



Evidence S.2.11

BALL STATE UNIVERSITY COOPERATING TEACHER SURVEY

Fall 2016 Summary Report

CAEP Standards Alignment: 1.1, 1.2, 1.4., 1.5, 2.1,
2.3, 3.6, 5.3

Prepared by Shawn Sriver, Accreditation and Assessment Coordinator

sksriver@bsu.edu

Introduction: Executive Summary

This report summarizes results from the 2016 Ball State University Cooperating Teacher Survey. This survey was administered for the first time in the fall of 2016. To develop the survey, Shawn Sriver, Accreditation and Assessment Coordinator, contacted several universities in Indiana and obtained their instrument and created the initial draft. Working in collaboration with Jon Dee, Director of the Office of Teacher Education Services and Clinical Practice, a draft of the survey was presented to several faculty members and university supervisors for feedback and a second draft was completed. After the completion of the second draft, Jon Dee presented the survey to teachers and principals in our Clinical Practice Network for their feedback. After their feedback, a final draft was crafted. This was the draft that was administered.

The survey was sent to 117 cooperating teachers, which included all cooperating teachers who supervised a Ball State University student teacher in the Fall of 2016. The survey was administered through Qualtrics. An initial email was sent through Qualtrics to each respondent on December 5, 2016. This date was selected after consultation with teachers and administrators. The date was determined to be optimal because it would be after most student teachers had concluded their assignment; in addition, it was also determined that this would be the time of year that would be most beneficial for cooperating teachers to complete the survey. Because of the holidays, the survey window was longer than normal, staying open until January 13, 2017. Potential respondents were sent the following email from Shawn Sriver and Jon Dee through Qualtrics:

The purpose of the **Ball State University Survey for Cooperating Teachers and University Supervisors** is to collect data on your perceptions on how effective Ball State University is in preparing candidates to be classroom-ready on day one of their student teaching placement, based on your experience with the most recent Ball State University student teacher that you supervised. All the data collected from this survey will be used to make improvements to our educator preparation program. The data will also be shared with the Council for the Accreditation of Educator Preparation (CAEP) as we prepare for our CAEP Unit Self-Study and our CAEP Onsite visit.

The survey is intended to collect data related to your general impression of our candidate and not necessarily tied to the benchmark rubric you recently completed during student teaching. The benchmark rubric is tied to specific pre-service teacher standards. This survey asks for your general perceptions of our candidate as their mentor and as a successful veteran educator.

All information you provide in this survey is completely confidential. Please respond to each item with complete candor. The survey will take approximately 20 minutes to complete. Your assistance is greatly appreciated.

Although it was not announced as such in our email, this administration of the survey was intended to be a pilot. Originally, the survey was intended to be sent to both cooperating teachers and university supervisors. In addition to the 117 cooperating teachers who received the survey, the survey was sent to another 30 university supervisors who supervised a student teacher in the fall of 2016. A problem was immediately detected. The questions were designed for the respondent to base their answers on the most recent student teacher that they had supervised. The phrasing of the questions was appropriate for all 117 cooperating teachers. However, the survey developers quickly realized that the questions would not work for the majority of university supervisors, who supervise multiple student teachers (and in some cases, supervise five or more student teachers). Once the developers realized this oversight, the decision was made to include data for only the 117 cooperating teachers. The ability to do this was made possible by the first question on the survey, which asks the respondent to identify their role as either a university supervisor or a current P-12 teacher. By asking this question, we were able to disaggregate the data by how they responded to this question and include only responses from those who identified themselves as a current P-12 teacher.

The plan is to administer this survey again in the spring of 2017. However, before it is administered again, the developers will meet and either 1) make the decision to send the survey exclusively to cooperating teachers or 2) adjust the wording of the questions for university supervisors so that they give their responses based on a general view of all of the students they supervised during the survey window.

This survey will be shared with the Professional Education Committee (PEC) in the spring of 2017. In addition, the survey will be shared with each program. Disaggregated reports will be created for any content area with an 'N' of 5 or more. The survey will also be posted on the website. Programs will be encouraged to review this data and include analysis of the data in their Annual Reports, if applicable.

The response rate was very strong with 71 of 117 cooperating teachers completing at least a portion of the survey for a rate of 60.7%.

Beginning on the next page, this report will include the aggregate data for each program. Each section includes the question from the survey, a bar graph (generally Table 1 under each section) representing the data from the survey, and a table displaying the numeric version of the data (generally Table 2 under each section). Comments from open ended questions are also included. In the Comment tables, any specific names have been [REDACTED] to provide privacy. Comments are presented as they were provided by the teacher, with no editing.

CONTENTS

Section 1: Content Area(s) of the Cooperating Teacher	4
Table 1.a	4
Table 2.b	4
Section 2: GRADE LEVEL(s) of the Cooperating Teacher	6
Table 2.a	6
Table 2.b	7
Section 3: Years of Teaching Experience for Cooperating Teachers	7
Table 3.a	7
Table 3.b	8
Section 4: Number of Previous Student Teachers Supervised	8
Table 4.a	8
Table 4.b	8
Section 5: Cooperating Teacher View of BSU Preparation Program Based on Most Recent Student Teacher	9
Table 5.1	9
Table 5.2	9
Section 6: Cooperating Teacher’s Perceptions on Ability of Student Teacher on InTASC Related Categories	10
Table 6.a	10
Table 6.b: Top Five InTASC Categories, Based on Mean Value	12
Table 6.c: Bottom Five InTASC Categories, Based on Mean Value	12
Section 7: Overall Assessment of Student Teacher	13
Section 8: Willingness of Cooperating Teacher to Accept another BSU Student Teacher	13
Section 8.a	13
Section 8.b	14
Section 9: Willingness of Cooperating Teacher to Recommend BSU to Prospective Teachers	14
Section 9.a	14
Section 9.b	15
Section 10: Comments related to what Ball State Did Best in Preparing Student Teacher	15
Section 11: Comments on how BSU Could Improve Teacher Preparation Program	18

SECTION 1: CONTENT AREA(S) OF THE COOPERATING TEACHER

Question: Please list the content area(s) you were teaching when you supervised your most recent Ball State University student teacher (please check all that apply).¹

