



**Evidence S.2.12**

# BALL STATE UNIVERSITY COOPERATING TEACHER SURVEY

Spring 2017 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 2017 Ball State University Cooperating Teacher Survey. This survey was administered for the first time in the fall of 2016. In the spring of 2017, the survey was administered for the second time. Because of our upcoming CAEP Accreditation Visit, the decision was made to provide CAEP with a separate report for both the fall (2016) and the spring (2017); however, in future years, the survey will be administered in both semesters, but one aggregate report will be created for the academic year. 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 312 cooperating teachers, which included all cooperating teachers who supervised a Ball State University student teacher in the spring of 2017. The survey was administered through Qualtrics. An initial email was sent through Qualtrics to each respondent on May 29, 2017. 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. 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** 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.

This survey (in aggregate form) will be shared with the Professional Education Committee (PEC) in August or September 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 aggregate 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 210 of 312 cooperating teachers completing at least a portion of the survey for a rate of 67.3%.

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

<b>Section 1: Content Area(s) of the Cooperating Teacher</b> .....	4
<b>Table 1.a</b> .....	4
<b>Section 2: GRADE LEVEL(s) of the Cooperating Teacher</b> .....	5
<b>Table 2.a</b> .....	5
<b>Table 2.b</b> .....	6
<b>Section 3: Years of Teaching Experience for Cooperating Teachers</b> .....	6
<b>Table 3.a</b> .....	6
<b>Table 3.b</b> .....	7
<b>Section 4: Number of Previous Student Teachers Supervised</b> .....	7
<b>Table 4.a</b> .....	7
<b>Table 4.b</b> .....	7
<b>Section 5: Cooperating Teacher View of BSU Preparation Program Based on Most Recent Student Teacher</b> ...	8
<b>Table 5.1</b> .....	8
<b>Table 5.2</b> .....	8
<b>Section 6: Cooperating Teacher’s Perceptions on Ability of Student Teacher on InTASC Related Categories</b> ..	9
<b>Table 6.a</b> .....	9
<b>Table 6.b: Top Five InTASC Categories, Based on Mean Value</b> .....	12
<b>Table 6.c: Bottom Five InTASC Categories, Based on Mean Value</b> .....	12
<b>Section 7: Overall Assessment of Student Teacher</b> .....	12
<b>Section 8: Willingness of Cooperating Teacher to Accept another BSU Student Teacher</b> .....	13
<b>Section 8.a</b> .....	13
<b>Section 8.b</b> .....	14
<b>Section 9: Willingness of Cooperating Teacher to Recommend BSU to Prospective Teachers</b> .....	14
<b>Section 9.a</b> .....	14
<b>Section 9.b</b> .....	15
<b>Section 10: Comments related to what Ball State Did Best in Preparing Student Teacher</b> .....	15
<b>Section 11: Comments on how BSU Could Improve Teacher Preparation Program</b> .....	24

**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).

**TABLE 1.A**

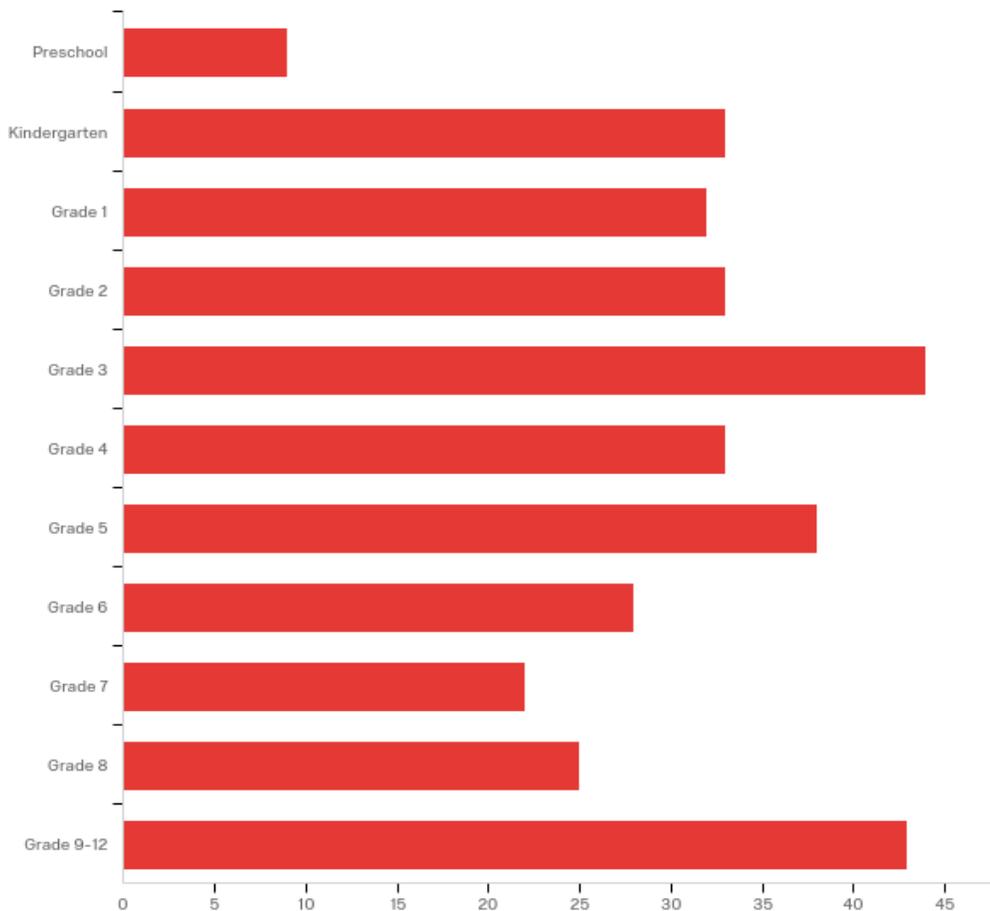
#	Answer	%	Count
1	Art	3.10%	8
2	Business	0.39%	1
3	Chemistry	0.39%	1
4	Computer Education	0.00%	0
5	Early Childhood (P-3)	6.98%	18
6	Earth Space Science	1.94%	5
7	Economics	0.39%	1
8	Elementary Education (K-6)	32.95%	85
9	English as a New Language	0.00%	0
10	English/Language Arts	9.30%	24
11	Family and Consumer Sciences	0.78%	2
12	Geography	1.55%	4
13	Gifted and Talented Education	0.78%	2
14	Government	0.39%	1
15	Health	0.78%	2
16	Historical Perspectives	3.49%	9
17	Journalism	0.39%	1
18	Life Science	2.33%	6
19	Mathematics	7.36%	19
20	Music	3.88%	10
21	Other (please list the other area(s) you teach in the space provided)	0.78%	2
22	Physical Education	3.10%	8
23	Physics	0.78%	2
24	Psychology	0.00%	0
25	Sociology	0.78%	2

26	Special Education: Deaf and Hard of hearing	1.16%	3
27	Special Education: Early Childhood Special Education	0.39%	1
28	Special Education: Intense Intervention	4.26%	11
29	Special Education: Mild Intervention	10.47%	27
30	Technology Education (Industrial Technology)	0.00%	0
31	Theatre	0.78%	2
32	World Language (please list the specific language(s) in the space provided)	0.39%	1
	Total	100%	209

