WINTER 2023
Michigan Department of Education
Cooperating Teacher Exit Survey

4=To a Great Extent
3=To a Moderate Extent
2=To a Small Extent
1=Not at All
No Opportunity removed in Mean Calculations

| | | ELEMENTARY | | | | | | SECONDARY | | | | | |
| | | ACR | | | Traditional | | | ACR | | | Traditional | | |
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
As a beginning teacher entering the profession, to what extent can this candidate...													
connect learning experiences to a variety of backgrounds (cultural, socioeconomic, and ethnic)?	a) To a Great Extent	29	87.9%		45	58.4%		27	61.4%		19	59.4%	
	b) To a Moderate Extent	2	6.1%		27	35.1%		15	34.1%		12	37.5%	
	c) To a Small Extent	2	6.1%		4	5.2%		2	4.5%		1	3.1%	
	f) No Opportunity	0	0.0%	3.82	1	1.3%	3.54	0	0.0%	3.57	0	0.0%	3.56
support all students socioemotional (social, emotional, psychological) development?	a) To a Great Extent	25	75.8%		54	70.1%		29	65.9%		29	90.6%	
	b) To a Moderate Extent	7	21.2%		20	26.0%		11	25.0%		3	9.4%	
	c) To a Small Extent	0	0.0%		2	2.6%		4	9.1%		0	0.0%	
	d) Not at All	1	3.0%	3.70	1	1.3%	3.49	0	0.0%	3.57	0	0.0%	3.91
communicate effectively with families/caregivers to promote individual student growth?	a) To a Great Extent	21	63.6%		37	48.1%		22	50.0%		19	59.4%	
	b) To a Moderate Extent	10	30.3%		28	36.4%		13	29.5%		11	34.4%	
	c) To a Small Extent	2	6.1%		6	7.8%		6	13.6%		0	0.0%	
	d) Not at All	0	0.0%		2	2.6%		0	0.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.58	4	5.2%	3.37	3	6.8%	3.39	2	6.3%	3.63
build respectful relationships with students?	a) To a Great Extent	30	90.9%		61	79.2%		33	75.0%		29	90.6%	
	b) To a Moderate Extent	0	0.0%		12	15.6%		9	20.5%		3	9.4%	
	c) To a Small Extent	3	9.1%		2	2.6%		2	4.5%		0	0.0%	
	f) No Opportunity	0	0.0%	3.82	2	2.6%	3.79	0	0.0%	3.70	0	0.0%	3.91
recognize individuals' potential as demonstrated by setting high expectations for each student	a) To a Great Extent	22	66.7%		51	66.2%		25	56.8%		26	81.3%	
	b) To a Moderate Extent	9	27.3%		21	27.3%		15	34.1%		6	18.8%	
	c) To a Small Extent	2	6.1%		3	3.9%		4	9.1%		0	0.0%	
	d) Not at All	0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.61	1	1.3%	3.61	0	0.0%	3.48	0	0.0%	3.81
As a beginning teacher entering the profession, to what extent can this candidate apply instructional													
English learners?	a) To a Great Extent	8	24.2%		15	19.5%		19	43.2%		21	65.6%	
	b) To a Moderate Extent	11	33.3%		10	13.0%		7	15.9%		1	3.1%	
	c) To a Small Extent	0	0.0%		7	9.1%		3	6.8%		2	6.3%	
	d) Not at All	0	0.0%		0	0.0%		1	2.3%		0	0.0%	
	f) No Opportunity	14	42.4%	3.42	45	58.4%	3.25	14	31.8%	3.47	8	25.0%	3.79
high performing students?	a) To a Great Extent	15	45.5%		38	49.4%		23	52.3%		22	68.8%	
	b) To a Moderate Extent	16	48.5%		33	42.9%		15	34.1%		9	28.1%	
	c) To a Small Extent	1	3.0%		3	3.9%		2	4.5%		0	0.0%	
	d) Not at All	0	0.0%		2	2.6%		0	0.0%		0	0.0%	
	f) No Opportunity	1	3.0%	3.44	1	1.3%	3.41	4	9.1%	3.53	1	3.1%	3.71
low performing students?	a) To a Great Extent	16	48.5%		53	68.8%		21	47.7%		21	65.6%	
	b) To a Moderate Extent	13	39.4%		18	23.4%		15	34.1%		10	31.3%	
	c) To a Small Extent	4	12.1%		5	6.5%		7	15.9%		1	3.1%	
	d) Not at All	0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.36	0	0.0%	3.60	1	2.3%	3.33	0	0.0%	3.62
students from culturally diverse backgrounds?	a) To a Great Extent	17	51.5%		31	40.3%		21	47.7%		16	50.0%	
	b) To a Moderate Extent	11	33.3%		30	39.0%		15	34.1%		9	28.1%	

WINTER 2023 **Michigan Department of Education Cooperating Teacher Exit Survey**	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Mean Calculations	**ACR**			**Traditional**			**ACR**			**Traditional**		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
	c) To a Small Extent	2	6.1%		4	5.2%		4	9.1%		2	6.3%	
	d) Not at All	0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	f) No Opportunity	3	9.1%	3.50	11	14.3%	3.38	4	9.1%	3.43	5	15.6%	3.52
student with special needs or disabilities?	a) To a Great Extent	16	48.5%		42	54.5%		22	50.0%		17	53.1%	
	b) To a Moderate Extent	13	39.4%		30	39.0%		11	25.0%		13	40.6%	
	c) To a Small Extent	1	3.0%		3	3.9%		6	13.6%		1	3.1%	
	d) Not at All	1	3.0%		0	0.0%		1	2.3%		0	0.0%	
	f) No Opportunity	2	6.1%	3.42	2	2.6%	3.52	4	9.1%	3.35	1	3.1%	3.52
each individual student's learning abilities and needs?	a) To a Great Extent	24	72.7%		51	66.2%		27	61.4%		20	62.5%	
	b) To a Moderate Extent	6	18.2%		21	27.3%		7	15.9%		11	34.4%	
	c) To a Small Extent	3	9.1%		4	5.2%		7	15.9%		1	3.1%	
	d) Not at All	0	0.0%		1	1.3%		1	2.3%		0	0.0%	
	f) No Opportunity	0	0.0%	3.64	0	0.0%	3.58	2	4.5%	3.43	0	0.0%	3.59
As a beginning teacher entering the profession, to what extent can this candidate...													
utilize available technology to enhance instruction?	a) To a Great Extent	22	66.7%		51	66.2%		32	72.7%		21	65.6%	
	b) To a Moderate Extent	10	30.3%		23	29.9%		10	22.7%		11	34.4%	
	c) To a Small Extent	1	3.0%		2	2.6%		2	4.5%		0	0.0%	
	d) Not at All	0	0.0%	3.64	1	1.3%	3.61	0	0.0%	3.68	0	0.0%	3.66
support student use of available technology?	a) To a Great Extent	23	69.7%		48	62.3%		30	68.2%		20	62.5%	
	b) To a Moderate Extent	9	27.3%		27	35.1%		12	27.3%		12	37.5%	
	c) To a Small Extent	1	3.0%		1	1.3%		2	4.5%		0	0.0%	
	f) No Opportunity	0	0.0%	3.67	1	1.3%	3.62	0	0.0%	3.64	0	0.0%	3.62
practice the ethical use of technology?	a) To a Great Extent	28	84.8%		55	71.4%		36	81.8%		24	75.0%	
	b) To a Moderate Extent	5	15.2%		19	24.7%		5	11.4%		7	21.9%	
	c) To a Small Extent	0	0.0%		0	0.0%		2	4.5%		0	0.0%	
	f) No Opportunity	0	0.0%	3.85	3	3.9%	3.74	1	2.3%	3.79	1	3.1%	3.77
support all students in making connections to prior knowledge and experiences?	a) To a Great Extent	22	66.7%		49	63.6%		22	50.0%		23	71.9%	
	b) To a Moderate Extent	10	30.3%		24	31.2%		16	36.4%		9	28.1%	
	c) To a Small Extent	1	3.0%		3	3.9%		5	11.4%		0	0.0%	
	d) Not at All	0	0.0%	3.64	1	1.3%	3.57	1	2.3%	3.34	0	0.0%	3.72
implement multiple strategies to present key content area(s) concepts?	a) To a Great Extent	18	54.5%		40	51.9%		22	50.0%		21	65.6%	
	b) To a Moderate Extent	11	33.3%		33	42.9%		15	34.1%		11	34.4%	
	c) To a Small Extent	4	12.1%		2	2.6%		6	13.6%		0	0.0%	
	d) Not at All	0	0.0%	3.42	2	2.6%	3.44	1	2.3%	3.32	0	0.0%	3.66
adapt instruction, curriculum, and assessments according to individualized Education Programs (IEPs) and Section 504 plans?	a) To a Great Extent	13	39.4%		34	44.2%		19	43.2%		18	56.3%	
	b) To a Moderate Extent	15	45.5%		32	41.6%		16	36.4%		10	31.3%	
	c) To a Small Extent	2	6.1%		4	5.2%		5	11.4%		2	6.3%	
	d) Not at All	0	0.0%		1	1.3%		2	4.5%		0	0.0%	
	f) No Opportunity	3	9.1%	3.37	6	7.8%	3.39	2	4.5%	3.24	2	6.3%	3.53
organize the learning environment to guide student engagement during instructional time?	a) To a Great Extent	24	72.7%		47	61.0%		22	50.0%		22	68.8%	
	b) To a Moderate Extent	4	12.1%		25	32.5%		16	36.4%		10	31.3%	
	c) To a Small Extent	5	15.2%		3	3.9%		5	11.4%		0	0.0%	