TABLE 1.A

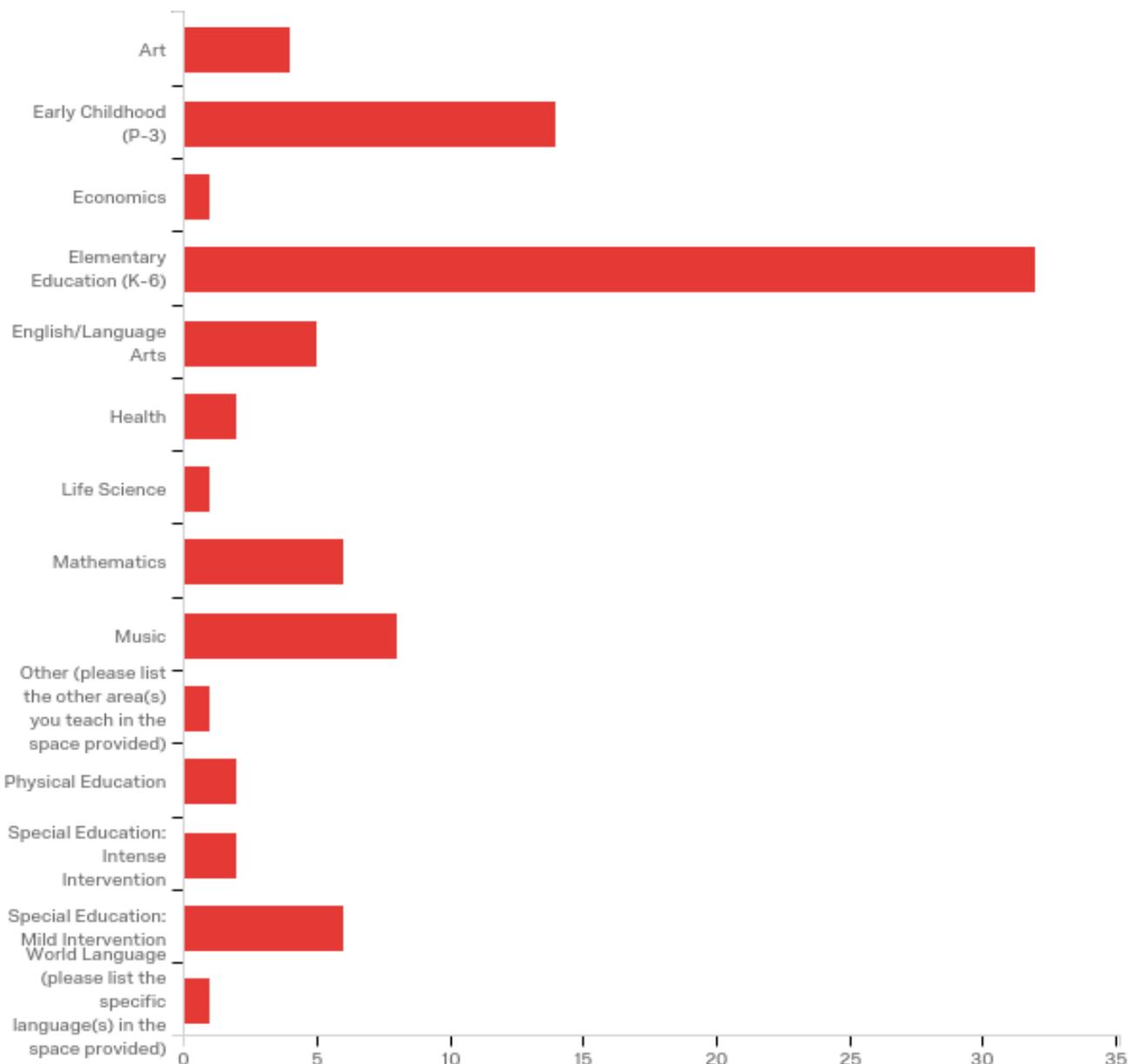


TABLE 2.B

¹ Table 1.a shows only those content areas where there was a respondent while Table 1.b displays all of the options, including those content areas where there was no respondent for this semester.

#	Answer	%	Count
1	Art	5.63%	4
2	Business	0.00%	0
3	Chemistry	0.00%	0
4	Computer Education	0.00%	0
5	Early Childhood (P-3)	19.72%	14
6	Earth Space Science	0.00%	0
7	Economics	1.41%	1
8	Elementary Education (K-6)	45.07%	32
9	English as a New Language	0.00%	0
10	English/Language Arts	7.04%	5
11	Family and Consumer Sciences	0.00%	0
12	Geography	0.00%	0
13	Gifted and Talented Education	0.00%	0
14	Government	0.00%	0
15	Health	2.82%	2
16	Historical Perspectives	0.00%	0
17	Journalism	0.00%	0
18	Life Science	1.41%	1
19	Mathematics	8.45%	6
20	Music	11.27%	8
21	Other (please list the other area(s) you teach in the space provided)	1.41%	1
22	Physical Education	2.82%	2
23	Physics	0.00%	0
24	Psychology	0.00%	0
25	Sociology	0.00%	0
26	Special Education: Deaf and Hard of hearing	0.00%	0
27	Special Education: Early Childhood Special Education	0.00%	0
28	Special Education: Intense Intervention	2.82%	2
29	Special Education: Mild Intervention	8.45%	6

30	Technology Education (Industrial Technology)	0.00%	0
31	Theatre	0.00%	0
32	World Language (please list the specific language(s) in the space provided)	1.41%	1
	Total	100%	71

² The person who selected “Other” indicated in the space provided: “We teach all areas.”

³ The sole person who selected World Language indicated in the space provided that the specific language was German.

SECTION 2: GRADE LEVEL(S) OF THE COOPERATING TEACHER

Question: Please select the grade level(s) you were teaching when you supervised your most recent Ball State University student teacher (please select all that apply).

