

Copy of Default Report

Spring 2022 COOP Teacher Survey

August 9th 2022, 8:35 am MDT

Q1 - Are you a Millersville Graduate?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a Millersville Graduate?	1.00	2.00	1.57	0.49	0.24	63

Q2 - How many Millersville student teachers have you mentored over the course of your teaching career (including this semester, Spring 2022)?

#	Answer	%	Count
1	1	9.52%	6
2	2 - 3	47.62%	30
3	more than 3	42.86%	27
	Total	100%	63

Q3 - How many student teachers have you mentored from other universities in the past two years?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many student teachers have you mentored from other universities in the past two years?	1.00	4.00	1.58	0.93	0.86	62

Q4 - How many Millersville students have you worked with for field/clinical experiences from January 2020 until this semester, Spring 2022?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many Millersville students have you worked with for field/clinical experiences from January 2020 until this semester, Spring 2022?	1.00	4.00	2.40	0.98	0.97	63

Q32 - Please add brief comments on how Millersville's College of Education student teacher supervisors, including those supervisors with PDS, communicate expectations for candidates with you?

Please add brief comments on how Millersville's College of Education student teacher supervisors, including those supervisors with PDS, communicate expectations for candidates with you?

In person meetings or answering questions via email

I've appreciated the support from supervisors. The experiences have gone well!

Most expectations are communicated via an initial in-person visit and then any additional follow-up is provided electronically and/or communicated via the student teacher

in person, email, and written communication (on paper)

Expectations were clear. Good communication with supervisor.

George was an excellent supervisor. He was constantly checking in with both myself and Morgan. I really appreciated how often he came in for observations.

I had a great experience with the supervisor! She was communicating with both of us and easily approachable.

Expectations have been communicated through email.

I had an in-person and virtual meeting at the start of each student teaching session providing a list of expectations. These documents were also emailed to me.

My student teachers' advisor communicated with me mainly through email but only at the beginning of the assignment. I was only ever given the college's rubrics and told to contact her if I had any questions.

I receive emails regarding expectations for supervising student teachers.

For my past student teacher Peg Brown checking in regularly. This current year I have only received one communication from the supervisor. There has not been any check-ins and minimal feedback. This fall has been disappointing with communication. I have received a great amount of communication regarding a future PDS.

No issues

I never really heard from my student teachers cooperating teacher. He only communicated with the student teachers I had and he barely communicated with them and was very last minute. I felt bad they were not getting great communication. When he did come in he was very polite, knowledgeable, and worked with my student teacher after each observation.

face-to-face meetings, phone call, email

Supervisors have been great about communicating with me through email and in person meetings. They also provide paper or electronic copies listing the expectations.

excellent

The supervisor took time to confer with me regarding the responsibilities and expectations.

We talk in person when she comes in to observe and she is always available by email if needed.

Communication was helpful. This was a great experinece.

I have received communication via email, face-to- face meetings, and printed guidelines.

Good communication, quality teacher candidates

email, Zoom meetings, syllabus, face to face conversations

The student teacher supervisors have been fabulous and great to work with.

Actually, there was very little communication. I actually wrote the first email about a week before she began. I was given no checklist or idea what she had/has to complete while here. I am especially blown away at the fact that they do not need to do an IEP////

I have had positive experiences with all of supervisors I have worked with presently and in the past. Peg Brown is exceptional in communication and professionalism. I enjoy working with her tremendously.

The student teacher supervisor communicates via email and through personal discussion. All others strictly use email.

email

I saw the supervisor in person twice. I did not receive any emails or other forms of communication as of now.

I received various communication through email.

Follow up communication via after observations/conversation with student teachers if there's anything they see that needs to be addressed or improved on.

I was receiving emails and when she would stop in we would have discussions.

I feel that communication between supervisors and coop is lacking. It is not informative or last minute.

Deb Holt has been great for both of my student teachers!