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Question	Response	ACR Count	ACR Column Valid N %	ACR Mean	Traditional Count	Traditional Column Valid N %	Traditional Mean	ACR Count	ACR Column Valid N %	ACR Mean	Traditional Count	Traditional Column Valid N %	Traditional Mean
	d) Not at All	0	0.0%	3.58	2	2.6%	3.52	1	2.3%	3.34	0	0.0%	3.69
design or select assessment tools to provide evidence of student learning?	a) To a Great Extent	16	48.5%		37	48.1%		23	52.3%		19	59.4%	
	b) To a Moderate Extent	13	39.4%		34	44.2%		13	29.5%		12	37.5%	
	c) To a Small Extent	3	9.1%		3	3.9%		6	13.6%		1	3.1%	
	d) Not at All	1	3.0%		2	2.6%		2	4.5%		0	0.0%	
	f) No Opportunity	0	0.0%	3.33	1	1.3%	3.39	0	0.0%	3.30	0	0.0%	3.56
analyze assessment data to identify patterns and gaps in student learning?	a) To a Great Extent	16	48.5%		34	44.2%		15	34.1%		16	50.0%	
	b) To a Moderate Extent	14	42.4%		33	42.9%		17	38.6%		14	43.8%	
	c) To a Small Extent	3	9.1%		6	7.8%		7	15.9%		2	6.3%	
	d) Not at All	0	0.0%		2	2.6%		2	4.5%		0	0.0%	
	f) No Opportunity	0	0.0%	3.39	2	2.6%	3.32	3	6.8%	3.10	0	0.0%	3.44
differentiate instruction based on student assessment data?	a) To a Great Extent	17	51.5%		37	48.1%		17	38.6%		15	46.9%	
	b) To a Moderate Extent	11	33.3%		32	41.6%		18	40.9%		13	40.6%	
	c) To a Small Extent	5	15.2%		6	7.8%		5	11.4%		3	9.4%	
	d) Not at All	0	0.0%		2	2.6%		2	4.5%		0	0.0%	
	f) No Opportunity	0	0.0%	3.36	0	0.0%	3.35	2	4.5%	3.19	1	3.1%	3.39
implement research-based behavior management strategies to maximize student engagement?	a) To a Great Extent	18	54.5%		30	39.0%		16	36.4%		17	53.1%	
	b) To a Moderate Extent	9	27.3%		39	50.6%		21	47.7%		11	34.4%	
	c) To a Small Extent	3	9.1%		6	7.8%		3	6.8%		2	6.3%	
	d) Not at All	3	9.1%		2	2.6%		3	6.8%		0	0.0%	
	f) No Opportunity	0	0.0%	3.27	0	0.0%	3.26	1	2.3%	3.16	2	6.3%	3.50
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	a) To a Great Extent	22	66.7%		43	55.8%		21	47.7%		13	40.6%	
	b) To a Moderate Extent	8	24.2%		26	33.8%		14	31.8%		12	37.5%	
	c) To a Small Extent	2	6.1%		4	5.2%		5	11.4%		3	9.4%	
	d) Not at All	1	3.0%		2	2.6%		2	4.5%		0	0.0%	
	f) No Opportunity	0	0.0%	3.55	2	2.6%	3.47	2	4.5%	3.29	4	12.5%	3.36
be receptive to feedback to improve instruction?	a) To a Great Extent	29	87.9%		62	80.5%		37	84.1%		29	90.6%	
	b) To a Moderate Extent	1	3.0%		13	16.9%		5	11.4%		3	9.4%	
	c) To a Small Extent	3	9.1%	3.79	2	2.6%	3.78	2	4.5%	3.80	0	0.0%	3.91
be a reflective educator who utilizes feedback to implement instruction improvements?	a) To a Great Extent	26	78.8%		60	77.9%		34	77.3%		29	90.6%	
	b) To a Moderate Extent	3	9.1%		13	16.9%		5	11.4%		3	9.4%	
	c) To a Small Extent	4	12.1%		2	2.6%		5	11.4%		0	0.0%	
	d) Not at All	0	0.0%	3.67	2	2.6%	3.70	0	0.0%	3.66	0	0.0%	3.91
maintain positive, collaborative relationships with colleagues?	a) To a Great Extent	29	87.9%		66	85.7%		38	86.4%		32	100.0%	
	b) To a Moderate Extent	3	9.1%		8	10.4%		5	11.4%		0	0.0%	
	c) To a Small Extent	1	3.0%	3.85	3	3.9%	3.82	1	2.3%	3.84	0	0.0%	4.00
positively impact the learning and development of PK-12 students?	a) To a Great Extent	27	81.8%		61	79.2%		33	75.0%		28	87.5%	
	b) To a Moderate Extent	5	15.2%		12	15.6%		6	13.6%		4	12.5%	
	c) To a Small Extent	1	3.0%		1	1.3%		5	11.4%		0	0.0%	
	d) Not at All	0	0.0%		2	2.6%		0	0.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.79	1	1.3%	3.74	0	0.0%	3.64	0	0.0%	3.87

During this candidate's student teaching experience, to what extent did the educator preparation

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		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
make clear the expectations for this teacher candidate's performance?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	8	24.2%		36	46.8%		17	38.6%		15	46.9%	
	b) To a Moderate Extent	21	63.6%		34	44.2%		19	43.2%		15	46.9%	
	c) To a Small Extent	3	9.1%		5	6.5%		7	15.9%		2	6.3%	
	d) Not at All	1	3.0%	3.09	1	1.3%	3.38	1	2.3%	3.18	0	0.0%	3.41
make clear the expectations for your role within this clinical experience?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	9	27.3%		37	48.1%		16	36.4%		13	40.6%	
	b) To a Moderate Extent	17	51.5%		30	39.0%		21	47.7%		18	56.3%	
	c) To a Small Extent	5	15.2%		8	10.4%		5	11.4%		1	3.1%	
	d) Not at All	2	6.1%	3.00	1	1.3%	3.36	2	4.5%	3.16	0	0.0%	3.37
provide training and feedback on how your could best supervise this teacher candidate?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	6	18.2%		20	26.0%		9	20.5%		13	40.6%	
	b) To a Moderate Extent	12	36.4%		38	49.4%		24	54.5%		15	46.9%	
	c) To a Small Extent	8	24.2%		15	19.5%		7	15.9%		3	9.4%	
	d) Not at All	7	21.2%	2.52	3	3.9%	2.99	4	9.1%	2.86	1	3.1%	3.25
make appropriate resources available to you?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	8	24.2%		24	31.2%		11	25.0%		13	40.6%	
	b) To a Moderate Extent	12	36.4%		36	46.8%		20	45.5%		16	50.0%	
	c) To a Small Extent	5	15.2%		12	15.6%		9	20.5%		3	9.4%	
	d) Not at All	8	24.2%	2.61	4	5.2%	3.05	4	9.1%	2.86	0	0.0%	3.31
regularly request feedback from you regarding this teacher candidate's performance?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	8	24.2%		21	27.3%		18	40.9%		10	31.3%	
	b) To a Moderate Extent	16	48.5%		33	42.9%		16	36.4%		17	53.1%	
	c) To a Small Extent	7	21.2%		19	24.7%		9	20.5%		4	12.5%	
	d) Not at All	2	6.1%	2.91	3	3.9%	2.95	1	2.3%	3.16	1	3.1%	3.13
support you as a cooperating teacher?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	8	24.2%		25	32.5%		14	31.8%		14	43.8%	
	b) To a Moderate Extent	13	39.4%		35	45.5%		18	40.9%		14	43.8%	
	c) To a Small Extent	6	18.2%		12	15.6%		10	22.7%		4	12.5%	
	d) Not at All	6	18.2%	2.70	4	5.2%	3.07	2	4.5%	3.00	0	0.0%	3.31
engage the PK-12 school as a partner in teacher preparation?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	8	24.2%		23	29.9%		15	34.1%		15	46.9%	
	b) To a Moderate Extent	12	36.4%		34	44.2%		17	38.6%		12	37.5%	
	c) To a Small Extent	10	30.3%		14	18.2%		10	22.7%		4	12.5%	
	d) Not at All	3	9.1%	2.76	5	6.5%	2.99	2	4.5%	3.02	1	3.1%	3.28
Overall, to what extent do you believe this candidate is ready to enter the teaching profession?		0	0.0%		1	1.3%		0	0.0%		0	0.0%	
	a) To a Great Extent	28	84.8%		56	72.7%		34	77.3%		29	90.6%	
	b) To a Moderate Extent	2	6.1%		16	20.8%		3	6.8%		3	9.4%	
	c) To a Small Extent	3	9.1%		2	2.6%		7	15.9%		0	0.0%	
	d) Not at All	0	0.0%	3.76	2	2.6%	3.66	0	0.0%	3.61	0	0.0%	3.91

No Opportunity removed in Mean calculations

Winter 2023 Cooperating Teacher Exit Survey

If you have any comments or feedback regarding the educator preparation program/provider you wish to share, please provide it here.

Elementary-Traditional	Education students need more clinical experiences than what they currently have. Most are not as prepared as they should be to enter a classroom. I also strongly believe they should not be taught by anyone who has been out of the classroom for a significant amount of time. Professors who don't have experience with the tech we use, data collection, and the amount of extreme behaviors we are seeing are not preparing their aspiring teachers in the best possible way. Education has changed drastically in the 9 years since I started, and I cannot imagine anyone who has been out of the classroom for 10+ years having many relevant strategies and experiences to impart.
Elementary-Traditional	I am disappointed in the lack of communication from the university including the supervisor of my student teacher. I was given very little guidance on what my student teacher needed to be accomplishing along with a lack of formal feedback or reflection provided by the university. Not one time did her supervisor sit down and talk to me along with N to discuss progress, things that were going well, or things that needed some improvement. My student teacher's mentor only visited twice, briefly, throughout her placement for observations. I would ask my student teacher questions such as, Do you have any assignments to complete or do we have a form to fill out with formal feedback of your weekly performance? etc. and she would have no idea. I reached out to the university about receiving SCHES for being a mentor teacher and I was told that SVSU does not do that.
Elementary-Traditional	Thank you for providing the opportunity to share my thinking!
Elementary-Traditional	I received an email from the college on January 3rd with lots of information to read through and a video to watch. This was the day my student teacher started. This information was very helpful in explaining the process/semester. However, I would have liked to get this information sooner to have a better idea as to what to expect and more time to watch it before my student teacher arrived. The expectations and timeline which was emailed was helpful. I was also given a jump drive partway into the experience which I don't think was necessary. I would have just preferred all of the information via email sooner. Thank you for the opportunity to host. I greatly enjoyed having N in my classroom.
Elementary-Traditional	N is truly a gifted teacher. She is both positive and caring with the students. She was able to build great relationships with all of the students in the weeks she was here. She is also very organized and willing to take on new responsibilities.
Elementary-Traditional	I feel the educator preparation program provided the candidate with the appropriate amount of support needed to be successful.
Elementary-Traditional	N is a fantastic teacher who is wise beyond her years. When she chooses a school district they will be lucky to have her as an employee.
Elementary-Traditional	N did an outstanding job in my classroom. She was very prepared with planning, questioning strategies, using various ways to deliver instruction, and building strong relationships with the kids. I am confident she will continue to be an asset to teaching.
Elementary-Traditional	N is a wonderful teacher! Loved having her in my first grade classroom!
Elementary-Traditional	I received the pre-service teacher information after N started in my classroom. It would have been nice to have the material before the placement started.
Elementary-Traditional	I am proud of the collaborative relationship that has been established with Saginaw Valley State University over the years. My student teachers have been well prepared for their clinical field work experiences in our classroom.
Elementary-Traditional	For the future it would be nice to see more experience or education on behavior management, and a better understanding of developmentally appropriate practice.
Elementary-Traditional	After talking with N I believe that the opportunity for her to observe in a classroom prior to student teaching was not adequate and she was not prepared for the experience. I hope her experience allowed her to see the bigger picture and not just what she was told teaching will be like. I believe there needs to be more classroom hours in the educator preparation program so students have a realistic point of view on education before they get this far into the program.

