

Cooperating Teacher Feedback:
2021-2022

In the area of Lesson Planning , please rank your opinion on how well prepared WVU's teacher candidates are:			
	Inadequately Prepared	Adequately Prepared	Strongly Prepared
Knowledge of content	13%	60%	27%
Ability to differentiate plans for learning	20%	51%	30%
Identifies learning outcomes related to instruction	16%	58%	27%
Develops appropriate questioning to extend learning	20%	53%	28%
Considers student interest and relevancy in development of planning	7%	47%	47%
Includes a variety of instructional strategies	14%	55%	32%
Designs Assessment connected identified standards	14%	60%	27%

In the area of Learning Environment , please rank your opinion on how well prepared WVU's teacher candidates are:			
	Inadequately Prepared	Adequately Prepared	Strongly Prepared
Models' respectful communication between teacher and students	6%	33%	61%
Demonstrates an understanding of the home-school connection	8%	61%	31%
Sets high expectations for self and students	8%	44%	47%
Contributes to and adjusts the physical environment for all learners	6%	58%	36%
Offers opportunities for small and whole group instruction	6%	46%	48%

In the area of Classroom Management , please rank your opinion on how well prepared WVU's teacher candidates are:			
	Inadequately Prepared	Adequately Prepared	Strongly Prepared
Takes initiative to establish and maintain classroom routines and procedures	17%	47%	36%
Monitors student behaviors consistently	17%	44%	39%
Takes initiative to intervene when inappropriate behaviors are observed	17%	47%	36%

In the area of developing a Culture of Learning , please rank your opinion on how well prepared WVU's teacher candidates are:			
	Inadequately Prepared	Adequately Prepared	Strongly Prepared
Uses summative assessment to inform students of their progress	14%	54%	31%
Uses strategies to elicit information about students learning	11%	54%	34%
Provides feedback focused on improvement	26%	37%	37%
Uses student data to reflect on and improve future planning	23%	40%	37%

In the area of Professionalism , please rank your opinion on how well prepared WVU's teacher candidates are:			
	Inadequately Prepared	Adequately Prepared	Strongly Prepared
Communicates in a variety of environments	6%	47%	47%
Performs collaboratively with colleagues and building professionals	6%	50%	44%
Follows professional expectations of the profession	8%	42%	50%

Are there any other topics you feel our teacher candidates are inadequately prepared for:

- Planning or developing lessons on their own. Accepting help or criticism. Time management strategies.
- Classroom Management for the Secondary Students!!!
- Do Resident Teachers receive trauma-informed training?
- Classroom management, long term planning, backwards design model, usual use of edtech, content knowledge,
- I feel as if the current group of student teachers is inadequately prepared for day-to-day life in the classroom. There is too much focus and stress on the edTPA, and their time is spent meticulously planning four lessons and letting the other lessons, grading, planning, relationships, and even personal health and mental well-being fall to the wayside. I think there could be more focus on classroom management strategies outside of classroom structure but focusing more on student mental health and how to approach disruptive situations in a productive manner. I think this group of student teachers could be more prepared professionally to understand boundaries with work and personal life.
- ELL students in an inclusive setting
- Overall professionalism has been a weakness across the board. From dress to interaction with colleagues, and ability to reflect and accept criticism/suggestions of improvement. Also, a lack of initiative and overall work ethic.
- Guided Reading is the only thing I believe they should have some direction on before entering a classroom their final semester.
- Classroom management and differentiated instruction.
- Guided Reading/ small groups
- Classroom Management beyond discipline (routines and procedures)
- Trauma informed positive behavior support implementation and de-escalation techniques.
- They don't always have a great knowledge of special education procedures and paperwork and the importance of incorporating and documenting accommodations/modifications within their lessons.

Are there any other topics you feel our teacher candidates are adequately prepared for:

- lesson planning and delivery of instruction
- Good relationships with students.
- They are usually professional.
- Professionalism is multi-faceted. Can exposure to and the practice of professionalism be enhanced?
- Always prepared and going above and beyond. I never have to ask her to do something, she is always taking initiative.
- Professionalism
- Very professional and out of the box thinking for lessons.
- Instructional strategies using technology.
- No one is every fully prepared for the rigors of full-time student teaching and the amount of time it takes to plan for an entire week of lessons for an elementary classroom. Requiring resident teachers to complete edTPA and attend a weekly class with additional assignments is something every mentor teacher and university supervisor should be reminded of to provide support for the value of allowing the resident teacher to experience what professional support truly feels like, looks like, and sounds like.
- Content knowledge if generally good.

