Mentor Teacher Feedback Summary

Table of Contents:

Section I: Executive Summary for the Mentor Teacher Feedback Survey

The Mentor Teacher Feedback Survey Summary Report provides a comprehensive analysis of mentor teacher feedback on the teacher preparation program (TPP) across three semesters: Fall 2023, Spring 2024, and Fall 2024. The survey assesses various aspects of teacher candidates' preparedness, including lesson planning, classroom management, learning environment, culture of learning, and professionalism, using a three-point rating scale (1 - inadequately prepared, 2 - adequately prepared, 3 - strongly prepared).

Key Findings:

Overall Trends:
- A slight downward trend in overall averages was observed, with scores of 2.57 in Fall 2023, 2.55 in Spring 2024, and 2.40 in Fall 2024.
- English and Math programs showed variability, with English consistently performing well .

Strengths:
- High scores in professional behavior (InTASC 9), communication, and collaboration.
- Respectful communication between teachers and students consistently scored in the 2.6-2.7 range.

Areas for Improvement:
- Classroom management, behavior monitoring, assessment, feedback mechanisms, and differentiation of instruction were identified as areas needing growth.
- Technical teaching skills generally scored lower than professional disposition categories.

Program-Specific Observations:
- English program consistently performed well across all metrics.
- Math program showed significant variability due to the low number of candidates assessed.
- Science and Social Studies programs exhibited variability and stable performance, respectively.

InTASC Standards Analysis:
- Detailed analysis for each InTASC standard revealed specific strengths and weaknesses across different programs.
- Key patterns included higher scores in professional communication and lower scores in technical teaching skills.

Qualitative Feedback:
- Classroom management, professional expectations, and time management were frequently mentioned as areas needing improvement.
- Positive feedback highlighted candidates' content knowledge, lesson planning skills, and professional demeanor.

Recommendations:
- Enhance Classroom Management Training: Reintroduce classroom management courses, especially for secondary education.
- Increase Practical Experience: Provide more hands-on teaching experience before full-time student teaching.
- Improve Communication: Strengthen communication between the university, mentor teachers, and candidates.
- Focus on Professional Readiness: Emphasize preparation for the full scope of teacher responsibilities, including parent interactions and time management.
- Support for Diverse Learners: Enhance training for working with ELL students, implementing IEPs and 504s, and understanding diverse home situations.

This summary highlights the critical insights and actionable recommendations derived from the Mentor Teacher Feedback Survey, aiming to improve the teacher preparation program's effectiveness and better prepare candidates for their teaching careers.

Section II: Mentor Teacher Feedback Survey Information
Mentor teachers are asked rate the teacher preparation program (TPP), of their assigned candidate at the end of every semester.   Table 1 outlines the number of mentor teachers that provided feedback. The current data are based on mentor teacher feedback survey results for the Fall 2024, Spring 2024, and Fall 2023 semesters.

Table 1. Mentor Teacher Feedback Survey Counts

Semester	EPP	Agr	Elem	English	Math	PE	Science	SS
Fall 2024	33			13	1			19
Spring 2024	51		34	1		10	3	3
Fall 2023	43		4	5	2		2	30

Agr=Agricultural Education
Elem=Elementary Education
English=Secondary English Education
Math-Secondary Math Education
PE=Physical Education
Science=Secondary Science Education
SS=Secondary Social Studies Education

Section III: Mentor Teacher Feedback Survey Items
The Mentor Teacher Feedback survey assesses the areas of lesson planning, learning environment, classroom management, culture of learning, and professionalism. A three-point rating scale of inadequately prepared (1), adequately prepared (2), and strongly prepared (3) is utilized. Each question on the Mentor Teacher Feedback survey question was aligned to the InTASC standards. Tables 2 outlines this alignment. As well as these questions the survey has several open-ended questions that have been asked since Fall 2023 which are: Are there any other topics you feel our teacher candidates are inadequately prepared for?, Are there any other topics you feel our teacher candidates are adequately prepared for?, Are there any other topics you feel our teacher candidates are strongly prepared for?, and Any other comments you would like to share?. In Fall of 2024 to enhance the direct feedback on assignments associated with clinical settings we added the questions: Which assignments and requirements seem to be most impactful or relevant to candidates' development and the work of teaching in schools?, Which assignments and requirements seem to be less impactful or relevant to candidates' development and the work of teaching in schools?, and What other assignments or requirements might be worth considering adding?. Table 2 aligns the mentor teacher feedback survey questions to the InTASC standards.

Table 2. Mentor Teacher Feedback Survey Questions Aligned to InTASC

Mentor Teacher Feedback Questions	INTASC Standards
Knowledge of content	4
Ability to differentiate plans for learning Identifies learning outcomes related to instruction	2, 4
Identifies learning outcomes related to instruction	7
Develops appropriate questioning to extend learning	5
Considers student interest and relevancy in development of planning	1, 7
Includes a variety of instructional strategies	5, 7, 8
Designs assessment connected to identified standards	6
Models' respectful communication between teacher and students	3
Demonstrates an understanding of the home-school connection	9
Sets high expectations for self and students	9
Contributes to and adjusts the physical environment for all learners	2
Offers opportunities for small and whole group instruction	1, 8
Takes initiative to establish and maintain classroom routines and procedures	3
Monitors student behaviors consistently	3
Takes initiative to intervene when inappropriate behaviors are observed	3
Uses summative assessment to inform students of their progress	6
Uses strategies to elicit information about student learning	6
Provides feedback focused on improvement	6
Uses student data to reflect on and improve future planning	6
Communicates professionally in a variety of environments	9
Performs collaboratively with colleagues and building professionals	10
Follows professional expectations of the profession	9

Section IV: Mentor Teacher Feedback Survey Results Overall Trends

The Mentor Teacher Feedback survey results indicate a slight downward trend in overall averages across three semesters, with scores of 2.57 in Fall 2023, 2.55 in Spring 2024, and 2.40 in Fall 2024. Program-specific observations reveal that the English program consistently performed well with scores of 3.0, while the Math program maintained a score of 3.0 in Fall 2023 but dropped to 2.0 in Fall 2024. What should be noted in the analysis about Math is that in the Fall 2023 two candidates were part of the analysis and for Fall 2024 only one. Although we realize these numbers are two low for robust statistical analysis, we believe looking at even these trends is informative. The Science program showed variability, ranging from 2.0 to 3.0 (again with small numbers), and the Social Studies program maintained relatively stable scores between 2.1 and 2.7. Key areas of strength include professional behavior (InTASC 9), communication, and collaboration, with high scores in respectful communication (2.6-2.7 range). However, areas for growth were identified in classroom management, behavior monitoring, assessment, feedback mechanisms, and differentiation of instruction. Critical patterns show higher scores in professional disposition categories and lower scores in technical teaching skills, with most programs experiencing slight decreases in Fall 2024 compared to previous semesters. Table 3 shows the overall results for the Mentor Teacher Feedback Survey by TPP.

Table 3. Mentor Teacher Feedback Survey scores by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Knowledge of content	4	Fall 2024	2.5			2.8	2.0			2.3
		Spring 2024	2.3		2.2	3.0		2.4	2.7	2.7
		Fall 2023	2.4		2.0	2.6	3.0		3.0	2.4
Ability to differentiate plans for learning Identifies learning outcomes related to instruction	2, 4	Fall 2024	2.2			2.4	2.0			2.2
		Spring 2024	2.2		2.1	3.0		2.3	2.0	2.7
		Fall 2023	2.3		1.7	2.2	3.0		2.0	2.3
Identifies learning outcomes related to instruction	7	Fall 2024	2.3			2.5	2.0			2.2
		Spring 2024	2.3		2.3	3.0		2.2	2.7	2.3
		Fall 2023	2.3		2.3	2.6	3.0		2.5	2.2
Develops appropriate questioning to extend learning	5	Fall 2024	2.5			2.7	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.1	2.3	2.7
		Fall 2023	2.3		2.0	2.4	3.0		2.5	2.3
Considers student interest and relevancy in development of planning	1, 7	Fall 2024	2.7			2.8	2.0			2.6
		Spring 2024	2.4		2.3	3.0		2.3	2.7	2.7
		Fall 2023	2.4		1.7	2.4	3.0		2.5	2.4
Includes a variety of instructional strategies	5, 7, 8	Fall 2024	2.4			2.7	2.0			2.3
		Spring 2024	2.3		2.3	3.0		2.1	2.0	2.7
		Fall 2023	2.3		1.7	2.6	3.0		2.5	2.2
Designs assessment connected to identified standards	6	Fall 2024	2.4			2.6	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.2	2.3	2.3
		Fall 2023	2.2		1.7	2.6	3.0		2.5	2.1
Models' respectful communication between teacher and students	3	Fall 2024	2.7			2.8	2.0			2.6
		Spring 2024	2.6		2.6	3.0		2.6	2.3	2.7
		Fall 2023	2.6		2.3	2.6	3.0		2.5	2.6
Demonstrates an understanding of the home-school connection	9	Fall 2024	2.3			2.5	2.0			2.3
		Spring 2024	2.3		2.3	3.0		2.4	2.0	1.7
		Fall 2023	2.3		2.0	3.0	3.0		2.5	2.2
Sets high expectations for self and students	9	Fall 2024	2.5			2.6	2.0			2.5
		Spring 2024	2.4		2.4	3.0		2.1	2.3	2.7
		Fall 2023	2.4		2.0	2.4	3.0		2.5	2.4
Contributes to and adjusts the physical environment for all learners	2	Fall 2024	2.4			2.6	2.0			2.3

