

Mentor Teacher Feedback Data Report

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Section I: 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
Spring 2025	51	1	41	-	1	7	1	-
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 II: 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 III: Mentor Teacher Feedback Survey Results Overall and Programmatic Trends

The Teacher Preparation Programs demonstrated a complex pattern of both sustained strengths and emerging challenges across the four assessment cycles from Fall 2023 through Spring 2025. Overall program (EPP) scores remained relatively stable, clustering predominantly in the 2.1-2.7 range, indicating that most candidates were adequately prepared across core competencies.

The programs' most consistent strengths lay in interpersonal and professional domains. Candidates consistently scored highest in modeling respectful communication between teachers and students (2.6-2.7 across all cycles), communicating professionally in various environments (2.5-2.6), and considering student interest and relevancy in lesson planning (2.4-2.7). These competencies, aligned primarily with InTASC standards 3 and 9, represented the program's most reliable outcomes. Mentor teachers consistently praised candidates' ability to build positive relationships with students, demonstrate professional conduct, integrate technology effectively, and remain flexible and open to feedback. This relational foundation provided a strong base upon which other teaching competencies could be developed.

However, the program faced persistent challenges in technical teaching skills, particularly in assessment practices and differentiation. Competencies aligned with InTASC Standard 6 (assessment) consistently underperformed across all cycles, with scores ranging from 2.1-2.4. Candidates struggled with designing assessments connected to identified standards, using summative assessment to inform student progress, employing strategies to elicit information about student learning, providing improvement-focused feedback, and using student data to reflect on and improve future planning. Similarly, the ability to differentiate plans for learning showed consistent weakness (2.1-2.3), with particularly concerning scores in elementary education (as low as 1.7 in Fall 2023). These technical skill gaps were reinforced by qualitative feedback indicating that candidates had difficulty creating meaningful assessments, matching objectives to assessment methods, and adapting instruction for diverse learners including students with IEPs, 504 plans, and English language learners.

Subject area disparities revealed significant variation in program effectiveness across disciplines. Agriculture Education maintained perfect 3.0 scores across all competencies and semesters, though paradoxically, the sole Agriculture mentor expressed severe concerns about program relevance to

West Virginia-specific agricultural education standards and traditions. Science Education demonstrated strong, consistent performance (2.5-3.0 range), particularly in Spring 2025 where scores consistently reached 3.0. Physical Education maintained solid preparation levels (2.3-2.9), while Elementary Education showed troubling inconsistency with scores fluctuating between 1.7 and 3.0 across cycles, suggesting variable candidate quality. English and Social Studies Education had insufficient data for reliable trend analysis due to uneven mentor participation across semesters.

Classroom management emerged as the single most pervasive concern in qualitative feedback, mentioned repeatedly across every subject area and every semester. Mentor teachers reported that candidates struggled to circulate the room effectively, preferring to remain at their desks working on computers or personal assignments. They had difficulty establishing appropriate boundaries between building relationships and maintaining authority, often wanting to be students' friends rather than respected teachers. Many candidates lacked proactive intervention skills, waiting too long to address behavioral issues or being uncertain about how to intervene effectively. This pattern was particularly concerning for secondary education candidates, as mentor teachers repeatedly and emphatically requested the restoration of a dedicated classroom management course that had apparently been eliminated from the program. One mentor's capitalized plea—"BRING BACK A CM CLASS FOR SECONDARY!"—captured the intensity of this concern.

The EdTPA assessment process generated more consistent negative feedback than any other program component. Mentor teachers across all subject areas and semesters reported that EdTPA created overwhelming stress that detracted from candidates' ability to focus on and learn from their student teaching experience. Candidates became so consumed with EdTPA requirements and deadlines that they prioritized this single summative assessment over developing sustainable teaching practices, building relationships, and capitalizing on teachable moments. The timing of EdTPA work disrupted the flow of teaching placements, particularly at the beginning and end when candidates needed time away from their placements to complete requirements. Multiple mentors suggested moving EdTPA to the semester before final student teaching or significantly reducing its emphasis to allow candidates to engage more fully with the authentic teaching experience. The current structure appeared to undermine rather than enhance candidate development.