Elementary-Traditional	I have a few suggestions to help make SVSU's teacher education program stronger: 1. Send out materials about student teaching several weeks prior to the student teacher starting. I received information/materials only one week before. 2. I would've liked to have had scheduled meetings with the SVSU coordinator. While my student teacher did have two in-person observations, I never had a face-to-face conversation with the coordinator to share any small concerns that I had (attendance, tardiness, commitment to being prepared, etc.), that ended up turning into bigger concerns as time went on. I shared my thoughts/concerns several times with my student teacher, however I know that it would've been more impactful being echoed by her coordinator as well. 3. I would've liked to have received some kind of regular, written reflection from my student teacher. While we had daily conversations about what went well/what adjustments were needed, we seemed to be having the same conversations over and over. I'm not sure if these kinds of reflections were something that was done in SVSU's coursework, but it would've made it much easier to provide constructive feedback AND to notice much more quickly when she wasn't catching onto/understanding what was being asked.
Elementary-Traditional	N was a wonderful student teacher! She had a natural intuition as an educator, and made meaningful connections with the students. N supported the school as a valued staff member, and enhanced our school in the short time she was here. She exceeded all my expectations as a student teacher and I can say without a doubt she will positively impact her future students. I had issues in the beginning with receiving emails from the program, which made it difficult to know all of the expectations that were being communicated. My email was inputted incorrectly, but even after it was corrected it seemed the issue persisted. Other than that, my experience was good.
Elementary-Traditional	It would be nice if when you agreed to be a host teacher, there was a day long seminar that we attended before the candidate starts with us.
Elementary-Traditional	This student was well prepared to take on the duties of a classroom teacher. The only area I found to be lacking, was the ability to dig through student data to drive instructional practices.
Elementary-Traditional	N has substitute hours behind him which allows him to understand, adapt and become to classroom expectations. N has proved to be an amazing teacher. In my opinion it would be helpful to incorporate longer periods of time for student teaching or little periods of onsite school training to all teacher candidates. A few weeks of onsite training could be written into each year a candidate is studying to become a teacher.
Elementary-Traditional	N has been doing such a wonderful job trying to do her best while she has been in our classroom. She has gained the respect and trust of the children in here. I believe that she is going to make a great teacher in the future.
Elementary-Traditional	I would have loved for the supervisor to have more communication with me during the student teachers time in my classroom. She came at the beginning to observe N first lesson. I feel it would be better for her to come when the teacher is in control of most lessons and then have a brief in person meeting with both of us. I have also felt that the student teacher didn't have a lot of guidelines from the supervisor/program. A better understanding of what is expected on both parties would be helpful.
Elementary-Traditional	I am confident that N IS ready to pursue a profession in teaching. My input on this survey is my perception of N on the limited time we collaborated in the classroom. If I had the whole semester, I believe my perception would change to "Great Extent," that she is prepared to be an educator. N will be a huge benefit to any institution that will provide her the opportunity to provide instruction in an educational capacity.
Elementary-Traditional	I feel this was an unusual circumstance with the changes in the field to the banding. I was also surprised that there was only one in person observation during her 8 weeks with me. She did a great job but you only get so much from a video.
Elementary-Traditional	N did an amazing job and she is a natural in the classroom. I am so proud of her.

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Secondary-Traditional	Overall, the student teacher is prepared to join the work force and have his own classroom.
Secondary-Traditional	N has done an excellent job. She has taken any and all feedback and applied it to her daily practices. The growth that she has made as an educator is within leaps and bounds. She has focused on improving her classroom management strategies and has made excellent progress. N has become more comfortable and confident over these past few months and has developed great relationships with the students and staff.
Secondary-Traditional	This is the fourth student teacher that I have mentored. Out of the 4, N has been the most prepared Student Teacher that I've worked with.
Secondary-Traditional	N did a really good job at making connections with students. His lessons were standard driven while maintaining relevence. He was able to implement a system of rewards for the students based on behavior and task completion. In general, his repoire with the students was appropriate and effective. Nicely done N.
Secondary-Traditional	The provider was SVSU. They did provide a flash drive with expectations for me and the student teacher for me to read over. I also have the name of the student teacher advisor if I have any questions, concerns, or needs.
Secondary-Traditional	N worked well with most students and had great knowledge of the content. He still needs to improve on classroom management but I believe he is ready to have his own class. I would highly recommend N to any school district.
Secondary-Traditional	N did a fantastic job as a student teacher in all aspects. I have no doubts she will make a great teacher in the near future.
Secondary-Traditional	Will be a great teacher
Secondary-Traditional	N has been very flexible and easy to work with. She is a natural with classroom management and meeting the individual needs of students by making meaningful connections with them. She has an excellent rapport with all the students. N completed a variety of excellent lessons with the students that they enjoyed. She quickly mastered the Smartboard in my classroom and even showed me some features I didn't know existed. Labs and group work were always well-organized with meaningful outcomes. Throughout her time at school, the students have enjoyed seeing her attend their sporting events and have loved eating lunch with her in the classroom. She also contributed valuable input regarding curriculum at department meetings. N has been a pleasure to work with, and I am happy to give her my highest recommendation. N continually displays a high level of dedication that, without a doubt, will be an asset to any school district that is lucky enough to have her.
Secondary-Traditional	N has done a fantastic job in his development as a teacher. He continues to make progress each and everyday in his teaching. He has an exceptional grasp of the content and has learned how to apply that knowledge to his daily lessons. He has made great strides in this area from the beginning. He is clearly ready to become a full time teacher and will do an excellent job in this career.
Secondary-Traditional	I have no doubt that N will be an asset to any school district. He communicates well and is open to collaboration.
Secondary-Traditional	N had a huge amount of responsibility in her "student teaching" experience as she was the full time teacher. She did a great job as a new teacher in what could have been a very difficult situation. Her management skills were on display and evident as she did a wonderful job of operating a strong physical education curriculum.
Secondary-Traditional	N is a great teacher. He is very approachable and students love him. N has done a great job working with 6th-8th grade students.
Secondary-Traditional	N cares about the profession, and she is reflective enough to continue to improve her instructional strategies. She has had an adequate number of classroom experiences to prepare her for her own classroom.
Secondary-Traditional	My best student teacher ever!!!
Secondary-Traditional	N, my student teacher, was a great addition to my classroom through Sagainaw Valley State University. She came to my classroom ready to begin her student teaching journey. She maintained professionalism throughout her time here and was well-prepared to advance through this placement while practicing the skills she learned at SVSU.
Secondary-Traditional	The semester went well, and there was support from the college throughout the process as well. We kept in touch, and the student teacher was supported from all domains. This experience has been enjoyable.

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Elementary-ACR	I think the program was a great benefit to the student taking this program. I know it was a lot of work but it really helped in getting her ready to teach students.
Elementary-ACR	I think the program could be more hands on with their candidates in the field and professional with their students. We are lacking students who want to become a teacher.
Elementary-ACR	N has shown the skill and drive necessary to continue along the path of becoming a highly effective educator. She is fair, firm and consistent with her student interactions, not to mention the fact that she holds high expectations for both herself and her students. I look forward to the great instructional milestones N will achieve in the coming years.
Elementary-ACR	Thank you for the opportunity to provide feedback that improve educator outcomes!
Elementary-ACR	This was my first time having a student teacher and I feel that this program was very successful. It was very meaningful for the teacher to be a part of the classroom for such a long period of time. They have a better understanding of students, lesson planning, curriculum, etc.
Elementary-ACR	I do no believe that the advanced program Saginaw Valley is providing new teachers is in any way adequate in preparing new teachers.
Elementary-ACR	N improved tremendously throughout the course of the year. Her classroom management has improved and I believe with time, she will continue to grow in her role as an educator. She has great rapport with the students in her classroom as well as her colleagues and she genuinely cares about the students in her class. I have enjoyed working with N and I hope to continue our partnership for years to come.
Elementary-ACR	The workload for students at Saginaw Valley States ACR program is overwhelming for student teachers who are also trying to practice their teaching skills 5 days a week in a real classroom. I understand that this is an accelerated program, but the workload needs to be lightened during the second semester when they are taking over even more roles as the classroom teacher.
Elementary-ACR	The fact that the candidate was teaching full-time in her own classroom AND taking a full-time course load, the work she had to do for her courses was an insane amount! The work had very little to do with what she actually needed to know and do while teaching in a classroom. Requiring 15+ page lesson plans is ridiculous for someone who is trying to teach multiple subjects, juggle multiple classes, and her life outside of school. There were times when she would come to school having had literally no sleep because she was up writing these gigantic assignments that had literally nothing to do with what she needed to be teaching in her classroom. The professors' expectations of these students were unrealistic and unattainable in most cases.
Elementary-ACR	I do not feel the program prepared the candidate for the rigors of the "real world" of education. The program provided guidance on creating a "pinterest ready classroom" before providing any classroom management guidance. I neve spoke with anyone from the program. I was not included in any meeting with the candidate and her professors.
Elementary-ACR	N is well on her way to becoming an effective teacher. She needs more time and experiences with classroom management, developing age appropriate activities, and observing other well experienced teachers. N puts forth effort and a positive attitude daily despite set backs.
Elementary-ACR	N is a wonderful educator. She cares about each of her students and finds ways to meet their academic and social needs. She is a team-player and works well with all staff. N is well on her way to being a dynamic educator.
Elementary-ACR	She has worked very hard this year. Her classroom had many challenges and she has done a very good job accomidations for each child.
Elementary-ACR	N is an exemplary teacher. She is a huge asset to our students and our building.
Elementary-ACR	I had very little contact with SVSU. They gave me the rubrics and told me to fill them out.

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Secondary-ACR	N has made great gains and seems to be well on her way to becoming an educator that is concerned about students and the struggles they have. She seems to enjoy the teaching and learning process as well as developing meaningful learning experiences for her students.
Secondary-ACR	N did a wonderful job this school year.
Secondary-ACR	N does not receive suggestions or advice well when it comes to being successful. She has difficulty managing her classroom, redirecting students and having consequences that will deter a student's misbehavior in class. I would have liked to see her more often than I was able, however many of the times I wanted to get in there, subs weren't available.
Secondary-ACR	I believe experience in the classroom is the best way to grow. N displayed knowledge of her content area and she had many great ideas that I appreciated seeing played out in the classroom. She will a great elementary Spanish teacher.
Secondary-ACR	Having N here has been a wonderful experience. Any school fortunate enough to have her will be thankful.
Secondary-ACR	I was disappointed in the preparation at the university. A student who is in a fast paced accelerated program should not have busy work about the history of education. 99% of what prepared my student teacher for teaching was taught in the classroom. She was receptive to learning and highly professional. I love the year long internship team teaching approach and saw her blossom quickly. The college experience that was provided was lackluster and outdated in my opinion.
Secondary-ACR	N is a highly motivated, high-spirited educator who is both flexible and resourceful in responding the the socio-emotional and academic needs of his students. He is also an excellent team player within our English Department.
Secondary-ACR	N room was close to mine, and we taught the same subject; however, other mentors were saying it was difficult for them because they did not have that. I would suggest trying to pair mentors with mentees who teach the same subject and are in a close proximity in order for mentors to observe more often.
Secondary-ACR	Despite being a first year teacher, N did great a very difficult assignment with middle school students. I was impressed by her professionalism, willingness to listen to advice, and ability to adapt to various circumstances. She will be a great middle school teacher.
Secondary-ACR	My candidate made great strides this school year in the practical aspects of teaching, such as classroom management. I feel that next year will a huge year of growth, as he should be able to focus on deepening his strategies to engage students. He produced amazing materials this year.
Secondary-ACR	N has a tremendous amount of experience in a classroom before entering the teacher program. She was placed in a tough situation and made the best of it. I am confident she will do great when given the opportunity.
Secondary-ACR	N is ready to instruct, build relationships, and create a safe learning environment that will encourage her students to work at their highest potential. She is willing to work and grow in areas that have room to grow in.
Secondary-ACR	I would have liked more contact from the educator preparation provider in regards to my role as a mentor/supervising teacher and the program's expectations.
Secondary-ACR	I have seen the relationship that N has with his students and staff. He is definitely a positive role model in our building. He volunteers, was the boys' basketball coach and is respected by his peers. N will make a great addition as a certified teacher to any staff.
Secondary-ACR	There needs to be a better screening process for the ACR candidates to apply to your program. If the college is not offering content area courses, then where are these candidates gaining any knowledge? How can someone claim to be an English major, but not know any of the basics in grammar/reading/writing?
Secondary-ACR	Needs more classroom management skills.
Secondary-ACR	This is the first year of the master's program at SVSU and my student teacher said that some of what he was asked to do was being decided as he went through the program. Other than that, SVSU communicated with me an appropriate amount and I am glad they are instituting a fast-track program to get students into the teaching profession!
Secondary-ACR	I believe having a student teacher serving for almost an entire school year puts student teachers in the best position to take over their own classroom next fall.

