

College of Education Collaborating Teacher Surveys: AY 2014-2015

The College of Education Collaborating Teacher surveys assessed the cooperating teachers' experiences with teacher candidates and their experience with Rowan University's cooperating teaching program. Questions addressed how well prepared teacher candidates were for student teaching, how well the cooperating teacher was prepared, and recommendations for the teacher candidate before and during student teaching. The survey was administered in the Fall and Spring semesters of the 2014 - 2015 academic year and 506 responses were collected.

Collaborating teachers in all grade levels participated in this survey: 3.42% were in an early childhood grade; 34.86% were in lower elementary; 23.17% were in upper elementary; 17.16% were in middle school; 21.39% in high school. In specific areas, 13.60% were special education teachers, 4.39% were art teachers, 9.30% were music teachers, and 20.47% of respondents were health and physical education teachers. 57.25% of respondents reported a Bachelor's degree as the highest degree completed; 41.96% reported a Master's Degree and 0.80% reported a Doctorate degree.

Teacher candidates were rated as very prepared (68.54%) for demonstrating a cooperative disposition (18.24% were prepared, 1.95% were marginally prepared, and 0.37% were unprepared, with 10.90% providing no response). For demonstrating personal responsibility, integrity and professionalism, 68.14% of teacher candidates were very prepared, 16.60% were prepared, 3.02% were marginally prepared, 0.58% were unprepared, and 11.67% gave no response). 63.10% of teacher candidates were very prepared to reflect on practice, with 22.62% being prepared, 3.00% were marginally prepared, and 0.19% were unprepared (11.25% gave no response). 62.12% of teacher candidates were very prepared to teach collaboratively (22.06% were prepared, 3.98% were marginally prepared, and 0.37% were unprepared, with 11.48% providing no response). Lastly, 57.90% of teacher candidates were very prepared to design and implement instructional plans, with 24.10% being prepared, 6.32% being marginally prepared, and 0.58% being unprepared, with 11.11% providing no response.

58.1% of respondents indicated that they were very prepared for the role of a cooperating teacher, with 28.28% prepared, 0.98% were marginally prepared, and 0.19% were unprepared (12.46% gave no response). 42.82% attended the Rowan orientation session or completed the online orientation for collaborating teachers (57.18% of respondents did not attend an orientation). Overall, collaborating teachers had an excellent experience with the Rowan supervisors (70.72%), with 12.69% rating their experience as good, 2.53% as adequate, 0.61% as poor, and 13.46% provided no response). Collaborating teachers indicated they had a clear understanding of roles and responsibility in the collaboration, including mutual respect (70.51% rated excellent; 13.88% rated good; 2.56% rated adequate; 0.61% rated poor; and 12.46% gave no response). Lastly, collaborating teacher experience with Rowan University was rated as excellent (61.45%), 22.87% was rated as good, 2.84% was rated as adequate, and 0.58% was rated as poor, with 12.27% providing no response.

Specific questions were incorporated to address the impact of the College of Education's Conceptual Framework on student's preparation. The four pillars of the Conceptual Framework are *Knowledge*, *Diversity*, *Impact on Learners*, and *Technology*. For *Knowledge*, respondents assessed teacher candidates' content knowledge in the area the teacher candidate will be certified to teach. Overall, Subject Matter Education teacher candidates were assessed as excellent (57.15%) for their content knowledge (36.51% were good, 6.11% were adequate, and 0.24% were poor). Early Childhood and Elementary Education teacher candidates were assessed overall as excellent (65.70%) for their content knowledge (28.27% were good, 5.37% were adequate, 0.67% were poor). For Special Education, 51.70% rated teacher candidates' content knowledge as excellent, with 33.66% as good, 13.38% were adequate, and 1.27% were poor. For Art Education, 57.92% rated content knowledge as excellent, 33.84% as good, and 8.25% as adequate. Music education collaborating teachers rated their candidates' knowledge as 57.56% as excellent, 32.98% as good, and 9.46% as adequate. Lastly, Health and physical education student teachers were rated 67.69% as excellent, 26.43% as good, and 5.88% as adequate. For *Diversity*, 44.09% were very prepared for applying strategies to differentiate for diverse learners (36.72% were prepared, 7.67% were marginally prepared, 0.98% were unprepared, and 10.55% did not respond) and 45.46% were very prepared to understand the role of diversity and culturally responsive teaching that emphasizes social justice (37.63% were prepared, 5.39% were marginally prepared, 0.21% were unprepared, and 11.32% did not respond). The *Impact on Learners* was measured by their preparation to use data to assess impact on learning, which 45.56% were very prepared (35.88% were prepared, 7.46% were marginally prepared, 0.79% were unprepared, and 10.34% did not respond). 52.71% were very prepared to recognizing the role of instructional technology and integrating appropriate technologies into instructional design, which addresses the *Technology* pillar (30.68% were prepared, 4.74% were marginally prepared, 0.42% were unprepared, and 11.46% did not respond).

Respondents recommended more training and support in regards to using Tk20. Collaborating teachers also recommend a decrease in academic workload during Clinical Practice and an increase in teacher candidates' experience in the field prior to Clinical Practice and an overall increase in the duration of Clinical Practice. Suggestions on how to improve the collaborating teacher experience included more meetings among the Rowan supervisors, teacher candidates, and teacher candidates. This would allow for more conference time, evaluation of lesson plans, collaboration on observations, and discussion of the teacher candidate's progress. Other areas of improvement also included having the teacher candidates learn more about state standards, modes of evaluations and SGOs, classroom management techniques, and expand lesson plan knowledge to include different districts.