve her teaching. Content knowledge was amazing.
- Perfect knowledge of the topics. / Good management of the classroom environment. / Wonderful activities.
- Very creative lesson planner..grew in classroom management skills. Interacted well with students. Scaffolded learning
- He was comfortable and confident. He listen to advice and was able to adapt and learn very quickly.
- The greatest strength my student teacher had was that she was a native speaker of the language (for world/foreign language classes.) The next strength was a good understanding of the core/state standards; I thought her understanding of this was quite good. The next strength was an

"afternoon/night class" required of the student teachers during their teaching experience. The class provided some good ideas and my student teacher greatly benefitted from these.

- Better at maintaining respectful discipline, developing core-oriented curriculum
- He had a strong desire to reflect and improve.
- His knowledge of the Common Core
- Ability to follow core and reach out to others for help.

SPED

- [Reference to Teacher Candidate's previous job], she was quite prepared and ready for a classroom of her own.
- had some fun activities / worked well with the students and they liked her /
- She does a good job of choosing activities that work on her students IEP goals. She is prepared. She is very positive with the students and redirects them well.
- seemed very eager to learn from my experiences and suggestions
- [Teacher Candidate name] was great at remaining calm and restating the rules when kids got out of hand. She also picked up on behavior control techniques that I modeled, even though I did not explicitly call her attention to them. The next day or next class, I would see her using them.
- My student teacher is extremely dedicated to providing the best services she can for her students with disabilities. She is very conscientious of each student's goals and if they are making progress or not. She works extremely hard to team with her general education staff and SLP to provide effective services for the students on her caseload.
- I supervised several. The student teachers who are working deaf-blind specialists are head and shoulders ahead of the one who is not, as I would expect.
- My student teacher is a natural leader and is comfortable in the role of leader of the classroom. She is professional, punctual, and responsible. She was diligent in completing tasks and asking for feedback.
- She was willing to learn subject material she wasn't familiar with (we are in a sped setting) and she had such a willingness to get to know the students and make connections with them. She asked questions and shared ideas with me. She was punctual and prepared.
- she has had experience with teaching and was willing to take input and learn from what we talked about. / she was creative and enthusiastic
- She was knowledgeable about visually impaired students. She used her creativity to design activities for the students.
- [Reference to Teacher Candidate's previous job], so she already had a lot of experience.
- My student teacher is amazing. She is incredibly innovative and dedicated to the students.
- Positive. / Caring. / Dependable.
- [sic...] I enjoyed getting her perspectives and watching her interactions with some students in my classroom. She gave me some ideas on how to handle more efficiently some behavior concerns with one child. We had a great working relationship. I liked the simplicity with which she handled our activities as that is what was needed and she recognized it.
- He has had a lot of experience and is very knowledgeable about students with disabilities. he is easy to work with and wants to be great teacher. He take feedback well and uses it to improve his teaching.
- She was willing and open to learning. She found things that would work for her and was quick to find the weaknesses of the students and look for ways to help them with what they needed.
- She already knows about explicit instruction. She has a good grasp of behavior management. She works well with other staff members.

21. Please describe the weaknesses of your student teacher in comparison with other beginning teachers. (*verbatim responses*)

ELEM

- Content knowledge was a weakness--word pronunciation, knowledge of subject matter in multiple contents, etc. Her math methods understanding and skills were also weak.
- She still stands back and observes when the grade level teachers are doing something together. She waits for them to take charge. We had a field trip when she was here I went with and she wanted me to be in charge when I felt I was there as a volunteer and she should have been the teacher.
- She is hard on herself. She forgets to focus on her strengths.
- I don't know what to say here.
- / She had no weakness, really, none. Extremely qualified, kind, compassionate, knowledgeable. AMAZING!!
- I did not see any.
- She really has none. Seriously!
- She struggled with organization and keeping things picked up and put away. I found myself cleaning up behind her quite often, even after I had asked her to clean up.
- She has not had a chance to teach in other grade levels with other types of students.
- She needed to provide more scaffolding before expecting the students to be able to work independently.
- My student teacher struggled some with pacing.
- Wanting to be their friend, she soon found out that it can't be. She made great changes over the year.
- None, they have all been different, that doesn't mean one is weaker than another.
- She has only worked in one grade level. Like all teachers she still has much to learn (and so do I).
- She continued to improve on behavior management. She could probably work on pacing of lessons--most students were done with their work and getting off task.
- [Teacher Candidate name] was very eager and sometimes would jump into conversations quick but other than that she was thoughtful and reflective with everything she did.
- She struggled with her classroom management. She felt that instruction came before management. It was not until the very end of her student teaching that she really understood the importance of classroom management.
- Truly cannot think of one.
- Any weaknesses I saw she was able to fix during her time in the classroom.
- It was hard for her to learn from me at first, and she challenged some of the things I asked her to do. These were direct instructions from the principal. She ignored some things I asked her to do, and I had to repeatedly ask. She had an excessive amount of absences.
- By the end of her time in the classroom she was as good as another beginning teacher.
- She sometimes came to class unprepared. She discovered that she cannot just "wing it." As a new teacher, every lesson takes preparation.
- He was a bit over confident.
- Although she improved greatly throughout the year, her weakness was seeing herself as the total authority in the classroom-- being the person in charge when she walked into the room. Her self-confidence still has room to grow. Her ability to give clear directions and waiting for everyone to be ready and listening should also improve with time and practice,