Item	Code	Term	C1	C2	C3	C4	C5	C6	C7	C8
		Spring 2024	2.3		2.3	3.0		2.3	2.0	2.7
		Fall 2023	2.5		2.0	2.8	3.0		2.5	2.4
Offers opportunities for small and whole group instruction	1, 8	Fall 2024	2.5			2.7	2.0			2.5
		Spring 2024	2.3		2.4	3.0		2.1	2.3	2.3
		Fall 2023	2.3		2.3	2.8	3.0		2.0	2.2
Takes initiative to establish and maintain classroom routines and procedures	3	Fall 2024	2.3			2.5	2.0			2.2
		Spring 2024	2.2		2.2	3.0		2.3	2.0	2.0
		Fall 2023	2.4		1.7	2.8	3.0		2.5	2.4
Monitors student behaviors consistently	3	Fall 2024	2.2			2.5	2.0			2.1
		Spring 2024	2.2		2.2	3.0		2.2	2.0	2.0
		Fall 2023	2.2		1.7	2.6	3.0		2.5	2.2
Takes initiative to intervene when inappropriate behaviors are observed	3	Fall 2024	2.3			2.6	2.0			2.2
		Spring 2024	2.1		2.1	3.0		2.1	2.0	2.0
		Fall 2023	2.1		1.7	2.2	3.0		2.0	2.1
Uses summative assessment to inform students of their progress	6	Fall 2024	2.4			2.5	2.0			2.3
		Spring 2024	2.1		2.0	3.0		2.0	2.3	2.3
		Fall 2023	2.2		2.0	2.4	3.0		2.0	2.1
Uses strategies to elicit information about student learning	6	Fall 2024	2.4			2.6	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.2	2.0	2.7
		Fall 2023	2.3		1.7	2.2	3.0		2.0	2.3
Provides feedback focused on improvement	6	Fall 2024	2.4			2.6	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.1	2.0	2.7
		Fall 2023	2.3		2.3	2.4	3.0		2.0	2.2
Uses student data to reflect on and improve future planning	6	Fall 2024	2.3			2.5	2.0			2.3
		Spring 2024	2.1		2.1	3.0		1.8	2.3	2.3
		Fall 2023	2.2		1.7	2.4	3.0		2.5	2.1
Communicates professionally in a variety of environments	9	Fall 2024	2.6			2.8	2.0			2.5
		Spring 2024	2.5		2.6	3.0		2.5	2.7	2.7
		Fall 2023	2.5		2.3	2.8	3.0		2.5	2.4
Performs collaboratively with colleagues and building professionals	10	Fall 2024	2.6			2.7	2.0			2.6
		Spring 2024	2.6		2.6	3.0		2.5	2.0	2.3
		Fall 2023	2.4		2.3	2.8	3.0		2.5	2.3
Follows professional expectations of the profession	9	Fall 2024	2.6			2.8	2.0			2.5

		2.6		2.6	3.0		2.4	2.0	3.0
	Spring 2024	2.6		2.6	3.0		2.4	2.0	3.0
	Fall 2023	2.4		2.0	3.0	3.0		2.5	2.3

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section V: Mentor Teacher Feedback Survey: INTASC 1

The Mentor Teacher Feedback survey, aligned with InTASC Standard 1 (Learner Development), results indicate a slight downward trend in overall averages across three semesters, with scores of 2.57 in Fall 2023, 2.55 in Spring 2024, and 2.40 in Fall 2024.

Program-specific observations reveal that the English program consistently performed well, with student interest improving from 2.4 to 2.8 and maintaining high group instruction levels. In contrast, the Mathematics program showed significant variability, declining from 3.0 in Fall 2023 to 2.0 in Fall 2024, due to difference in the number of candidates assessed. The Elementary Education program showed improvement from Fall 2023 to Spring 2024, while the Social Studies program maintained consistent performance. Table 4 shows Mentor Teacher Feedback Survey Scores for InTASC 1 by TPP.

Table 4. Mentor Teacher Feedback Survey Scores for InTASC 1 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Considers student interest and relevancy in development of planning	1	Fall 2024	2.7			2.8	2.0			2.6
		Spring 2024	2.4		2.3	3.0		2.3	2.7	2.7
		Fall 2023	2.4		1.7	2.4	3.0		2.5	2.4
Offers opportunities for small and whole group instruction	1	Fall 2024	2.5			2.7	2.0			2.5
		Spring 2024	2.3		2.4	3.0		2.1	2.3	2.3
		Fall 2023	2.3		2.3	2.8	3.0		2.0	2.2

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section VI: Mentor Teacher Feedback Survey: INTASC 2

The analysis of InTASC Standard 2 (Learning Differences) reveals several trends and insights across different programs. At the EPP level, differentiation showed a slight decline from Fall 2023 (2.3) to Fall 2024 (2.2), stabilizing at 2.2 over the last two semesters, which is below the target threshold of 2.5. Environment management declined from Fall 2023 (2.5) to Spring 2024 (2.3) but showed a slight recovery in Fall 2024 (2.4), bringing it closer to the target threshold.

Program-specific analysis highlights that the English program demonstrated the strongest overall performance, with differentiation scores varying from 2.2 to 3.0 and consistently strong environment management scores (2.6-3.0). The Mathematics program, however, showed a significant decline from Fall 2023 (3.0) to Fall 2024 (2.0) in both metrics, we as an EPP believe that this is due to the low number of candidates assessed. The Elementary Education program showed improvement from Fall 2023 to Spring 2024, with environment management (2.3) stronger than differentiation (2.1), though data for Fall 2024 is missing. The Social Studies program had mixed performance, with strong Spring 2024 scores (2.7) but a decline in Fall 2024 (2.2-2.3).

Key findings indicate that overall EPP scores hover below the target threshold, with environment management generally scoring higher than differentiation. Table 5 shows Mentor Teacher Feedback Survey Scores for InTASC 2 by TPP.

Table 5. Mentor Teacher Feedback Survey Scores for InTASC 2 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Ability to differentiate plans for learning Identifies learning outcomes related to instruction	2	Fall 2024	2.2			2.4	2.0			2.2
		Spring 2024	2.2		2.1	3.0		2.3	2.0	2.7
		Fall 2023	2.3		1.7	2.2	3.0		2.0	2.3
Contributes to and adjusts the physical environment for all learners	2	Fall 2024	2.4			2.6	2.0			2.3
		Spring 2024	2.3		2.3	3.0		2.3	2.0	2.7
		Fall 2023	2.5		2.0	2.8	3.0		2.5	2.4

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section VII: Mentor Teacher Feedback Survey: INTASC 3

The analysis of InTASC Standard 3 (Learning Environments) highlights several key trends and insights. Communication emerged as the strongest component across all measures, showing a slight improvement from 2.6 in Fall 2023 to 2.7 in Fall 2024, consistently staying above the target threshold of 2.5. Classroom routines, however, declined from 2.4 in Fall 2023 to 2.2 in Spring 2024, with a slight recovery to 2.3 in Fall 2024, remaining below the target threshold. Behavior monitoring maintained a consistent score of 2.2 across all semesters, indicating a need for improvement. Intervention showed a positive trajectory, improving from 2.1 in Fall 2023 to 2.3 in Fall 2024, though still below the target threshold.

Program-specific analysis reveals that the English program consistently performed well, with communication scores exceeding the target at 2.8 and all components above 2.5, making it a model program for Standard 3. The Social Studies program had mixed performance, with strong communication scores (2.6) but other components at or below 2.2, indicating a need for targeted support.

Key patterns show a hierarchy of performance, with communication being the strongest, followed by routines, intervention, and behavior monitoring as the most challenging. Table 6 shows Mentor Teacher Feedback Survey Scores for InTASC 3 by TPP.

Table 6. Mentor Teacher Feedback Survey Scores for InTASC 3 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Models' respectful communication between teacher and students	3	Fall 2024	2.7			2.8	2.0			2.6
		Spring 2024	2.6		2.6	3.0		2.6	2.3	2.7
		Fall 2023	2.6		2.3	2.6	3.0		2.5	2.6
Takes initiative to establish and maintain classroom routines and procedures	3	Fall 2024	2.3			2.5	2.0			2.2
		Spring 2024	2.2		2.2	3.0		2.3	2.0	2.0
		Fall 2023	2.4		1.7	2.8	3.0		2.5	2.4
Monitors student behaviors consistently	3	Fall 2024	2.2			2.5	2.0			2.1
		Spring 2024	2.2		2.2	3.0		2.2	2.0	2.0
		Fall 2023	2.2		1.7	2.6	3.0		2.5	2.2
Takes initiative to intervene when inappropriate behaviors are observed	3	Fall 2024	2.3			2.6	2.0			2.2
		Spring 2024	2.1		2.1	3.0		2.1	2.0	2.0
		Fall 2023	2.1		1.7	2.2	3.0		2.0	2.1

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section VIII: Mentor Teacher Feedback Survey: INTASC 4

The analysis of InTASC Standard 4 (Content Knowledge) reveals several key trends and insights. At the EPP level, content knowledge improved from 2.4 in Fall 2023 to 2.5 in Fall 2024, showing recovery from a dip in Spring 2024 (2.3) and currently meeting the target threshold. Differentiation, however, experienced a slight decline from 2.3 in Fall 2023 to 2.2 in Fall 2024, consistently remaining below the target threshold, with an increasing gap between content knowledge and differentiation.

Program-specific analysis highlights that the English program demonstrated strong and improving content knowledge scores (2.6 to 2.8) and consistent improvement in differentiation (2.2 to 2.4), making it the leading program in both metrics and showcasing successful integration. The Social Studies program exhibited variable content knowledge scores (2.4 to 2.3) and stable differentiation at 2.2, performing below the EPP average and requiring targeted support.