TABLE 2.A

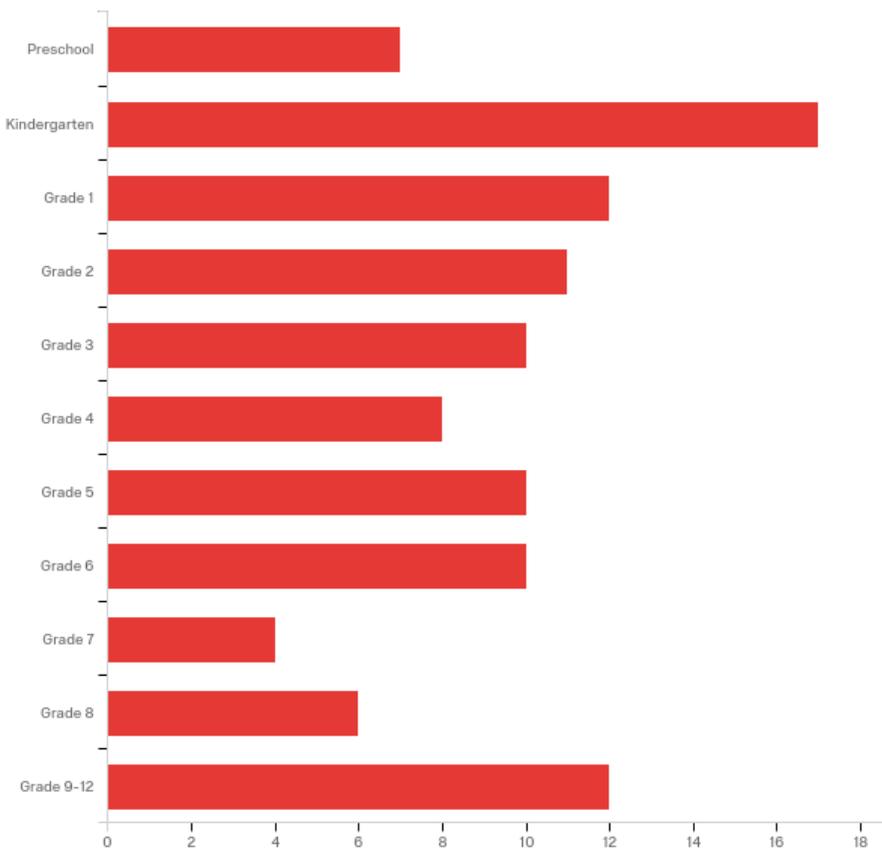


TABLE 2.B

#	Answer	%	Count
1	Preschool	9.86%	7
2	Kindergarten	23.94%	17
3	Grade 1	16.90%	12
4	Grade 2	15.49%	11
5	Grade 3	14.08%	10
6	Grade 4	11.27%	8
7	Grade 5	14.08%	10
8	Grade 6	14.08%	10
9	Grade 7	5.63%	4
10	Grade 8	8.45%	6
11	Grade 9-12	16.90%	12
	Total	100%	71

SECTION 3: YEARS OF TEACHING EXPERIENCE FOR COOPERATING TEACHERS

Question: Please select the answer that best represents the number of years of teaching experience you currently have (including experience at other schools or school districts).

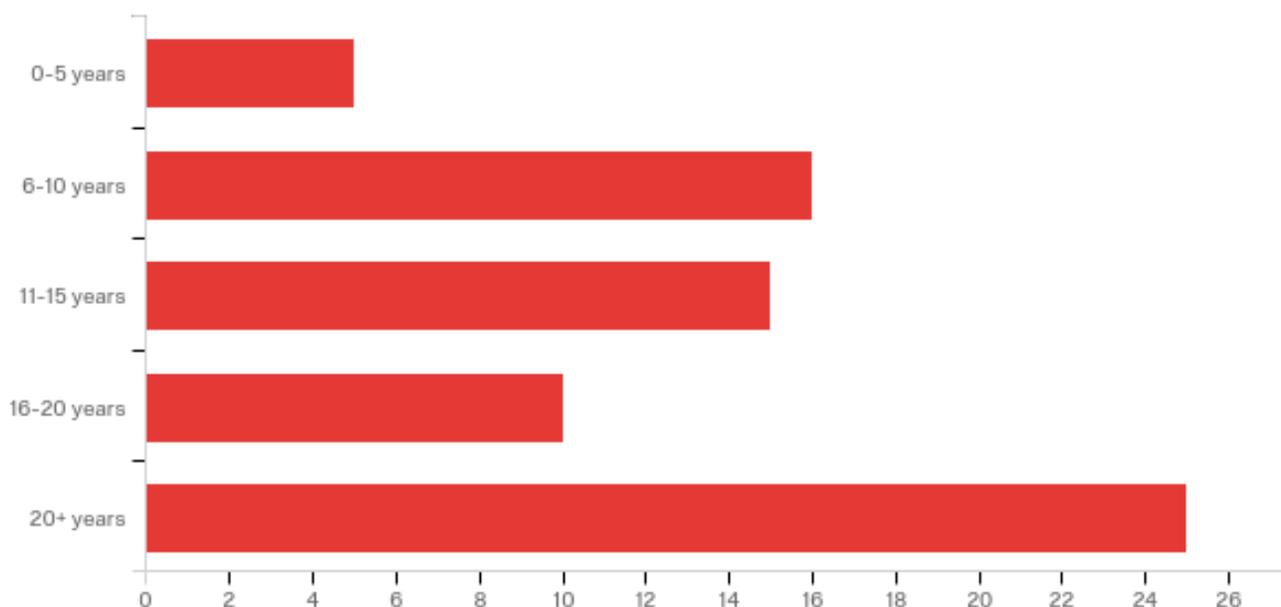
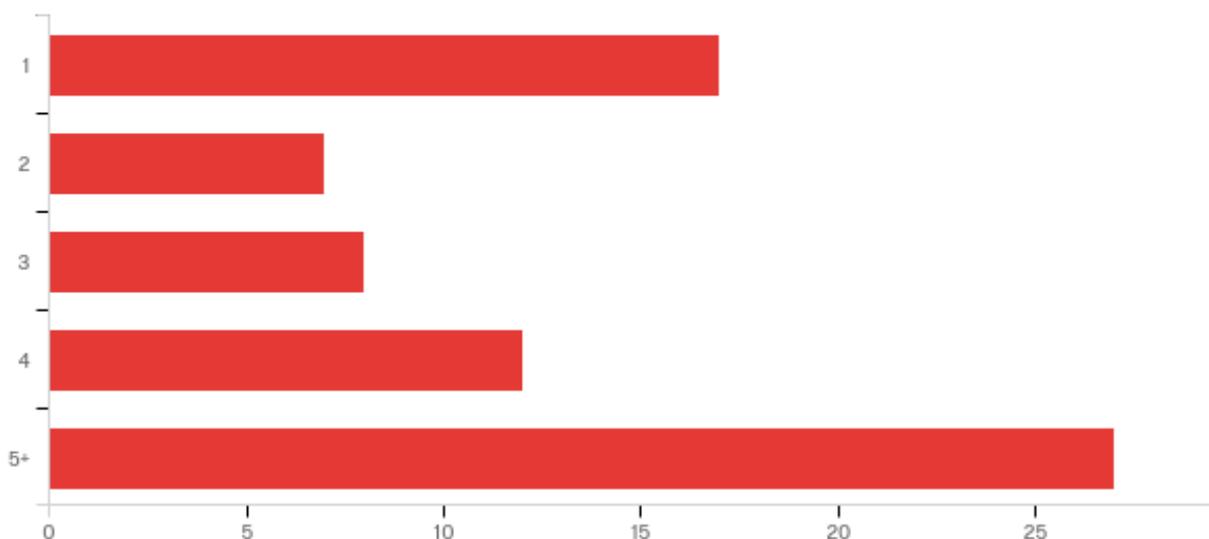
TABLE 3.A

TABLE 3.B

#	Answer	%	Count
1	0-5 years	7.04%	5
2	6-10 years	22.54%	16
3	11-15 years	21.13%	15
4	16-20 years	14.08%	10
5	20+ years	35.21%	25
	Total	100%	71

SECTION 4: NUMBER OF PREVIOUS STUDENT TEACHERS SUPERVISED

Question: Prior to your current student teacher, how many student teaching candidates have you supervised.