SEC

- not very good at looking for classroom feedbacks
- Multiple obligations the teacher candidate had during the early part of experience meant she was somewhat unreliable in maintaining her schedule. Not a problem once official student teaching began. Technical knowledge.
- My student didn't have an weakness that would be in addition to a beginning teacher. He just needs the experience that comes from teaching to sharpen his classroom management skills.
- Possibly a bit more overconfident ...not that this is necessarily a weakness.
- Classroom management. There should be more classes and chances for incoming teachers to try this instead of jumping into classes of 33 and manage them.
- Not any.
- She became too involved in the personal life/problems of some students.
- none
- The biggest weakness of the student teacher was a lack of basic professional understanding. This, to me, was due to her own lack of exposure, practice, et al, and not something inherent in the U of U program/s. However, I would suggest that all student teachers be given some practical advice of how to act, et al, in a professional manner and to really consider how the Cooperating Teacher implements, maintains, et al, a sense of professionalism in his/her (again, to be fair in this matter, my student teacher was one of my former students who had visited me, asked for references, et al, so our relationship was a little different than a typical candidate.) The next weakness would probably be a lack of experience with any type of pacing in a classroom; I think any candidate, again, should have some real idea what a classroom "needs" to function effectively for block schedules. My student teacher did not seem to have this knowledge up front, and did not seem to glean the understanding while observing me. A final weakness would center on classroom management; again, what does it take to manage a classroom for 45 minutes let alone block schedules. I think the suggestions I made at the top re: more practical experience and less "theory-centered" work would benefit both the student teacher and the classroom s/he teaches in.
- Divided efforts between other cooperating teacher, action research, her job, her family life.
- A little more in-touch with students need in our population.

SPED

- did not have a strong language background in early childhood and special education / was not self-motivated at times / struggled to carry objectives/goals through out activity and across the whole day
- Posted lesson plans and use of data sheets.
- needs experience, did very good for a student teacher
- She lacked rhythm when calling for choral responses :), but she worked on it.
- I do not see her as having any weaknesses.
- I supervised one student who had many excuses why she couldn't implement effective strategies. Most beginning teachers have a more positive and energetic outlook.
- At times she demonstrated a negative attitude toward different situations and needed redirection to be more positive in the workplace.
- her experience was with home visits working one on one with a child. this made it difficult for her to maintain a focus on the whole class /
- Struggles with behavior management. / Lack of initiative. / Poor time management and follow through on tasks.
- I'm not good at finding weaknesses so I'll just concentrate on the strengths.
- She was late at times and sometimes she did not come and did not let me know she would not be there.

- Maybe a little more evidence of data collection.
- None (2)

Feedback to the Teacher Candidate

A majority of Elementary (84%) and Secondary (85%) STEs say that they met with their Teacher Candidate daily to discuss the Teacher Candidate’s teaching. For SPED CTs, 45% met with their Teacher Candidate once a week and 40% met daily.

Teacher Candidates were formally evaluated and received written feedback from a University supervisor, with 52% receiving this formal evaluation 5 times or more. An additional 23% received a formal evaluation 4 times. Looking across program options, Elementary supervisors and cohort leaders formally evaluated the Teacher Candidate most often with 81% receiving the formal evaluation 5 times or more.

22. How often would you say that you meet with your student teacher to discuss her/his teaching?

	Total	Elem	Sec	SPED
Daily	71%	84%	85%	40%
Once a week	25%	16%	15%	45%
A few times a month	5%	-	-	15%
n	65	32	13	20

23. Please indicate the number of times a University supervisor or a University Cohort leader formally evaluated your student teacher and provided written feedback.

	Total	Elem	Sec	SPED
0 times	2%	-	-	5%
2 times	8%	-	-	25%
3 times	9%	3%	31%	5%
4 times	23%	13%	46%	25%
5 or more times	52%	81%	15%	30%
Don’t know	6%	3%	8%	10%
n	65	32	13	20

Respondent Profile

The majority of the STE/CTs who completed the survey said they are teaching in the Granite School District (56%) and the Salt Lake School District (24%). A significant percentage of SPED CTs also teach at the Utah School for the Deaf and Blind (21%) in addition to these two districts and others.