Key patterns indicate that content knowledge consistently scores higher than differentiation. Table 7 shows Mentor Teacher Feedback Survey Scores for InTASC 4 by TPP

Table 7. Mentor Teacher Feedback Survey Scores for InTASC 4 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Knowledge of content	4	Fall 2024	2.5			2.8	2.0			2.3
		Spring 2024	2.3		2.2	3.0		2.4	2.7	2.7
		Fall 2023	2.4		2.0	2.6	3.0		3.0	2.4
Ability to differentiate plans for learning Identifies learning outcomes related to instruction	4	Fall 2024	2.2			2.4	2.0			2.2
		Spring 2024	2.2		2.1	3.0		2.3	2.0	2.7
		Fall 2023	2.3		1.7	2.2	3.0		2.0	2.3

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section IX: Mentor Teacher Feedback Survey: INTASC 5

The analysis of InTASC Standard 5 (Application of Content) reveals several key trends and insights. At the EPP level, questioning techniques improved from 2.3 in Fall 2023 to 2.5 in Fall 2024, recovering from a dip in Spring 2024 (2.2) and now meeting the target threshold. Instructional strategies showed a slight improvement from 2.3 to 2.4 over the same period, maintaining consistency across semesters but still below the target threshold.

Program-specific analysis highlights that the English program consistently performed well in both areas, with scores of 2.7, despite a slight decline from 3.0 in Spring 2024. This program demonstrates effective integration and serves as a model for Standard 5. The Mathematics program, however, experienced a decline from 3.0 to 2.0 in both areas, due to the number of candidates assessed. The Social Studies program showed consistent performance at 2.3 in both areas but declined from 2.7 in Spring 2024, falling below the EPP average and requiring targeted support.

Key patterns indicate a strong correlation between questioning techniques and instructional strategies, with programs tending to perform similarly in both areas. High-performing programs excel in both metrics, while struggling programs show uniform challenges. Table 8 shows Mentor Teacher Feedback Survey Scores for InTASC 5 by TPP.

Table 8. Mentor Teacher Feedback Survey Scores for InTASC 5 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Develops appropriate questioning to extend learning	5	Fall 2024	2.5			2.7	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.1	2.3	2.7
		Fall 2023	2.3		2.0	2.4	3.0		2.5	2.3
Includes a variety of instructional strategies	5	Fall 2024	2.4			2.7	2.0			2.3
		Spring 2024	2.3		2.3	3.0		2.1	2.0	2.7
		Fall 2023	2.3		1.7	2.6	3.0		2.5	2.2

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section X: Mentor Teacher Feedback Survey: INTASC 6

The analysis of InTASC Standard 6 (Assessment) reveals several key trends and insights. At the EPP level, there has been general improvement from Fall 2023 to Fall 2024, with all components showing coordinated growth, currently ranging from 2.3 to 2.4. Specifically, standards-based assessment design improved from 2.2 to 2.4, demonstrating the most consistent growth pattern and approaching the target threshold. Summative assessment use also improved from 2.2 to 2.4, recovering from a dip in Spring 2024 (2.1) and showing a positive trajectory. Learning information strategies maintained relative strength with consistent performance across semesters, ranging from 2.3 to 2.4. Improvement-focused feedback is currently at 2.4, showing stable performance and correlating with other assessment metrics. Data-based planning, however, is slightly lower than other components at 2.3, showing a slower improvement rate and indicating an area for focused development.

Program-specific analysis highlights that the English program consistently performs strongly across all components, with scores ranging from 2.5 to 2.6, positioning it as a leader in assessment practices and a model program for Standard 6. The Social Studies program showed consistent performance at 2.3, remaining below the target but stable.

Key patterns indicate a strong correlation among all assessment components, with data usage typically being the lowest scoring component. Programs tend to perform similarly across all metrics. Table 9 shows Mentor Teacher Feedback Survey Scores for InTASC 6 by TPP.

Table 9. Mentor Teacher Feedback Survey Scores for InTASC 6 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Designs assessment connected to identified standards	6	Fall 2024	2.4			2.6	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.2	2.3	2.3
		Fall 2023	2.2		1.7	2.6	3.0		2.5	2.1
Uses summative assessment to inform students of their progress	6	Fall 2024	2.4			2.5	2.0			2.3
		Spring 2024	2.1		2.0	3.0		2.0	2.3	2.3
		Fall 2023	2.2		2.0	2.4	3.0		2.0	2.1
Uses strategies to elicit information about student learning	6	Fall 2024	2.4			2.6	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.2	2.0	2.7
		Fall 2023	2.3		1.7	2.2	3.0		2.0	2.3
Provides feedback focused on improvement	6	Fall 2024	2.4			2.6	2.0			2.3
		Spring 2024	2.2		2.2	3.0		2.1	2.0	2.7
		Fall 2023	2.3		2.3	2.4	3.0		2.0	2.2
Uses student data to reflect on and improve future planning	6	Fall 2024	2.3			2.5	2.0			2.3
		Spring 2024	2.1		2.1	3.0		1.8	2.3	2.3
		Fall 2023	2.2		1.7	2.4	3.0		2.5	2.1

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section XI: Mentor Teacher Feedback Survey: INTASC 7

The analysis of InTASC Standard 7 (Planning for Instruction) reveals several key trends and insights. At the EPP level, learning outcomes maintained a consistent score of 2.3 across all semesters, remaining below the target threshold and indicating a need for focused improvement. Student interest and relevancy showed notable improvement from 2.4 to 2.7, making it the highest-performing component and exceeding the target threshold, demonstrating significant growth. Instructional strategies exhibited modest improvement from 2.3 to 2.4, approaching the target threshold and showing a gradual positive trend.

Program-specific analysis highlights that the English program demonstrated strong overall performance, with student interest (2.8) and instructional strategies (2.7) particularly strong, and learning outcomes meeting the threshold at 2.5. This program effectively integrates all components. The Social Studies program showed variable performance, with strong student interest (2.6) but needing improvement in learning outcomes (2.2), indicating potential in specific areas. Table 10 shows Mentor Teacher Feedback Survey Scores for InTASC 7 by TPP.

Table 10. Mentor Teacher Feedback Survey Scores for InTASC 7 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Identifies learning outcomes related to instruction	7	Fall 2024	2.3			2.5	2.0			2.2
		Spring 2024	2.3		2.3	3.0		2.2	2.7	2.3
		Fall 2023	2.3		2.3	2.6	3.0		2.5	2.2
Considers student interest and relevancy in development of planning	7	Fall 2024	2.7			2.8	2.0			2.6
		Spring 2024	2.4		2.3	3.0		2.3	2.7	2.7
		Fall 2023	2.4		1.7	2.4	3.0		2.5	2.4
Includes a variety of instructional strategies	7	Fall 2024	2.4			2.7	2.0			2.3
		Spring 2024	2.3		2.3	3.0		2.1	2.0	2.7
		Fall 2023	2.3		1.7	2.6	3.0		2.5	2.2

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section XII: Mentor Teacher Feedback Survey: INTASC 8
The analysis of InTASC Standard 8 (Instructional Strategies) reveals several key trends and insights. At the EPP level, instructional strategies improved from 2.3 to 2.4 from Fall 2023 to Fall 2024, maintaining consistency through Spring 2024 but still below the target threshold. Group instruction showed stronger growth, improving from 2.3 to 2.5 over the same period, meeting the target threshold in Fall 2024.

Program-specific analysis highlights that the English program consistently performed strongly, with scores ranging from 2.7 to 3.0 in both components, demonstrating effective integration of approaches and serving as a model program for Standard 8. The Social Studies program showed mixed performance, with stronger scores in group instruction (2.5) compared to instructional strategies (2.3), indicating variable performance across semesters and a need for targeted support.

Key patterns indicate a strong correlation between instructional strategies and group instruction, with group instruction slightly outperforming general strategies. Table 11 shows Mentor Teacher Feedback Survey Scores for InTASC 8 by TPP.

Table 11. Mentor Teacher Feedback Survey Scores for InTASC 8 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Includes a variety of instructional strategies	8	Fall 2024	2.4			2.7	2.0			2.3
		Spring 2024	2.3		2.3	3.0		2.1	2.0	2.7
		Fall 2023	2.3		1.7	2.6	3.0		2.5	2.2
Offers opportunities for small and whole group instruction	8	Fall 2024	2.5			2.7	2.0			2.5
		Spring 2024	2.3		2.4	3.0		2.1	2.3	2.3
		Fall 2023	2.3		2.3	2.8	3.0		2.0	2.2

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section XIII: Mentor Teacher Feedback Survey: INTASC 9
The analysis of InTASC Standard 9 (Professional Learning and Ethical Practice) reveals several key trends and insights. At the EPP level, the home-school connection consistently performed at 2.3 across all semesters, making it the lowest-performing component and indicating a need for focused improvement. High expectations improved from 2.4 to 2.5, meeting the target threshold and showing steady growth. Professional communication improved from 2.5 to 2.6, making it the strongest overall component and consistently exceeding the target threshold. Professional expectations showed significant improvement from 2.4 to 2.6, matching communication scores and demonstrating the strongest growth pattern.

Program-specific analysis highlights that the English program performed exceptionally well across all components, with scores ranging from 2.5 to 2.8, particularly strong in communication and professionalism (2.8), making it a model program for Standard 9. The Social Studies program showed mixed performance, with stronger scores in expectations and professionalism but needing attention in the home-school connection, indicating potential for growth.

Key patterns indicate a hierarchy of performance, with professional communication being the highest, followed by professional expectations, high expectations, and the home-school connection as the lowest. Table 12 shows Mentor Teacher Feedback Survey Score for InTASC 9 by TPP.