Professionalism concerns, while not reflected strongly in quantitative scores, emerged prominently in qualitative feedback as a growing issue. Mentor teachers reported increasing problems with professional attire, noting that candidates often dressed too casually, leading students—particularly at the elementary level—not to take them seriously. Work expectations presented another concern: candidates expressed surprise at full workday requirements, requested to leave early on days without direct instruction, pushed back against attending Saturday professional development or parent-teacher organization meetings, and sometimes treated their placement like a college experience rather than a professional job. Several mentors noted that candidates used cell phones inappropriately during instructional time and worked on their own college assignments during student teaching hours. Multiple experienced mentor teachers with 20+ years of hosting student teachers noted that professionalism had declined noticeably over the past five years, though they acknowledged this may have been a broader trend affecting multiple teacher preparation programs rather than unique to this institution.

Communication and support systems between the university and placement sites had deteriorated significantly. Mentor teachers reported unclear expectations, missing guidance materials that were previously provided in comprehensive packets, insufficient university supervisor presence and feedback, and difficulty obtaining information or responses from program coordinators. Some supervisors conducted only a single observation and failed to stay for post-lesson conferences with candidates, leaving mentor teachers uncertain about their role and frustrated by the lack of partnership. This breakdown in communication particularly affected candidates' support systems, with one mentor noting that candidates "don't have a support

system through the program." The absence of clear guidelines, evaluation rubrics, and regular communication created confusion about roles and expectations for all parties.

Real-world teaching readiness represented another area of concern that extended beyond technical teaching skills. Candidates often lacked understanding of the full scope of teaching responsibilities, including non-instructional duties like car rider supervision, lunch and recess duty, faculty meetings, parent-teacher conferences, and after-school obligations. They struggled with time management, particularly balancing the demands of daily planning, grading, and preparation with the actual school day. Many candidates lacked awareness of how socioeconomic factors, trauma, foster care, homelessness, and family instability affected students' ability to learn and behave, approaching their teaching with unrealistic expectations about student readiness and behavior. The intensity and sustainability of teaching workload appeared to surprise candidates who were unprepared for the emotional and physical demands of the profession.

Despite these challenges, the program demonstrated important strengths worth preserving and building upon. Candidates' enthusiasm for teaching, eagerness to learn, and openness to feedback created a foundation for growth. Their strong technology skills and creative lesson design brought fresh perspectives to classrooms. The emphasis on building positive student relationships had produced candidates who genuinely connected with and cared about their students. Professional communication skills were well-developed, enabling candidates to work collaboratively with colleagues. The detailed lesson planning instruction, while perhaps too elaborate for daily use, had given candidates a thorough understanding of instructional design principles that could be adapted to more sustainable formats with experience.

Looking across all four cycles, the program maintained a foundation of adequate preparation in most areas, with particular strength in the interpersonal and professional dimensions of teaching. However, the persistent challenges in classroom management, assessment practices, and differentiation indicated the need for strategic program improvements. The overwhelming negative feedback about EdTPA's impact on the student teaching experience, combined with mentor teachers' consistent requests for more extensive pre-student teaching field experiences and the restoration of classroom management coursework, provided clear direction for program enhancement. The breakdown in university-school communication systems required immediate attention to restore the partnership model that mentors recalled from previous years. Addressing these concerns while maintaining the program's strengths in relationship-building, technology integration, and professional development would position the program to better prepare candidates for the complex realities of contemporary teaching. Table 3 illustrates all scores on the mentor teacher feedback survey across TPPs while Tables 4-9 provide all of the qualitative responses to questions posed.