TABLE 4.A**TABLE 4.B**

#	Answer	%	Count
1	1	23.94%	17
2	2	9.86%	7
3	3	11.27%	8
4	4	16.90%	12
5	5+	38.03%	27

Total	100%	71
--------------	-------------	-----------

SECTION 5: COOPERATING TEACHER VIEW OF BSU PREPARATION PROGRAM BASED ON MOST RECENT STUDENT TEACHER

Question: Based on your work with the most current student teacher from Ball State University, please check the statement that most accurately reflects your view of Ball State University's preparation program.

TABLE 5.1

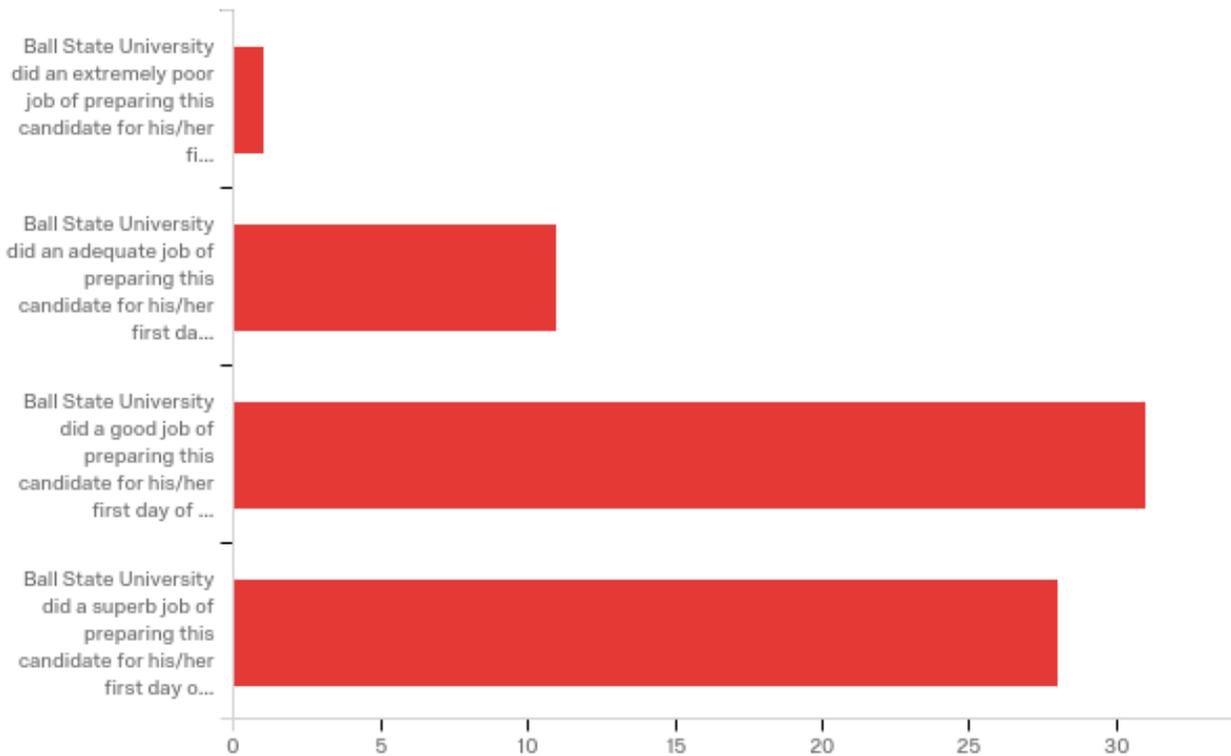


TABLE 5.2

#	Answer	%	Count
1	Ball State University did an extremely poor job of preparing this candidate for his/her first day of student teaching in the classroom.	1.41%	1
2	Ball State University did an adequate job of preparing this candidate for his/her first day of student teaching in the classroom.	15.49%	11
3	Ball State University did a good job of preparing this candidate for his/her first day of student teaching in the classroom.	43.66%	31
4	Ball State University did a superb job of preparing this candidate for his/her first day of student teaching in the classroom.	39.44%	28
	Total	100%	71

SECTION 6: COOPERATING TEACHER'S PERCEPTIONS ON ABILITY OF STUDENT TEACHER ON INTASC RELATED CATEGORIES

Question: The next section of the survey asks you to rate the most recent student teaching candidate you supervised based on 22 categories aligned to the InTASC Standards.

TABLE 6.A

To what degree did Ball State University prepare the student teacher...

#	Question	Extremely Poor Job		Adequate Job		Good Job		Superb Job		Total
1	with a strong foundation in her/her content area(s).	0.00%	0	14.71%	10	48.53%	33	36.76%	25	68
2	with the ability to utilize student assessment data to inform instruction.	0.00%	0	22.06%	15	48.53%	33	29.41%	20	68
3	with a strong understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students.	1.47%	1	23.53%	16	42.65%	29	32.35%	22	68
4	to assess students' prior knowledge and adjust instruction based on their prior knowledge.	1.47%	1	26.47%	18	42.65%	29	29.41%	20	68
5	to use multiple methods of formal and informal assessment that support, verify, and document learning.	1.47%	1	27.94%	19	38.24%	26	32.35%	22	68
6	to utilize methods of self-reflection for instructional preparation.	0.00%	0	14.71%	10	39.71%	27	45.59%	31	68
7	to develop positive relationships with school colleagues.	1.47%	1	13.24%	9	23.53%	16	61.76%	42	68
8	to build positive relationships with learners and their families and the larger community.	1.47%	1	13.24%	9	33.82%	23	51.47%	35	68