N/a

The student teacher's Millersville supervisor provided me with an outline of the student teacher's responsibilities while in my classroom. She sat down with both of us at the beginning of the student teacher's experience and explain to the student teacher her expectations and allowed me to do the same. This was important so that we all knew where each of us stood in what we were looking for in the student teacher's performance.

Clear, concise conversations

It truly varies based on the supervisor.

All communication with supervisors has been wonderful. There has been quick response to any questions I've had.

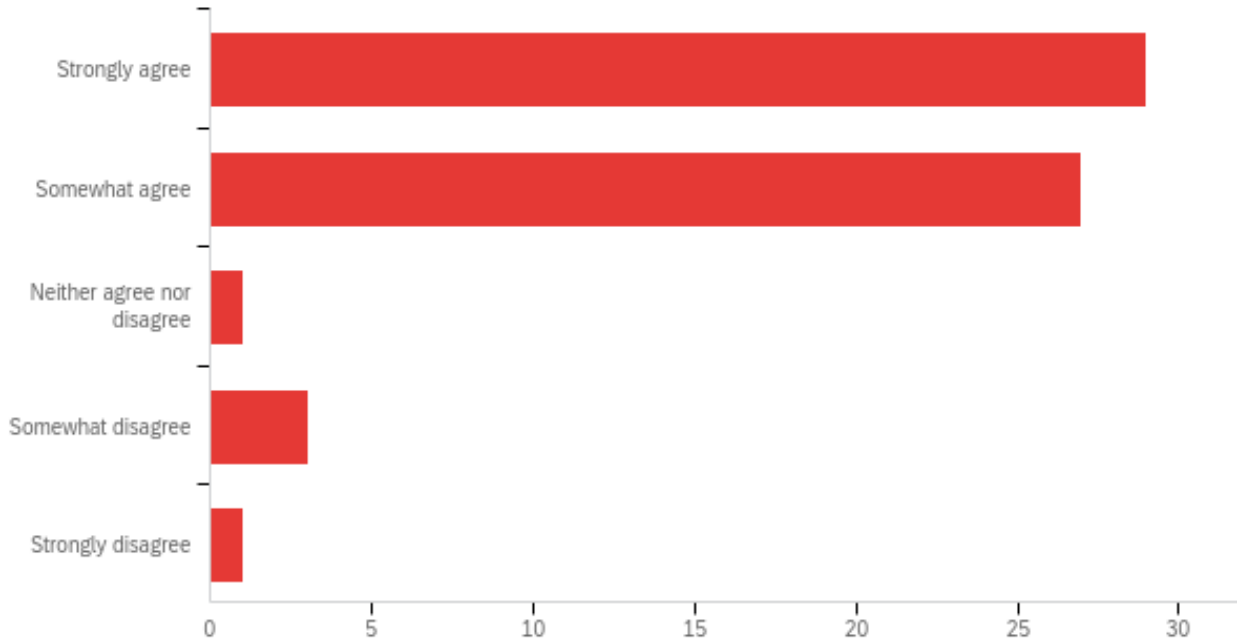
I am very satisfied with the communication this year with the supervisor, he has been in our classroom on a weekly basis. Last year, most likely due to Covid, supervisors were not as present and communication was a bit lacking with my Fall 2020 supervisor.

Q5 - Write detailed lesson plans. (CAEP 4.1, 4.4; InTASC 7)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Write detailed lesson plans. (CAEP 4.1, 4.4; InTASC 7)	1.00	4.00	1.44	0.78	0.61	61

Q6 - Integrate the use of technology in planning for instruction. (CAEP 1.5, 2.1, 2.2, 2.3; InTASC 7)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Integrate the use of technology in planning for instruction. (CAEP 1.5, 2.1, 2.2, 2.3; InTASC 7)	1.00	5.00	1.69	0.86	0.74	61



Q7 - Use self-reflection to modify instructional practices (CAEP: 1.5, 4.2; InTASC 6, 7, 9)