Table 3. Mentor Teacher Feedback Survey scores by TPP

Question	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Knowledge of content	4	Spring 2025	2.4	3.0	3.0	-	2.0	2.7	3.0	-
		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	Spring 2025	2.1	3.0	1.9	-	2.0	2.6	3.0	-
		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	Spring 2025	2.2	3.0	2.1	-	2.0	2.6	3.0	-
		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	Spring 2025	2.1	3.0	2.1	-	2.0	2.3	3.0	-
		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	Spring 2025	2.4	3.0	2.3	-	2.0	2.7	3.0	-
		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	Spring 2025	2.3	3.0	2.2	-	1.0	2.7	3.0	-
		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	Spring 2025	2.2	3.0	2.1	-	2.0	2.4	3.0	-
		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	Spring 2025	2.7	3.0	2.6	-	2.0	2.9	3.0	-
		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	Spring 2025	2.5	3.0	2.4	-	2.0	2.6	3.0	-
		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	Spring 2025	2.4	3.0	2.4	-	2.0	2.4	3.0	-
		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	Spring 2025	2.4	3.0	2.3	-	2.0	2.6	3.0	-
		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
Offers opportunities for small and whole group instruction	1, 8	Spring 2025	2.5	3.0	2.4	-	2.0	2.6	3.0	-
		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	Spring 2025	2.2	3.0	2.2	-	1.0	2.6	3.0	-
		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	Spring 2025	2.2	3.0	2.2	-	1.0	2.4	3.0	-
		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	Spring 2025	2.2	3.0	2.1	-	1.0	2.4	3.0	-
		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	Spring 2025	2.1	3.0	2.1	-	1.0	2.3	3.0	-
		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	Spring 2025	2.2	3.0	2.1	-	1.0	2.6	3.0	-
		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	Spring 2025	2.3	3.0	2.2	-	1.0	2.4	3.0	-
		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	Spring 2025	2.2	3.0	2.2	-	1.0	2.3	3.0	-
		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	Spring 2025	2.5	3.0	2.6	-	2.0	2.6	3.0	-
		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	Spring 2025	2.2	3.0	2.4	-	1.0	2.3	3.0	-
		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	Spring 2025	2.3	3.0	2.5	-	2.0	2.6	3.0	-
		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)

Table 4. Qualitative Responses to Candidate Inadequate Preparation by TPP.

TPP	Spring 2025 Comment
Agriculture	<ul style="list-style-type: none"> Students in agricultural education are unfamiliar with the standards, traditions, and expectations expected of West Virginia Agriculture teachers. There is a severe disconnect between what agriculture teachers have to do in this state and what is being taught to them at WVU.
Elementary	<ul style="list-style-type: none"> Classroom Management real life in the classroom; working as a team Classroom management has been a common area of concern. Many of my student teachers needed frequent reminders to circulate the room and actively monitor students, as most preferred to remain at their desks working on the computer. Some even used student teaching time to complete their own class assignments. Professional attire was another issue; several student teachers dressed too casually, which led to elementary students not taking them seriously. In addition, while many student teachers had a preferred subject they felt confident teaching, they were often unprepared with the necessary content knowledge when asked to teach other subjects. Writing SMART goals, phonics (SOR), management Classroom management has been a challenge lately. I would also love to see more SPED involvement. hands on experience with students with autism and severe behaviors They seem to have a hard time matching objectives to the assessment. Are you assessing and how are you assessing what you wanted the students to learn? I have seen a lack of professionalism in the last few years. Behavior management is also an area of concern. They need more hands-on active learning. The students seem to be afraid to jump in and do the things to help kids learn. Differentiated Instruction: I feel that the teacher candidates are not prepared to implement it effectively in a real classroom with diverse learners. This includes adapting lessons for students with different learning styles, academic levels, or special needs. Content Knowledge: Teacher candidates generally have a strong grasp of the subject matter they are preparing to te They need to learn more about the different exceptionalities, and what they can expect from them. Also the responsibilities of the regular education teacher when it comes to the modification and accommodations for their special needs student.
Physical Education	<ul style="list-style-type: none"> Importance of student connection. Classroom management
	Fall 2024
English	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Discipline
Science:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 accommodations/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

Table 5. Qualitative Responses to Candidate Adequate Preparation by TPP.