#	Question	Extremely Poor Job		Adequate Job		Good Job		Superb Job		Total
9	to have a strong understanding of student rights.	0.00%	0	13.24%	9	55.88%	38	30.88%	21	68
10	to utilize instructional strategies that promote the idea that all students can learn and grow at a high level.	0.00%	0	13.24%	9	42.65%	29	44.12%	30	68
11	with a strong understanding of diverse learners and the ability to use teaching approaches designed to respect all learners.	1.47%	1	11.76%	8	52.94%	36	33.82%	23	68
12	with strong skills in working with students with exceptional needs.	4.41%	3	32.35%	22	38.24%	26	25.00%	17	68
13	with strong skills in working with students with linguistic differences.	5.88%	4	32.35%	22	44.12%	30	17.65%	12	68
14	to promote creative and critical thinking in students.	1.47%	1	29.41%	20	47.06%	32	22.06%	15	68
15	to use and interpret both verbal and non-verbal clues to assess understanding.	0.00%	0	26.47%	18	44.12%	30	29.41%	20	68
#	Question	Extremely Poor Job		Adequate Job		Good Job		Superb Job		Total
16	to promote responsible use of technology to actively engage learners.	0.00%	0	23.53%	16	36.76%	25	39.71%	27	68
17	to implement a classroom management system that promotes a positive and safe learning environment for all learners.	8.82%	6	20.59%	14	45.59%	31	25.00%	17	68
18	to display enthusiasm for the content area(s) and	0.00%	0	14.71%	10	33.82%	23	51.47%	35	68

	actively engage students in the content area(s).									
19	to create developmentally appropriate instruction that considers the strengths, interests, and needs of students.	0.00%	0	14.71%	10	52.94%	36	32.35%	22	68
20	to plan appropriate sequence of learning experiences including short and long term goals.	5.88%	4	19.12%	13	42.65%	29	32.35%	22	68
21	to plan lessons aligned with school corporation goals, state goals, and student learning competencies.	1.47%	1	16.18%	11	42.65%	29	39.71%	27	68
22	to plan lessons aligned with Indiana content standards.	1.47%	1	10.29%	7	42.65%	29	45.59%	31	68

TABLE 6.B: TOP FIVE INTASC CATEGORIES, BASED ON MEAN VALUE

<i>Mean Value</i>	<i>InTASC Category</i>
3.46	...to develop positive relationships with school colleagues
3.37	...to display enthusiasm for the content area(s) and actively engage students in the content area(s).
3.35	...to build positive relationships with learners and their families and the larger community.
3.32	...to plan lessons aligned with school corporation goals, state goals, and student learning competencies.
3.31	...to utilize methods of self-reflection for instructional preparation.
3.31	...to utilize instructional strategies that promote the idea that all students can learn and grow at a high level.

TABLE 6.C: BOTTOM FIVE INTASC CATEGORIES, BASED ON MEAN VALUE

<i>Mean Value</i>	<i>InTASC Category</i>
2.74	...with strong skills in working with students with linguistic differences.
2.84	...with strong skills in working with students with exceptional needs.
2.87	...to implement a classroom management system that promotes a positive and safe learning environment for all learners.

- 2.9 ...to promote creative and critical thinking in students.
- 3.0 ...to assess students' prior knowledge and adjust instruction based on their prior knowledge.

SECTION 7: OVERALL ASSESSMENT OF STUDENT TEACHER

Question: Based on my experience with the most recent student teacher that I supervised from Ball State University, my observation is that Ball State University provided a candidate who upheld the expectations of the profession.

Table 7.a

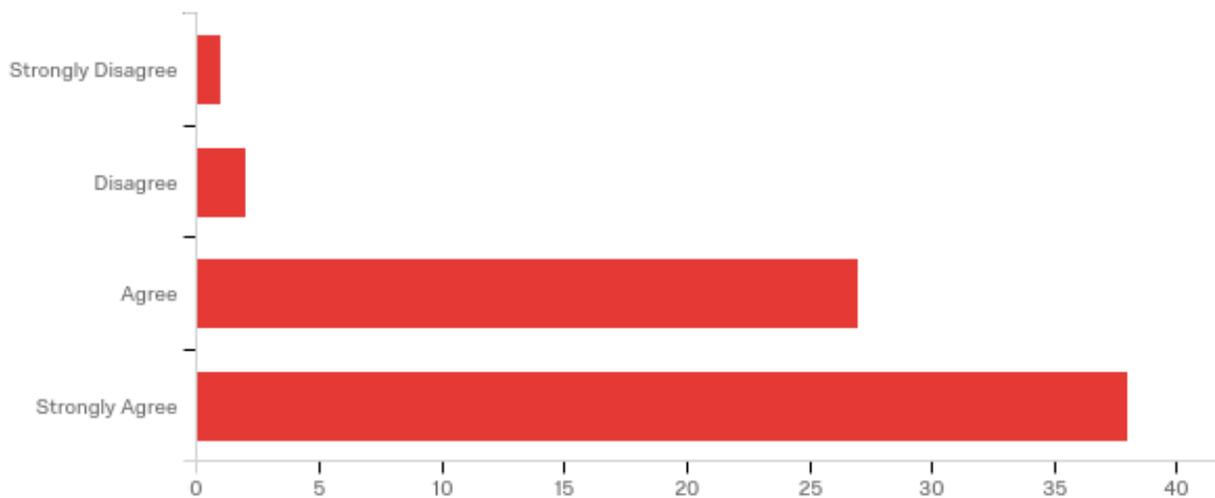


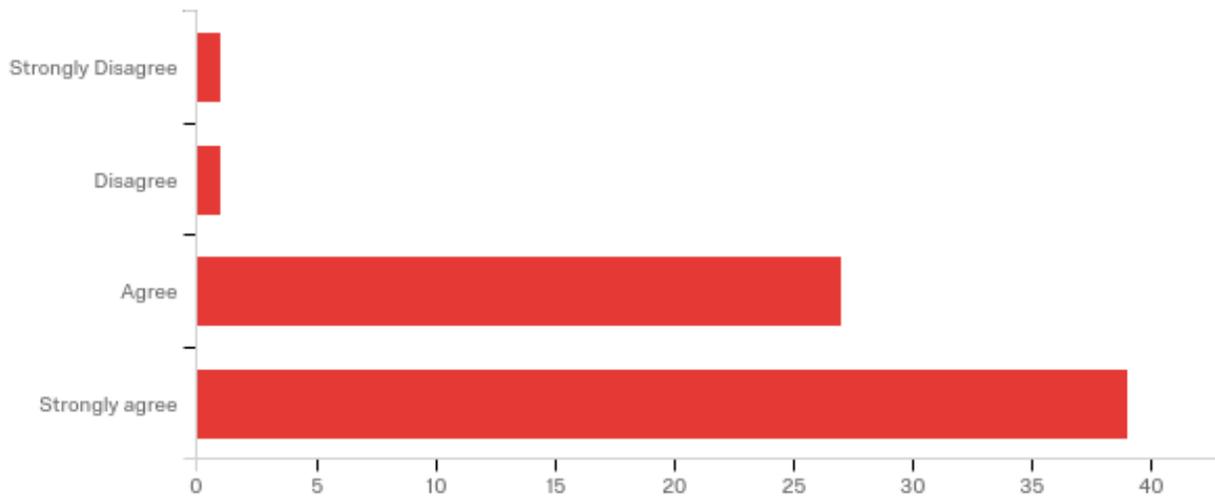
Table 7.b

#	Answer	%	Count
1	Strongly Disagree	1.47%	1
2	Disagree	2.94%	2
3	Agree	39.71%	27
4	Strongly Agree	55.88%	38
	Total	100%	68