The majority of respondents teach in Elementary Education (49%), with an additional 20%

teaching in Secondary Education, and an additional 31% teaching in Special Education. Within Special Education, the largest percentage of respondents said they specialize in Mild Moderate Disabilities (37%), although there are respondents from all specializations represented in the survey.

24. Please indicate the district in which you teach:

	Total	Elem	Sec	SPED
Alpine	3%	-	-	11%
Canyons	2%	-	-	5%
Davis	2%	-	-	5%
Granite	56%	82%	42%	26%
Jordan	2%	-	-	5%
Murray	2%	-	8%	-
Salt Lake	24%	14%	50%	21%
Utah School for Deaf and Blind	7%	-	-	21%
Granger	2%	4%	-	-
Nebo	2%	-	-	5%
n	59	28	12	19

25. In what area do you teach?

	Total	Elem	Sec	SPED
Elementary	49%	100%	-	-
Secondary	20%	-	100%	-
Special Education	31%	-	-	100%
n	65	32	13	20

26. If you said Special Education, what is your area of specialization?

	SPED
Early Childhood Special Education	15%
Mild/Moderate Disabilities	35%
Hearing Impairments	10%
Severe Disabilities	15%
Visual Impairments	20%
DeafBlind	5%
n	20

Additional Suggestions

STE/CTs were asked to offer any additional suggestions. Below are their verbatim responses broken out by program options.

27. What other suggestions or comments do you have concerning your role as a Site Teacher Educator/Cooperating Teacher? (*verbatim responses*)

ELEM

- I hated the evaluation we had to fill out. First of all a student teacher does not do many of the things I'm supposed to be "evaluating" them on. Also, I felt that my student teacher had an inflated view of her abilities and so I didn't answer as honestly as I should have. I wanted to be positive, but probably gave her higher scores than she really was performing at. So that evaluation isn't great. I think a one-on-one meeting with her University Supervisor, where we could talk freely, would also be beneficial.
- I think it would be beneficial for student teachers to experience what it is like to prepare for the Sage testing at the end of the year.
- It was a good experience for me to try and figure out how to explain classroom management. I was more aware of the importance of procedures and expectations.
- It would be really helpful if the offered trainings and banquets were held outside of school time. As site teachers we are already asked to leave our classroom too much. Writing lesson plans and dealing with the aftermath of a sub must be weighed against the benefits.
- I would really have liked to have had more information before hand on how we as a site teacher can work more with the supervisor in supporting the student teacher.
- I worry you are going to have a harder time finding site teachers when we get Merritt pay
- This would not have been a successful or positive experience for me if the supervisors had not stepped in and helped.
- The University of Utah's program is better than ever! Keep sending us fabulous student teachers.
- None. It was great!
- I loved all of it!
- I hope the next experience goes just as well!
- None, this was my 6th student teacher.
- I loved it! My students miss her so much. They really got attached to her!

SEC

- Let teachers know and participate in suggesting topics for action research projects that cut back the class load for the practicing teacher. We might have good ideas and it would be better if expectations were for fewer class periods of instruction.
- Just more opportunities in the future.
- Thank you for providing substitutes and time for us to meet at the U before and after the student teaching. // I did not get the \$100 stipend and i was not aware that was happening until now.
- Was a nice experience, I will like to do that again.
- None.
- This particular experience required much more work on my part (hence my earlier comment e: the stipend.) I think the U of U would do well to take a serious look at the suggestions I made. I have been teaching a number of years, was successful in [previous employment roles] so I think I have some insight, especially re: more practical experience prior to entering the classroom. One thing that most student teachers I have had especially liked, while working with me, was the organizational skills, time management, et al, that I introduced to (or reviewed with) them. They all commented on the necessity to not let outside pressures (grading, organizing, paper collection/distribution, et al) detract from the presentation and management of the classes. Again,

these areas are "practical" and grew out of my prior experiences as well as during my years as a teacher.

SPED

- The University support has been great and they have shown integrity in the program by holding to their standards of excellence by the student teacher even when that person was not performing at the expected level. The university has been great to support me and the student and still maintain the expected standards.
- None
- more feedback from university
- I absolutely love being a cooperating teacher for teacher candidates in the Early Childhood Special Education program at the University of Utah. I want to continue doing this throughout my teaching career!
- It was a good experience! My student teacher was great, and the University coordinator was great!
- I have enjoyed very much my role as a site teacher through the years. It has been a great opportunity to exposed educators to real life in the classroom. I have enjoyed learning from them just as much as they have learned from me. [sic...] Thank you U of U for selecting me several times to work with your student teachers.