## 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

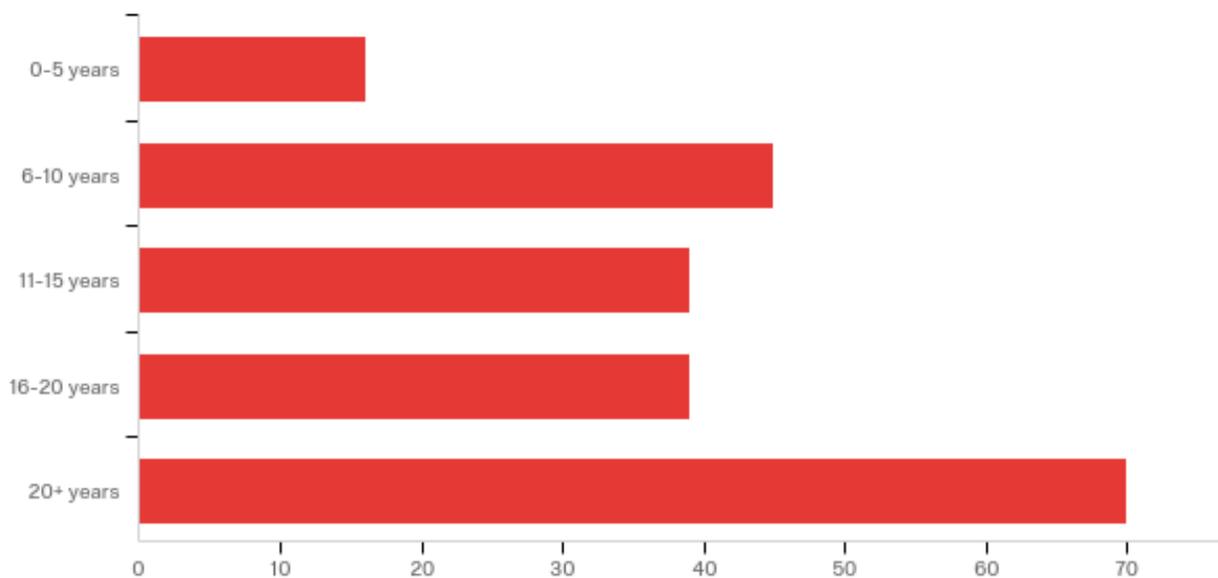


**TABLE 2.B**

#	Answer	%	Count
1	Preschool	2.65%	9
2	Kindergarten	9.71%	33
3	Grade 1	9.41%	32
4	Grade 2	9.71%	33
5	Grade 3	12.94%	44
6	Grade 4	9.71%	33
7	Grade 5	11.18%	38
8	Grade 6	8.24%	28
9	Grade 7	6.47%	22
10	Grade 8	7.35%	25
11	Grade 9-12	12.65%	43
	Total	100%	209

**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).

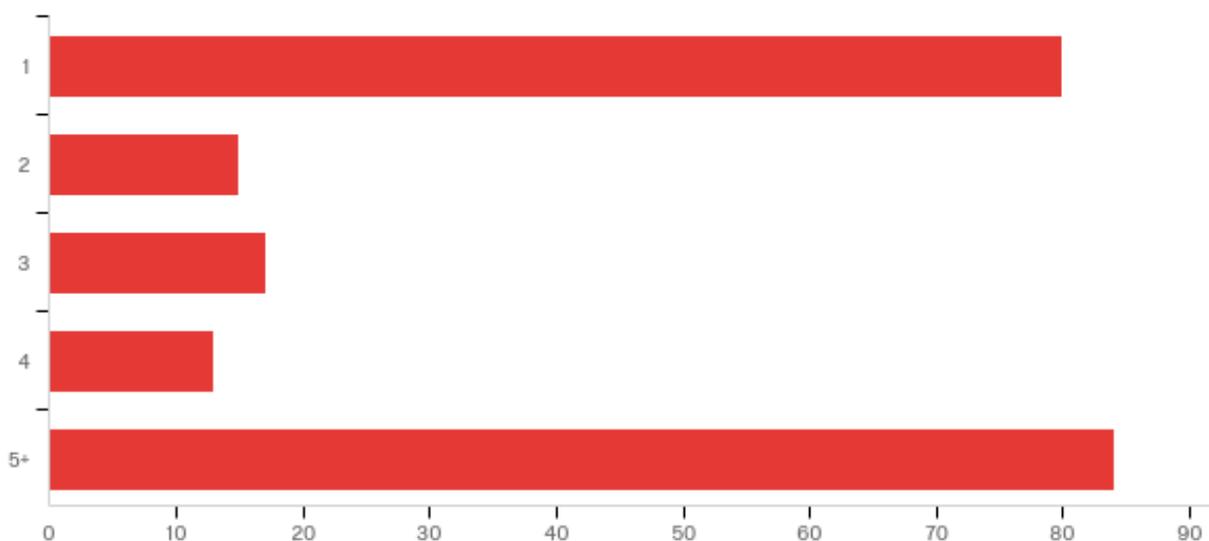
**TABLE 3.A**

**TABLE 3.B**

#	Answer	%	Count
1	0-5 years	7.66%	16
2	6-10 years	21.53%	45
3	11-15 years	18.66%	39
4	16-20 years	18.66%	39
5	20+ years	33.49%	70
	Total	100%	209

**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**

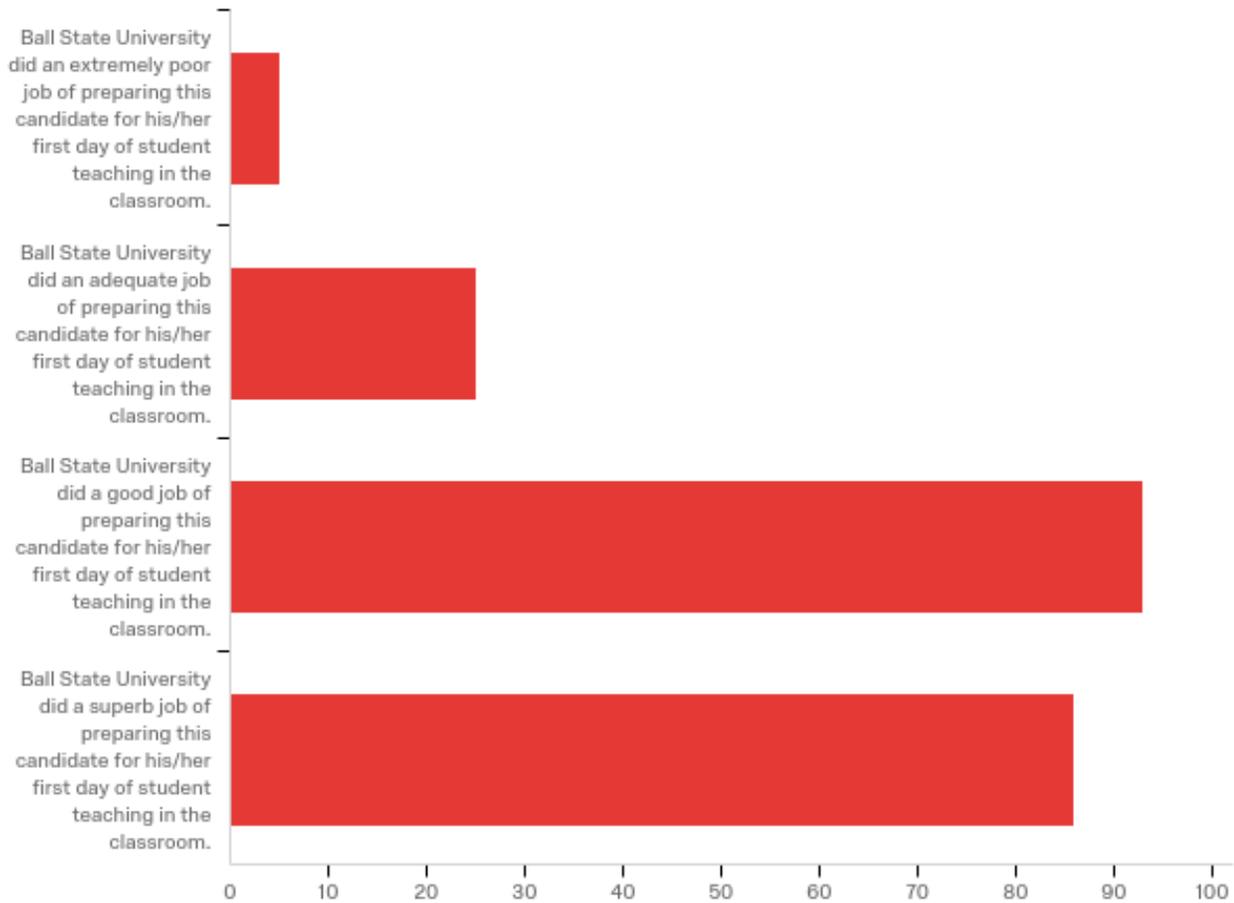
#	Answer	%	Count
1	1	38.28%	80
2	2	7.18%	15
3	3	8.13%	17
4	4	6.22%	13

5	5+	40.19%	84
Total		100%	209

**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.	2.39%	5
2	Ball State University did an adequate job of preparing this candidate for his/her first day of student teaching in the classroom.	11.96%	25

3	Ball State University did a good job of preparing this candidate for his/her first day of student teaching in the classroom.	44.50%	93
4	Ball State University did a superb job of preparing this candidate for his/her first day of student teaching in the classroom.	41.15%	86
Total		100%	209

## 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.

**NOTE:** In response to the feedback received in the CAEP Optional Instrument Review, each question in this section has been aligned to the appropriate InTASC Standards. Survey respondents were able to see the InTASC alignment in the question when providing their answer.