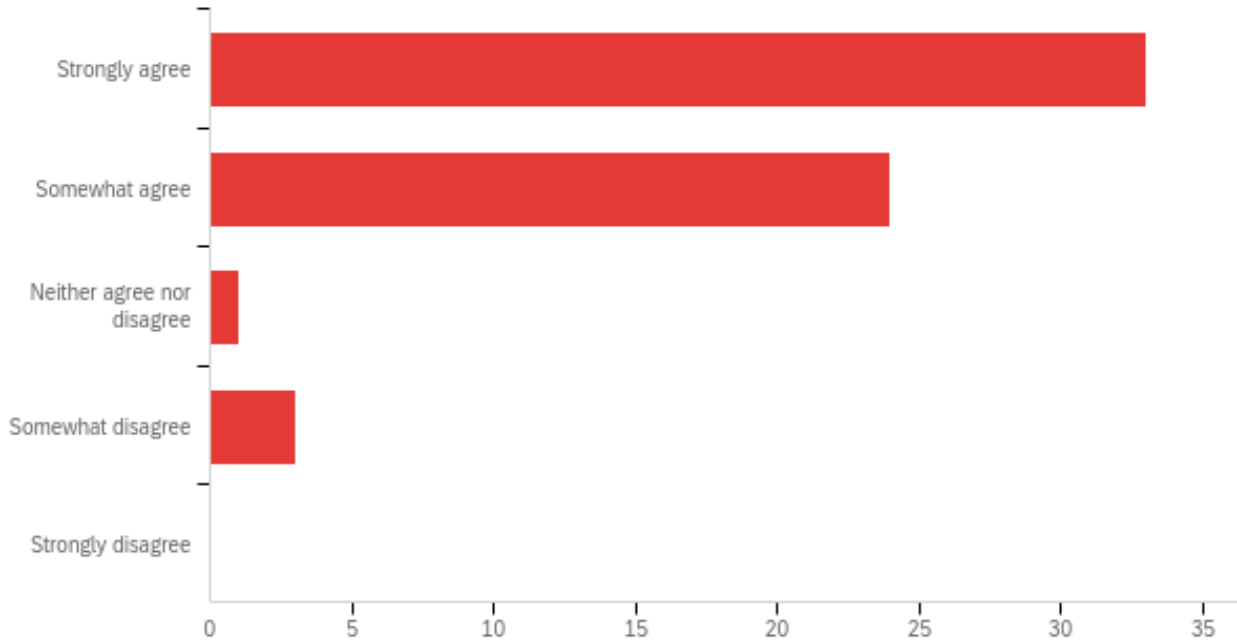
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Use self-reflection to modify instructional practices (CAEP: 1.5, 4.2; InTASC 6, 7, 9)	15.00	18.00	15.49	0.67	0.45	61

Q8 - Demonstrate knowledge of content-related pedagogy (CAEP 1.1; InTASC 4,5)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Demonstrate knowledge of content-related pedagogy (CAEP 1.1; InTASC 4,5)	7.00	10.00	7.69	0.84	0.71	61

Q9 - Create lesson plans that provide concrete ways the candidate provides instruction that meets the needs of all learners. (CAEP 1.1, 1.4; InTASC 1,2,3)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Create lesson plans that provide concrete ways the candidate provides instruction that meets the needs of all learners. (CAEP 1.1, 1.4; InTASC 1,2,3)	23.00	26.00	23.57	0.76	0.57	61