Table 12. Mentor Teacher Feedback Survey Score for InTASC 9 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Demonstrates an understanding of the home-school connection	9	Fall 2024	2.3			2.5	2.0			2.3
		Spring 2024	2.3		2.3	3.0		2.4	2.0	1.7
		Fall 2023	2.3		2.0	3.0	3.0		2.5	2.2
Sets high expectations for self and students	9	Fall 2024	2.5			2.6	2.0			2.5
		Spring 2024	2.4		2.4	3.0		2.1	2.3	2.7
		Fall 2023	2.4		2.0	2.4	3.0		2.5	2.4
		Spring 2024	2.2		2.2	3.0		2.2	2.0	2.0
		Fall 2023	2.2		1.7	2.6	3.0		2.5	2.2
		Spring 2024	2.2		2.2	3.0		2.2	2.0	2.7
		Fall 2023	2.3		1.7	2.2	3.0		2.0	2.3
Communicates professionally in a variety of environments	9	Fall 2024	2.6			2.8	2.0			2.5
		Spring 2024	2.5		2.6	3.0		2.5	2.7	2.7
		Fall 2023	2.5		2.3	2.8	3.0		2.5	2.4
Follows professional expectations of the profession	9	Fall 2024	2.6			2.8	2.0			2.5
		Spring 2024	2.6		2.6	3.0		2.4	2.0	3.0
		Fall 2023	2.4		2.0	3.0	3.0		2.5	2.3

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section XIV: Mentor Teacher Feedback Survey: INTASC 10
The analysis of InTASC Standard 10 (Leadership and Collaboration) reveals several key trends and insights. At the EPP level, there was an improvement from 2.4 in Fall 2023 to 2.6 in Fall 2024, maintaining higher performance throughout 2024 and currently exceeding the target threshold, showing sustained improvement.

Program-specific analysis highlights that the English program demonstrated strong and consistent performance, with scores ranging from 2.7 to 3.0, peaking at 3.0 in Spring 2024 and currently at 2.7, making it a model program for collaboration. The Social Studies program showed improvement from 2.3 to 2.6, demonstrating a growth trajectory and currently meeting the target threshold.

Key findings indicate an overall EPP improvement trend, strong program variations, and most programs at or above the target threshold, with collaboration skills generally strong. Table 13 shows Mentor Teacher Feedback Survey Score for InTASC 10 by TPP

Table 13. Mentor Teacher Feedback Survey Score for InTASC 10 by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Performs collaboratively with colleagues and building professionals	10	Fall 2024	2.6			2.7	2.0			2.6
		Spring 2024	2.6		2.6	3.0		2.5	2.0	2.3
		Fall 2023	2.4		2.3	2.8	3.0		2.5	2.3

(1-inadequately prepared, 2- adequately prepared, and 3-strongly prepared)

Section XV: Mentor Teacher Survey Qualitative Responses to: Are there any other topics you feel our teacher candidates are inadequately prepared for?

In response to the question, "Are there any other topics you feel our teacher candidates are inadequately prepared for?" several major trends emerged from the feedback:

Classroom Management:
- This is one of the most frequently mentioned concerns, especially for secondary education. Specific challenges include managing students with trauma, balancing authority with relationship-building, and regaining classroom control. Many respondents strongly advocated for bringing back classroom management courses, particularly for secondary education.

Professional Expectations and Time Management:
- Candidates seem unprepared for the full scope of teacher responsibilities. They are often surprised by after-school meetings, struggle to balance teaching duties with planning and grading, and lack understanding of additional duties such as car rider duty, recess, and lunch supervision. There is also insufficient awareness of professional dress codes and appearance expectations, along with challenges in time management and advance planning.

Communication and Support Systems:
- Multiple mentions of communication issues were noted, including a lack of communication between WVU and host teachers, limited feedback from university supervisors, unclear guidelines for host teachers, and missing support systems within the program.

Lesson Planning and Content Knowledge:
- Concerns were raised about creating meaningful assessments, planning for multiple grade levels, differentiated instruction for diverse learners, and basic content knowledge gaps. There is also an over-reliance on host teachers' lesson plans and a lack of preparation for teaching the WV Curriculum specifically.

Student Diversity and Special Needs:
- Inadequate preparation was highlighted for working with ELL students, implementing IEPs and 504s, understanding diverse home situations (such as foster care and homelessness), and recognizing varying ability levels within grade levels.

EdTPA (Teacher Performance Assessment):
- There were multiple mentions of insufficient preparation and guidance for the EdTPA, the stress of completing it while student teaching, and the need for more information earlier in the program.

Parent and Family Engagement:
- Limited preparation for parent interactions, managing varying levels of parent involvement, and communication with families was noted.

Program Structure Concerns:

- Issues with the current program design were highlighted, including the abrupt transition from observation to full teaching, short duration of placements, the need for more classroom experience before student teaching, and timing conflicts between university classes and school responsibilities.

These trends suggest that while technical teaching skills are a concern, many of the identified gaps relate to professional readiness, practical classroom management, and handling the full scope of teacher responsibilities. The feedback indicates a need for more practical experience and preparation in these areas. Table 14 contains Qualitative Responses to Candidate Inadequate Preparation by TPP.

Table 14. Qualitative Responses to Candidate Inadequate Preparation by TPP.

TPP	Comment
Fall 2024	
English	• Lack of communication between the university and the student teacher candidates by WVU. It was difficult to get effective feedback or communication from the university supervisor. Candidates don't have a support system through the program. • I think one area that may be inadequately prepared for is planning for multiple classes that have differing grade levels. Not all classes are the same grade level, and the having to write multiple lesson plans is • Confidence in disciplining students • The past few student teachers that I have had do not know how to create meaningful assessments for students (both summative and formative) that they can use to inform their teaching practices. They also struggle with managing students in the classroom. • There is a severe lack of communication between WVU and the host teachers. No clear guidelines were submitted to the host teacher. In the past, we received a packet outlining everything we needed to do. We were asked to provide observation notes for various lessons and had both a midterm and final rubric. I believe your teacher candidates need more feedback from the university supervisor as well. He visited one time and didn't stay to conference with my intern after the lesson. I emailed him to get any feedback.
Social Studies:	• Candidates need more time teaching in the classroom prior to their full-time student teaching experience. ELL's are also an area where students are ill-equipped. • Although students are great at project based lessons, they are not emphasizing the basic materials or topics of importance. • I feel that there is a lack of understanding to understanding the students are more than a child sitting at the desk. The numerous factors impacting them outside of school such as foster care, raised by family members, drug use in the home, homelessness, etc. Student teachers need to be aware students have varying maturity and ability levels. I feel they assume just because a student is in a certain grade level they have that grade level. The diversity of various schools. • In the sphere of social studies content knowledge seems like a mixed bag. A more well rounded history course load would be beneficial. Student teachers face a learning curve when they have to jump into a subject they haven't been exposed to. Classroom management is always a buzz word. Candidates are younger now with the 4 year and need to become better at separating themselves from students. • Consistently the student teachers are most underprepared for classroom management. This is difficult to simulate so gaining classroom management with their training is most effective approach. That said, this is an area they need more techniques to attempt during implementation.

	• Content knowledge • They are inadequately prepared for teaching specific content to the WV Curriculum as well as teaching historical thinking and reasoning skills. • Although I marked Adequately Prepared for Classroom Management, I did this because my student teachers were also field observers and knew my expectations. However, BRING BACK A CM CLASS FOR SECONDARY! • The teacher candidates are inadequately prepared to handle the stress that comes with student teaching and completing the EDTPA at the same time.
Spring 2024	
Elementary	• I feel like they need to be more aware that their day is the same as the teacher's work day. Many act surprised when they have to stay longer or stay for meetings after school. • They are inadequately prepared for real life-- the responsibilities and pressures of having a job in addition to outside responsibilities. Once they are in residency, it is often difficult for them to balance coming to school every day in addition to planning, grading, and preparing that happens after the school day is complete. • I don't know that student teacher residents are prepared for the amount of time and effort that is required outside of the school day as a teacher at the elementary level. • Differentiation. Using Daily 5 or CAFE texts in EDUC classes would be helpful, as well as Steps in Guided Reading/Writing (published by Shell) • Taking initiative when coming into the classroom. Students want to sit and observe, but not walk around and get involved in the learning going on (like a co-teacher). • Interactions with parents/families. • Attending PTA meetings, PLC, Faculty senate, and etc. Need to know expectations. • Processes for SAT, Retention, and Documentation • The ed TPA was much more daunting than I anticipated. I think we need more info in the fall given to us to help prepare. • Classroom management. • Classroom Management. I have noticed the student teachers are not as quick to "lay down the law" with students. Learning the difference between "building relationships" and "setting boundaries or being authoritative" is a struggle. • Classroom management of trauma students • Parent interaction, what to expect from parent involvement or lack thereof
Physical Education	• Not really, they so seemed surprise of having so many other duties (Car rider, recess, lunch)! • Classroom management and experience in a gymnasium setting • Meeting the needs of the variety of learners in our classes. Ability to modify the lessons accordingly. • Classroom management
Science	• Many students I have had in the past do not come in appropriate business casual attire which his important to establish their role in the classroom. They also usually need work on classroom management and differentiating instruction. • Classroom Management. The notion that the secondary student teachers will learn it while in the placement is unfair to the host teacher, ill prepares the student teacher, and does everyone a disservice. You MUST bring CM back as a class in the college for secondary students!!!