Are there any other topics you feel our teacher candidates are strongly prepared for:

- professional behavior, student/teacher communication
- Resident teachers seem to have a strong awareness of student demographics and how that can relate to student preparedness, engagement, and resiliency.
- They are prepared to pass the edTPA.
- Designing lessons based on student interest.
- Content Knowledge
- There is a high level of commitment toward the betterment of the education system for the benefit of all young learners exemplified in the level of dedication shown by resident teachers.
- Generally strongly prepared for professional behavior and responsibilities within the classroom/school.

Any other comments you would like to share:

- Student teacher, arrives on time, is professional, and well prepared.
- The students love having a student teacher in the room.
- The amount of growth this semester is to be celebrated!
- I think EdTPA should be done in the fall and not during their full time teaching. They are not able to be successful at both at the same time.
- Candidate is doing a fabulous job in first grade!
- The secondary student teachers have zero classroom management classes, according to what I have heard, and it shows. Why they don't have it blows my mind. In addition, I have voiced my opinion before about the first placement in the spring. I was told that the university knows that winter will impact the first placement— which is when the STs are to do edTPA, but would not adjust the first placement because it would impact the second placement. If you are going to put so much emphasis on the importance of edTPA, then just lengthen the time ahead of time for the first placement. My current ST lost seven days she could have been using for edTPA, and now has to record whatever she can with the time remaining. Lastly, the MAC students do not have the content knowledge needed. Why aren't they taking all the disciplines in their content area? For example, how can an ST teacher History

without economics and geography. Content should be a focus before any education classes are even taken. Doesn't the C in MAC stand for Curriculum—which is content knowledge?

- Thank you, WVU, for how well you prepare these student teachers/observers. They are so helpful in the classroom and are prepared to assist right away. It is wonderful to have them!
- The student interns are coming to us prepared for the most part. The year long placement are critical to the success of our profession.
- I think WVU teacher candidates would be more strongly prepared in all areas if they spent more time working in the classroom in a program set up like the previous Benedum Collaborative where they spent 6 semesters in the classroom.
- I have actually already completed this form, but I forgot something I wanted to mention (at the end of these comments). First, I want to emphasize again the lack of classroom management classes for secondary students. If a teacher has no classroom management to create a rapport, it doesn't matter how much they know about their content. To say they will get that when they are student teaching does not prepare these students, and only makes them anxious about their placements. One student teacher this year said she didn't have any ideas on how to approach late work, or how to address behaviors. The student teachers don't even know what positive narration is.
- Speaking of content, MAC students need more undergrad classes in their content. To come into a classroom to student teach with literally two history classes and zero econ, geography, psych, soc, poli sci... History is all social studies disciplines! No MAC student should be taking any education classes until they have a good content knowledge background. The C in MAC standards for curriculum, so you need to know the curriculum.
- Make the first placement in the spring longer! I expressed my concerns this first spring placement about the days lost due to winter. I was told that the university knows winter will impact the first placement, but moving the end date at the first placement to reflect those days lost simply can't be done; they need equal time at each placement. I don't think losing seven days to weather, as well as days due to Presidents' and MLK, Jr. Day, in a placement is "equal," especially when edTPA is involved. If that assessment is so important, then give the student teachers the time to be comfortable in the classroom, know the students, know their content before even starting the edTPA. Because the end of the placement "couldn't be moved" at least a week, my student teacher is cramming her videos now. Make the second placement placement in the spring start in mid-March instead. Ask National Board Certified Teachers like me to come in and share what we learned from that process, but the edTPA is modeled after at least one of the NB components.
- Invite local teachers to speak to your teacher candidates throughout the program. Actual classroom teachers have our boots on the ground, and we know what is really going on in education currently. Education has changed so much just due to the pandemic, let alone since 2010. No teacher actually uses educational psychology in the classroom. I have been teaching for 18 years, and not once have I thought, "Which educational psychology concept does this lesson focus on?" Ask us to come in and share how we do lesson plans, short term and long term, how we address behaviors in the classroom, and how we wear so many hats and make close to a thousand decisions each day. We should share our own successes and failures which would teach the student teachers more about reflection. All 10+ student teachers I have had in my classroom have said, "This is nothing like what they prepare us for at the university." I would love to come speak to any and all education majors. Betsy has invited me to speak to her students in the past, and they all appreciate what I shared with them.
- Lastly, there needs to be a vetting process for admission to the education program. When I was in the Benedum, they only took a certain number accepted in each content area. There needs to be some standards-- score cut offs, application essay, and GPA requirements. If you don't make it the first time, try again next year; take more content classes in the meantime and improve your GPA. Now there are 19-20 Social Studies student teachers coming up in the 2022-23 year. That is at least 10-12 too many. Mon County doesn't even have that many middle school Social Studies teachers to host the student teachers! I hosted three student teachers this year-- that should not have to happen.
- I hope everything I have commented is seen as suggestions for improvement. I am very passionate about mentoring student teachers, and just want them to have the same success I had when I was at WVU 20 years ago. I understand the state is moving towards residency, and that makes for a more