Secondary-ACR	I completely understand the need for this initiative with our current and ongoing teacher shortage but, the lack of methodology and pedagogy necessary to teach is completely missing in all the candidates in my building. I can not have curriculum conversations with individuals that do not have any understanding of content standards, what they are for and how they are used. There is not even baseline knowledge of 504 and special education student needs and legal requirements. This program completely undermines the profession of teaching. I refuse to sit back and accept it's okay to just have a warm body in the room until they "learn" how to be a teacher or leave to do something else. In the mean time, someone's child is not getting an education and I am still held to fire on state test scores. My mentee is doing the best he can. Actually better than all other mentees in my building. But, he does not possess the skills and/or knowledge base to do this work. It appears this program feeds into the public perception that "anyone can teach". Let's hope we don't start letting students be doctors and then go to school after they start their practice. I chose this profession over 30 years ago and pride myself on professionalism, encouraging growth within the profession and supporting the growth and development of young people. This approach that is being taken is a slap in the face to everyone that truly answered the calling to work with children and do the work necessary to be competent and capable of fulfilling the job.
Secondary-ACR	N is a passion teacher eager to share her knowledge with students and help them reach their potential. She has worked extremely hard this year to serve her students and complete the required course work to complete her certification. She will serve her future students and community proudly and be an asset her future colleagues.
Secondary-ACR	He is already demonstrating the ability of an experienced veteran teacher with more heart than you could ask for.
Secondary-ACR	N did a wonderful job student teaching at school. She is demonstrating positive traits and has the potential to be a great teacher in the future!

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Cooperating Teacher Exit Survey
by Ethnic Description

4=To a Great Extent
3=To a Moderate Extent
2=To a Small Extent
1=Not at All
No Opportunity removed in Means Calculations

		ELEMENTARY														
		Black/African American			Hispanic/Latino			Multi-Racial			Not Reported			White		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
As a beginning teacher entering the profession, to what extent can this candidate...																
connect learning experiences to a variety of backgrounds (cultural, socioeconomic, and ethnic)?	a) To a Great Extent	8	100.0%		1	33.3%		3	60.0%		0	0.0%		62	66.7%	
	b) To a Moderate Extent	0	0.0%		2	66.7%		2	40.0%		1	100.0%		24	25.8%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	6.5%	
	f) No Opportunity	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	3.60	0	0.0%	3.00	1	1.1%	3.61
support all students socioemotional (social, emotional, psychological) development?	a) To a Great Extent	7	87.5%		2	66.7%		4	80.0%		1	100.0%		65	69.9%	
	b) To a Moderate Extent	1	12.5%		1	33.3%		1	20.0%		0	0.0%		24	25.8%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	d) Not at All	0	0.0%	3.87	0	0.0%	3.67	0	0.0%	3.80	0	0.0%	4.00	2	2.2%	3.63
communicate effectively with families/caregivers to promote individual student growth?	a) To a Great Extent	5	62.5%		1	33.3%		2	40.0%		0	0.0%		50	53.8%	
	b) To a Moderate Extent	3	37.5%		2	66.7%		3	60.0%		0	0.0%		30	32.3%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		1	100.0%		7	7.5%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	f) No Opportunity	0	0.0%	3.63	0	0.0%	3.33	0	0.0%	3.40	0	0.0%	2.00	4	4.3%	3.44
build respectful relationships with students?	a) To a Great Extent	7	87.5%		3	100.0%		5	100.0%		1	100.0%		75	80.6%	
	b) To a Moderate Extent	1	12.5%		0	0.0%		0	0.0%		0	0.0%		11	11.8%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	5.4%	
	f) No Opportunity	0	0.0%	3.88	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	2	2.2%	3.77
recognize individuals' potential as demonstrated by setting high expectations for each student	a) To a Great Extent	6	75.0%		1	33.3%		4	80.0%		1	100.0%		61	65.6%	
	b) To a Moderate Extent	2	25.0%		2	66.7%		1	20.0%		0	0.0%		25	26.9%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	5.4%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.1%	
	f) No Opportunity	0	0.0%	3.75	0	0.0%	3.33	0	0.0%	3.80	0	0.0%	4.00	1	1.1%	3.59
As a beginning teacher entering the profession, to what extent can this candidate apply instructional																
English learners?	a) To a Great Extent	1	12.5%		1	33.3%		1	20.0%		0	0.0%		20	21.5%	
	b) To a Moderate Extent	5	62.5%		1	33.3%		0	0.0%		0	0.0%		15	16.1%	
	c) To a Small Extent	0	0.0%		0	0.0%		2	40.0%		0	0.0%		5	5.4%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity	2	25.0%	3.17	1	33.3%	3.50	2	40.0%	2.67	1	100.0%	0.00	53	57.0%	3.38
high performing students?	a) To a Great Extent	4	50.0%		0	0.0%		1	20.0%		0	0.0%		48	51.6%	
	b) To a Moderate Extent	3	37.5%		3	100.0%		4	80.0%		0	0.0%		39	41.9%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		1	100.0%		3	3.2%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	f) No Opportunity	1	12.5%	3.57	0	0.0%	3.00	0	0.0%	3.20	0	0.0%	2.00	1	1.1%	3.45
low performing students?	a) To a Great Extent	6	75.0%		1	33.3%		3	60.0%		1	100.0%		58	62.4%	
	b) To a Moderate Extent	1	12.5%		2	66.7%		2	40.0%		0	0.0%		26	28.0%	
	c) To a Small Extent	1	12.5%		0	0.0%		0	0.0%		0	0.0%		8	8.6%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.1%	
	f) No Opportunity	0	0.0%	3.63	0	0.0%	3.33	0	0.0%	3.60	0	0.0%	4.00	0	0.0%	3.52
students from culturally diverse backgrounds?	a) To a Great Extent	7	87.5%		1	33.3%		2	40.0%		0	0.0%		38	40.9%	
	b) To a Moderate Extent	1	12.5%		2	66.7%		2	40.0%		1	100.0%		35	37.6%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	6.5%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.1%	
	f) No Opportunity	0	0.0%	3.87	0	0.0%	3.33	1	20.0%	3.50	0	0.0%	3.00	13	14.0%	3.38
student with special needs or disabilities?	a) To a Great Extent	5	62.5%		2	66.7%		3	60.0%		1	100.0%		47	50.5%	
	b) To a Moderate Extent	3	37.5%		1	33.3%		2	40.0%		0	0.0%		37	39.8%	

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		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		4	4.3%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.1%	
	f) No Opportunity	0	0.0%	3.63	0	0.0%	3.67	0	0.0%	3.60	0	0.0%	4.00	4	4.3%	3.46
each individual student's learning abilities and needs?	a) To a Great Extent	6	75.0%		2	66.7%		3	60.0%		1	100.0%		63	67.7%	
	b) To a Moderate Extent	2	25.0%		1	33.3%		2	40.0%		0	0.0%		22	23.7%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		7	7.5%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.1%	
	f) No Opportunity	0	0.0%	3.75	0	0.0%	3.67	0	0.0%	3.60	0	0.0%	4.00	0	0.0%	3.58
As a beginning teacher entering the profession, to what extent can this candidate...																
utilize available technology to enhance instruction?	a) To a Great Extent	6	75.0%		0	0.0%		5	100.0%		1	100.0%		61	65.6%	
	b) To a Moderate Extent	2	25.0%		3	100.0%		0	0.0%		0	0.0%		28	30.1%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		3	3.2%	
	d) Not at All	0	0.0%	3.75	0	0.0%	3.00	0	0.0%	4.00	0	0.0%	4.00	1	1.1%	3.60
support student use of available technology?	a) To a Great Extent	6	75.0%		1	33.3%		4	80.0%		1	100.0%		59	63.4%	
	b) To a Moderate Extent	2	25.0%		2	66.7%		1	20.0%		0	0.0%		31	33.3%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	f) No Opportunity	0	0.0%	3.75	0	0.0%	3.33	0	0.0%	3.80	0	0.0%	4.00	1	1.1%	3.62
practice the ethical use of technology?	a) To a Great Extent	6	75.0%		1	33.3%		5	100.0%		1	100.0%		70	75.3%	
	b) To a Moderate Extent	2	25.0%		2	66.7%		0	0.0%		0	0.0%		20	21.5%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.75	0	0.0%	3.33	0	0.0%	4.00	0	0.0%	4.00	3	3.2%	3.78
support all students in making connections to prior knowledge and experiences?	a) To a Great Extent	5	62.5%		1	33.3%		3	60.0%		0	0.0%		62	66.7%	
	b) To a Moderate Extent	2	25.0%		2	66.7%		2	40.0%		1	100.0%		27	29.0%	
	c) To a Small Extent	1	12.5%		0	0.0%		0	0.0%		0	0.0%		3	3.2%	
	d) Not at All	0	0.0%	3.50	0	0.0%	3.33	0	0.0%	3.60	0	0.0%	3.00	1	1.1%	3.61
implement multiple strategies to present key content area(s) concepts?	a) To a Great Extent	4	50.0%		2	66.7%		3	60.0%		0	0.0%		49	52.7%	
	b) To a Moderate Extent	3	37.5%		1	33.3%		2	40.0%		1	100.0%		37	39.8%	
	c) To a Small Extent	1	12.5%		0	0.0%		0	0.0%		0	0.0%		5	5.4%	
	d) Not at All	0	0.0%	3.38	0	0.0%	3.67	0	0.0%	3.60	0	0.0%	3.00	2	2.2%	3.43
adapt instruction, curriculum, and assessments according to individualized Education Programs (IEPs) and Section 504 plans?	a) To a Great Extent	3	37.5%		1	33.3%		2	40.0%		0	0.0%		41	44.1%	
	b) To a Moderate Extent	5	62.5%		2	66.7%		2	40.0%		1	100.0%		37	39.8%	
	c) To a Small Extent	0	0.0%		0	0.0%		1	20.0%		0	0.0%		5	5.4%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.1%	
	f) No Opportunity	0	0.0%	3.38	0	0.0%	3.33	0	0.0%	3.20	0	0.0%	3.00	9	9.7%	3.40
organize the learning environment to guide student engagement during instructional time?	a) To a Great Extent	7	87.5%		2	66.7%		2	40.0%		0	0.0%		60	64.5%	
	b) To a Moderate Extent	1	12.5%		1	33.3%		2	40.0%		1	100.0%		24	25.8%	
	c) To a Small Extent	0	0.0%		0	0.0%		1	20.0%		0	0.0%		7	7.5%	
	d) Not at All	0	0.0%	3.87	0	0.0%	3.67	0	0.0%	3.20	0	0.0%	3.00	2	2.2%	3.53
design or select assessment tools to provide evidence of student learning?	a) To a Great Extent	4	50.0%		1	33.3%		3	60.0%		0	0.0%		45	48.4%	
	b) To a Moderate Extent	3	37.5%		2	66.7%		2	40.0%		1	100.0%		39	41.9%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	6.5%	
	d) Not at All	1	12.5%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	f) No Opportunity	0	0.0%	3.25	0	0.0%	3.33	0	0.0%	3.60	0	0.0%	3.00	1	1.1%	3.38
analyze assessment data to identify patterns and gaps in student learning?	a) To a Great Extent	1	12.5%		1	33.3%		1	20.0%		1	100.0%		46	49.5%	
	b) To a Moderate Extent	6	75.0%		2	66.7%		3	60.0%		0	0.0%		36	38.7%	