SECTION 8: WILLINGNESS OF COOPERATING TEACHER TO ACCEPT ANOTHER BSU STUDENT TEACHER

Question: Based on my experience with my most recent Ball State University student teacher, I would accept another Ball State University student teacher.

SECTION 8.A



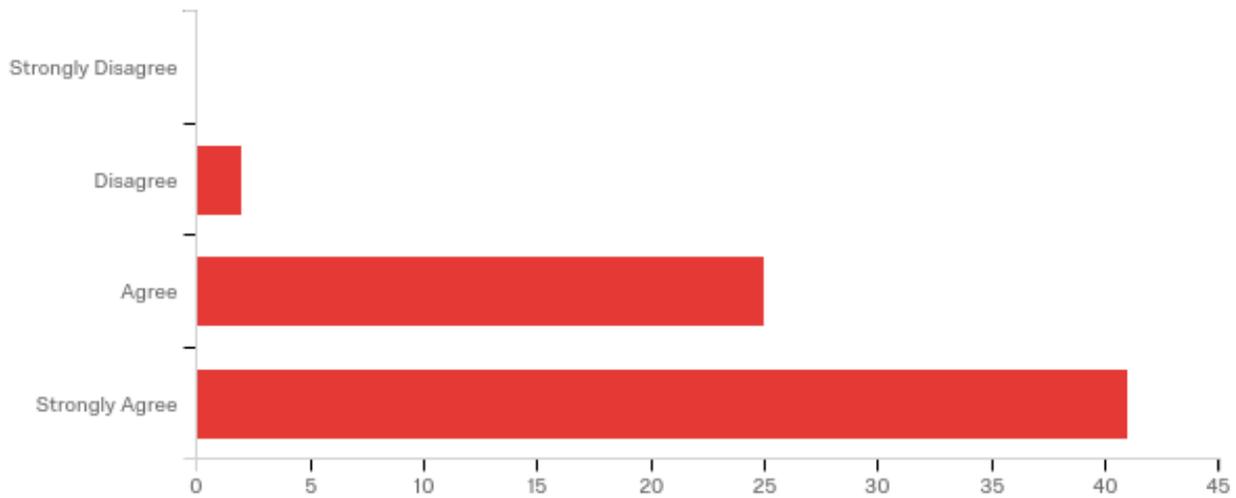
SECTION 8.B

#	Answer	%	Count
1	Strongly Disagree	1.47%	1
2	Disagree	1.47%	1
3	Agree	39.71%	27
4	Strongly agree	57.35%	39
	Total	100%	68

SECTION 9: WILLINGNESS OF COOPERATING TEACHER TO RECOMMEND BSU TO PROSPECTIVE TEACHERS

Question: I would recommend Ball State University to any individual who was interested in pursuing a teacher preparation program.

SECTION 9.A



SECTION 9.B

#	Answer	%	Count
1	Strongly Disagree	0.00%	0
2	Disagree	2.94%	2
3	Agree	36.76%	25
4	Strongly Agree	60.29%	41
	Total	100%	68

SECTION 10: COMMENTS RELATED TO WHAT BALL STATE DID BEST IN PREPARING STUDENT TEACHER

Question: Based on your experience with the most recent Ball State University student teaching candidates that you supervised, what did Ball State University do best in preparing the candidate to be classroom-ready on his/her first day of student teaching?

Show up ready to learn and happy to be here.

Communication

she was very prepared to teach and could use resources well

Ball State taught a good framework for lesson planning. She knew to use their prior knowledge to plan her lessons and she did a great job of assessing, in various ways, throughout her lessons!! This gave the student teacher more confidence as she prepared and taught her LAMP lessons.

I really feel that starting the student teacher on day way was the best. Actually, she and I met last year and corresponded a few times over the summer. This was truly beneficial

I believe your content and in field training did a fantastic job of giving students an idea of what to expect.

Ball State has been giving these candidates an all around education. They seem to be fully aware of best practice and are very willing to show what they know.

Student was confident in her skills. She was excited about stepping in with new ideas and ready to go on the first day.

BSU best prepared my candidate for the level of professionalism needed on the first day of student teaching.

Ball State did a fine job of making sure my student teaching candidate developed a good relationship with students and families.

Well prepared to handle classroom management

prior experiences in the classroom

Knowledge of content areas and child development.

Provided support from faculty supervisor.

Strong standards and expectations required of the student to become an early childhood educator. However, I strongly believe that student teachers in early childhood education should have the option to select one 16-week assignment in an early childhood education setting and not be required to do an 8-week assignment in early education partnered with another 8-week assignment in elementary education. If a student plans to only teach in an early childhood school setting for their career, they should have an extended 16-week student teaching experience made available. The elementary education students have this already. Ball State should be as fair to early childhood education students as it is to elementary education majors. I am also very concerned by the huge drop in the number of graduates in early childhood education at Ball State. What is happening? Perhaps changing this student teaching assignment policy would be a positive factor in boosting the number of early childhood education candidates.

Prepared her to be professional in her teaching and interacting with the students.

She was very observant and was extremely motivated to do well.

The teaching candidate I received was best prepared in the area of lesson planning and preparedness.

She interacted with the children often. She asked them questions and engaged in conversations with the children. She picked up the importance of Conscious Discipline program and the verbal communications used with the children.

Overall knowledge in the content area (s), knowledge of current teaching methods, knowledge of child development.

My student teacher came into my classroom prepared to adjust lessons according to the group of kids we had. I also think allowing the candidate to start the school year with the classroom teacher was very beneficial. She remarked several times that she had not idea how much went into the beginning of the year.

Interacting with the students and not just sitting and watching.

She was very organized and stepped right in to help supervise and direct children. It was evident she had already spent time in a classroom and was very comfortable to take a lead.

knowledge and classroom experience.