**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). (InTASC 4, 7, 8)	0.98%	2	11.71%	24	44.88%	92	42.44%	87	205
2	with the ability to utilize student assessment data to inform instruction. (InTASC 6,7)	3.90%	8	16.59%	34	50.73%	104	28.78%	59	205
3	with a strong understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students. (InTASC 1, 2, 6, 7, 8)	3.90%	8	20.49%	42	49.27%	101	26.34%	54	205
4	to assess students' prior knowledge and adjust instruction based on their prior knowledge. (InTASC 2, 6, 7)	4.39%	9	20.49%	42	40.00%	82	35.12%	72	205
5	to use multiple methods of formal assessment that	2.44%	5	19.51%	40	44.39%	91	33.66%	69	205

	support, verify, and document learning. (InTASC 6)									
6	to use multiple methods of informal assessment that support, verify, and document learning. (InTASC 6)	3.41%	7	18.54%	38	42.93%	88	35.12%	72	205
7	to utilize methods of self-reflection for instructional preparation. (InTASC 6, 7, 9)	0.98%	2	14.63%	30	39.51%	81	44.88%	92	205
8	to develop positive relationships with school colleagues. (InTASC 10)	2.44%	5	15.12%	31	26.83%	55	55.61%	114	205
9	to build positive relationships with learners and their families and the larger community. (InTASC 10)	2.93%	6	16.59%	34	36.10%	74	44.39%	91	205
10	to have a strong understanding of student rights. (InTASC 9, 10)	0.98%	2	15.12%	31	43.90%	90	40.00%	82	205
11	to utilize instructional strategies that promote the idea that all students can learn and grow at a high level. (InTASC 1, 2, 3, 7, 8)	1.46%	3	14.63%	30	38.05%	78	45.85%	94	205
12	with a strong understanding of diverse learners and the ability to use teaching approaches designed to respect all learners. (InTASC 2, 3, 8)	2.44%	5	19.51%	40	40.98%	84	37.07%	76	205
13	with strong skills in working with students with exceptional needs. (InTASC 1, 2)	3.41%	7	23.41%	48	40.00%	82	33.17%	68	205

14	with strong skills in working with students with linguistic differences. (InTASC 1, 2)	3.90%	8	26.34%	54	46.83%	96	22.93%	47	205
15	to promote creative and critical thinking in students. (InTASC 5, 8)	1.95%	4	20.00%	41	42.93%	88	35.12%	72	205
16	to use and interpret both verbal and non-verbal clues to assess understanding. (InTASC 1, 2, 4, 7, 8)	2.44%	5	20.49%	42	43.90%	90	33.17%	68	205
17	to promote responsible use of technology to actively engage learners. (InTASC 1, 2, 4)	1.95%	4	15.12%	31	40.00%	82	42.93%	88	205
18	to implement a classroom management system that promotes a positive and safe learning environment for all learners. (InTASC 3)	4.39%	9	24.88%	51	46.34%	95	24.39%	50	205
19	to display enthusiasm for the content area(s) and actively engage students in the content area(s). (InTASC 4, 5, 10)	3.90%	8	12.68%	26	34.15%	70	49.27%	101	205
20	to create developmentally appropriate instruction that considers the strengths, interests, and needs of students. (InTASC 1, 2, 7, 8)	2.44%	5	18.05%	37	38.54%	79	40.98%	84	205
21	to plan appropriate sequence of learning experiences including short and long term goals. (InTASC 1, 7)	3.90%	8	15.12%	31	46.34%	95	34.63%	71	205
22	to plan lessons aligned with school corporation goals,	2.93%	6	16.59%	34	38.54%	79	41.95%	86	205

	state goals, and student learning competencies. (InTASC 1, 7, 9)									
23	to plan lessons aligned with Indiana content standards. (InTASC 1, 4, 7, 9)	1.46%	3	14.63%	30	36.10%	74	47.80%	98	205

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

<i>Mean Value</i>	<b>InTASC Category</b>
3.36	<b>...to develop positive relationships with school colleagues (InTASC 10)</b>
3.3	<b>...to plan lessons aligned with Indiana content standards (InTASC 1, 4, 7, 9).</b>
3.29	<b>...with a strong foundation in his/her content area(s) (InTASC 4, 7, 8)</b>
3.29	<b>...to display enthusiasm for the content area(s) and actively engage students in the content area(s) (InTASC 4, 5, 10)</b>
3.28	<b>...to utilize methods of self-reflection for instructional preparation (InTASC 6, 7, 9)</b>
3.28	<b>...to utilize instructional strategies that promote the idea that all students can learn and grow at a high level (InTASC 1, 2, 3, 7, 8)</b>

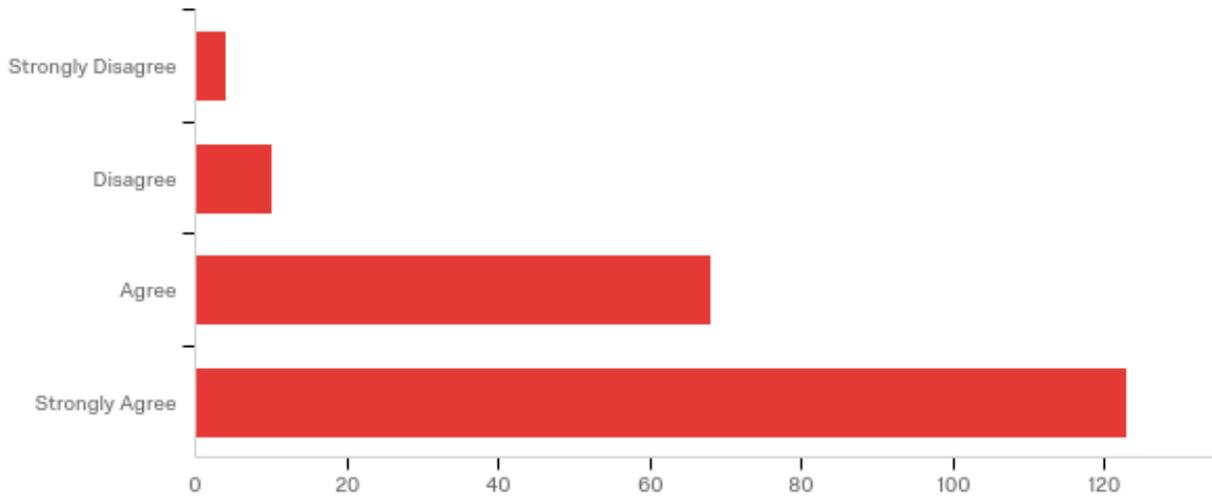
**TABLE 6.C: BOTTOM FIVE INTASC CATEGORIES, BASED ON MEAN VALUE**

<i>Mean Value</i>	<b>InTASC Category</b>
2.89	<b>...with strong skills in working with students with linguistic differences (InTASC 1, 2)</b>
2.91	<b>...to implement a classroom management system that promotes a positive and safe learning environment for all learners (InTASC 3)</b>
2.98	<b>...with a strong understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students (InTASC 1, 2, 6, 7, 8)</b>
3.03	<b>...with strong skills in working with students with exceptional needs (InTASC 1, 2)</b>
3.04	<b>...with the ability to utilize student assessment data to inform instruction (InTASC 6, 7)</b>

## **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**



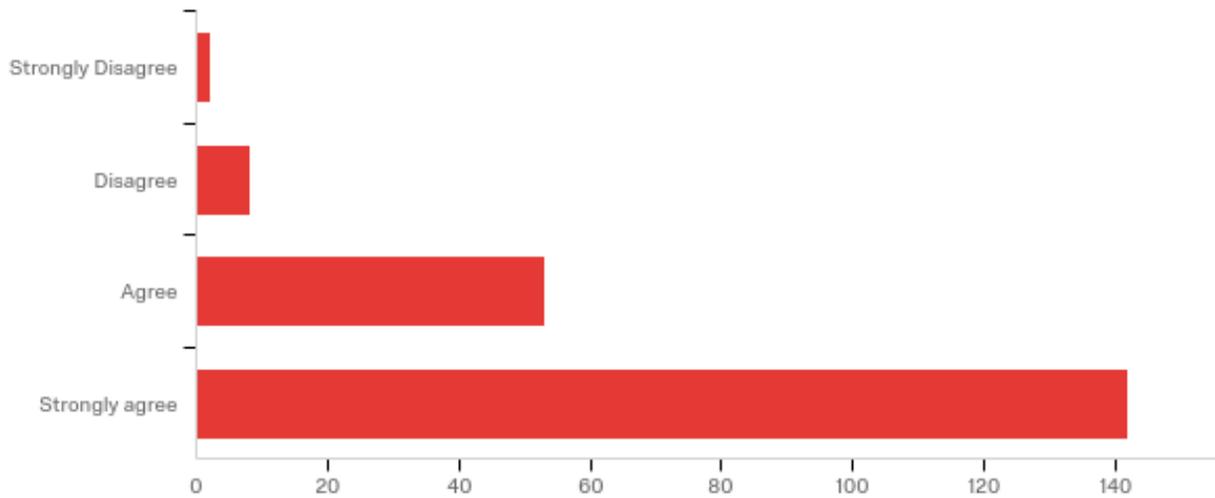
**Table 7.b**

#	Answer	%	Count
1	Strongly Disagree	1.95%	4
2	Disagree	4.88%	10
3	Agree	33.17%	68
4	Strongly Agree	60.00%	123
	Total	100%	205