Fall 2023	
English:	• My student teacher struggled with classroom management and regaining control • I feel like generally it's hard to prepare pre-service teachers for differentiated instruction based on IEPs/504s because they're all so different. This will come with time.
Math:	• Discipline
Science:	• The only thing I can think of that is always a surprise to student teachers is how many apps/websites/programs you have to be able to manage during your instruction each class period. • Teachers need to have time after school to attend meetings instead of going to college classes and appointments or other jobs.
Social Studies:	• The structure of the program is not a gradual increase to involvement in the school system but a large shift near the completion when they student teach. They students go from observing, to possibly minor involvement, to full control of the classroom. This rapid shift leads for a longer transition in student teacher which is inadequately aligned with a short stint in the classroom (half of a semester). By the time they are starting to feel confident and secure as a lead teacher, it is time for them to move on to a new placement. This leaves a lot to be desired in the student teaching experience. Also their EdTPA - not enough information or guidance for the candidate as well as for the teacher for support. • Student teacher's are inadequately prepared for dealing with an abundance of IEP's, ELL's, multiple preps, and the continuous demands of rapid self growth. • time management, following accomodations/modifications • The candidate was too reliant on my lesson plans. It was hard to gauge his ability to plan. Sometimes I could get him to plan his own activity, but he did not branch out much. It appeared he was expecting lecture and did not feel comfortable designing lessons that engage students without lecture, or with minimal lecture. Additionally, he had no idea how to differentiate instruction for English Learners. He was responsible for one class whose demographic was 45% EL. I coached him, but he had no real understanding on how to plan for their learning need. • Professionalism in the Profession has been in steady decline for the last few years. I am not convinced that it is something that WVU is doing because I have seen this across the board from numerous institutions. • Socio economic impact on our students in the state. • The two candidates I have had have been great. • This student did not complete all of his requirements for his placement. He missed an entire week of instruction and did not provide lesson plans. He did not communicate with me nor did he communicate with the university. He did not understand pacing, which I am still dealing with in my classroom. He also did not have the content knowledge that he needed. • There were three student teachers in the social studies department this semester, including candidate X in my room. There was nothing alarming or offensive about any of their work here, however, there are some areas I would look to improve going forward for future student teachers. First, there were some gaps in planning. I encouraged candidate X several times to have materials prepared in advance, but that seemed to be a struggle. Organization is key in teaching, and that seemed to be lacking at certain times. It's not really acceptable in student teaching to show up in the morning and not have a plan ready for the day. candidate X had additional planning periods due to my schedule, and while sometimes he really took advantage of that time, often times things were going to be done at home, but were not completed the next morning. candidate X did not miss any class periods, he did come up with something, but I think if he had planned more ahead of time, his lessons may

| | | have flowed more smoothly and made more "big picture" connections to the history being taught. One other area that could be reiterated to student teachers is professionalism. While I would never expect student teachers to spend money on a new wardrobe, they should come in with good hygiene, a professional looking haircut/beard, and professional clothes. candidate X had no hygiene issues whatsoever, but it seemed to be a theme with the student teachers in our building that they could have been slightly more put together. We reminded them they are still young, and look it, so they need to put as much "distance" between themselves and the students as possible to be taken seriously and respected. Lastly, there seemed to be a feeling among the teacher teachers (some more than others) that it was appropriate to ask to leave early on days when there weren't classes, or if we had a sub. It may be good to reiterate that during student teaching, they are professionals, not college students. The expectation needs to be that they are here from start time to the end time, and they are working during that time. There was also push back about attending on SAT days or PD days. That may be a WVU policy, but if not, they should be told they are expected to attend those dates. |

- Planning, Professionalism-somewhat
- Lesson planning is the biggest weakness

Section XVI: Mentor Teacher Survey Qualitative Responses to: Are there any other topics you feel our teacher candidates are adequately prepared for?

The analysis of feedback on teacher candidates' preparation highlights several major trends indicating areas in which candidates are adequately prepared are:

Content Knowledge and Academic Preparation:
- Candidates consistently demonstrate a strong content background across multiple disciplines, with a good understanding of standards and how they guide instruction. There are multiple mentions of strong content readiness, particularly in English and Social Studies, though some feedback suggests a need for more content courses.

Lesson Planning and Design:
- Candidates are well-prepared in creating engaging lessons, designing assessments, understanding and implementing formative assessments, modifying lessons for different learning needs, and executing basic lesson plans. Creative lesson design approaches are also noted as a strength.

Professional Demeanor and Conduct:
- There are multiple positive mentions of candidates' professionalism, including professional appearance and conduct, improved professionalism over recent years, appropriate behavior with students close to their age, a strong work ethic, and respectful attitudes.

Technological and Resource Utilization:
- Candidates show proficiency in using technology in teaching, with experience in tools like CANVA, creating anchor charts, and finding and utilizing resources effectively.

Adaptability and Flexibility:
- Candidates are well-prepared for adapting lessons as needed, pivoting instruction based on classroom needs, adjusting to classroom dynamics, and being open to suggestions and implementing new ideas.

Student Engagement and Relationships:
- Strengths include building relationships with students, communicating effectively, understanding diverse groups of students, and creating engaging classroom environments.

Teaching Strategies:
- Candidates are well-versed in various teaching strategies, including math strategies and modeling, instructional practices, and the implementation of different pedagogical approaches.

Classroom Experience Benefits:
- Classroom observation and engagement opportunities are noted as beneficial in preparing candidates, with recognition that some skills can only be developed through actual classroom experience.

Some areas, like classroom management, appear in both adequate and inadequate preparation responses, suggesting variation in individual candidate preparation or different evaluator expectations. As well as many comments suggesting personal characteristics such as work ethic and willingness to learn contribute significantly to candidate success. Many also appreciate candidates' ability to be flexible and adapt, which is crucial for actual classroom teaching. While candidates are adequately prepared in theory and planning, practical application in real classroom situations may still present challenges as suggested by the responses.

Overall, the analysis reveals that teacher candidates are particularly well-prepared in terms of academic content knowledge, basic teaching skills, and professional conduct. The program provides a strong foundation in theoretical and planning aspects of teaching, while practical application skills may develop more fully through actual classroom experience. Table 15 contains Qualitative Responses to Candidate Adequate Preparation by TPP.

Table 15. Qualitative Responses to Candidate Adequate Preparation by TPP.

	Fall 2024
English:	- They have an adequate background in content. - I think she has a good understanding of standards and how they guide instruction. - Lesson planning - The past few student teachers that I have had know their content well. - My intern was open to suggestions and had a strong work ethic. She behaved professionally. However, if I'm being truthful, that speaks more to her own personal responsibility. I'm not sure the teacher program prepared her much for student teaching.
Social Studies:	- Students often struggle with the work load of a full time teacher. Rather than take away teaching responsibilities and scaffold I believe it would be beneficial to have more experience in the classroom prior. - Understanding of the topic, lesson planning, and formative assessments. - The student teachers I have had, have consistently been content ready. They also have communicated well with the students. - Candidate is very well prepared to create engaging lessons that can be easily modified for different learning needs. - They are professional and know many strategies and how to use technology.
	Spring 2024
Elementary:	- All candidates I have had have looked and acted professional in the school. - Over the past several years, I have seen an improvement in the professionalism of teacher candidates from WVU, which is so refreshing to see! - Punctuality, how to find resources-experience with things like CANVA and anchor charts (keep doing this!) was a plus, classroom management strategies, math strategies and modeling. - Classroom management is tough for teacher candidates. They want to be their friend and I have heard some of the students teachers make "yo mama" jokes even with the young, elementary students. This was address immediately. But this is isn't professional and consistently we are seeing classroom management be lacking. - Textbook adoption - lesson plans - They come with good knowledge about how a classroom should run and are flexible. They can easily pivot a lesson or adapt to fit the schedules of a real working classroom. - My intern last year was phenomenal!
Physical Education:	- EDTPA - planning - None not mentioned earlier

	• Allowing the prospective teachers the ability to observe and engage with students in the classroom (gym) setting I feel helps the prospective teachers get comfortable with the environment they are going to teach in.
Social Studies:	• Content specific courses, but they need to be taking more!
Fall 2023	
Elementary	• Overall lesson execution.
English:	• Content knowledge and lesson planning • Being about to understand diverse group of students and able to meet students were they are academically.
Math:	• Adapting to constantly changing dynamics of the classroom. Flexible in analyzing and implementing new suggestions and ideas in pedagogy.
Science:	• The teacher candidates are prepared to design lessons and assessments. They are also respectful and professional. • Students seem to be prepared for what is expected. Some things can only be learned by being in the classroom.
Social Studies:	• Candidates are prepared for the professionalism that's required for teaching students that may be relatively close to their age. • building relationships with students • I appreciate the candidates willingness to work. • Very good at instructional practices. Very creative lessons. • The two I have had have been fully prepared. • Classroom management, relationship building • How to adjust activities and class environment when unexpected circumstances occur, such as fire drill, evacuations, lock downs, students being excused for other school activities.

Section XVII: Mentor Teacher Survey Qualitative Responses to: Are there any other topics you feel our teacher candidates are strongly prepared for?
The analysis of feedback on teacher candidates' preparation highlights several key trends in what they are strongly prepared for:

Technology Integration and Digital Skills:
- Candidates demonstrate advanced knowledge of technology use in the classroom, the ability to introduce new apps and tools, and strong technological knowledge for lesson planning. Host teachers have even learned new technology from candidates, particularly noted in elementary education.

Professional Skills and Conduct:
- Consistently high marks for professionalism include a strong sense of professional conduct, taking on extra responsibilities, collaborative work with other teachers, professional communication with peers, and a willingness to take initiative.

Student Relationships and Engagement:
- Candidates are particularly strong in building student relationships, learning students' names quickly, including all students in activities, building rapport while maintaining authority, and working effectively with students.

Lesson Planning and Instruction:

- Strong preparation is noted in creating engaging lessons, rigorous lesson planning (specifically noted for WVU plans), real-life lesson planning skills, incorporating technology into lessons, and being prepared for class.

Collaborative and Communication Skills:
- Excellence in working collaboratively with other teachers, communication with peers, general organization and communication, and parent communication.

Content Knowledge:
- Candidates have strong subject matter expertise, cultural awareness, and subject knowledge preparation, particularly mentioned for degree subjects.

