

2020-2021 College Supervisor and Cooperating Teacher Surveys of Teacher Candidates

	Consistent - 4, Frequent - 3, Occasional - 2, Rare - 1												Number of Responses: Cooperating Teacher - 32										College Supervisor - 12					
	Standard 1.1	Standard 1.2	Standard 1.3	Standard 2.1	Standard 2.2	Standard 3.1	Standard 3.2	Standard 3.3	Standard 4.1	Standard 4.2	Standard 4.3	Standard 5.1	Standard 5.2	Standard 6.1	Standard 6.2	Standard 7.1	Standard 7.2	Standard 7.3	Standard 8.1	Standard 8.2	Standard 8.3	Standard 9.1	Standard 9.2	Standard 9.3	Standard 10.1	Standard 10.2	Based upon the performance of this teacher candidate, how would you rate his/her impact on student learning?	Would you consider this teacher candidate effectively prepared for employment?
Cooperating Teacher	3.72	3.69	3.56	3.75	3.65	3.66	3.69	3.56	3.63	3.53	3.75	3.53	3.48	3.50	3.63	3.59	3.50	3.48	3.66	3.53	3.72	3.59	3.78	3.61	3.50	3.53	3.66	Yes=32 No=0 No Response=0
College Supervisor	3.42	3.83	3.83	3.45	3.83	3.42	3.83	3.83	3.83	3.83	4.00	3.33	3.58	3.67	3.67	3.75	3.83	3.67	3.25	3.83	3.75	3.83	4.00	3.83	3.92	3.83	3.83	Yes=12 No=0 No Response=0
Difference	-0.30	0.14	0.27	-0.30	0.18	-0.24	0.14	0.27	0.20	0.30	0.25	-0.20	0.10	0.17	0.03	0.16	0.22	0.19	-0.41	0.30	0.03	0.24	0.22	0.22	0.42	0.30	0.17	

Standard 1.1 - The teacher candidate understands how students grow and develop.

Standard 1.2 - The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Standard 1.3 - The teacher candidate implements developmentally appropriate and challenging learning experiences.

Standard 2.1 - The teacher candidate understands individual differences and diverse cultures and communities.

Standard 2.2 - The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.

Standard 3.1 - The teacher candidate works with others to create environments that support individual and collaborative learning.

Standard 3.2 - The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 3.3 - The teacher candidate manages student behavior to promote a positive learning environment.

Standard 4.1 - The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Standard 4.2 - The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Standard 4.3 - The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.

Standard 5.1 - The teacher candidate understands how to connect concepts across disciplines.

Standard 5.2 - The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6.1 - The teacher candidate understands multiple methods of assessment.

Standard 6.2 - The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.

Standard 7.1 - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.

Standard 7.2 - The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.

Standard 7.3 - The teacher candidate draws upon knowledge of students and the community context.

Standard 8.1 - The teacher candidate understands a variety of instructional strategies.

Standard 8.2 - The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.

Standard 8.3 - The teacher candidate utilizes available technology for instruction and assessment.

Standard 9.1 - The teacher candidate engages in ongoing professional learning.

Standard 9.2 - The teacher candidate models ethical professional practice.

Standard 9.3 - The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Standard 10.1 - The teacher candidate seeks opportunities to take responsibility for student learning.

Standard 10.2 - The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.