**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**



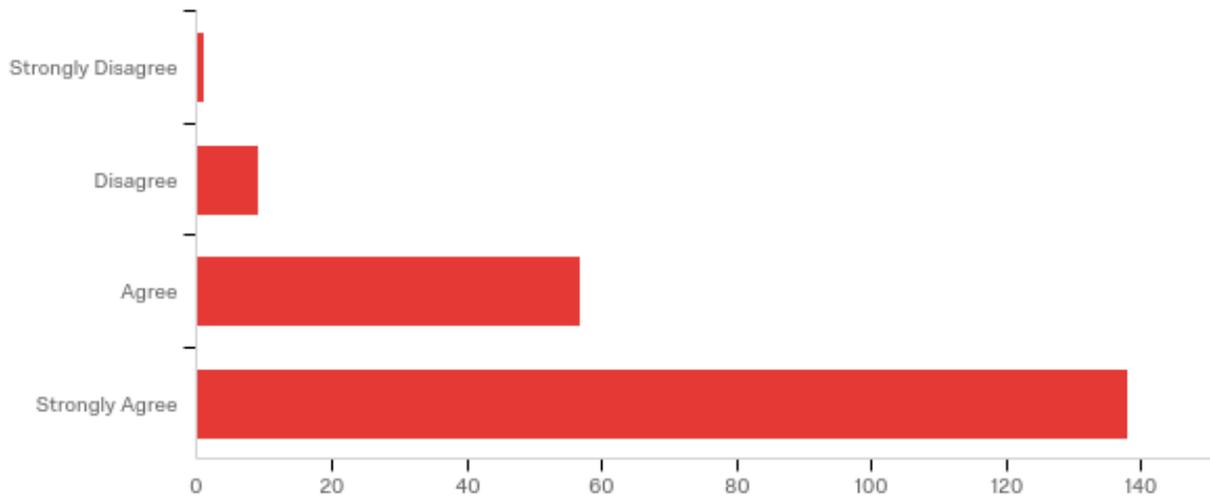
### SECTION 8.B

#	Answer	%	Count
1	Strongly Disagree	0.98%	2
2	Disagree	3.90%	8
3	Agree	25.85%	53
4	Strongly agree	69.27%	142
	Total	100%	205

### 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	0.49%	1
2	Disagree	4.39%	9
3	Agree	27.80%	57
4	Strongly Agree	67.32%	138
	Total	100%	205

### 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?

Based on your experience with the most recent Ball State University student...

Ball State University prepare student teacher educational in her content areas for teaching.

She was familiar with my school

Student knew the content and the standards.

My student teacher was prepared and eager to practice what she learned. She was self motivated also. My student teacher was pretty well versed in all areas she was teaching. It is difficult to be expertly versed in the wide varieties of media in visual arts.

Had been in classrooms before arrival and felt comfortable with the students from day one

---

Ball State University did an excellent job in preparing the student-teacher to know what the expectations of her teaching abilities should be, and strive to meet those expectations.

Provided a strong base knowledge of child development and instructors who are committed to early childhood education. She had a university student teaching supervisor, [REDACTED], who was superb in providing timely materials and accessible support throughout the student teaching assignment. She did observations on days when our whole class was in attendance.

Great with content

I think a well-rounded education prepared my student teacher for all aspects of student teaching.

She was very skilled at finding and using technology.

My student teacher was very prepared in her knowledge of her content.

The importance of relationship building. Student teacher came in and began developing relationships with students and staff on the first day.. Once students know a teacher cares about them they will listen and do their best for you.

Spring semester I supervised a exceptional young lady. Miss [REDACTED] came to our school with an excellent attitude and was ready to work with students. I felt Miss [REDACTED] was well aware of the expectations that were set by the university.

The candidate had a good amount of pedagogical information needed by a teacher with beginning level students.

My student teacher came in with a positive attitude, strong work ethic, willingness to learn, and an open mind. I think it is important to have the expectation that student teaching is a learning and growing experience based on both positive and challenging experiences. My student teacher built relationships with students and colleagues and completely immersed herself in the culture of our school.

Gave him a precise outline of expectations so he could check them off. He was very goal oriented.

The BSU students have experiences working with students before student teaching.

Content

Made sure the student teacher was prepared regarding how to lesson plan, assess student growth, and challenge students.

Ball State provided the student teaching candidate the opportunity to be placed in a school that had an opening for the specific type of classroom the student teacher was pursuing.

My student teacher was the best at formulating relationships, knowing her content, and having an enthusiasm for the subject.

My student teacher understood the need for short and long-term planning as well as how to collaborate with colleagues.

The student teacher had a lot of information on how to work with and teach students using a variety of different techniques.

She knew how to prepare lesson plans and what types of lessons would engage the students.

Providing detailed information for the student teacher and supervising teacher on the University's expectations throughout the placement was very helpful.

---

---

He was very prepared in how to create engaging lessons and presentations.

Ball State is respectful of the existing classroom environment, from curriculum to teaching style. I always feel very comfortable supervising a Ball State student teacher because I am treated as a colleague in the development of the individual candidate rather than a tool that is being utilized to accomplish the task of pushing them through the program. The candidate reflected the same professional, collaborative attitude, which must have come from the preparation he was provided in his program at Ball State, and for that I am grateful.

My student teacher had been to other schools and been in other classrooms before he did his student teaching. He was open to constructive criticism and had a strong desire to be an effective teacher. He came with background check and philosophy of teaching. He was ready to jump right in on the first day.

One thing my student teacher expressed to me that helped her prepare for student teaching was a wide variety of opportunities and experiences in a classroom prior to her student teaching experiences. She was comfortable, well-prepared, and ready to dive into student-teaching from a Day 1.

The school of music does an excellent job preparing their student with the methods needed to teach in a music classroom. Their students are well versed in vocal pedagogy and the ability to pull from the music to create lessons.

Allowing the future student teacher do their participation at this school as well.

My student teacher was ready to lesson plan and develop quality, engaging lessons for her students.

My student teacher came to the classroom the first day ready to integrate herself into the classroom. She was prepared to work with students and walk the room to see who needed any help, without me asking her to.

Be there, be on time, be there every day.

### Content knowledge

Ball State students are professional and are willing to learn along side their supervising teachers.

My candidate had the right attitude to start. She was kind and jumped right in.

She was very knowledgeable of content, very professional, and stayed classroom ready when time to teach the students.

Honestly, I am not sure that I am able to distinguish that for which Ball State is responsible and that for which the character of my student teacher is responsible. I suspect her most outstanding qualities are innately hers and Ball State was able to encourage, build and refine those qualities; the ability to connect with students and honor each as an individual, the belief that every child can learn and has a right to the highest quality of education, a supremely positive and encouraging outlook, a collaborative spirit, the ability to share the joy of learning and living... I do believe you provided a very good, solid foundation in: knowing and using standards to plan and prepare instruction classroom management options acknowledging and meeting the variety of abilities, learning modalities, and interests of students in a given classroom engaging students in the learning process

### Lesson planning

### Understanding standards

---

---

I think the preparation is adequate, this student teacher outshone all other student teachers I've supervised based on her personal attributes, strong work ethic, and academic excellence. I've had GREAT student teachers and one extremely unfit for teaching candidate, so I'd comment that the preparation is fine, but the screening out of those not ready for the profession is lacking at Ball State.

The student teacher that I had was professional, dependable and genuinely concerned about student progress. Ball State helped prepare the student teacher in knowing and understanding the standards and being able to differentiate learning based on individual needs as well as use technology to help engage students.

Candidate was well informed of the expectations and requirements of student teaching.

She had the enthusiasm.

The music department had prepared her well in her content and was very organized in her planning and implementing those plans.