realistic experience. I think other improvements like I mentioned above will prepare these student teachers for success after graduation. If you are interested in speaking with me further, or to invite me to speak to a class, please contact me to set up a time at checkman@k12.wv.us.

- -I think the edTPA should be done during the fall semester in an observational capacity so that the spring can be spent fully immersed in the teaching experience.
 - Student teachers should have mock interviews and time to prep a portfolio to have for interviews
 - Student teachers need an abundance of technology training. Coming into the classroom with no experience using Chrome or any educational platform is unacceptable.
 - There needs to be more integration of trauma and sensitivity training through a classroom management lens.
 - Familiarity with the county policies would be important. Students could be put into cohorts with teachers in their county and understand what platforms are used (PBIS, Schoology, Second Step, etc) and gain a better understanding of the community
 - I feel as if resident students are overwhelmed with planning/implementing their EDTPA while student teaching. This has been a common feeling between the resident teachers and cooperating teachers in my building. If resident teachers are able to at least start their EDTPA in the fall semester, we feel as if this would help students not only complete this project, but be able to put more emphasis on their student teaching.
 - I am very pleased with the engaging lessons that Miss Tomlinson plans each week. She works well with all the students, and gives one-on-one support as needed. Teaching cooperatively has many benefits for the student teacher as well as the students in the class.
 - This is my first year hosting a WVU student and I feel she is right on level where she should be for her experience and placing in the program.
 - Ed TPA. If this could be completed in the fall. That would be best. Or if materials/instruction could be given out in the fall so we can work together to develop a plan in advance and not just days before.
- I also understand the idea of the full year residency. But I don't believe the students are seeing all parts/grades of teaching. They are placed in the same grades multiple times.
- I believe these answers would be different depending on the resident.
 - EDTPA should not take place during student teaching The residency is too long. Students are not getting to see other grades/schools/classrooms. If a residency is going to happen, they should complete ALL other observations in other grade levels and have a diverse background prior to this placement. My teacher has been in the same grade twice and never above grade 3
 - I really enjoyed having a teacher candidate this school year. Thank you so much for this opportunity. I believe they all were prepared & it was more helpful having them than not!
 - The year-long internship is so valuable-interns get to see the beginning of a school year and the end of the school year-the effort that goes into creating that classroom environment.
 - West Virginia University Center for Excellence in Disabilities needs to be utilized as a resource. Is there a way to incorporate a basic Trauma Training class for pre-service teachers with the option to attend more advanced training for extra credit? Every training I've ever attended, whether in-person or virtual, has been absolutely outstanding as the presentations are built on solid research and functional strategies are taught to be used for intervention and support. ced.wvu.org
 - All three teacher candidates I observed this year were excellent. Their classrooms were full of students who were learning and happy doing it.
 - Need to know how to create informal assessments for their lessons - to be used as exit slips, pretest, mid-unit checks on learning, and also how to modify assessments that come with a subject series (ones already created) for struggling learners. Need to know how to give feedback to students after an assessment - "can't just pass it back" and students not understand what they missed.