Growth Mindset and Adaptability:
- Notable strengths include a growth mindset (credited to EPP Faculty), willingness to learn and adapt, and taking on additional responsibilities.

Classroom Presence and Management:
- Some candidates show strong preparation in commanding classroom presence, redirecting behaviors effectively, and balancing authority with relationship-building.

Other Key Observations are:
- Technology integration is a standout strength, with multiple mentions across different grade levels.
- The responses suggest a strong foundation in both theoretical knowledge and practical application.
- There is a notable emphasis on relationship-building skills, both with students and colleagues.
- WVU's rigorous lesson planning requirements are specifically praised as beneficial for real-world preparation.
- Professional conduct and communication skills appear consistently strong across different subject areas.
- The ability to balance relationship-building with maintaining professional boundaries is a strength for some candidates.

This analysis reveals that teacher candidates are particularly well-prepared in areas requiring technological proficiency, professional conduct, and interpersonal skills. The responses suggest that the program successfully develops both the technical and soft skills needed for effective teaching. Table 16 presents all Qualitative Responses to Candidate Strongly Prepared by TPP collected.

Table 16. Qualitative Responses to Candidate Strongly Prepared by TPP.

	Fall 2024	
English:	• They have a sense of professionalism. • I think she is also well-prepared for making engaging lessons. • Cultural awareness • The survey effectively covers all categories.	
Social Studies:	• EPP Faculty does a terrific job preparing and motivating her student teachers and creates a growth mindset. • Use of technology in the classroom was very good and I learned from the student teacher many new uses and apps. • Being prepared for class. • They are strongly prepared for the professionalism required in this profession. • Working collaboratively with other teachers. • They are good at knowing their kids and including their students.	
	Spring 2024	
Elementary	• I feel candidates I have had are all great with technology and jump in to help when needed. • Student teachers from WVU are exceptionally prepared for real-life lesson planning since the WVU lesson plans are so involved and rigorous. • Professionalism. Collaboration and taking on extra responsibilities within the school like planning events and family nights. Keep it up! • Parent communication • As far as ideas for lessons, especially with technology, WVU teacher candidates are very knowledgeable. • Communication with peers.	
Physical Education:	• Ability to jump right in and learn kiddos' names. • great working with students • Evaluations	
	Fall 2023	
Elementary:	• Building student relationships.	
English:	• I am impressed with your classroom management. She is really good at redirecting behaviors and is able to command a strong classroom presence while building a relationship with the students at the same time. • Student relationship building and rapport	
Science	• They are strongly prepared to interact with students and build relationships. • Teacher candidates are strongly prepared in the knowledge of the subject(s) of their degree.	
Social Studies:	• Good Communication and Organization	

Section XVIII: Mentor Teacher Survey Qualitative Responses to: Any other comments you would like to share?
The analysis of additional comments reveals several key trends and themes in the feedback regarding teacher candidates' preparation:

Program Communication and Support Issues:
- Multiple mentions of communication problems, including lack of clear expectations and guidelines, poor communication between university supervisors and cooperating teachers, confusion about evaluation responsibilities, and inconsistent support for candidates from university supervisors. Some long-time cooperating teachers noted a decline in program communication.

Mixed Feedback on Candidate Quality:
- Positive observations include many candidates being described as well-prepared, professional, eager to learn, with strong content knowledge and good rapport with students. However, there are concerns about variable preparation levels, issues with planning and time management, some candidates lacking initiative or professional commitment, and readiness for independent teaching.

EdTPA Impact and Scheduling:
- Significant concerns about EdTPA disrupting teaching schedules and placement flow, candidates being overly focused on EdTPA at the expense of teaching, cooperating teachers feeling unprepared to support EdTPA, and scheduling conflicts with placement transitions.

Program Structure Recommendations:
- Suggestions for improvement include the need for more classroom experience before student teaching, longer placement durations (full semester minimum suggested), better timing of assignments and due dates, more emphasis on practical teaching skills versus theory, and more content-specific preparation.

Professional Expectations Gap:
- Concerns about candidates not treating placements like a full-time job, requests to leave early or skip professional development, the need for a stronger emphasis on professionalism, issues with preparation and planning, and some candidates not taking placements seriously enough.

Program Standards and Accountability:
- Mixed feedback on inconsistent standards for different candidates, concerns about "coddling" struggling candidates, the need for more weight given to cooperating teacher feedback, and questions about program rigor compared to past years.

Positive Program Elements:
- Appreciation for mutual learning opportunities for both candidates and cooperating teachers, the program's contribution to teacher preparation, specific faculty members' support, and overall program value despite challenges.

Modern Teaching Challenges:
- Recognition that classroom management skills come with experience, the need for more preparation in handling current behavioral challenges, the importance of balancing relationship-building with professional boundaries, and addressing growing gaps in education.

The feedback suggests that while the program has many strong elements, it faces challenges in consistency, communication, and adapting to modern teaching demands. There is a clear desire from cooperating teachers to be more involved in the preparation process and ensure candidates are ready for the realities of full-time teaching. Table 17 illustrates the Qualitative Responses to Additional by TPP.

Table 17. Qualitative Responses to Additional by TPP

Fall 2024

TPP	Comment
English:	- Communication and expectations were unclear. My candidate's supervisor was unaware of when she would even start working with me this semester. I never received any constructive feedback from him throughout the process. I have seen a sharp decline in the program in the last five years. - Katie did a great job while she was here. She was engaging and the kids enjoyed her teaching style. - I was very impressed with the knowledge of all subject matter and teacher expectations by the teacher candidate. He was always prepared and helped me with every task each day that he was present. - My student teacher was excited and committed and eager to learn. - I think that the student teachers need more support with how to unit plan to manage student learners. The student teachers that I have had recently are bright individuals but have been ineffective in their teaching. I do believe that through more classroom teaching experience, they could learn to be more effective teachers. - My candidate was very well organized and ready to teach. We discussed at the end of the day everyday what she would be doing the next day. She did a wonderful job. - Makenna Smith was a fantastic student teacher. She fit in well with the classroom and she demonstrated numerous seasoned teacher qualities with not only her lessons but also with classroom management as well as student engagement. - I don't understand what has happened to the program. This is the first time in 29 years that I have been frustrated with the program at WVU. I know I worked with my intern, but I worry about her once she is on her own. I don't think she has been provided with the support she needs. Don't get me wrong, she did a wonderful job while at her placement with me, and she was able to build a rapport with the students. However, I believe that says more about my intern's work ethic and not about the support provided at the University.
Social Studies:	- I have had a good experience with this program the last 2 years. - I'd like to continue to emphasize the relationships that Betsy Osborne builds with her students and how important that relationship is for these student teachers as they navigate their student teaching. Her support gives them the confidence to be successful. - My student teacher did a fantastic job last semester. It was a pleasure to work with her. - Loved having student teachers, made me up my game and re-evaluate some of my own lessons. Overall, a good experience. - Great experience hopes to work with you all again in the future. - I have particularly enjoyed the students coming from the WVU program. This is why I continue to be a part of the process. Thank you. - Ms Loder did a good job working with students each day to ensure they understood the directions and the content. - No class will prepare young teachers with actual classroom management skills. That skill comes with actual classroom experience. - More time needs to be spent in content classes. Lots of pedagogy, in my experience there needs to be more time spent in basic classes in their subjects. - I think that our teacher candidates would benefit from spending more time in the classroom prior to their student teaching (i.e. additional observation time like the Benedum Collaborative program had). I also feel that they are given too much time

	out of their placement to work on EdTPA. It would also be nice if some students started their placements at the HS instead of it always starting at the MS. • I would love to speak more with you all about the preparation to teach WV standards, NCSS C3 framework, and scaffolding historical thinking and reasoning skills. • This student teacher did an excellent job during her placement. I appreciated her being prepared. I do think that there were a lot of issues that had happened at a previous placement that impacted her time at this placement. • Professionalism needs to be addressed as well as relationships with students
	Spring 2024
Elementary:	• I enjoy having WVU teacher candidates. They are very helpful in the busy classroom. • Thank you for being such great leaders within the WVU student teacher program. It seems as though it is in excellent hands and the future is bright blue and gold. ;o) • Taking the initiative to do things, cell phone use, it's great to build relationships but not get to the point of being the students' friend, intentional read alouds …these are things I had to work harder to teach my resident. Asking questions is always a good thing! Why do we/are we doing what we do? Professional texts! I have shared many with my resident this year. • Though the candidate hasn't been in my room very long, nor has she taught more than a few mini lessons, she has quickly picked up my established routines and procedures and ensures all students are following them! • Students are well prepared. Great experience mentoring and sharing the love for my profession! • I feel like, for ALL of these, it depends heavily on the teacher candidate. Nearly all young teachers still face challenges in management. I wish they had more independent time in the classroom where we were not there to bail them out. Thank goodness for the subbing opportunities! • The student teachers do a good job of maintaining professional relationships and completing assignments/tasks without complaint. • Indicators remain unmarked until observed by the mentor. • Candidates should not be focused on making really long lesson plans. They need to focus on the content that needs to be taught and learn more about the programs being initiated within the state. I understand some will go to different states, but having the background of some programs can only help them. For example, the science of reading, Heggerty, UFLI (or other phonics/phonemic awareness programs) and math programs. • Maybe stress dress code. • I thoroughly enjoyed having my student resident in my classroom last year. She did a fantastic job with planning and lesson implementation. She also built a great rapport with students. • Professionalism was excellent. • If any work could be turned in for the Ed TPA in the fall, that would be great. I still don't feel that prepared to help with it and I would like to have a better understanding to help guide my student teacher to greater success and more confidence. • I enjoy working with WVU students and most of them have the love and motivation needed to become a great teacher. • Students teachers might need to be provided a timeline for "taking over" the classroom. Last year my student teacher had a sheet that told her what she should be doing in the classroom by certain weeks.