He understood the subject area thoroughly.

Ball State prepared the candidate best to be confident in her teaching of content area.

My student teacher had a very good understanding of twenty-first century skills, the ability to design lessons that focused on higher-level thinking, a plethora of ways to incorporate technology into her lessons, a good understanding of identifying students who needed extra attention, and then the assertiveness to differentiate instruction for those students.

she was familiar with curriculum

The strength of the content preparation is strong

Her ability to utilize multiple strategies to reach each student.

Great advice and support

I felt that my student teacher was prepared by the university, however, some of her own personal organizational skills were sometimes a barrier for her.

Having a very supportive University supervisor that helped prepare them for the difference of teaching on a military base and military children vs. in the United States.

My student teacher will be very prepared and I would love to have her as a coworker!

Having a strong supervisor from Ball State in the school at least twice a week for additional support.

I would like to speak to the INTASC ratings I gave I think most of the Student teachers I have supervised have had a good working knowledge of the things you asked in the section on INTASC principles, however moving from theory to practical application is not always the easiest thing to accomplish and here is where some stumble around for a while and need my support more. I think most feeling fairly confident in their skill sets educationally and with regard to content area and are willing to ask for help when they need it. This more than anything else is an essential survival skill for teacher.

Exposing the candidate to multiple classroom experiences prior to student teaching, teaching instructional strategies and techniques, creating an awareness of student differences and needs

Ball State prepared my most recent student teacher to be willing to take constructive advice. She was willing to learn.

---

He comfortable in the environment of a large school setting.

Requiring visitations to the schools before starting their placement.

To be flexible!

Ball State gave my teaching candidate a strong knowledge of content area matter, special education knowledge, and developmentally appropriate strategies to best serve individual student needs.

Hard to say in the current educational environment...what I have noticed is that the people that SHOULD go into teaching do not. What BSU is left with is the "next tier" of people who can teach, but these candidates are overall not as strong as a few years ago. I don't think it is a BSU problem as much as it is a systemic problem that teaching is facing for the next 2-3 decades. The best thing that the candidate did on the first day was to have a positive attitude about being here.

Building rapport

The student teacher was very professional and organized facilitator.

Based on my experience with the most recent BSU student teacher, Ball State had prepared her with strategies to use with a variety of learners. She was an effective lesson planner for long and short term periods. She was very professional and used positive reinforcement to help with classroom expectations. She was knowledgeable about methods for the general education and the special education setting.

She did a great job reflecting about her daily lessons and using that reflection to adjust future lessons. I loved that she saw the importance of building relationships with the students. This helped her with classroom management, as well as planning engaging lessons for the students.

Every student is different thus it is hard to evaluate. Learn came easy but being about translate that into life's skill was a bit hard.

The student teaching candidate was well informed in fulfilling every INTASC standard to meet the needs of all the students in my classroom.

Lesson preparation

Everthing! Enthusiasm, content ready, professional conduct, open-minded and high energy!!

Real-world application

Promote enthusiastic learners and accept diversity

My student teacher had many opportunities to be in the classroom prior to her experience with me.

Providing experience working with small groups.

BSU does a good job of preparing teachers to use data and teach type the different learning styles.

Previous experiences with Ball State Student Teachers have been VERY favorable, but this one was allowed to slip through the cracks of being totally unprepared and unwilling to work to make up for deficiencies. This student did not have any idea of the involvement and commitment needed to have a total teaching experience. The BSU advisor and I had to reteach and instill a work ethic that was totally lacking. It is astounding that she was able to advance to

student teaching with the absence of commitment, background knowledge, common sense and life's experiences as tools to depend on for survival.

My student teacher was truly excited to be working with student in the classroom - everyday! She was very well prepared to create lessons that gave kids the opportunity to work individually as well as in groups. I was also impressed with her drive to find the very best materials possible to teach a concept or lesson.

#### Content knowledge and teaching strategies

Creating enthusiasm and desire to participate in both the classroom and extra-curricular productions. All Ball State student teachers that come to my school must either relocate or drive 90 minutes one way. This takes a great deal of commitment on the student teacher's part and it is necessary to prepare them for the additional three hours a day they spend simply driving back and forth.

Her previous field experience seemed to make her more confident and ready for student teaching.

Practical instructional methods for science classroom.

Realizing that there are so many different needs and abilities in a K-4 Life Skills class. My students had a very difficult time having a different person (student teacher) taking over lessons, giving directions and instructions.

Understanding the need to use data to differentiate instruction to meet the needs of all learners.

#### Knowledge of the field of Deaf/HH education.

The student teacher was prompt and professional upon arrival.

#### Lesson Planning

Preparing the candidate with the proper content knowledge.

Ball State provides great content knowledge through teacher preparation classes, but little on what to expect with student teaching with the change in requirements, student teachers were underprepared in what requirements needed to be completed.

Time in other classrooms helped my student teacher be ready for her own classroom. She had a lot of confidence. I don't know if that was because of BSU or because of her own personality.

Student prepared a letter to introduce themselves to the parents.

To be self-reflective, open to constructive criticism, and willing to work hard.

My student teacher came to my classroom with great knowledge of content and an eagerness to jump in and teach. His concentration in high ability instruction made his placement with me an easy one, with high ability math and reading classes. He made connections with students and became a positive presence in my classroom.

Being professional.

#### Producing caring teachers

The student teacher did a good job of preparing lessons that required the students to be active learners

---

The student teacher I had from Ball State was well prepared to create and implement lessons. She was well organized and did a fantastic job with co-teaching. Knowing that she also has her licensure in special education I believe that this was a very positive quality.

My student teacher was eager to get started. She was not afraid to step right in and get started.

The student teacher was well prepared to create lessons based on the state standards and district expectations.

assessments: formative, summative, rubrics, learning objectives, planning , using data to drive instruction

I could tell that she was confident in classroom management and with the curriculum.

Provide a lot of opportunities for students to work with children.

My student teacher was prepared to handle the many challenges of a classroom from the start. She understood my expectations as her mentor teacher. She acknowledged the importance of structure in the classroom and continued with the current expectations. I was impressed with her ability to interact with students, their families, and the faculty.

She was very aware of how to connect to students and use her knowledge to be a great teacher. She was open to feedback.

His content knowledge for the unit we were beginning was extremely strong.

She had studied the area and new about the students needs. She was always well prepared and listened to critique and fixed it. The students enjoyed having her in the classroom.

My student teacher was able to reflect upon whether a lesson had gone well or not.

BSU exposed my student teacher to YA literature and nurtured her passion for it. BSU also helped her be very reflective about her practices.

My student teacher came into her placement with a positive, can-do attitude. She was enthusiastic about teaching, and demonstrating a desire and passion for learning and making the most of her student teaching experience.

To dress and act professionally

To be confident in their content area.

Ball State did a phenomenal job preparing my student teacher to exhibit professional behaviors and characteristics every day whether he was in my classroom, in a teachers' meeting, or interacting with a parent. He was also top notch in his subject matter knowledge. He was eager and motivated from day one!

My BSU candidate was aware of Indiana standards, curriculum expectations, and the need to diversify and differentiate for students.

BSU emphasized the differentiation and formative assessment skills that help teachers be more effective.

Good content knowledge. Good diversity of methods

My student teacher had some substitute teaching experience and had worked at a preschool prior to student teaching. She had a strong work ethic and desire to do well and had excellent skills but I do think that much of that was instilled by her own effort. It was hard to differentiate between what she received from Ball State and what she brought intuitively to the experience.

## Content knowledge.

lesson planning; building relationships; variety of activities to reach a variety of student learning styles

■■■■ was well prepared and will do a great job at her first job.

The candidate was enthusiastic and passionate about jumping in to teaching. She asked lots of questions and was reflective upon her practices.

He had a portfolio of activities that allowed him to try a variety of activities.

## Orientation at Alumni Center

Understanding how to handle redirection of students to reach their full potential during instructional tasks.

She had a wide variety of classroom experiences before entering the room for student teaching.

Her knowledge of the INTASC Standards and creating engaging lessons were very good.

## Content knowledge, differentiated instruction

### Prior visits to the classroom

I had my student teacher for the second half. The other supervising teacher would have a better understanding of her first day of student teaching.

Ball State prepared my student teacher to be professional, resourceful, knowledgeable of the standards and content areas, dependable, punctual, net worker, team player, communicator, and having materials and lesson plans readily available.

### Flexibility

My student teacher did a great job and was well prepared for her student teaching.

Gave the student teacher all of the necessary resources and guidance needed to succeed.