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Ethnic Description	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations	ELEMENTARY														
		Black/African American			Hispanic/Latino			Multi-Racial			Not Reported			White		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
	c) To a Small Extent	1	12.5%		0	0.0%		0	0.0%		0	0.0%		8	8.6%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	f) No Opportunity	0	0.0%	3.00	0	0.0%	3.33	1	20.0%	3.25	0	0.0%	4.00	1	1.1%	3.37
differentiate instruction based on student assessment data?	a) To a Great Extent	4	50.0%		0	0.0%		4	80.0%		1	100.0%		45	48.4%	
	b) To a Moderate Extent	3	37.5%		3	100.0%		1	20.0%		0	0.0%		36	38.7%	
	c) To a Small Extent	1	12.5%		0	0.0%		0	0.0%		0	0.0%		10	10.8%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	f) No Opportunity	0	0.0%	3.38	0	0.0%	3.00	0	0.0%	3.80	0	0.0%	4.00	0	0.0%	3.33
implement research-based behavior management strategies to maximize student engagement?	a) To a Great Extent	5	62.5%		1	33.3%		1	20.0%		0	0.0%		41	44.1%	
	b) To a Moderate Extent	2	25.0%		2	66.7%		3	60.0%		1	100.0%		40	43.0%	
	c) To a Small Extent	0	0.0%		0	0.0%		1	20.0%		0	0.0%		8	8.6%	
	d) Not at All	1	12.5%		0	0.0%		0	0.0%		0	0.0%		4	4.3%	
	f) No Opportunity	0	0.0%	3.38	0	0.0%	3.33	0	0.0%	3.00	0	0.0%	3.00	0	0.0%	3.27
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	a) To a Great Extent	4	50.0%		2	66.7%		4	80.0%		1	100.0%		54	58.1%	
	b) To a Moderate Extent	2	25.0%		1	33.3%		1	20.0%		0	0.0%		30	32.3%	
	c) To a Small Extent	1	12.5%		0	0.0%		0	0.0%		0	0.0%		5	5.4%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		3	3.2%	
	f) No Opportunity	1	12.5%	3.43	0	0.0%	3.67	0	0.0%	3.80	0	0.0%	4.00	1	1.1%	3.47
be receptive to feedback to improve instruction?	a) To a Great Extent	8	100.0%		2	66.7%		4	80.0%		1	100.0%		76	81.7%	
	b) To a Moderate Extent	0	0.0%		1	33.3%		1	20.0%		0	0.0%		12	12.9%	
	c) To a Small Extent	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	3.80	0	0.0%	4.00	5	5.4%	3.86
be a reflective educator who utilizes feedback to implement instruction improvements?	a) To a Great Extent	6	75.0%		1	33.3%		4	80.0%		1	100.0%		74	79.6%	
	b) To a Moderate Extent	2	25.0%		2	66.7%		1	20.0%		0	0.0%		11	11.8%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	6.5%	
	d) Not at All	0	0.0%	3.75	0	0.0%	3.33	0	0.0%	3.80	0	0.0%	4.00	2	2.2%	3.69
maintain positive, collaborative relationships with colleagues?	a) To a Great Extent	7	87.5%		2	66.7%		5	100.0%		1	100.0%		80	86.0%	
	b) To a Moderate Extent	1	12.5%		1	33.3%		0	0.0%		0	0.0%		9	9.7%	
	c) To a Small Extent	0	0.0%	3.87	0	0.0%	3.67	0	0.0%	4.00	0	0.0%	4.00	4	4.3%	3.82
positively impact the learning and development of PK-12 students?	a) To a Great Extent	5	62.5%		2	66.7%		4	80.0%		1	100.0%		76	81.7%	
	b) To a Moderate Extent	2	25.0%		1	33.3%		1	20.0%		0	0.0%		13	14.0%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	2.2%	
	f) No Opportunity	1	12.5%	3.71	0	0.0%	3.67	0	0.0%	3.80	0	0.0%	4.00	0	0.0%	3.75
During this candidate's student teaching experience, to what extent did the educator preparation																
make clear the expectations for this teacher candidate's performance?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	1	12.5%		2	66.7%		2	40.0%		0	0.0%		39	41.9%	
	b) To a Moderate Extent	6	75.0%		1	33.3%		2	40.0%		0	0.0%		46	49.5%	
	c) To a Small Extent	1	12.5%		0	0.0%		0	0.0%		1	100.0%		6	6.5%	
	d) Not at All	0	0.0%	3.00	0	0.0%	3.67	0	0.0%	3.50	0	0.0%	2.00	2	2.2%	3.31
make clear the expectations for your role within this clinical experience?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		1	33.3%		2	40.0%		0	0.0%		43	46.2%	
	b) To a Moderate Extent	8	100.0%		2	66.7%		1	20.0%		0	0.0%		36	38.7%	
	c) To a Small Extent	0	0.0%		0	0.0%		1	20.0%		1	100.0%		11	11.8%	
	d) Not at All	0	0.0%	3.00	0	0.0%	3.33	0	0.0%	3.25	0	0.0%	2.00	3	3.2%	3.28
provide training and feedback on how your could best supervise this teacher candidate?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		1	33.3%		1	20.0%		0	0.0%		24	25.8%	

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Ethnic Description	4=To a Great Extent / 3=To a Moderate Extent / 2=To a Small Extent / 1=Not at All / No Opportunity removed in Means Calculations	ELEMENTARY													
		Black/African American			Hispanic/Latino			Multi-Racial			Not Reported			White		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
	b) To a Moderate Extent	2	25.0%		1	33.3%		2	40.0%		1	100.0%		44	47.3%	
	c) To a Small Extent	2	25.0%		0	0.0%		1	20.0%		0	0.0%		20	21.5%	
	d) Not at All	4	50.0%	1.75	1	33.3%	2.67	0	0.0%	3.00	0	0.0%	3.00	5	5.4%	2.94
make appropriate resources available to you?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		1	33.3%		3	60.0%		0	0.0%		28	30.1%	
	b) To a Moderate Extent	4	50.0%		1	33.3%		1	20.0%		0	0.0%		42	45.2%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		1	100.0%		16	17.2%	
	d) Not at All	4	50.0%	2.00	1	33.3%	2.67	0	0.0%	3.75	0	0.0%	2.00	7	7.5%	2.98
regularly request feedback from you regarding this teacher candidate's performance?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		2	66.7%		1	20.0%		0	0.0%		26	28.0%	
	b) To a Moderate Extent	6	75.0%		1	33.3%		2	40.0%		0	0.0%		40	43.0%	
	c) To a Small Extent	2	25.0%		0	0.0%		1	20.0%		1	100.0%		22	23.7%	
	d) Not at All	0	0.0%	2.75	0	0.0%	3.67	0	0.0%	3.00	0	0.0%	2.00	5	5.4%	2.94
support you as a cooperating teacher?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		1	33.3%		2	40.0%		0	0.0%		30	32.3%	
	b) To a Moderate Extent	5	62.5%		1	33.3%		2	40.0%		0	0.0%		40	43.0%	
	c) To a Small Extent	1	12.5%		1	33.3%		0	0.0%		1	100.0%		15	16.1%	
	d) Not at All	2	25.0%	2.38	0	0.0%	3.00	0	0.0%	3.50	0	0.0%	2.00	8	8.6%	2.99
engage the PK-12 school as a partner in teacher preparation?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		1	33.3%		2	40.0%		0	0.0%		28	30.1%	
	b) To a Moderate Extent	6	75.0%		1	33.3%		1	20.0%		0	0.0%		38	40.9%	
	c) To a Small Extent	2	25.0%		1	33.3%		1	20.0%		0	0.0%		20	21.5%	
	d) Not at All	0	0.0%	2.75	0	0.0%	3.00	0	0.0%	3.25	1	100.0%	1.00	7	7.5%	2.94
Overall, to what extent do you believe this candidate is ready to enter the teaching profession?		0	0.0%		0	0.0%		1	20.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	6	75.0%		2	66.7%		3	60.0%		1	100.0%		72	77.4%	
	b) To a Moderate Extent	2	25.0%		1	33.3%		1	20.0%		0	0.0%		14	15.1%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	5.4%	
	d) Not at All	0	0.0%	3.75	0	0.0%	3.67	0	0.0%	3.75	0	0.0%	4.00	2	2.2%	3.68