How to interact with the children and a willingness to grow professionally by hearing advice and guidance from the classroom teacher

My student teacher was excited to work with the students.

Content material and different methods of teaching it.

The student teacher had a natural rapport with the students. She was always on time to school and meetings.

I believe that Ball State did very well with making sure the candidate had prior field experiences before student teaching.

Professional and knowledgeable in early childhood Everything

Having a syllabus or expectations for the student teacher and cooperating teacher prior to the first day of student teaching would have been helpful. I've supervised over 25 student teachers from other universities/colleges and I felt least prepared for Ball State students as I had no materials/guidelines for my role per Ball State expectations.

The student I worked with was exceptional. The best !

Lesson plan creation

My candidate was well prepared and was easily able to form relationships with students that I work with. She was also very up to date on all new technology and did really well with classroom management.

Direct instructional techniques, content knowledge, and professionalism.

She came prepared the first day.

I think Ball State helped her realize that learning in a classroom at a university of how to teach is still different than teaching in the real world. They got her prepared however continued to remind her it is not always as black and white as sometimes laid out in a college class.

Content knowledge, lesson planning, and the value of feedback to their success

She obviously had been in front of a class before and was ready and willing to learn what I could 'pass on'.

1) High expectations of multifaceted lesson plans to include all learners. 2) High standard of preparation for all the paperwork that will be encountered in a real job. 3) Focus on many different teaching models 4) Importance of professionalism.

Content knowledge.

I absolutely loved that they were here with us the first day of school. It's important for them to be involved in that process and I wish I had the same experience.

Allowing student teachers to start on the first school day of the corporation was beneficial. Requiring that they visit the school site before they started was also great. She had a good background in differentiation and assessment which helped her be prepared for the general education classroom environment.

To be ready to start teaching the first day of school and how to plan

My student teacher was an all-round well educated and mature young lady who was a great asset to our students and school. She is very mature and aware of her profession.

Practicum experience

I am not sure BSU did anything that prepared her more than just the fact she was a highly motivated person. She was driven to do well. It was HER motivation that made her strive for excellence. This is

not a put down of your program, but my student teacher was AMAZING and a lot of it was the way she's created! :)

Ball State helped polish a well-rounded, open-minded, future teacher.

The ability to collaborate with others and professionalism

This candidate had enthusiasm and a willingness to learn.

I was impressed with the arsenal of methodology the candidate had access to as well as their content resources they could turn to.

Ball State University best prepared my student teacher in formal and informal assessment and using those assessments to plan instruction.

My student teacher did an exceptional at pulling multiple resources. She did not rely on teacher manuals for student learning. She was very creative and planned engaging lessons. She was helpful and jumped right into the classroom and team setting in our building.

My student teacher- though VERY green and lacking with classroom management skills- was VERY professional and respectful. There wasn't a lazy bone in his body.

My student teacher showed up half way through the day and wore a backwards hat on their first day. Was not prepared.

My student teacher was eager to teach! He had been well prepared to take over a class and was ready to make that transition to teacher. I believe his previous experiences made him a great teacher!

Showing professionalism, positive attitude, and a willingness to teach.

Prompt

My student teacher did a nice job collaborating with others and creating lesson plans that aligned with the correct standards.

Communication

SECTION 11: COMMENTS ON HOW BSU COULD IMPROVE TEACHER PREPARATION PROGRAM

Question: Based on your experience with the most recent Ball State University student teaching candidates that you supervised, what would you suggest that Ball State University improve in order to make sure that the candidate is classroom-ready on his/her first day of student teaching?

Get students into classrooms for an extended amount of time sooner in their programs.

Learning the importance of being on time

More communication by either the student teacher or the university on expectations prior to the first day of placement would be beneficial.

I strongly feel that the teaching candidates need more field experience and they need this experience in more than one type of school setting. They need to see students from various socio-economic backgrounds and with different disabilities.

Not sure I have a suggestion at this time.

It's difficult for anyone stepping into the teaching field to get a grasp on the actually job until they are doing it. Ball State does a great job preparing them for what they can but actually teaching and making lessons plans for a student teacher is rather difficult.

They should have as much in classroom experience as they can possibly experience before the first day of student teaching.

Give the student more diverse experiences during on campus placements. My student had never been in a Kindergarten room before this placement. Coming from upper elementary only experiences, it was rather a culture shock to deal with kindergarteners on the first day.

BSU should not put so much emphasis LAMP. Both times I've been a cooperating teacher (and even when I was a student teacher), students were taught that LAMP is the be all, end all of student teaching. In this case, my student teacher was so stressed about LAMP for the first few weeks but quickly realized that there is SO MUCH MORE to being an effective student teacher than the collection of data and unrealistic paperwork that accompanies this project. Because she was so stressed and focused about this, I feel that she missed many opportunities to see the bigger teacher. It's very disheartening when you spend an entire semester - the only full semester you get of being in the classroom before being in your OWN classroom - focusing on LAMP and InTASC standards only to realize that when you are on your own, these two things do not even exist in the real teaching world. With all of the other duties that exist as a teacher, there is not enough time to complete an entire LAMP-like project for every single unit and follow every single InTASC principle to a T. Also, the only time after my graduation from BSU that I ever heard of the InTASC principles again was when I had a student teacher...and I've taught in three different school corporations. I feel that my student teacher would have been much more prepared for the classroom if she was taught how to write a realistic one page lesson plan (not a 5-7 page lesson plan), how to write sub plans, how to create a seating chart, not only how to manage classroom behavior, but how to DEAL with classroom behavior when a student misbehaves, how to contact parents, and the importance of attending student events to build rapport. These areas need more emphasis at BSU.

I feel Ball State should make sure student teaching candidates understand the importance of being flexible and knowing it is fine to change your lesson if things are not going well.

NA

reinforce to the students the importance of planning--not waiting until the last minute to plan and prepare. When the ST see experienced teachers "winging it," they think they can do the same. They do not have the experience, knowledge of content information, knowledge of standards like we do. They must over-plan and over-prepare. It takes a lot of time to be well prepared for when the children walk in the door.

All of the necessary procedures and planning to prepare for that first day and first week.

Student teachers need as much exposure around kids as they can get prior to their ST practicum so that they feel familiar and comfortable around kids before they are expected to take charge of a classroom full of them. Student teachers who are at ease in their surroundings are more likely to display confidence, which in turn promotes a quicker transition of authority in the minds of the kids when the student teacher assumes control. We host teachers know that they won't know how to do everything on day 1, but the kids won't know that. Having student teachers with lots of experience around kids, in whatever situation, will make for better teachers. Whatever opportunities that Ball State can provide student teachers towards that end would be highly beneficial.