She had prior experience in classrooms and working with students in a practicum environment. This allowed her to be comfortable working with the students right away and be able to jump right into teaching and learning their abilities and disabilities.

### Lesson planning and goal setting

Providing them opportunities to be in the classroom early in their study and the number and types of field experiences they have.

My teacher candidate was very observant and ready to step in as the teacher. I believe Ball State did an excellent job of preparing their teacher candidates to be leading a classroom. My student teacher was exceptionally prepared with her lesson plans. I feel as though Ball State helped make sure she was very prepared for each day she taught.

My student teacher's lessons were always planned very well. She had such great organizational skills when it came to her lesson plans-it was amazing to me!

My student teacher was more prepared than most brand new teachers. Your program is excellent at preparing an individual for a future in education.

BSU students are well versed in lesson planning!

---

Timeliness, attendance, dress code were all followed nicely. She was ready every day to teach with all materials ready. She had her questions ready beforehand. She was eager to jump in and was excited!

My student teacher was ready to jump in and begin working. She was confident in her ability to do the job. This is a fabulous asset that I feel that BSU provided for her.

The teacher candidate that I worked with was extremely well prepared in the area of lesson and unit planning. Her plans were thoughtful, had the end in mind, and were aligned to standards without much guidance.

The candidate had a grasp on materials and subject matter to be taught. The candidate created a classroom atmosphere that was challenging, but rewarding for students.

Utilizing standards in a thematic unit

In theory she understood how to manage a classroom and to prepare lesson plans.

Ball State did a great job of preparing ██████ to look up resources. She was able to develop relationships with the students. She knew how to use pre- and post- tests effectively.

Communication is key, and observing the student teaching candidate's willingness and effectiveness in communicating needs, reflection, concerns, and questions regarding the student teaching experience.

She had initiative.

My student teacher was well prepared in content knowledge.

Being prepared and organized.

I believe my student teacher was eager and ready to use a collaborative approach to student teaching. We met before the semester began to set classroom behavior/management expectations. We taught those expectations the first few weeks of the semester and our semester went very smoothly. The team/collaborative approach was so much more successful than the old method where the student teacher was left on their own and hope for the best. Ball State's model is excellent! I do wonder if there is a need for 10 standards to measure progress. I am evaluated on 3 standards with the RISE evaluation. 10 seems a bit tedious and there were sections that I felt overlapped. The most important piece of the LAMP project was the conversations when assessing data. Again, the project seemed a bit redundant. I wonder if more could be done with the evaluation through conversation piece. It was a joy and a pleasure to have my student teacher. I feel that she is well prepared for a career in education. I know she will do very well. Thank you!

The student teacher was ready to jump in and get started the first day.

The Department of Theatre and Dance Performance did an excellent job of preparing the student teacher to work with students. She understood how to direct and how to teach before she was ever in my classroom.

I had a Woodrow Wilson fellow so he was with me the entire first semester before he began student teaching 2nd semester...he was well prepared to take over because of his experiences first semester

My student teacher came in with knowledge about the IN Academic Standards.

The student teacher has compassion and a calling to work with children in a LIFE Skills setting. She learned a great deal by experiencing the self contained classroom.

---

The student teacher was prepared to teach students from a variety of academic backgrounds due to their experience working in special needs environments.

Having the student teacher touch base with me prior to the first day was very helpful. I also like that the model when they first start changed to co-teaching right away instead of observation first! No time was lost with this model as he was able to jump in right away. The start time was good for spring semester as well.

To come in and be ready to jump in and get started.

I feel that the best thing Ball State University did in preparing the candidate to be classroom-ready is that there was no hesitancy in diving in on her first day here. She didn't have to step back and observe. She was comfortable enough to know when to step in and do what needed to be done.

She was ready to dive in and do the multiple jobs of a teacher right away.

The student teacher was ready and willing to be assigned any task necessary on the first day, and did not hesitate to get involved immediately.

The best aspect of this student teacher was that she was open to learning classroom management. She was not prepared to handle a classroom when she arrived.

My student teacher was well prepared at adapting to a diverse student population and various learner needs.

---

## 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?**

None

Classroom management and differences of students.

I think my student teacher was ready to observe and eventually take over the responsibilities. Students should be familiar with the school's policies and perhaps the student handbook which covers just about all the teacher needs to know about the school. Proper dress of the student teachers is important and student teachers should never wear blue jeans.

Giving more opportunities for early childhood student teaching candidates to teach in an early childhood setting before their student teaching placement

I feel there is no need of improvement.

Structure the early childhood student teaching requirement with the flexibility for the student to choose either a full 16-week in the same early childhood setting or to do an 8-week time in early childhood plus an 8-week time in elementary school.

Spend more time discussing being on time and the importance of taking attendance

my most recent student teacher didn't need anything more

I have no suggestions!

---

I felt that my student teacher did not understand the rigor of a teaching assignment. Perhaps more hands on and in class teaching experiences prior to student teaching.

Classroom management skills.

I would suggest to the student teaching candidate to visit and communicate with the school and their supervising teacher as much as possible before getting started with student teaching.

The candidate working with me spent too much time on required projects for the education department and was unable to spend quality time preparing for work every day. Much of what the candidate had to do was not at all practical in a real-world setting. It almost feels like the program is set-up by administrators looking for trivial data and not education professionals who have spent most of their time in the trenches.

I do not have any suggestions at this time.

more time in front of a classroom.

I think that the student teachers have been well prepared.

More experience in the classroom

Spend more time on classroom management skills (dealing with discipline issues)

N/A

My student teacher had zero experience with data. Specifically data collected through standardized tests and benchmark tests, not their own data.

I would suggest reinforcing different methods of assessment such as formal and different informal methods.

When a student teacher chooses to study a double major then sometimes they don't feel they get enough classes in both areas. My student teacher felt like she didn't know all the information (specifics on her requirements) prior to starting her placement, but her supervisor was very helpful.

I believe that the students should be more prepared on how to use data to drive instruction. They should also be taught how to create data so they can implement it in their teaching.

No suggestions at this time...I was blessed to work with an outstanding student teacher!

Just to make sure supports are in place for students who are living far from home so that they can focus on job without housing or other stress

In my experience with the candidate, the area that could have been more developed before student teaching is his ability to manage a classroom full of real students. I know that Ball State does a good job of getting candidates out in to the field prior to student teaching, but I believe even more experience (with guidance) would be useful.

I feel that Ball State University does a good job getting student teachers ready for their experience.

She was very well-prepared for the first day. I would recommend that Ball State make their best effort to provide student-teachers the opportunity to work with diverse student groups, with regards to race, socio-economic status, and special needs.

Working more with mainstreamed special needs students

I feel that the areas my student teacher wasn't prepared are areas that can't be easily taught. Areas such as handling a booster club, dealing with money and fundraisers, organizing costumes and a lot of the behind the scenes aspect of a high school choral position.

While the candidates should have the self confidence to be successful, it should be emphatically stated that they do not know everything and should listen and learn from the classroom teacher. Also, ultimately, the students are the classroom teacher's responsibility and the classroom teacher has the final word.

Allow teacher candidates to have experience with classroom management in difficult situation (ie. students from poverty, students with behavioral problem, disgruntled parents, etc)

Higher level questioning techniques - DOK

More while group classroom experience.

There is always room for improvement.

Ball State needs to focus on lesson planning. Many student teachers struggled with lesson planning.

Continue doing what you are. This last student teacher just did not have the ability to write objectives/lesson plans beyond Level One rigor. Her knowledge of content was weak. Make sure their content ability is stronger.

N/A

The area of assessment both formative and summative seemed a bit weaker than other areas

Classroom management

more planning for different age groups

My student teacher was very well prepared, so I do not have any suggestions for improvement at this time.

Please get them into the classroom before their last semester of college. They should be required to be in a high school classroom every year for an extended period of time. They need to be given the opportunity to interact with high school students by tutoring, teaching lessons, grading papers, creating lesson plans, and observing highly qualified teachers in their area. Trine University does an excellent job of this and Ball State Lamp projects are too time consuming and I have found that this is the only thing my student teachers are concerned with completing. Most of the InTasc items are made up or taken from their supervising teachers. Too much emphasis is being placed on these projects. It seem that my former student teachers only want to teach one unit really well and just go through the motions with all the others. Please consider any adjustments that can be made in the future so that this doesn't become the main focus of student teaching. Maybe the lamp projects can be done in a class before they student teach and some elements left to do during student teaching. should look at their school of education. This small university far surpasses Ball State's preparedness for teaching. It is a shame that Ball State believes that they have one of the best education programs in the country. Future teachers need to be immerse in the classroom during their first year and continue every year until student teaching. What a shame that seniors are not ready to get in front of a high school group of students, actively engage the students, have a classroom management plan to fall back upon, and know the difference between long and short term goals.