No Opportunity removed in Mean calculations

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Ethnic Description	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations		SECONDARY																
			Black/African American			Canadian			Hispanic/Latino			Multi-Racial			Not Reported			White		
			Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
As a beginning teacher entering the profession, to what extent can this candidate...																				
connect learning experiences to a variety of backgrounds (cultural, socioeconomic, and ethnic)?	a) To a Great Extent		5	71.4%		1	50.0%		2	66.7%		3	100.0%		1	50.0%		34	57.6%	
	b) To a Moderate Extent		1	14.3%		1	50.0%		1	33.3%		0	0.0%		1	50.0%		23	39.0%	
	c) To a Small Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity		0	0.0%	3.57	0	0.0%	3.50	0	0.0%	3.67	0	0.0%	4.00	0	0.0%	3.50	0	0.0%	3.54
support all students socioemotional (social, emotional, psychological) development?	a) To a Great Extent		4	57.1%		2	100.0%		1	33.3%		2	66.7%		2	100.0%		47	79.7%	
	b) To a Moderate Extent		2	28.6%		0	0.0%		2	66.7%		1	33.3%		0	0.0%		9	15.3%	
	c) To a Small Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		3	5.1%	
	d) Not at All		0	0.0%	3.43	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	3.67	0	0.0%	4.00	0	0.0%	3.75
communicate effectively with families/caregivers to promote individual student growth?	a) To a Great Extent		3	42.9%		2	100.0%		2	66.7%		2	66.7%		2	100.0%		30	50.8%	
	b) To a Moderate Extent		2	28.6%		0	0.0%		0	0.0%		1	33.3%		0	0.0%		21	35.6%	
	c) To a Small Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	8.5%	
	d) Not at All		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity		1	14.3%	3.33	0	0.0%	4.00	1	33.3%	4.00	0	0.0%	3.67	0	0.0%	4.00	3	5.1%	3.45
build respectful relationships with students?	a) To a Great Extent		4	57.1%		2	100.0%		1	33.3%		3	100.0%		2	100.0%		50	84.7%	
	b) To a Moderate Extent		2	28.6%		0	0.0%		2	66.7%		0	0.0%		0	0.0%		8	13.6%	
	c) To a Small Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.7%	
	f) No Opportunity		0	0.0%	3.43	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.83
recognize individuals' potential as demonstrated by setting high expectations for each student	a) To a Great Extent		2	28.6%		2	100.0%		2	66.7%		2	66.7%		2	100.0%		41	69.5%	
	b) To a Moderate Extent		4	57.1%		0	0.0%		1	33.3%		1	33.3%		0	0.0%		15	25.4%	
	c) To a Small Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		3	5.1%	
	d) Not at All		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity		0	0.0%	3.14	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	3.67	0	0.0%	4.00	0	0.0%	3.64
As a beginning teacher entering the profession, to what extent can this candidate apply instructional																				
English learners?	a) To a Great Extent		5	71.4%		2	100.0%		1	33.3%		1	33.3%		2	100.0%		29	49.2%	
	b) To a Moderate Extent		1	14.3%		0	0.0%		1	33.3%		1	33.3%		0	0.0%		5	8.5%	
	c) To a Small Extent		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	8.5%	
	d) Not at All		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.7%	
	f) No Opportunity		1	14.3%	3.83	0	0.0%	4.00	1	33.3%	3.50	1	33.3%	3.50	0	0.0%	4.00	19	32.2%	3.55
high performing students?	a) To a Great Extent		2	28.6%		2	100.0%		3	100.0%		2	66.7%		2	100.0%		34	57.6%	
	b) To a Moderate Extent		3	42.9%		0	0.0%		0	0.0%		1	33.3%		0	0.0%		20	33.9%	
	c) To a Small Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.7%	
	d) Not at All		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity		1	14.3%	3.17	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	4.00	4	6.8%	3.60
low performing students?	a) To a Great Extent		4	57.1%		2	100.0%		1	33.3%		1	33.3%		1	50.0%		33	55.9%	
	b) To a Moderate Extent		1	14.3%		0	0.0%		2	66.7%		2	66.7%		1	50.0%		19	32.2%	
	c) To a Small Extent		2	28.6%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	10.2%	
	d) Not at All		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity		0	0.0%	3.29	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	3.33	0	0.0%	3.50	1	1.7%	3.47
students from culturally diverse backgrounds?	a) To a Great Extent		5	71.4%		2	100.0%		1	33.3%		2	66.7%		1	50.0%		26	44.1%	
	b) To a Moderate Extent		2	28.6%		0	0.0%		1	33.3%		0	0.0%		1	50.0%		20	33.9%	
	c) To a Small Extent		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	10.2%	
	d) Not at All		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity		0	0.0%	3.71	0	0.0%	4.00	1	33.3%	3.50	1	33.3%	4.00	0	0.0%	3.50	7	11.9%	3.38
student with special needs or disabilities?	a) To a Great Extent		4	57.1%		2	100.0%		0	0.0%		2	66.7%		1	50.0%		30	50.8%	
	b) To a Moderate Extent		1	14.3%		0	0.0%		2	66.7%		1	33.3%		1	50.0%		19	32.2%	
	c) To a Small Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	10.2%	
	d) Not at All		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.7%	
	f) No Opportunity		1	14.3%	3.50	0	0.0%	4.00	1	33.3%	3.00	0	0.0%	3.67	0	0.0%	3.50	3	5.1%	3.39
each individual student's learning abilities and needs?	a) To a Great Extent		4	57.1%		2	100.0%		1	33.3%		3	100.0%		1	50.0%		36	61.0%	
	b) To a Moderate Extent		1	14.3%		0	0.0%		0	0.0%		0	0.0%		1	50.0%		16	27.1%	
	c) To a Small Extent		2	28.6%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		6	10.2%	

WINTER 2023
Michigan Department of Education
Cooperating Teacher Exit Survey
by Ethnic Description

4=To a Great Extent
3=To a Moderate Extent
2=To a Small Extent
1=Not at All
No Opportunity removed in Means Calculations

Question	Response	Black/African American Count	Column Valid N %	Mean	Canadian Count	Column Valid N %	Mean	Hispanic/Latino Count	Column Valid N %	Mean	Multi-Racial Count	Column Valid N %	Mean	Not Reported Count	Column Valid N %	Mean	White Count	Column Valid N %	Mean
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	1.7%	
	f) No Opportunity	0	0.0%	3.29	0	0.0%	4.00	2	66.7%	4.00	0	0.0%	4.00	0	0.0%	3.50	0	0.0%	3.47

As a beginning teacher entering the profession, to what extent can this candidate...

Question	Response	Black/African American Count	Column Valid N %	Mean	Canadian Count	Column Valid N %	Mean	Hispanic/Latino Count	Column Valid N %	Mean	Multi-Racial Count	Column Valid N %	Mean	Not Reported Count	Column Valid N %	Mean	White Count	Column Valid N %	Mean
utilize available technology to enhance instruction?	a) To a Great Extent	5	71.4%		2	100.0%		3	100.0%		3	100.0%		1	50.0%		39	66.1%	
	b) To a Moderate Extent	2	28.6%		0	0.0%		0	0.0%		0	0.0%		1	50.0%		18	30.5%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	d) Not at All	0	0.0%	3.71	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.50	0	0.0%	3.63
support student use of available technology?	a) To a Great Extent	5	71.4%		2	100.0%		3	100.0%		3	100.0%		1	50.0%		36	61.0%	
	b) To a Moderate Extent	2	28.6%		0	0.0%		0	0.0%		0	0.0%		1	50.0%		21	35.6%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity	0	0.0%	3.71	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.50	0	0.0%	3.58
practice the ethical use of technology?	a) To a Great Extent	5	71.4%		2	100.0%		3	100.0%		3	100.0%		1	50.0%		46	78.0%	
	b) To a Moderate Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		1	50.0%		10	16.9%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity	1	14.3%	3.83	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.50	1	1.7%	3.76
support all students in making connections to prior knowledge and experiences?	a) To a Great Extent	3	42.9%		2	100.0%		2	66.7%		3	100.0%		2	100.0%		33	55.9%	
	b) To a Moderate Extent	3	42.9%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		21	35.6%	
	c) To a Small Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		4	6.8%	
	d) Not at All	0	0.0%	3.29	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	4.00	0	0.0%	4.00	1	1.7%	3.46
implement multiple strategies to present key content area(s) concepts?	a) To a Great Extent	4	57.1%		2	100.0%		2	66.7%		3	100.0%		2	100.0%		30	50.8%	
	b) To a Moderate Extent	2	28.6%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		24	40.7%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		4	6.8%	
	d) Not at All	0	0.0%	3.43	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	4.00	0	0.0%	4.00	1	1.7%	3.41
adapt instruction, curriculum, and assessments according to individualized Education Programs (IEPs) and Section 504 plans?	a) To a Great Extent	2	28.6%		2	100.0%		0	0.0%		2	66.7%		1	50.0%		30	50.8%	
	b) To a Moderate Extent	3	42.9%		0	0.0%		1	33.3%		1	33.3%		1	50.0%		20	33.9%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		5	8.5%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity	1	14.3%	3.17	0	0.0%	4.00	1	33.3%	2.50	0	0.0%	3.67	0	0.0%	3.50	2	3.4%	3.37
organize the learning environment to guide student engagement during instructional time?	a) To a Great Extent	2	28.6%		2	100.0%		2	66.7%		1	33.3%		2	100.0%		35	59.3%	
	b) To a Moderate Extent	4	57.1%		0	0.0%		0	0.0%		2	66.7%		0	0.0%		20	33.9%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		3	5.1%	
	d) Not at All	0	0.0%	3.14	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	3.33	0	0.0%	4.00	1	1.7%	3.51
design or select assessment tools to provide evidence of student learning?	a) To a Great Extent	3	42.9%		2	100.0%		1	33.3%		3	100.0%		1	50.0%		32	54.2%	
	b) To a Moderate Extent	3	42.9%		0	0.0%		1	33.3%		0	0.0%		1	50.0%		20	33.9%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		5	8.5%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity	0	0.0%	3.29	0	0.0%	4.00	0	0.0%	3.00	0	0.0%	4.00	0	0.0%	3.50	0	0.0%	3.39
analyze assessment data to identify patterns and gaps in student learning?	a) To a Great Extent	2	28.6%		1	50.0%		0	0.0%		1	33.3%		1	50.0%		26	44.1%	
	b) To a Moderate Extent	3	42.9%		1	50.0%		1	33.3%		2	66.7%		1	50.0%		23	39.0%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		7	11.9%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity	1	14.3%	3.17	0	0.0%	3.50	1	33.3%	2.50	0	0.0%	3.33	0	0.0%	3.50	1	1.7%	3.26
differentiate instruction based on student assessment data?	a) To a Great Extent	3	42.9%		2	100.0%		0	0.0%		1	33.3%		1	50.0%		25	42.4%	
	b) To a Moderate Extent	3	42.9%		0	0.0%		1	33.3%		2	66.7%		1	50.0%		24	40.7%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		6	10.2%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity	0	0.0%	3.29	0	0.0%	4.00	1	33.3%	2.50	0	0.0%	3.33	0	0.0%	3.50	2	3.4%	3.26
implement research-based behavior management strategies to maximize student engagement?	a) To a Great Extent	4	57.1%		1	50.0%		1	33.3%		1	33.3%		1	50.0%		25	42.4%	
	b) To a Moderate Extent	2	28.6%		0	0.0%		1	33.3%		2	66.7%		1	50.0%		27	45.8%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		3	5.1%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		3	5.1%	
	f) No Opportunity	0	0.0%	3.43	1	50.0%	4.00	1	33.3%	3.00	0	0.0%	3.33	0	0.0%	3.50	1	1.7%	3.28