Spring 2025	
Elementary	<ul style="list-style-type: none"> • Understanding the differences between a SAT, IEP, and 504. • They demonstrate a high level of flexibility and are always willing to assist in any way they can, whether that means stepping in to support individual students, collaborating with colleagues, or adjusting plans when needed. They have developed strong, positive relationships with their students by showing empathy, respect, and consistency, which has created a welcoming classroom environment. Over time, they have grown noticeably more confident and comfortable teaching in front of students, using a clear voice, engaging body language, and strategies that encourage participation. This growth has contributed to a more dynamic and student-centered classroom experience. • general content knowledge and strategies • Classroom management has been good • Professional conduct • Preparation and connection of lessons to teaching standards • They need more practice in lesson planning. They don't seem a good grasp of how to plan and always have a little extra. They also don't seem to understand that you need to have them neat and easy for someone else to follow. • collaboration • I have always had student teacher's who shown professionalism. They are taking their placements very seriously. They also seem to be very flexible which is one of the keys to being a successful teacher.
Physical education	<ul style="list-style-type: none"> • age appropriate lesson planning
Fall 2024	
English:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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!

	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Content specific courses, but they need to be taking more!
Fall 2023	
Elementary	<ul style="list-style-type: none"> • Overall lesson execution.
English:	<ul style="list-style-type: none"> • Content knowledge and lesson planning • Being about to understand diverse group of students and able to meet students were they are academically.
Math:	<ul style="list-style-type: none"> • Adapting to constantly changing dynamics of the classroom. Flexible in analyzing and implementing new suggestions and ideas in pedagogy.
Science:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.

Table 6. Qualitative Responses to Candidate Strongly Prepared by TPP.

Spring 2025	
Elementary	<ul style="list-style-type: none"> • organization, preparation, • Personability • Content knowledge • content • They do a wonderful job connecting with students, building a report, learning about their families and integrating it into their teaching. • Writing lesson plans/lesson planning • Very professional and pleasant to be around. • Personal connections to students • many of them are excited to be here & ready to teach!
Physical Education	<ul style="list-style-type: none"> • Very detailed lesson plans, however, they might not always be the best for long term as teachers have very little time to plan extensive lesson plans in a longer term setting. • Lesson Planning is just wow
Science	<ul style="list-style-type: none"> • Prepared for the actual teaching of the classroom.
Fall 2024	
English:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Ability to jump right in and learn kiddos' names. • great working with students • Evaluations
Fall 2023	

Elementary:	<ul style="list-style-type: none"> • Building student relationships.
English:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Good Communication and Organization

Table 7. Qualitative Responses to Additional by TPP

Spring 2025	
TPP	Comment
Agriculture	<ul style="list-style-type: none"> • West Virginia Agriculture education is different from all other education fields. These are not only going to be teachers but will also be advisors, coaches, business consultants, administrators, and should be prepared for what it looks like to teach in West Virginia Agriculture Education. Surveys like this are part of the problem. These are not topics that have been definitively taught through West Virginia University. These questions are also not asking relevant information in regard to what it takes to be an agriculture teacher. These are also purposefully ambiguous statements designed to meet criteria previously set, not to measure the accuracy of how well WVU is preparing teachers. ASK THE REAL QUESTIONS! Ask students and most of them will say that they either had this knowledge prior to attending WVU or learned it during their student teaching experience. Thus, the years spent at WVU become a gray field of punching time just so they can teach in their respective field.
Elementary	<ul style="list-style-type: none"> • The students don't always know what expectations are. Unless they are strong and willing to take the lead, they are often confused. • I truly enjoy working with students from WVU. • Overall, I feel that my student teacher was prepared and was willing to learn if there were gaps. • In the previous sentences, candidates is a plural word. It's not possessive and it isn't a contraction. No apostrophe is needed. • Cell phone usage should be prohibited during student teaching hours to maintain focus on classroom responsibilities. Student teachers should be encouraged to remain actively engaged by assisting their cooperating teacher, supporting students, and participating in classroom activities rather than sitting at their desks or working on personal class assignments during this time. • I feel that they can and often do come off unwilling to listen and learn from the experts and speak out of turn. I also think they are often less prepared than individuals coming from other local universities into the classroom. • I think the teacher candidates need more extensive experience in their junior year to prepare them for their residency (teaching multiple whole group lessons etc) • Too much focus on Ed TPA - I feel like the student teachers are so worried they won't pass this small part of the education process (one lesson) they miss out on enjoying and learning from things like the teachable moments. Changing plans as needed. Maybe the ED TPA could be done the semester before their final student teaching. • From the experience I have had with student teachers, everyone has been well prepared and able to assume all roles of teaching with no issues. • Teacher candidates have been so starkly different that this survey was hard to complete. Sometimes it feels as if they are coming from different universities because they seem to have a different understanding of expectations. • I have only had Benedictine students in the past. I did not like that they were not planning. I was told she could use my plans except for her practicum. I don't know how I am supposed to evaluate a person's planning, that did not have to plan that much. • I appreciate the emails that explain the expectations of the University. • I wish, for the candidates sake, that the EDTPA was more relevant to them than just a snapshot of a few teaching moments