	• I was not impressed with my student teacher this past year and did not feel she was prepared to teach students. I tried to express my concerns to the student-teacher supervisor, but she dismissed me, feeling the student-teacher would get better in time and was trying her best. • Please have teacher candidates spend as much time in real classrooms as possible! • Realistic time management, What needs to happen in a regular day to keep learning on target and be manageable to prep for. Many of the assignments are in depth projects which are great but take so much time to prep that it isn't realistic for day to day instruction. They need to be able to plan an instructional day not just 1 activity. • I've always been pleased with my student candidates. • I realize students have more observation hours these days, than they used to, but in addition to that, I feel they could benefit from being more directly involved in some planning, looking at data to inform instruction, etc. I'm sure it is discussed in particular classes, buy being directly involved gives a much clearer picture of the processes needed. I also believe more preparation for the many growing behaviors that are present within the classroom would be beneficial (even the senior teachers are finding them challenging).
Physical Education:	• Excited to learn some new ideas from your WVU peeps. • Many seem concerned about their EDTPA and nothing else. Most are done once they collect their data for EDTPA. They are not motivated to actually teach beyond that. • Lots of the above questions answers depend on the student teachers personality and how open the communication is between the student teacher and the co operating teacher. I've had some who are very open and some that I have had to pull answers and behaviors out of. • I enjoy having student teachers in my classes. They bring new ideas to our gym, and are typically well on their way to being a good teacher. • My students were well prepared to student teacher.
Science:	• I have enjoyed seeing these different students, their abilities have varied widely, I based this off some of the worst ones I have had, I hope that's okay! • Good Luck! • Last year, my student teacher was outstanding
Social Studies:	• Invite actual teachers to speak to classes, especially if a university professor/instructor has not taught since COVID, let alone the last 10-20 years! • Very Good Overall! • Overall very good!
Fall 2023	
Elementary:	• The candidate was a great student teacher. She followed our curriculum and classroom expectations very well. She was great at building relationships with the students and was very professional. I enjoyed having her in my classroom.
English	• My major issue is the lack of communication between WVU, the teacher candidate, and myself. I have been often confused as to how to address evaluating my student teacher. I feel they have been left to their own devices. Fortunately, my candidate has a strong work ethic and was able to push through. I have had students teachers for the past 25 years and this is the first time I have been confused as to what my responsibilities should be.

	• The candidate is professional and punctual. I would like to see improvement in the areas of developing lesson plans and materials and classroom management. • I felt the evaluations were confusing and broad. The Danielson Framework isn't something everyone is familiar with, so some detailed information would have helped with this process. • The candidate has been top-notch in her student teaching at MHS. She has gone above and beyond what is expected of a pre-service teacher and she is greatly appreciated!
Math:	• I've had a wonderful experience with my student teacher. I believe that anyone who entered my classroom would think that my student teacher is a seasoned teacher. Her placement with me was candidate's second nine weeks, and she affectively taught all of my classes. Some of them were tough classes but she has done a wonderful job with classroom management, lesson planning, implementation, pacing and assessment. She is creative in her use of resources.
Science:	• Overall, teacher candidates are prepared to teach the content and to interact appropriately with students. There are a lot of things besides teaching content that they will also be expected to handle in the classroom, and I think there could be more done to prepare them for that aspect of modern day teaching. • I know students need to have jobs and classes, but it is hard for them to miss all meetings that are scheduled for the school (Wed nights for us), because they have the class time requirement at WVU on that evening.
Social Studies:	• My student teacher struggled the most because of the EDTPA while trying to prepare and prep for 3 different classes at an advanced level. The student teacher was good with the knowledge, amazing with class management, and great with getting to know the students at a more personal level. • Adding to the above mentioned inadequacy, I strongly believe that a student teacher should be in 1 placement at minimum a semester. In addition, having the student teacher observe with their future host teacher the previous semester (right before student teaching) allows for a sense of connectivity to the school and the teacher as well as at a different school the first semester of that same year (preferable with some time in a special education environment regardless of area of certification). • I'd recommend more time in the classroom as the lead teacher during their observation placements. The candidate has performed really well. He is dependable and comes to the school prepared. He adjusted his lessons based off of the needs and followed all guidelines for IEP's and 504 plans for the individual students. He worked well with the faculty and staff and will be great teacher once he gets his own classroom. • I recommend lesson plans to be due on Thursday so there is at least a day to discuss the plans before they are taught. I was unable to hold my student teacher accountable for lesson plans because they were due on Sunday at 10pm. That means realistically I did not know what he was going to be teaching until Monday morning as students were walking in for 1st period. He knew he did not have to have anything done during the week, so he would just tell me "I'll plan over the weekend." This means he had no feedback from me. In the end, he did not plan often. He would just copy and paste my plan. It is a disservice to any student teacher to not mentor then on planning. Please consider moving the due date up to Thursday so there can be meaningful conversation before lessons are taught. • This was a good experience. I especially appreciated the student teacher's excellent communication with me before and during the placement.

- The ability to produce quality teachers has never been more important than it is currently due to the gaps that we are experiencing in the profession. Unfortunately, I am concerned that the gaps/holes in education are only going to continue to widen.
- I had an excellent experience while the candidate was in my classroom.
- This particular student teacher didn't complete all of his requirements. I felt like the university made concessions for him that were necessary, but he received too much of a safety net. He wasn't reprimanded for not completing the requirements and was passed on to his next placement. There was little to no preparation when he was working on lesson plans and often times he looked at his phone for the entirety of his planning period. His lesson plans weren't ready at the necessary time. He panicked in front of my classes and didn't take my criticism. When I would discuss anything relating to his placement he would shut down and quit communicating. His liaison with WVU also had reservations about him teaching in his own classroom after observing him. He did not have a repor with any of my students and resorted to yelling at them most of the time. During his entire last week I took back over teaching because I had to do so the previous week due to his absence. I did not feel that he was adequately prepared to teach and I was also concerned about his second placement due to his lack of preparation.
- Some of the scheduling at the start and end of the placement time could be adjusted, if possible, to be less disruptive.

  For example, students started their HS placement from Oct 9-13, then had off Monday 10-16 and Tuesday 10-17 for EDTPA. It made it difficult to get them started with teaching because it didn't make sense to have them start the week of the 9th, get into a groove, then miss 2 days the following week. I think it would flow better if they had the Monday and Tuesday of that first week of the HS placement to do EDTPA, have it finished early, then start Wednesday Oct 11. *I know the dates won't also be the same, but I'm referring to the overall flow of the high school placement

  Similarly, at the end of the placement, if it would be possible to not have the miss the Tuesday before their last day, which this year is Thursday Dec 7. I understand you have to work with the WVU course schedule, but it disrupts their last days of teaching to miss that Tuesday. If it's possible to let them finish a day earlier and meet with the upcoming student teachers after, that would be better. There are just disruptions to their schedule at key points, as they start and wrap up their student teaching time.

  The candidate did a good job during his time at UHS. I don't want it to seem like it was a bad experience. I really enjoyed getting to know him and I think he has a lot of the right personality traits and skills to make a great teacher. He got to know the students, he was nice, he asked good questions. He has a lot going for him in terms of being prepared to have his own classroom.

  Overall, there seemed to be a feeling among the CTs that the student teachers could have taken this placement a bit more seriously. I know student teaching is hard, and many of them liked their middle school placement, so it's hard to adjust to a new class when we're already into the 2nd quarter. However, I think there could be an emphasis with future student teachers that this should be treated like a job interview. Their professionalism, planning, and attitudes are all noticed, and if they

want good recommendations, good referrals, etc, they need to treat it like a full time job. That is a lot for college students, but that is also what is expected from teaching, which they chose as a career.

- The candidate was an excellent student teacher and did what was required of her in all aspects. She was able to adapt quickly and take the constructive criticism to heart and adjust her lesson plans very well. Any issues I had was the overall program as it seems like there are high expectations for some students and low expectations for others and those that have low expectations seem to "get a pass" or get "coddled" to move along. I understand that the teaching field needs teachers but if someone can't cut it during student teaching the cooperative teacher should have a say on how this affects the outcome otherwise what are they there for. Nevertheless, Ms. Scott thankfully did not fall into that category as she was well prepared and knowledgeable in the subject and teaching realm. I would recommend her for any position and would hire her to join my team as well.

- Planning is an area where I noticed my current teacher candidate was not strong in. They struggled with being able to plan a whole unit and never, to my knowledge, referenced state content standards. They really depended upon me to tell them what had to be covered and how to do it. My teacher candidate was also not strong in being prepared with their planning. Although they always had their lesson plans done by Sunday evening, I do not think there was a week during their placement that all of the materials were ready when the day started on Monday. There were days when they were finishing up lesson activities or materials at the start of the day or during down time in prior periods. There were also more than one occasion where they would start a lesson and realize they didn't have something prepared and I would have to go make copies or help prepare the material for them. There were times where professionalism came into question with how they (and this is not just the student I worked with but all of the students placed in our department) ask to leave early, question having to go to meetings or other staff professional development, complain about having to come in for our SAT Day or attend off-site PD days; it felt like they wanted to put forth as little effort as possible. My teacher candidate was often tired throughout the day during their placement and would take power naps during planning to help make it through the day. Many times my teacher candidate did not seem like they had thoroughly prepared for the days activities and frequently mispronounced content-area terminology, which took away from their credibility with students. This is something I tried to address throughout their placement by encouraging them to prepare notes and write down pronunciations of unfamiliar words, but they did not always do so. It felt like this year our teacher candidates did not take their placements seriously. My teacher candidate did a good job with keeping up with grading and was always open and receptive to feedback.