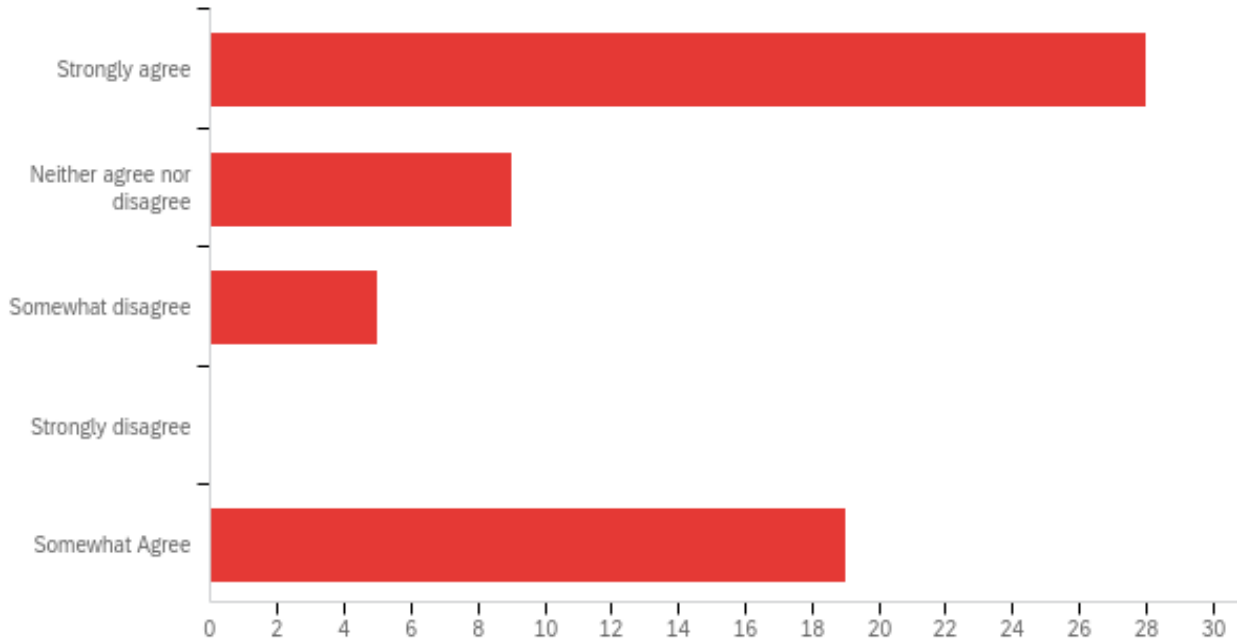


Q10 - Utilizes formative data driven assessment to monitor instruction. (CAEP 3.5; InTASC 6,7,8)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Utilizes formative data driven assessment to monitor instruction. (CAEP 3.5; InTASC 6,7,8)	11.00	16.00	12.89	2.19	4.79	61

Q11 - Plans assessments aligned with performance outcomes of learners. (CAEP 3.5; InTASC 6,7,8)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Plans assessments aligned with performance outcomes of learners. (CAEP 3.5; InTASC 6,7,8)	1.00	6.00	3.10	2.17	4.71	61