Better and more timely advance communication between the Ball State supervising teacher and the candidate regarding expectations, syllabus, and assignment deadlines. Another huge thing is for the Ball

State supervising teacher to do his/her observations of the student teacher when the student teacher is actually teaching the whole class, not on days when the whole class is not scheduled to attend.

Change the Early Childhood Student Teaching experience to 16 weeks in kindergarten and/or another elementary grade level or 8 weeks in kindergarten and 8 weeks in a grade 1, 2, or 3 instead of 8 weeks in a preschool environment and 8 weeks in kindergarten. The preschool student teaching could be 8 weeks or less in the summer.

Make sure they are confident and prepared to teach subject matter that aligns with their placement.

The candidate, however, lacked classroom management skills that lead to multiple issues in the classroom. It is hard to reach a well prepared lesson when the students are not focused in on the learning process. The candidate seemed to "bark orders" at the class instead of using suggestions to make necessary changes.

Have the student read the standards of the age group of children they will work with in class. Also read the level below the classroom assignment. This will help the student teacher make sure all the levels are covered and reached.

Organization skills, confidentiality training and most important-students should have anti-terrorism training before they begin to travel. I had to educate each student teacher on how to travel, what hotel rooms to accept, safe selection of taxi's and public transportation, travel in groups, do not wear clothing that screams "American," how to use and what value the Euro has.

One of my student teacher's biggest eye opening experiences, was in dealing with some of the very inappropriate behaviors we get with young first graders. She was quite shocked that kids of this age can and will behave in such a disrespectful manner with adults. Maybe it would be good to expose them to more ways in handling such situations.

Voice - not being monotone

She lacked confidence in content knowledge.

More infant/toddler classroom experiences and instruction

Based on being a preschool teacher, it would be helpful if Early Childhood majors had a little more classroom experience in a quality preschool setting to see how it is different from a K-3 setting, but still very much teaching and requires thoughtful lesson planning and assessment.

Improve on management strategies and content knowledge.

Classroom management

I don't think it is fair to make a blanket statement about BSU teacher preparation based on this one experience, but this particular ST was quite underprepared in content knowledge and lesson plan creation. Although encouraged to create unique lessons in various situations, the ST mostly just implemented lessons and ideas of the mentor teacher and did not do a lot to create unique differentiated lessons of her own. If any ideas were suggested, they came from Teachers Pay Teachers or Pinterest. These resources do not really address individual learners. Also, the ST did not meet many of the lesson plan deadlines that I set and a lot of reminding was necessary. She had a wonderful rapport with the students, but not much confidence in her ability to teach 4th grade content.

NA

Nothing

Guidelines/calendar for expectations of taking over classroom instruction

More classroom experience and evidence based practice training to meet the needs of more intense ED or ASD students.

I think he was well prepared.

I felt that I was not informed about project requirements as well as what was actually required of her to complete. ■■■ worked very hard to make sure she did everything asked of her, but it seemed like her LAMP project was taking up a lot of her time and it seemed very labor intensive on her end.

Classroom management techniques, understanding of how to administer music programs.

Nothing This was the best student teacher that I have had.

Allow more time to work with IIEP and practice before student teaching.

Experience with students of diverse needs, how to better create instruction to meet those learning needs, and classroom management skills (excellent in small groups)

Based on my student teacher, nothing.

More background in solving issues with special needs students (Severally Autistic & EH) , whether it might be students who are 'pushed in' with regular classes or self contained classes.

Current day practices. My candidate had no idea what an IEP, or 504 or ENL was and had no idea of the implications of that. She also had very little background or anything to work with really on classroom management. Creating good assessments and grading practices were absent from her entire career at Ball State. As far as schooling went, she had been given very little of what real teachers deal with on a day to day basis.

Have the student teacher ask about procedures in their school that they'll be at. For example, policies on field trips, auditorium space, special ed accommodations, etc.

I would spend more time discussing discipline in the classroom and actually providing scenarios (real life and acted out) during teacher prep classes at BSU. Also to remind student teachers that they should take care of themselves (mentally, physically,etc) so that they can be the most effective teacher possible each day.

She and I discussed whether there is a Technology class as part of the BSU curriculum, of which she said, 'no'. Many schools are becoming one-to-one schools with all students having tablets, and there is a lot of available resources that we all need to know how to use. Many teachers are self-taught, which becomes very tedious and frustrating. Also, behavioral management classes need to be taught, perhaps within the psych. dept. We have many students with behavioral challenges that require a great deal of frequent/constant attention. Student teachers need some strategies and some advanced knowledge of what to expect and how to manage. It can be very discouraging to those who are blindsided.

IIEP knowledge greater disability knowledge

Really work with discipline and classroom management.

Long-term planning is always a struggle for co-teachers.

Make sure that they have a schedule outlining what is expected of them as a student teacher in the classroom before they begin their first day.

More with a variety of assessments

Content knowledge was a big downfall, which contributed to not always understanding "what to teach." Please note, this was the weakest candidate I have worked with and most of the preparation has been very strong in the past.

I would recommend a methods course specific to health. what do I do when a child is "cutting?" what do I do if someone tells me their are suicidal? What to do if someone is pregnant? abused? these aren't health teacher specific issues, but the health teacher tends to get these situations. Being able to practice ahead of time might be helpful.

Behavior management is hard to teach in the classroom. However, some basic strategies implemented into every course couldn't hurt so that the student has a toolbox of multiple strategies.

Classroom management is always the most difficult thing and very hard to teach.

Ball State has got to address appropriate classroom management skills. The biggest problem I see from practicum students and student teachers is a "Fear" of coming across as too "Strict" or "Mean." I've seen better management skills from AU teaching practicum students. In our era of broken homes, social media drama, crazy news media outlets, and a general societal glorification of "disrespect," students from Ball State in general have NO idea how to have a backbone and command respect from students. I really think the Teacher's College needs to subtract one of those edpsych classes and ad an eddiscipline class.

I understand that this one student teacher does not justify how the educational program is at Ball State. I would emphasize professionalism to the students. The importance of attendance, attire and conversation dos and don'ts with children. I would also make sure that they know how important it is to take notes the first week to be prepared for when they are on their own.

My student teacher was ready!

I would like to see the student teachers be more informed with classroom management, and making use of time wisely (scheduling, leaving at certain times for picking up children) etc.

Students need to have creative introductions ready to go and prepare them to jump right in...what can I do?

I suggest that BSU prepare students for the amount of paper work and lack of administration support special educators receive.

Inclusion is on the rise, they need to be able to handle special needs students, autistic and bipolar