My student teacher struggled understanding the difference between grammar standards/skills and reading grammar/skills

If they are a Spring Candidate, have them visit their classroom at the beginning of the year so that they can experience what the first couple of weeks with a new class.

She needed to be better at organization of lessons.

Musically the students need to be better prepared in piano because not everyone will have someone who can play parts or accompany them. This is an area for all music students to improve upon.

More classroom experience prior to student teaching.

I think my last student teacher did not think enough about parent communication.

If I had to think of one thing, it would deal with the student teacher's grading practices. Each school is different and we all have our different ways of assessing students. However, I did have to stop and have a talk with my student teacher about how strictly she was grading reading projects, writing assignments, etc. I taught her to focus on the objectives, the big picture items, and not to nit pick on every minor convention error. Too many of my students were receiving Cs, Ds, and Fs at first from her, and these were advanced students. I regraded many assignments she graded to show her the differences between our two styles. From that point on, she did a very good job. When it comes to grading writing assignments and following rubrics, it can be very subjective at times. The goal is to be as objective as possible. A room of five teachers grading the same writing assignment can come up with five different grades. The goal is to get those grades as close together as possible. Following well-structured rubrics helps to do this.

classroom behavior plans

Dealing with learners of diverse backgrounds different from that of the candidate. What to do to help non-academical driven student become the best student they can be.

nothing additional

nothing

Classroom management is always a very difficult task for new educators. Anything that would increase their knowledge or give them different directions to lean towards when working on classroom management.

Spend one full day in the classroom.prior to start date.

Make sure the student teacher is going to be there on the first day. Make sure they know they are on the schools Spring Break schedule and not BSU.

\* more experience in classrooms before starting their actual student teaching \* preparing them for the work load....planning all subject areas takes time and you most likely have to put in time outside of our daily prep time

I think you are already working on it.... that would be to have the student in schools more from the beginning of the program.

More practice analyzing data and assessments in order to inform instruction, more exposure to different informal assessment practices for special education students

Provide them with more opportunities to supervise/teach larger or whole classrooms of students so that they can gain confidence and knowledge in behavior management strategies, adapting a lesson on the fly by monitoring student's body language, quality of questions, etc.

More pre-observation

Emphasize professionalism. (dress, punctuality, grammar, act like a TEACHER)

n/a

I do not think it is a matter of better preparation, it is a matter of time frame for teaching candidates to use assessment data collected to inform instruction. traditional assessment windows are 9 weeks that is very short too, however, with an 8-week student teaching experience, there was not enough time to complete a pre and post assessment that was relevant enough to inform instruction.

Talk with state legislators - impress upon them that public education is not the enemy.

Higher Order Thinking

More discussion and instruction on classroom management.

His content knowledge of health at the high school level was lacking, though he quickly made up for it.

I would suggest BSU prepare student teachers to use more approaches to meet a variety of learners, such as using more visuals, songs, and other different approaches to extend each lesson.

My student teacher was very prepared. I think her experiences at BSU were helpful.

The main issue I see is the lack of time during student teaching for the candidates that have to do a split placement with 8 weeks in Mild Interventions and 8 weeks in Intense Interventions

One student teacher did not bring her ADHD medicine and went off her birth control. This caused the student to miss two days of class. The students should know that medical services vary while overseas. Students should be medically cleared and honest about their medical conditions.

collaborate more in aligning your curriculum to the Aldine one

Provide strategies for stronger classroom management

One area that could use improvement is the student teacher handling discipline problems. I know it is especially difficult for a student teacher to start in the middle of the year, but, based on my experience, many of the student teachers aren't sure how to discipline. More communication with classroom teacher could also help.

Working as a part of a team--making sure information/lesson plans are communicated to cooperating teachers in a timely manner so revisions can be given, if necessary; collaborating with team mates and doing your fair share of the work.

I was pleased with the program as is.

1) A 3.2 GPA in their content area of study. I did not see the BSU transcripts for this student until placement was confirmed. Low grades in content area would have been a red flag for me that she lacked basic knowledge. 2) Do not place students for their practicum experience in schools that have student teachers in charge. This was the case for mine, so she did not prepare, nor teach, lessons for her practicum, but 'helped one-on-one' with students doing lessons for the student teacher who was being evaluated. She laughed at how easy her practicum experience was because she "didn't have to do anything." 3) Do not place practicum teachers in teams. Student teachers at this point should be able to practice stepping

---

into 'ALPHA' teaching experiences. 4) I later found out that that this student's application for student teaching had been sent back/rejected by 7 different schools. Your office might have taken a look at this application and noted the reasons why, say, after 5 rejections, and made adjustments for her to take another semester to improve.

Student teachers need to be able to handle small and large groups of students at a time. They also need to have good communication skills with other classroom staff. Being able to handle multiple situations at time including adverse and disruptive behaviors.

I think some additional focus on classroom management strategies would be a great addition to the program. Both my student teacher and I felt that she had been given some preparation, but more would be better.

Classroom management, IEP's, 504's, differentiation, and teenage brain development. The brain development would help potential teacher understand those non-verbal cues that sometimes students don't even realize they are doing. It would also help potential teachers to understand what "tools" students have brought to class in order to cater to their needs in more effective manner.

Make sure the student teachers communicate frequently with the cooperating teacher in terms of familiarizing themselves with the atmosphere and goals of the classes in which they will participate before arriving at the school.

I cannot pin point any specifics that Ball State could necessarily have done in advance to make this recent candidate more ready.

Management techniques for diverse behaviors.

Always be on time and wear good, protective shoes.

NA

More exposure to the use of manipulatives and variety of approaches for students. That teaching is not an easy job. The student teacher seemed to think it was easy and lacked some effort.

Student teachers need to understand how to break down state standards and create learning objectives.

They were great

Mapping standards to a curriculum in a proper order.

Give them requirements of assignments, like LAMP or observations.

I think BSU should have an initial meeting prior to the first day with the student teacher, cooperating teacher, and supervisor. The supervisor came a couple of weeks after the student teacher began.

I have no improvements at this time.

I think BSU does a good job.

My candidate clearly came with very little hands-on classroom experience. She needed many more experiences before reaching my classroom. You left a great deal of the teaching she needed up to me as the supervising teacher.

Classroom management was my only concern, but I believe my student teacher received all the proper instruction he needed. This is an area that can be difficult to implement as a student

---

---

teacher and a first-year teacher. I don't doubt his preparation in this area and I believe he will continue to grow here.

### Communication

More classroom management experience and time practicing strategies with actual students in classrooms

I have found that since the school has switch to historical perspectives instead of US History or World History that the content knowledge is weak.

The only thing I would suggest is that my student teacher's first placement was in a preschool setting and I teach 2nd grade. My student teacher is also getting her license in special education and I think having an experience in a sped placement would be beneficial.

My student teacher's first day was great, but she fell apart later. It would have been helpful if she had a few tools in her toolbox for classroom management. She did not understand that she couldn't just "demand" that they behave. This is probably the area in which she struggled most with the students. Please note that my ratings were based on my student teacher, but I don't blame Ball State's program. There were some areas in which my student teacher fell short, but I think that was more of a personality issue rather than the fact that Ball State did not train her well.

From this experience, it seems classroom management was the weakest area.

more work on classroom mangagement and supervision of groups of students to ensure safety of all. i.e positioning islef n hallway so that you can monitor most students- not at the front of back of the line, not sending students into a classroom unmonitored -stop and door and wait for teacher, not sending groups to lockers- while teacher remains n the classroom, bus safety- students should not exit building with an adult at the door.

The experience was excellent. If I honestly have no concerns from my student teacher.

Nothing.

How different types of lessons keep students engaged and interested in the topic. Sometimes, it is necessary to get away from the standards for a few activities to keep their interest levels high.

Ball State does not do a good job of preparing student teaching candidates for the realities or the demands of everyday teaching. I have seen this with every candidate I have had. Many are A students but start to tank when they get to student teaching. Mine started to go downhill around late February, but we were able to get her back on track. I have also noticed that due dates tend to be a little lax, which is NOT the case in the real world!