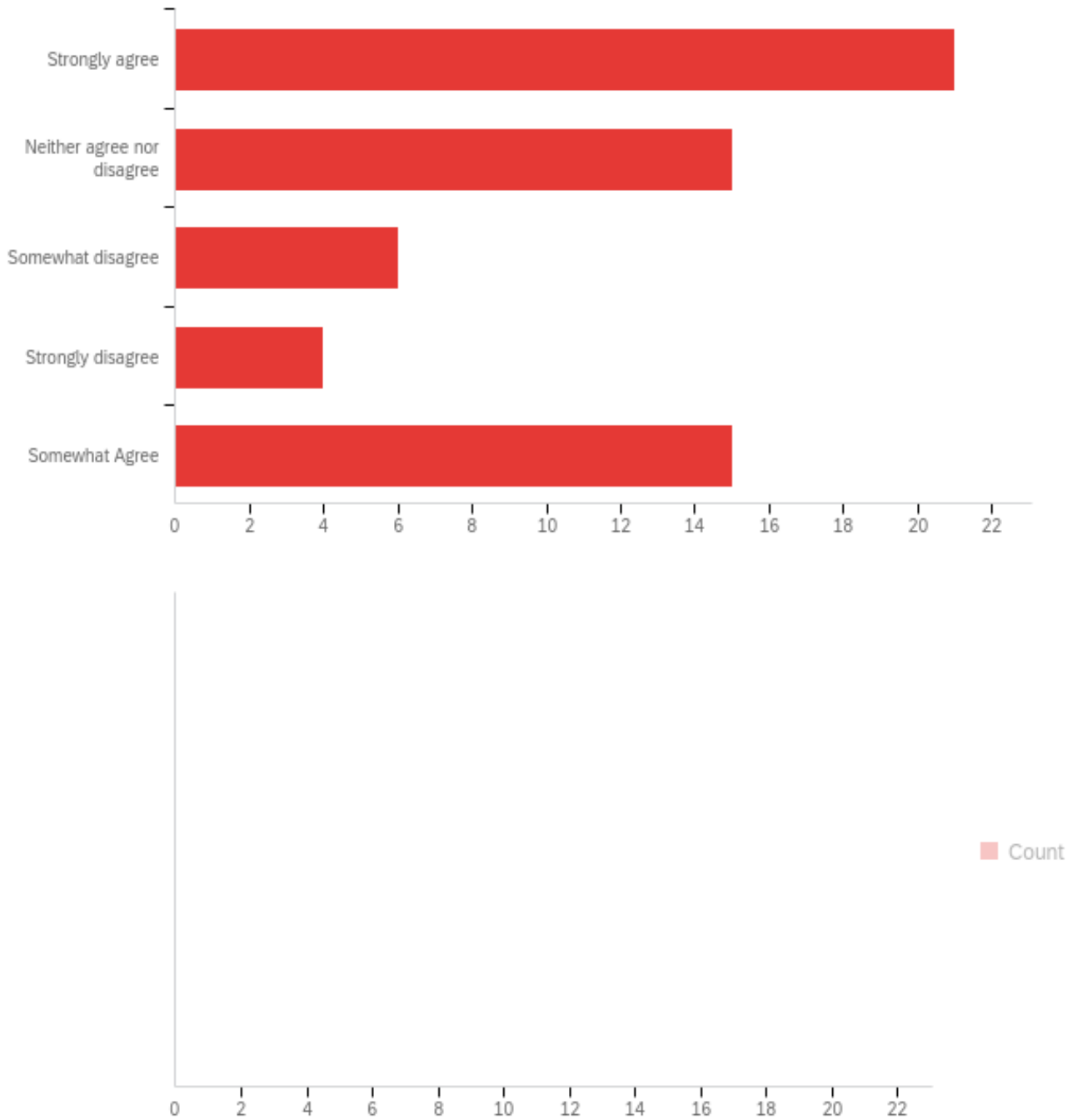


Q13 - Assist in design of assessments that are aligned with performance outcomes. (CAEP 3.5; InTASC 6,7,8)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assist in design of assessments that are aligned with performance outcomes. (CAEP 3.5; InTASC 6,7,8)	11.00	16.00	13.11	2.03	4.13	61

**Q14 - Utilize technology for tracking data for use in monitoring all learners' progress .
(CAEP 1.5, 2.3; InTASC 7, 8)**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Utilize technology for tracking data for use in monitoring all learners' progress . (CAEP 1.5, 2.3; InTASC 7, 8)	1.00	6.00	3.28	1.97	3.87	61



Q16 - Do you feel you were provided enough information about your role as cooperating teacher? (CAEP 2.1,2.2, 2.3)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel you were provided enough information about your role as cooperating teacher? (CAEP 2.1,2.2, 2.3)	1.00	2.00	1.03	0.18	0.03	61

Q17 - Would a brief training session have been helpful to you? Please indicate which modality you would prefer. (CAEP 2.1)

Would a brief training session have been helpful to you? Please indicate which modality you would prefer. (CAEP 2.1)

no

A brief session would be helpful if it could be accessed online at my convenience

Not necessary in my mind

At this point I feel confident hosting student teachers. It would be beneficial to have a clear understanding of the student teachers expectations, as it is different based on each placement. (Example: Full semester is very different than the 7 week placement which are both different from the few day a week placements)

n/a Not needed

No, I feel student teachers come prepared to teach, they just need experience with classroom management.