	<ul style="list-style-type: none"> • Management and time management seem to be hard for all students...but I feel like this is something they can't really learn in a college class, they need to experience and learn in their placement. • I had a great experience with my WVU student teacher. A much better experience compared to previous years from other schools. • Students in the 4 year program are not as prepared as students in the 5 year program. I feel students are more focused on EdTPA and their teaching in placement is not a priority. • I left some things blank because she is not to the planning stage yet. That will come in October. • She did an excellent job and I think has a great foundation for becoming a teacher. • Student teachers need to be able to jump in and be willing to help in the classroom. They really haven't been motivated the last few to step into the role with the safety net of a veteran teacher there. Even with encouragement, they just struggle to step up. • All I have heard from teacher candidates is that the method courses do not seem to be useful in the classroom setting. They wish they had a classroom management course as well. They wish that the differentiated courses & trauma courses would be towards the end of the program & not beginning. They have voiced there seems to be a lack of communication. • I guess my one concern is they need to realize that if they miss a day they need to make it up. There seems to be some confusion in this area. • My student teacher did an excellent job. She was professional, caring, and capable. • I'm sure there are expectations that were shared with candidates regarding cell phone usage during their hours. It may be worth revisiting the expectations. As classroom teachers our main form of communication within the building between our team, behavior situations, admin is done via texting. We are permitted to be on our phones throughout the day as long as it is for educational needs/purposes. I feel students coming in may think we are on them for random reasons, but that is not the case. • She was phenomenal! Her preparedness, her work ethic, her ability to continue learning outside of our classrooms. Encourage future students to take the initiative, always. Differentiation was a strong point too. She always had items prepared to assess different levels. • Behavior management will be an area of need for every teacher
Physical Education	<ul style="list-style-type: none"> • I appreciate how well prepared the student teachers are. • I enjoy getting to work with the teacher candidate's! I always say if I wasn't teaching elementary, I would teach college aged students who wish to become teachers, and this is a way that I get to (sort of) do both! • The majority of student teachers have been adequately prepared in most areas. The majority of our experiences with student teachers has been positive. We appreciate their work and dedication to improving themselves, and we work as best as we can to help them prepare for what teaching is like after school. • So far, student teacher show great professionalism and is easy to communicate with, he will be a great addition to the profession • Thanks for asking for our input. • I enjoy working with student teachers.
Fall 2024	
English:	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.

Table 7. Qualitative Responses to Which Assignments Seem To Be Most Impactful Or Relevant To Candidates' Development by TPP.

Spring 2025	
TPP	Comments
Elementary	<ul style="list-style-type: none"> • Teaching full time to understand the full range of what a teacher does throughout the year. • The calendar and checklist has been helpful. • Assuming all responsibilities by gently adding to each week is the most impactful requirement for the student teachers. • Writing lesson plans in formats commonly used by practicing teachers • ed TPA but they were given minimal support on this from school • Teaching multiple whole group lessons and units • Lesson planning • More classroom observations and field experience • Practicum--because that was the only part that was truly hers • having to create lesson plans for the actual classroom setting • The three lesson science (or many it was social studies) unit seem to be good because they have to follow it all the way through. It also helps them to understand if their assessment worked...did the students learn? • Being able to sub in the classroom! Great hands on experience!! • reading/math • Tutoring assignment. • Having to plan lesson and connect to standards • I think the most useful are the lessons that they also need to turn into a class, but do in the classroom too. • I only ever remember the science unit they have to teach. However, I have not seen a lesson plan in a couple of years from the program. • I think the technology portion of the assignments seem to help them. • Leading lessons early on in the year - the checklist week by week is very helpful! • Anything involving actual lesson or unit planning and teaching