My student teacher's practicum experience did not prepare her for a classroom placement. She was placed out of her interest area in a speech class and did not create or teach enough lessons to make the practicum experience worthwhile. According to her account, she mostly observed. As a result, she came into student teaching without classroom management experience and with little real world experience. As a gifted student, she had little experience working with general education students and struggled during the entire placement in presenting information in a variety of ways with models and scaffolds. In addition, my student teacher was not planning to teach after graduation, having already accepted a graduate assistantship, so there was little incentive for her to do an excellent job. She just needed to pass in order to graduate "on time" and move on to graduate school. Finally, her lack of time management skills meant that she rarely submitted complete lesson plans on time and spent our spring break writing her delinquent honors thesis instead of creating lesson plans and grading essay tests. In all, this semester was incredibly frustrating and often felt like a waste of

---

---

my time and energy. I am afraid that I will not be hosting another BSU student teacher. The stakes are too high in my own evaluation to hand over my students to underprepared pre-service teachers. BSU needs to require a classroom management class with practical opportunities to interact with low-achieving students with IEP's. BSU also needs to have better communication between OTES and English Ed Department. I did not receive any information about hosting or evaluating my student teacher until mid May, and only then because the final forms were due and the university supervisor needed them. She said that she didn't have anything to do with this office, so I had to make the contact. BSU English Ed needs to focus on helping students make classic texts relevant to students' lives, as most schools cannot purchase sets of YA literature which student teachers want to teach. Pre-service teachers need many opportunities to work with students of all ability levels BEFORE they walk through the student teaching door. My student teacher said by the time she realized she didn't want to teach, it was "too late" to graduate on time without a teaching degree, (i.e. taking the foreign language courses required to get the B.A. in English). This is a poor reason to be in a classroom. BSU supervisors need to visit the classrooms more than four times in the semester. Bi-weekly makes more sense. They also need to be required to discuss the student teacher's progress with the CT.

One thing that my student teacher commented on that she would have liked to have more background with was actual classroom activities and instructional techniques that would allow her to collect formative information to better guide her planning.

\* Let the student teacher know that the classroom teacher is in charge. \*The goal is for the students to learn the material that our state says students should know.

To be more exposed to the actual high school classroom. To work with students more frequently before the student teaching experience.

I feel as though my student teacher needed to have the knowledge where to find teaching resources. There are so many school systems now that save dollars by cutting textbook adoptions for all subject areas. Just knowing how to find valuable resources could be a real benefit to any student teaching candidate.

My BSU candidate did not have a strong understanding of what was expected of her for student teaching requirements. I also think that BSU could do a better job in preparing students for classroom management.

Communicate deadlines consistently and clearly throughout the process. Lamp project was not fully understood by the Woodrow Wilson Fellows.

More technology integration with the students. More preparedness in dealing with older students and discipline.

Give students more exposure to programs such as 8-step, PBIS, classroom management programs such as Class Dojo, AR, etc.

How to teach reading from day one

All was great.

Have the candidate understand the differentiation that needs to occur within a daily lesson.

If anything having a classroom management/discipline procedures.

Variety of whole class teaching experiences before Student Teaching. Experience with discipline and students following leadership. Work ethic to come up own ideas for instruction, not dependent on classroom teacher for all the teaching ideas. Find from student teacher candidates if they are committed to teach or not. This student teacher told BSU Supervisor she would not use teaching degree to teach. There is much work the classroom teacher puts into

guiding , reviewing, and feedback for the student teacher. The past 3 years, I have had 2 student teachers not complete their semester with my students and 1 saying she was not going to use her degree to teach. BSU needs to monitor more closely their el. ed. students early on before they arrive as student teacher candidates. The BSU policy of not paying classroom teachers for withdrawn student teachers is a mistake. I worked trying to help these weak student teachers to succeed than the stronger candidates I have had the past 25 years. Do BSU teachers receive \$250.00 per semester which is value BSU puts on a classroom teacher for their 4 months of work??

IIEP has recently changed goal writing. I was able to learn with my student teacher the new expectations for the content connectors.

Be more prepared to jump right in. Observing is important but they need to jump in and interact with students from the moment they walk in.

The more time students get to spend in the classroom, the better. They need lots of hands-on experiences and a variety of classroom management techniques.

Teaching in an intense/severe intervention classroom has multiple different areas aside from student instruction. Classroom management and supervision of para-professionals, and at times, general education students who act as peer tutors, are paramount in this type of classroom. In addition, the constant 'not-planned-for' events that occur, including classroom interruptions from other staff and sometimes parents, personal hygiene issues, medical or medication issues, etc. are things that cannot be learned in a college classroom setting. Not giving student teachers the opportunity to have independent instruction and classroom management time, with the cooperating teacher out of the classroom, is doing them a disservice and is not preparing them fully for their first teaching job; it's not reality based.

That there are different expectations from different principals and corporations.

The only suggestion that I have is to make sure that parent letters introducing the student teacher be written in English and in Spanish prior to the first day of school.

She was well-prepared!

It took my student teacher a good deal of time to develop a rapport and connection to my students, and when she did establish that connection with some, she did not always interact with and provide feedback in the way that I would have. At times, she would provide too much help and support and not challenge the students to find their own solutions.

I feel like my student teacher was very well prepared.

Encourage (or make a requirement) for Spring student teachers to come into their classroom more at the beginning of the year. I think Spring student teachers miss out on the important aspects of setting up classroom management at the beginning of a new school year.

I think there should be more training with working with para's especially because when she goes to her first classroom the paras will be older than her.

Ball State teaching candidates need to have not only a variety of field experiences, but also a variety of instructional approaches. They need to know and understand the use of schools' 90 minute reading block, and how to provide whole group, small group, and differentiated instruction to a variety of learners.

I would suggest more instruction with behavior management and different forms of differentiating instruction.

---

My student teacher could use more work with classroom management. While she had a good understanding of the concepts, she sometimes struggled with following through with management.

Nothing. Just keep on doing what you are doing.

Additional field experience with variety of number of students in a small group and large group to increase candidate's classroom management

Classroom management needs to be focused on (especially when BSU students are being placed in buildings where discipline plays a large part)

Classroom management was an area I felt needed improvement. I know it is difficult to come in to another's classroom and have a management system ready to go but it is an area we talked about often.

I have no complaints.

The teacher candidate I worked with could have benefitted from more practice with whole class teaching and management before her student teaching placement.

Candidate needs more preparation on concepts of IEP's and dealing with planning for all students. The candidate struggled with creating lesson plans that were accessible and thorough.

classroom management

More practical classes in lesson design and class management, especially with diverse students. Also, much more of an emphasis on the love of teaching and your subject.

I would suggest teaching/ helping the student teachers develop different ways to manage a classroom. This was one area that ... really struggled with.

There isn't much that needs to be improved upon for class-readiness. Most of my areas of concern can only be addressed through in-class experiences, in my opinion.

Be prepared to tell the kids their behavioral expectations and follow through on consequences for poor behavior.

Give student teachers role playing activities in regards to student misbehavior. Classroom management was sometimes difficult for my s.t.

Classroom management

I definitely believe that meeting and planning before the first day is essential. Understanding how critical it is to have well planned lessons is critical. Classroom management is always important. I would recommend the book "Teach Like a Champion 2.0" by Doug Lemov. This book has 62 techniques that help teachers better prepare and manage students and their learning environment. This book has a DVD with 75 videos which show teachers using the techniques discussed in the book. Another good book/topic would be Carol Dweck's "Growth Mindset." Please continue to use your current model of collaboration and co-teaching.

The student teachers need more exposure in the use of IEP and learning connection.

Classroom Management, Higher Order Questions, Taking Initiative, Feeling Confident, Time Management...

The more experience teachers can have in the classroom prior to student teaching, the better.

---

classroom management is always the most difficult for student teachers (and newer teachers) - how do you address technology that is not being used for educational purposes laziness is the biggest issue that we face - hardest to fix

Write more lesson plans and give opportunities to teach them prior to student teaching. Classroom management has always been the hardest part. Student teachers work so hard on creating these wonderful lessons, but can't teach them because they do not have experience in whole group classroom management and the kiddos destroy the lessons.

I would suggest more exposure to the real world classroom.

The student teacher needs to be more confident in classroom management strategies and the general classroom environment as well as appropriate responses to students who are struggling.

Providing more meaningful and effective practicum experiences that have well managed classes. From my experience as a BSU grad and the stories from BSU students, this is an issue across the board. Models at other schools have classes within elementary schools for example. They submerge their students into schools more than BSU does.

My student teacher was very prepared.

I can't think of a thing!

More information on classroom management.

Nothing, my student teacher was great!

The student teacher needs more hands on experiences. Getting public school teachers to share their experiences with Ball State students would be a good starting point.

Video tape a lesson for the student teacher/ university instructors to critique.

---