No

Not at this time

If any provided, a prerecorded zoom would be helpful. I do not see a need. My student teachers were very upfront about what was expected of them.

I thought the information provided was adequate and I was able to read up on it in my own time. I wouldn't need to further train to understand my role.

I do not believe I need a breif training session. If there was to be a training I would prefer it be virtual.

no

Virtual training session/ asynchronous training

The cooperating teacher handbook is very detailed and provides plenty of information.

Yes, I would have liked to know more about the responsibilities of the student teacher. I felt there were inconsistent expectations between the two I had this semester.

Yes...virtual

Online

I don't think I needed it, but it may be beneficial for others who are first time mentors. Online format would work best.

Not necessary. Via zoom or video to reverence if you do provide it.

I would not need a training session. I was given adequate information as a cooperating teacher.

Not really

Even if it was a quick zoom meeting telling us what to expect, a plan or dates to keep in mind etc. Also what they are expected to do and for how long

Online training would be my preference.

Yes a session would have benefitted both the student and cooperative teacher.

no

I was ok because I had several other student teachers over the years from other universities.

It would be helpful if online training was provided.

No training needed.

I do not think so since I have had numerous student teachers of the years.

I would not need a training

Yes, it would be helpful to know what experiences and prerequisites the teacher candidates have had. I had expected my student teacher to know a lot more than they learned at MU.

I believe a we receive plenty of information regarding expectations for student teachers. Although, a brief training session might help me see or think of things in a different manner. I would prefer a Zoom session.

No

online

They are well prepared and know what is expected of them to do during their student teaching.

I don't think training is necessary.

Training is always helpful - on line is fine.

Q18 - Did the categories on the MU's assessment forms allow for a good picture of the student teacher's skills?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the categories on the MU's assessment forms allow for a good picture of the student teacher's skills?	1.00	2.00	1.08	0.27	0.08	61

QID25 - Please add other comments or feedback about Millersville's teacher preparation programs. (CAEP 2.1,2.2,2.3)

Please add other comments or feedback about Millersville's teacher preparation pprograms. (CAEP 2.1,2.2,2.3)

Wait- there is a typo in this question. I feel the student teachers are ready and prepared so far!

This was my first experience having Millersville student teachers in quite sometime. It was a positive experience.

There's a spelling error on this question. I find that in the more recent years, the student teachers coming out of MU are not knowledgeable enough on the content they are teaching. I cannot tell you how many times I had to teach things to a MU student that I found to be either basic knowledge, like identifying countries in a map accurately. The student teachers I've received are not confident teaching unfamiliar material, and they express this to us in a manner that feels like they are asking us to do it for them. I also noticed a huge decline in creativity when planning lessons and creating materials for the lessons. They tend to just teach and plan how I teach and plan and don't take many risks or chances. I'm taking a break from the program in hopes that a new generation of more independent and self-motivated (and knowledgeable m) students teachers start to come through.

The world has changed and many students are one to one. The student teachers need to be prepared to teach utilizing technology. At least having an idea of everything that is out there.

The student teachers from Millersville have been great; however, there are some areas in the Special Education setting that don't always apply to the student teachers based on the way our school district provides instruction. One main area would be in creating assessments. Utilizing scripted programs doesn't allow for the creation of assessments from the student teachers. At times it feels like it's held against them even though it's not part of the curriculum their following.

Students completing a special education degree should receive more training on special education process including writing IEPs, NOREPs, etc

Student teachers need more training on classroom management. I've had some wonderful student teachers, but I've had 2 who do not fully understand that you need to be fully prepared for the day of teaching especially during the full week. All plans should be done prior.