Section XIV: Mentor Teacher Survey Qualitative Responses to: Which assignments and requirements seem to be most impactful or relevant to candidates' development and the work of teaching in schools?

The analysis of responses highlights several key trends in the most impactful assignments and requirements for teacher candidates' development:

Active Classroom Experience:
- Hands-on teaching experience is highly valued, including actual time performing daily educational tasks, teaching consecutive lessons, taking on full-time teacher responsibilities, and active classroom engagement. Direct teaching requirements are emphasized over passive observation.

Lesson Planning and Implementation:

- There is a strong emphasis on the connection between planning and execution. Candidates benefit from writing detailed lesson plans, learning to differentiate instruction, focusing on both development and implementation of lessons, and planning that connects students to content. Practical application of plans is particularly valued.

Reflective Practice Components:
- Reflection-based assignments are frequently mentioned, including analyzing video recordings of teaching, journaling for reflection, reflecting on various lessons taught, and using the Danielson clusters reflection process. Reflection is used to improve future lessons.

Feedback and Observation Systems:
- Structured feedback is highly valued, with observations followed by immediate feedback, discussions after observations, and using feedback to make adjustments. Understanding areas of strength and needed improvement, along with guidance from cooperating teachers, is crucial.

Content-Specific Requirements:
- Specific assignments such as novel studies, content area learning, writing assignments that connect students to characters, and subject-specific lesson planning are mentioned as impactful.

Classroom Management Focus:
- Classroom environment development and management skills are recognized as fundamental for success. Creating conditions for optimal teaching and learning is emphasized.

Key Observations:
- There is a strong emphasis on practical, hands-on experience over theoretical assignments.
- The value of immediate feedback and reflection is highlighted repeatedly.
- Active engagement in real classroom settings is considered more valuable than passive observation.
- One response noted a lack of communication about assignments/requirements, suggesting a need for better coordination.
- The combination of planning, implementation, and reflection is particularly valuable.
- The role of cooperating teachers in providing guidance is seen as crucial.

The responses suggest that the most impactful components of teacher preparation are those that combine practical experience with structured reflection and feedback. The emphasis on active engagement in real classroom settings, supported by thoughtful planning and reflection, provides the most meaningful development opportunities for teacher candidates. Table 18 shows the Qualitative Responses to Which Assignments Seem To Be Most Impactful Or Relevant To Candidates' Development by TPP.

Table 18. Qualitative Responses to Which Assignments Seem To Be Most Impactful Or Relevant To Candidates' Development by TPP.

Fall 2024	
TPP	**Comments**
English:	- I didn't receive a list of assignments or requirements throughout this process. My candidate was successful because of the guidance of the cooperating teacher. - The reflection element of the various lessons taught is most impactful. The actual teaching of consecutive lessons is the most relevant. - Writing assignments connecting the students to the characters. - Learning the content area.

	- I believe that classroom environment and classroom management skills are the most important. If these are successful, teachers and students do the best work. - Analyzing video recordings of themselves teaching their lesson. - The direct teaching requirements and lesson planning are the most impactful. - Novel Study - Teaching the intern how to write lesson plans that differentiate learning.
Social Studies:	- Actual time in the classroom performing daily educational tasks - Time in the classroom with the responsibilities of a full time teacher gives them to the confidence to be successful with their first job placement. - the journaling helps them be reflective - Lesson plan development is important. Equally., if not more important is implementation. - The observations with Mrs Osbourne, and the discussion after, really helped Ms Loder understand where she could make adjustments, and also where she was doing well. The immediate feedback helped her plan future lessons. - Lesson planning - The danielson clusters. The reflection process is very important. - Time spent in the classroom (as long as they are actively engaged and not just sitting around). - Completing lesson plans and all other information was great.

Section XX: Mentor Teacher Survey Qualitative Responses to: Which assignments and requirements seem to be less impactful or relevant to candidates' development and the work of teaching in schools?

The analysis of responses regarding assignments and requirements considered less impactful highlights several major trends:

EdTPA Related Concerns:
- EdTPA is viewed as less relevant to daily teaching realities, creating stress that detracts from practical teaching experience. It prepares candidates for National Board Certification but not for daily classroom demands,and appears to overshadow other important aspects of student teaching.

Traditional Classroom Management Coursework:
- Theoretical classroom management courses are seen as less effective because they cannot replicate real-world behavioral situations. There is a preference for hands-on management experience over coursework.

Assessment-Related Requirements:
- There is too much emphasis on assessment theory in the college classroom. Respondents recommend shifting focus toward more observation and practical experience, suggesting a need for a better balance between theory and practice.

Structural Issues:
- Short placements are viewed as less effective, and Danielson forms are described as not particularly helpful. There is a need to streamline the observation process.

Classroom Activities:
- Some specific activities, such as bellringers and tasks considered "busy work," are viewed as less impactful.

Key Observations:

- Several respondents defended all requirements as important, suggesting careful consideration before removing any components.
- Many comments focused more on the implementation rather than the assignments themselves being problematic.
- There is a consistent theme of preferring practical experience over theoretical requirements.
- Some cooperating teachers noted they weren't familiar enough with specific assignments to judge their relevance.
- Recommendations:
- Better integrate EdTPA with practical teaching experience.
- Replace theoretical classroom management training with more hands-on experience.
- Reduce emphasis on assessments in favor of more direct classroom experience.
- Review and potentially revise evaluation tools like the Danielson forms.
- Consider lengthening placements for more sustained experience.

This feedback suggests that while most program elements have value, there are opportunities to enhance the practical application and relevance of certain assignments and requirements to better prepare teacher candidates for the realities of full-time teaching. Table 19 delineates all of the Qualitative Responses to Which Assignments Seem To Be Less Impactful Or Relevant To Candidates' Development by TPP.

Table 19. Qualitative Responses to Which Assignments Seem to Be Less Impactful Or Relevant To Candidates' Development by TPP.

TPP	Comment
Fall 2024	
English:	• I feel all elements of the requirements in place are impactful and relevant. • Things the kids considered busy work • classroom management • Although assessments are important, I believe that too much emphasis is place on this in the collegiate classroom. MORE observation and students/teacher communication is needed! • I have mixed feelings about EdTPA. I can see the benefit, but I feel that most of the student teachers that I have had get caught up in the stresses of the requirements and put those first before thinking about the day to day teaching of the students. • Bellringers
Social Studies:	• Course on classroom management can't replicate the experience of dealing with those unique behavioral situations first hand. • EDTPA prepares students for NBCT but in my opinion does not prepare them for the day to day grind and ever changing world that is teaching. • Continue to stream line the observation process. • The Danielson forms were not particularly helpful. • None, all are important to the process. • I'm not familiar with individual assignments to determine relevance • Short placements.

Section XXI: Mentor Teacher Survey Qualitative Responses to: What other assignments or requirements might be worth considering adding?

Here's a summary of the key trends and observations from the responses:

Extended Practical Teaching Experience
- Increased classroom time, including consecutive teaching days during observation periods.
- More teaching experience before full-time student teaching.
- Longer placement durations and more time performing daily educational tasks.
- Concern about the second placement being undervalued.

Enhanced Parent/Family Engagement Preparation
- Involvement in parent-teacher conferences.
- More preparation for parent/guardian interactions.
- Recognition that this area is underdeveloped in current preparation.

Specialized Student Support Training
- Additional preparation for ELL instruction modifications, tiered grading, IEP/504 plan implementation, understanding poverty's impact on students, and lesson adjustment strategies for diverse needs.

Writing and Assessment Focus
- Requests for deeper evaluation of writing, more writing-focused requirements, and enhanced assessment strategies.

Collaborative and Mentorship Components
- More conferences between mentor teachers and WVU faculty.
- Collaborative lesson planning experiences and enhanced mentoring relationships.

Classroom Management Enhancement
- Additional focus on effective management strategies, practical classroom management techniques, and collaborative approaches to management.

Key Observations:
- Strong emphasis on practical, hands-on experience over theoretical learning.
- Recognition of the need for better preparation in dealing with diverse student needs.
- Focus on real-world challenges like parent communication and poverty impacts.
- Desire for more structured collaboration between university and field experience.
- Interest in strengthening the second placement's perceived value.

Overall, the suggestions aim to bridge the gap between theoretical preparation and practical teaching challenges, emphasizing hands-on teaching experience, preparation for non-instructional responsibilities, support for diverse student populations, stronger connections between coursework and field experience, and structured mentorship and collaboration opportunities. Table 20 shows the Qualitative Responses to What Other Assignments or Requirements Might Be Worth Considering Adding by TPP shared.

Table 20. Qualitative Responses to What Other Assignments Or Requirements Might Be Worth Considering Adding by TPP.

Fall 2024	
TPP	**Comment**
English:	• More discussion and classwork on effective class management strategies and collaborative lessons planning. • Adding the requirement of teaching for consecutive days during typical "observation" sessions could help become even more prepared for the student teaching placement itself. • Deeper evaluation of writing • Understanding poverty areas and its impact on students • I feel like no teacher candidate is ever prepared enough for the parent/guardian part of teaching. Maybe allow them to be part of parent/teacher conferences? • I think that the teacher candidates would benefit from more teaching experience prior to their full-time student teaching placements. • Writing
Social Studies:	• More time in the classroom setting performing daily educational tasks • ELL instruction modifications and an understanding of the grading requirements for different tiers. • more conferences with mentor teacher and wvu faculty • Anything that requires lesson adjustments do to time rescheduling or student IEP/504 requirements. • Currently not sure what would be beneficial. • More time in the classroom

| | Make longer placements. The second placement seems to not be as impactful as the first one. In the past I've noticed that some student teachers don't view it as being as important as their placement where they do EdTPA. |