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Ethnic Description	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations	SECONDARY																	
		Black/African American			Canadian			Hispanic/Latino			Multi-Racial			Not Reported			White		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	a) To a Great Extent	4	57.1%		1	50.0%		2	66.7%		1	33.3%		1	50.0%		25	42.4%	
	b) To a Moderate Extent	1	14.3%		0	0.0%		0	0.0%		2	66.7%		1	50.0%		22	37.3%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		6	10.2%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	3.4%	
	f) No Opportunity	1	14.3%	3.50	1	50.0%	4.00	0	0.0%	3.33	0	0.0%	3.33	0	0.0%	3.50	4	6.8%	3.27
be receptive to feedback to improve instruction?	a) To a Great Extent	6	85.7%		2	100.0%		3	100.0%		3	100.0%		2	100.0%		50	84.7%	
	b) To a Moderate Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		7	11.9%	
	c) To a Small Extent	0	0.0%	3.86	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	2	3.4%	3.81
be a reflective educator who utilizes feedback to implement instruction improvements?	a) To a Great Extent	5	71.4%		2	100.0%		2	66.7%		3	100.0%		2	100.0%		49	83.1%	
	b) To a Moderate Extent	2	28.6%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		5	8.5%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	8.5%	
	d) Not at All	0	0.0%	3.71	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.75
maintain positive, collaborative relationships with colleagues?	a) To a Great Extent	7	100.0%		2	100.0%		3	100.0%		3	100.0%		2	100.0%		53	89.8%	
	b) To a Moderate Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	8.5%	
	c) To a Small Extent	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	4.00	1	1.7%	3.88
positively impact the learning and development of PK-12 students?	a) To a Great Extent	5	71.4%		2	100.0%		2	66.7%		3	100.0%		2	100.0%		47	79.7%	
	b) To a Moderate Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		8	13.6%	
	c) To a Small Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		4	6.8%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.57	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.73
During this candidate's student teaching experience, to what extent did the educator preparation																			
make clear the expectations for this teacher candidate's performance?		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	3	42.9%		2	100.0%		2	66.7%		1	33.3%		0	0.0%		24	40.7%	
	b) To a Moderate Extent	3	42.9%		0	0.0%		1	33.3%		2	66.7%		2	100.0%		26	44.1%	
	c) To a Small Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		8	13.6%	
	d) Not at All	0	0.0%	3.29	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	3.33	0	0.0%	3.00	1	1.7%	3.24
make clear the expectations for your role within this clinical experience?		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	3	42.9%		2	100.0%		2	66.7%		2	66.7%		0	0.0%		20	33.9%	
	b) To a Moderate Extent	3	42.9%		0	0.0%		1	33.3%		1	33.3%		2	100.0%		32	54.2%	
	c) To a Small Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		5	8.5%	
	d) Not at All	0	0.0%	3.29	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	3.67	0	0.0%	3.00	2	3.4%	3.19
provide training and feedback on how your could best supervise this teacher candidate?		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		2	100.0%		1	33.3%		1	33.3%		0	0.0%		18	30.5%	
	b) To a Moderate Extent	6	85.7%		0	0.0%		2	66.7%		2	66.7%		2	100.0%		27	45.8%	
	c) To a Small Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		9	15.3%	
	d) Not at All	0	0.0%	2.86	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	3.33	0	0.0%	3.00	5	8.5%	2.98
make appropriate resources available to you?		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	1	14.3%		2	100.0%		2	66.7%		0	0.0%		0	0.0%		19	32.2%	
	b) To a Moderate Extent	5	71.4%		0	0.0%		1	33.3%		3	100.0%		2	100.0%		25	42.4%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		12	20.3%	
	d) Not at All	1	14.3%	2.86	0	0.0%	4.00	0	0.0%	3.67	0	0.0%	3.00	0	0.0%	3.00	3	5.1%	3.02
regularly request feedback from you regarding this teacher candidate's performance?		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	3	42.9%		1	50.0%		2	66.7%		1	33.3%		0	0.0%		21	35.6%	
	b) To a Moderate Extent	4	57.1%		1	50.0%		1	33.3%		2	66.7%		2	100.0%		23	39.0%	
	c) To a Small Extent	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		13	22.0%	
	d) Not at All	0	0.0%	3.43	0	0.0%	3.50	0	0.0%	3.67	0	0.0%	3.33	0	0.0%	3.00	2	3.4%	3.07
support you as a cooperating teacher?		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	0	0.0%		1	50.0%		2	66.7%		0	0.0%		1	50.0%		24	40.7%	
	b) To a Moderate Extent	6	85.7%		1	50.0%		1	33.3%		2	66.7%		1	50.0%		21	35.6%	
	c) To a Small Extent	1	14.3%		0	0.0%		0	0.0%		1	33.3%		0	0.0%		12	20.3%	
	d) Not at All	0	0.0%	2.86	0	0.0%	3.50	0	0.0%	3.67	0	0.0%	2.67	0	0.0%	3.50	2	3.4%	3.14
engage the PK-12 school as a partner in teacher		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Ethnic Description	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations	SECONDARY																	
		Black/African American			Canadian			Hispanic/Latino			Multi-Racial			Not Reported			White		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
preparation?	a) To a Great Extent	1	14.3%		2	100.0%		1	33.3%		0	0.0%		1	50.0%		25	42.4%	
	b) To a Moderate Extent	5	71.4%		0	0.0%		2	66.7%		3	100.0%		1	50.0%		18	30.5%	
	c) To a Small Extent	1	14.3%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		13	22.0%	
	d) Not at All	0	0.0%	3.00	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	3.00	0	0.0%	3.50	3	5.1%	3.10
Overall, to what extent do you believe this candidate is ready to enter the teaching profession?		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	4	57.1%		2	100.0%		2	66.7%		3	100.0%		2	100.0%		50	84.7%	
	b) To a Moderate Extent	2	28.6%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		4	6.8%	
	c) To a Small Extent	1	14.3%		0	0.0%		1	33.3%		0	0.0%		0	0.0%		5	8.5%	
	d) Not at All	0	0.0%	3.43	0	0.0%	4.00	0	0.0%	3.33	0	0.0%	4.00	0	0.0%	4.00	0	0.0%	3.76

No Opportunity removed in Mean calculations

WINTER 2023
Michigan Department of Education
Cooperating Teacher Exit Survey
by Gender

4=To a Great Extent
3=To a Moderate Extent
2=To a Small Extent
1=Not at All
No Opportunity removed in Means Calculations

| | | ELEMENTARY | | | | | | SECONDARY | | | | | |
| | | Female | | | Male | | | Female | | | Male | | |
Question	Response	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
As a beginning teacher entering the profession, to what extent can this candidate...													
connect learning experiences to a variety of backgrounds (cultural, socioeconomic, and ethnic)?	a) To a Great Extent	66	68.8%		8	57.1%		24	60.0%		22	61.1%	
	b) To a Moderate Extent	25	26.0%		4	28.6%		14	35.0%		13	36.1%	
	c) To a Small Extent	4	4.2%		2	14.3%		2	5.0%		1	2.8%	
	f) No Opportunity	1	1.0%	3.65	0	0.0%	3.43	0	0.0%	3.55	0	0.0%	3.58
support all students socioemotional (social, emotional, psychological) development?	a) To a Great Extent	70	72.9%		9	64.3%		33	82.5%		25	69.4%	
	b) To a Moderate Extent	23	24.0%		4	28.6%		5	12.5%		9	25.0%	
	c) To a Small Extent	1	1.0%		1	7.1%		2	5.0%		2	5.6%	
	d) Not at All	2	2.1%	3.68	0	0.0%	3.57	0	0.0%	3.78	0	0.0%	3.64
communicate effectively with families/caregivers to promote individual student growth?	a) To a Great Extent	55	57.3%		3	21.4%		20	50.0%		21	58.3%	
	b) To a Moderate Extent	31	32.3%		7	50.0%		13	32.5%		11	30.6%	
	c) To a Small Extent	8	8.3%		0	0.0%		4	10.0%		2	5.6%	
	d) Not at All	1	1.0%		1	7.1%		0	0.0%		0	0.0%	
	f) No Opportunity	1	1.0%	3.47	3	21.4%	3.09	3	7.5%	3.43	2	5.6%	3.56
build respectful relationships with students?	a) To a Great Extent	79	82.3%		12	85.7%		32	80.0%		30	83.3%	
	b) To a Moderate Extent	11	11.5%		1	7.1%		7	17.5%		5	13.9%	
	c) To a Small Extent	4	4.2%		1	7.1%		1	2.5%		1	2.8%	
	f) No Opportunity	2	2.1%	3.80	0	0.0%	3.79	0	0.0%	3.78	0	0.0%	3.36
recognize individuals' potential as demonstrated by setting high expectations for each student	a) To a Great Extent	66	68.8%		7	50.0%		26	65.0%		25	69.4%	
	b) To a Moderate Extent	24	25.0%		6	42.9%		12	30.0%		9	25.0%	
	c) To a Small Extent	4	4.2%		1	7.1%		2	5.0%		2	5.6%	
	d) Not at All	1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity	1	1.0%	3.63	0	0.0%	3.43	0	0.0%	3.60	0	0.0%	3.81
As a beginning teacher entering the profession, to what extent can this candidate apply instructional													
English learners?	a) To a Great Extent	22	22.9%		1	7.1%		25	62.5%		15	41.7%	
	b) To a Moderate Extent	17	17.7%		4	28.6%		4	10.0%		4	11.1%	
	c) To a Small Extent	6	6.3%		1	7.1%		2	5.0%		3	8.3%	
	d) Not at All	0	0.0%		0	0.0%		0	0.0%		1	2.8%	
	f) No Opportunity	51	53.1%	3.36	8	57.1%	3.00	9	22.5%	3.74	13	36.1%	3.43
high performing students?	a) To a Great Extent	49	51.0%		4	28.6%		23	57.5%		22	61.1%	
	b) To a Moderate Extent	41	42.7%		8	57.1%		12	30.0%		12	33.3%	
	c) To a Small Extent	4	4.2%		0	0.0%		2	5.0%		0	0.0%	
	d) Not at All	1	1.0%		1	7.1%		0	0.0%		0	0.0%	
	f) No Opportunity	1	1.0%	3.45	1	7.1%	3.15	3	7.5%	3.57	2	5.6%	3.65
low performing students?	a) To a Great Extent	63	65.6%		6	42.9%		23	57.5%		19	52.8%	
	b) To a Moderate Extent	26	27.1%		5	35.7%		12	30.0%		13	36.1%	
	c) To a Small Extent	6	6.3%		3	21.4%		5	12.5%		3	8.3%	
	d) Not at All	1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.57	0	0.0%	3.21	0	0.0%	3.45	1	2.8%	3.46
students from culturally diverse backgrounds?	a) To a Great Extent	43	44.8%		5	35.7%		21	52.5%		16	44.4%	

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Gender	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations	ELEMENTARY						SECONDARY					
		Female			Male			Female			Male		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
	b) To a Moderate Extent	35	36.5%		6	42.9%		12	30.0%		12	33.3%	
	c) To a Small Extent	4	4.2%		2	14.3%		2	5.0%		4	11.1%	
	d) Not at All	1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	f) No Opportunity	13	13.5%	3.45	1	7.1%	3.23	5	12.5%	3.54	4	11.1%	3.38
student with special needs or disabilities?	a) To a Great Extent	51	53.1%		7	50.0%		22	55.0%		17	47.2%	
	b) To a Moderate Extent	38	39.6%		5	35.7%		11	27.5%		13	36.1%	
	c) To a Small Extent	2	2.1%		2	14.3%		4	10.0%		3	8.3%	
	d) Not at All	1	1.0%		0	0.0%		0	0.0%		1	2.8%	
	f) No Opportunity	4	4.2%	3.51	0	0.0%	3.36	3	7.5%	3.49	2	5.6%	3.35
each individual student's learning abilities and needs?	a) To a Great Extent	69	71.9%		6	42.9%		24	60.0%		23	63.9%	
	b) To a Moderate Extent	21	21.9%		6	42.9%		10	25.0%		8	22.2%	
	c) To a Small Extent	5	5.2%		2	14.3%		5	12.5%		3	8.3%	
	d) Not at All	1	1.0%		0	0.0%		0	0.0%		1	2.8%	
	f) No Opportunity	0	0.0%	3.65	0	0.0%	3.29	1	2.5%	3.49	1	2.8%	3.51
As a beginning teacher entering the profession, to what extent can this candidate...													
utilize available technology to enhance instruction?	a) To a Great Extent	66	68.8%		7	50.0%		26	65.0%		27	75.0%	
	b) To a Moderate Extent	27	28.1%		6	42.9%		13	32.5%		8	22.2%	
	c) To a Small Extent	2	2.1%		1	7.1%		1	2.5%		1	2.8%	
	d) Not at All	1	1.0%	3.65	0	0.0%	3.43	0	0.0%	3.63	0	0.0%	3.72
support student use of available technology?	a) To a Great Extent	64	66.7%		7	50.0%		25	62.5%		25	69.4%	
	b) To a Moderate Extent	30	31.3%		6	42.9%		14	35.0%		10	27.8%	
	c) To a Small Extent	1	1.0%		1	7.1%		1	2.5%		1	2.8%	
	f) No Opportunity	1	1.0%	3.66	0	0.0%	3.43	0	0.0%	3.60	0	0.0%	3.67
practice the ethical use of technology?	a) To a Great Extent	77	80.2%		6	42.9%		32	80.0%		28	77.8%	
	b) To a Moderate Extent	17	17.7%		7	50.0%		5	12.5%		7	19.4%	
	c) To a Small Extent	0	0.0%		0	0.0%		1	2.5%		1	2.8%	
	f) No Opportunity	2	2.1%	3.82	1	7.1%	3.46	2	5.0%	3.82	0	0.0%	3.75
support all students in making connections to prior knowledge and experiences?	a) To a Great Extent	65	67.7%		6	42.9%		24	60.0%		21	58.3%	
	b) To a Moderate Extent	28	29.2%		6	42.9%		13	32.5%		12	33.3%	
	c) To a Small Extent	2	2.1%		2	14.3%		3	7.5%		2	5.6%	
	d) Not at All	1	1.0%	3.64	0	0.0%	3.29	0	0.0%	3.52	1	2.8%	3.47
implement multiple strategies to present key content area(s) concepts?	a) To a Great Extent	54	56.3%		4	28.6%		22	55.0%		21	58.3%	
	b) To a Moderate Extent	38	39.6%		6	42.9%		15	37.5%		11	30.6%	
	c) To a Small Extent	3	3.1%		3	21.4%		3	7.5%		3	8.3%	
	d) Not at All	1	1.0%	3.51	1	7.1%	2.93	0	0.0%	3.47	1	2.8%	3.44
adapt instruction, curriculum, and assessments according to individualized Education Programs (IEPs) and Section 504 plans?	a) To a Great Extent	42	43.8%		5	35.7%		19	47.5%		18	50.0%	
	b) To a Moderate Extent	41	42.7%		6	42.9%		14	35.0%		12	33.3%	
	c) To a Small Extent	4	4.2%		2	14.3%		3	7.5%		4	11.1%	
	d) Not at All	0	0.0%		1	7.1%		1	2.5%		1	2.8%	
	f) No Opportunity	9	9.4%	3.44	0	0.0%	3.07	3	7.5%	3.38	1	2.8%	3.34