Overall, I feel the student teacher candidates that have worked with came with a good foundation from which to take the reigns in my classroom.

None

My student teacher was exceptional!

Millersville student teachers rock! You do a fine job of preparing them for their classroom assignments!

It would be beneficial if student teachers were given time to come observe the classroom and talk with the supervising teacher prior to student teaching even if it's for a short period of time.

I've really been enjoying my MU student teachers. They have both reflected back to their classes and have mentioned learning about something relevant to our students (such as positive discipline or making all students feel welcome in a classroom).

I've enjoyed having student teachers in my classroom. The students have also enjoyed it, and benefit tremendously from having an extra adult in the classroom.

I would think about timing when delivering information. For example, I received the email to fill out the student-teacher evaluation on the day before Thanksgiving. This would be better received after the holiday since it isn't due until December 15. Also, I would recommend having the university supervisor reach out to the cooperating teacher to be sure of clear and frequent communication. I had to ask the student-teacher for the contact information of the university supervisor.

I would like to receive the evaluation log in information a week earlier than I have. This would allow me to have enough time to write a thorough evaluation. For example- Thanksgiving break would be a perfect time to write the evaluation, but I do not have the information from MU to do so.

I work with special education students and the student teachers have done such an amazing job working with the kids, building positive relationships and helping the students be successful.

I was very impressed and would love to have another Millersville student teacher in the future!

I was disappointed in my student teachers' many grammatical errors, lack of scaffolding in lessons, and not having a strong understanding of the important parts of an effective lesson that help connect to prior knowledge and help with retention. I felt that I was often teaching them things that should have been covered in their classes freshman and sophomore year before writing lesson plans.

I think that the Millersville program should not require their student teachers to do as many assignments for their supervisors and instead focus more on their student teaching experience. I feel that the outside requirements spread their attention too thin. If I knew they had more time, I would ask them to become more familiar with programs that I use in my classroom (dive deeper) rather than just expose them to the programs enough for them to teach a few lessons. *I believe the only requirements should be the IEP project for the special ed placement and the action research project for the reg ed placement.

I teach Multiage. My student teacher did not have any idea what this was or that she was placed in a Multiage classroom. She needed to co-teach and plan for 39 students. She didn't know she was in a multi-level classroom until I emailed her. The university should teach their students more about MCL and make them aware of being placed in a classroom of more than one grade level.

I have not seen or heard about any of my student teachers evaluations.

I have enjoyed having Millersville students in my classroom.

I had an amazing student teacher and was highly impressed by her work ethic and skills! She was a stand out!

I felt that my student teacher was prepared to teach lessons and had a great rapport with students. Since she is also going to be certified in special education I believe that more knowledge in the law, procedures, disability categories, etc. would be helpful. Other universities had a requirement to help run an actual IEP meeting, with the help of the cooperating teacher, and I believe this would be valuable experience.

I feel, that for the most part, Millersville student teacher's come prepared for the experience of working in a classroom.

I feel the rule of not allowing a student teacher in the room by themselves puts the student teacher at a real disadvantage when it comes to their first real classroom experience. It was obvious when I was out sick for a day and a substitute was in the room, the behavior of the students changed. If the classroom teacher never leaves the room as is the current expectation in the "rule book", the student teacher never really addresses many of the classroom discipline issues that will arrive when they will be own their own.

I believe for the most part that the teacher prep program prepares the students for their placements. I think the hardest part for the student teachers I had this semester was the concept of being prepared beyond just writing a lesson plan and creating their own creative plans by adding a little flair to some of the lessons that need to be taught as per the curriculum.

I am very happy with the student teachers I had this semester.

I am basing this evaluation mainly on the student teacher currently in my classroom

Expectations should be given to student teacher candidates about providing substitute plans when they are sick/not in school. It would be good practice for them to provide substitute plans.

Always happy to have a Millersville student teacher. I always find them prepared and ready for the classroom.

** Look at your word programs in the statement above, you might want to change the spelling.