Physical Education	<ul style="list-style-type: none"> • Student teaching. • Getting into the schools for micro-teaching and student teaching as a whole is the most impactful assignment. That is how they are getting the real experience that they need. • Our lesson checks and post lesson discussion always seem to be the most impactful. Students can go back and see how their plans matched up with how the lessons went. We can also identify changes that would improve the lesson in the future. Reflecting on real lessons with real students feels like it has more of an impact than any paper assignment could provide. • Professionalism.
Science	<ul style="list-style-type: none"> • quality of instruction and diversification of instruction
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English:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.

Table 8. Qualitative Responses to Which Assignments Seem to Be Less Impactful Or Relevant To Candidates' Development by TPP.

Spring 2025	
TPP	Comment
Elementary	<ul style="list-style-type: none"> • Choosing a science/social studies. While I think it is good I feel like it should be a collaboration between the mentor teacher and preservice teacher. • The pulling students to do the same assignments they did their junior year. • I feel the edTPA stresses the teacher candidates out to the point they can't give the classroom experience their most. • All of the assignments seem to be relevant. • busy work • Paperwork • Again, I cannot think of any assignments that they complete. • teaching from my plans • I think it is all important • social studies/science • edtpa • writing really detailed lesson plans • The EdTPA is so stressful. It feels like it's more traumatic than actually teaching something. • Again, I feel like they do not have an assignment that seems to be required to teach in the room. • The Ed TPA seemed stressful and somewhat redundant. My student teacher was extremely stressed during this phase of her time in our classroom. • Non teaching tasks
Physical Education	<ul style="list-style-type: none"> • In my honest opinion, the EdTPA really takes away the joy of teaching from the students. They get so consumed in all of the requirements and deadlines that it seems like they don't really get the opportunity to learn and teach in the natural setting. • The Ed TPA assignment is definitely important, but I think it would be better served that it is reviewed by professors at WVU. not sent to
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English:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.

Table 9. Qualitative Responses to What Other Assignments Or Requirements Might Be Worth Considering Adding by TPP.

Spring 2025	
TPP	Comment
Elementary	<ul style="list-style-type: none"> • Creating a classroom management plan • I think there should be a getting to know you activity at beginning of year with student teacher, students, and mentor teacher. • Student teachers should be required to write lesson plans for their cooperating teacher, using a variety of formats. While the lesson plans created for the edTPA are appropriate for that specific assessment, they are not always practical for day-to-day classroom instruction. Student teachers should also have opportunities to write lesson plans in formats commonly used by practicing teachers, so they gain experience with the structures and pacing that align with real-world teaching expectations. • social skills classes, dealing with difficult students and parents, etc • Taking a skill (such as telling time) and mapping out what skills/vocabulary that students would need as a prerequisite skills, mapping the unit from beginning skills to more advanced skills • books to read that teachers are currently reading (our schools assign us professional development books we must read and discuss)to stay up to date in educational practices, science of reading training/knowledge • I am going to show my age here, but I remember the Learning Cycle and Literacy Lessons. In recent years, when I ask candidates what they have to do they usually say, "Nothing." or "I have to do a social studies lesson." With the exception of edTPA, lessons seem to be one hit wonders that we never think about again. • more planning • visiting GUIDES or information from GUIDES- working students with higher behavioral/AU needs • Students running morning meeting to learn how to interact with students. Students in lower elementary teaching phonics. • Social emotional lessons to do with students would be beneficial • I think more hands on practical creation of lessons they can use in their placement would be good and build their confidence. • Maybe a community project so teacher candidates know the families & students within this community they spend their hours at. They need more practice with differentiated. • Using assessments to guide small group instruction • Iep analysis, unit development
Physical Education	<ul style="list-style-type: none"> • I can't think of any, the experience of being in the classroom and teaching students is already a very valuable experience and should be where the student teachers can direct the most of their time and attention.
Science	<ul style="list-style-type: none"> • I would probably include school law/policies
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English:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none">• 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.
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