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Gender	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations	ELEMENTARY						SECONDARY					
		Female			Male			Female			Male		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
organize the learning environment to guide student engagement during instructional time?	a) To a Great Extent	64	66.7%		7	50.0%		23	57.5%		21	58.3%	
	b) To a Moderate Extent	24	25.0%		5	35.7%		14	35.0%		12	33.3%	
	c) To a Small Extent	7	7.3%		1	7.1%		2	5.0%		3	8.3%	
	d) Not at All	1	1.0%	3.57	1	7.1%	3.29	1	2.5%	3.47	0	0.0%	3.50
design or select assessment tools to provide evidence of student learning?	a) To a Great Extent	48	50.0%		5	35.7%		20	50.0%		22	61.1%	
	b) To a Moderate Extent	43	44.8%		4	28.6%		15	37.5%		10	27.8%	
	c) To a Small Extent	4	4.2%		2	14.3%		4	10.0%		3	8.3%	
	d) Not at All	1	1.0%		2	14.3%		1	2.5%		1	2.8%	
	f) No Opportunity	0	0.0%	3.44	1	7.1%	2.92	0	0.0%	3.35	0	0.0%	3.47
analyze assessment data to identify patterns and gaps in student learning?	a) To a Great Extent	45	46.9%		5	35.7%		15	37.5%		16	44.4%	
	b) To a Moderate Extent	42	43.8%		5	35.7%		16	40.0%		15	41.7%	
	c) To a Small Extent	6	6.3%		3	21.4%		5	12.5%		4	11.1%	
	d) Not at All	1	1.0%		1	7.1%		2	5.0%		0	0.0%	
	f) No Opportunity	2	2.1%	3.39	0	0.0%	3.00	2	5.0%	3.16	1	2.8%	3.34
differentiate instruction based on student assessment data?	a) To a Great Extent	51	53.1%		3	21.4%		16	40.0%		16	44.4%	
	b) To a Moderate Extent	36	37.5%		7	50.0%		16	40.0%		15	41.7%	
	c) To a Small Extent	8	8.3%		3	21.4%		4	10.0%		4	11.1%	
	d) Not at All	1	1.0%		1	7.1%		2	5.0%		0	0.0%	
	f) No Opportunity	0	0.0%	3.43	0	0.0%	2.86	2	5.0%	3.21	1	2.8%	3.34
implement research-based behavior management strategies to maximize student engagement?	a) To a Great Extent	44	45.8%		4	28.6%		20	50.0%		13	36.1%	
	b) To a Moderate Extent	42	43.8%		6	42.9%		15	37.5%		17	47.2%	
	c) To a Small Extent	8	8.3%		1	7.1%		2	5.0%		3	8.3%	
	d) Not at All	2	2.1%		3	21.4%		2	5.0%		1	2.8%	
	f) No Opportunity	0	0.0%	3.33	0	0.0%	2.79	1	2.5%	3.36	2	5.6%	3.24
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	a) To a Great Extent	59	61.5%		6	42.9%		19	47.5%		15	41.7%	
	b) To a Moderate Extent	29	30.2%		5	35.7%		12	30.0%		14	38.9%	
	c) To a Small Extent	5	5.2%		1	7.1%		4	10.0%		4	11.1%	
	d) Not at All	1	1.0%		2	14.3%		1	2.5%		1	2.8%	
	f) No Opportunity	2	2.1%	3.55	0	0.0%	3.07	4	10.0%	3.36	2	5.6%	3.26
be receptive to feedback to improve instruction?	a) To a Great Extent	81	84.4%		10	71.4%		34	85.0%		32	88.9%	
	b) To a Moderate Extent	12	12.5%		2	14.3%		4	10.0%		4	11.1%	
	c) To a Small Extent	3	3.1%	3.81	2	14.3%	3.57	2	5.0%	3.80	0	0.0%	3.89
be a reflective educator who utilizes feedback to implement instruction improvements?	a) To a Great Extent	78	81.3%		8	57.1%		33	82.5%		30	83.3%	
	b) To a Moderate Extent	12	12.5%		4	28.6%		5	12.5%		3	8.3%	
	c) To a Small Extent	5	5.2%		1	7.1%		2	5.0%		3	8.3%	
	d) Not at All	1	1.0%	3.74	1	7.1%	3.36	0	0.0%	3.78	0	0.0%	3.75
maintain positive, collaborative relationships with colleagues?	a) To a Great Extent	86	89.6%		9	64.3%		36	90.0%		34	94.4%	
	b) To a Moderate Extent	7	7.3%		4	28.6%		3	7.5%		2	5.6%	
	c) To a Small Extent	3	3.1%	3.86	1	7.1%	3.57	1	2.5%	3.87	0	0.0%	3.94
positively impact the learning and development of PK-12	a) To a Great Extent	80	83.3%		8	57.1%		33	82.5%		28	77.8%	

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Gender	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations	ELEMENTARY						SECONDARY					
		Female			Male			Female			Male		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
students?	b) To a Moderate Extent	12	12.5%		5	35.7%		3	7.5%		7	19.4%	
	c) To a Small Extent	2	2.1%		0	0.0%		4	10.0%		1	2.8%	
	d) Not at All	1	1.0%		1	7.1%		0	0.0%		0	0.0%	
	f) No Opportunity	1	1.0%	3.80	0	0.0%	3.43	0	0.0%	3.72	0	0.0%	3.75
During this candidate's student teaching experience, to what extent did the educator preparation													
make clear the expectations for this teacher candidate's performance?		1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	40	41.7%		4	28.6%		18	45.0%		14	38.9%	
	b) To a Moderate Extent	47	49.0%		8	57.1%		19	47.5%		15	41.7%	
	c) To a Small Extent	7	7.3%		1	7.1%		3	7.5%		6	16.7%	
	d) Not at All	1	1.0%	3.33	1	7.1%	3.07	0	0.0%	3.37	1	2.8%	3.17
make clear the expectations for your role within this clinical experience?		1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	41	42.7%		5	35.7%		17	42.5%		12	33.3%	
	b) To a Moderate Extent	40	41.7%		7	50.0%		19	47.5%		20	55.6%	
	c) To a Small Extent	12	12.5%		1	7.1%		4	10.0%		2	5.6%	
	d) Not at All	2	2.1%	3.26	1	7.1%	3.14	0	0.0%	3.33	2	5.6%	3.17
provide training and feedback on how your could best supervise this teacher candidate?		1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	23	24.0%		3	21.4%		13	32.5%		9	25.0%	
	b) To a Moderate Extent	43	44.8%		7	50.0%		20	50.0%		19	52.8%	
	c) To a Small Extent	21	21.9%		2	14.3%		5	12.5%		5	13.9%	
	d) Not at All	8	8.3%	2.85	2	14.3%	2.79	2	5.0%	3.10	3	8.3%	2.94
make appropriate resources available to you?		1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	29	30.2%		3	21.4%		13	32.5%		11	30.6%	
	b) To a Moderate Extent	41	42.7%		7	50.0%		20	50.0%		16	44.4%	
	c) To a Small Extent	15	15.6%		2	14.3%		5	12.5%		7	19.4%	
	d) Not at All	10	10.4%	2.94	2	14.3%	2.79	2	5.0%	3.10	2	5.6%	3.00
regularly request feedback from you regarding this teacher candidate's performance?		1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	25	26.0%		4	28.6%		15	37.5%		13	36.1%	
	b) To a Moderate Extent	45	46.9%		4	28.6%		20	50.0%		13	36.1%	
	c) To a Small Extent	21	21.9%		5	35.7%		4	10.0%		9	25.0%	
	d) Not at All	4	4.2%	2.96	1	7.1%	2.79	1	2.5%	3.22	1	2.8%	3.06
support you as a cooperating teacher?		1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	30	31.3%		3	21.4%		16	40.0%		12	33.3%	
	b) To a Moderate Extent	40	41.7%		8	57.1%		18	45.0%		14	38.9%	
	c) To a Small Extent	17	17.7%		1	7.1%		6	15.0%		8	22.2%	
	d) Not at All	8	8.3%	2.97	2	14.3%	2.86	0	0.0%	3.25	2	5.6%	3.00
engage the PK-12 school as a partner in teacher preparation?		1	1.0%		0	0.0%		0	0.0%		0	0.0%	
	a) To a Great Extent	29	30.2%		2	14.3%		16	40.0%		14	38.9%	
	b) To a Moderate Extent	40	41.7%		6	42.9%		15	37.5%		14	38.9%	
	c) To a Small Extent	19	19.8%		5	35.7%		8	20.0%		6	16.7%	
	d) Not at All	7	7.3%	3.96	1	7.1%	2.64	1	2.5%	3.15	2	5.6%	3.11
Overall, to what extent do you believe this candidate is ready		1	1.0%		0	0.0%		0	0.0%		0	0.0%	

WINTER 2023 Michigan Department of Education Cooperating Teacher Exit Survey by Gender	4=To a Great Extent 3=To a Moderate Extent 2=To a Small Extent 1=Not at All No Opportunity removed in Means Calculations	ELEMENTARY						SECONDARY					
		Female			Male			Female			Male		
		Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean	Count	Column Valid N %	Mean
to enter the teaching profession?	a) To a Great Extent	75	78.1%		9	64.3%		33	82.5%		30	83.3%	
	b) To a Moderate Extent	15	15.6%		3	21.4%		4	10.0%		2	5.6%	
	c) To a Small Extent	4	4.2%		1	7.1%		3	7.5%		4	11.1%	
	d) Not at All	1	1.0%	3.73	1	7.1%	3.43	0	0.0%	3.75	0	0.0%	3.72

No Opportunity removed in Mean calculations