

# Survey of Cooperating Teacher or Employer

24 responses

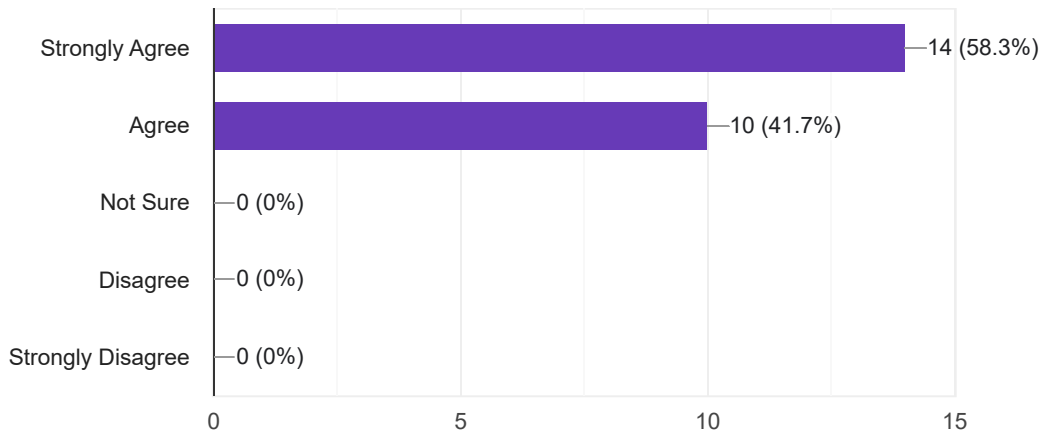
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## Standard 1: Curriculum and Planning

**Function 1A: Core Content** – WLU Teacher Educator Program prepares candidates to have a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.

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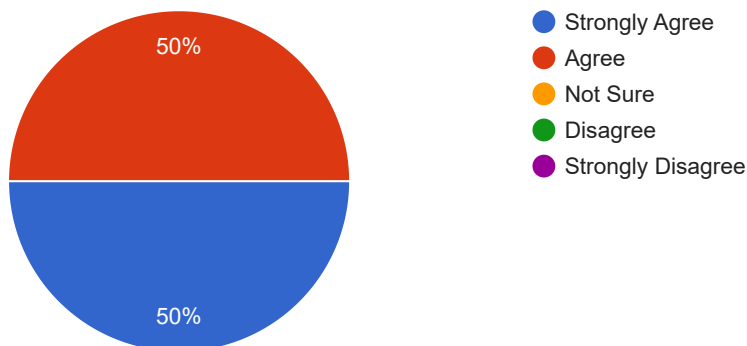
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**Function 1B: Pedagogy** – WLU Teacher Educator Program prepares candidates to have a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.

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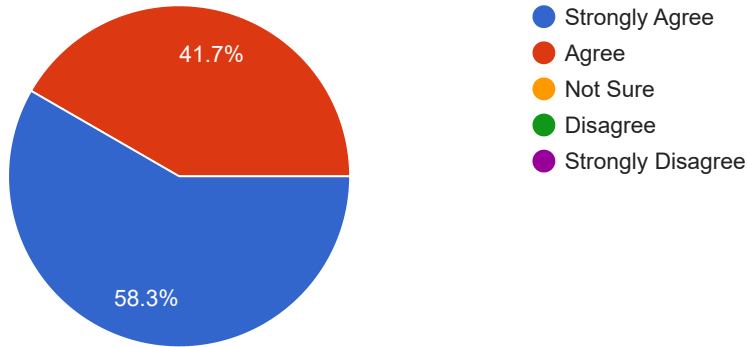
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**Function 1C: Setting Goals and Objectives for Learning** – WLU Teacher Educator Program prepares candidates to have a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.



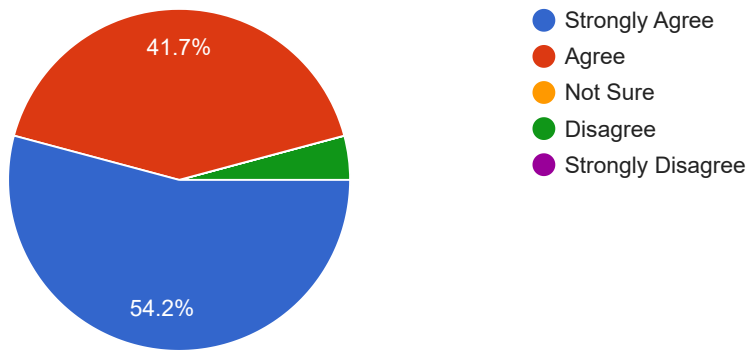
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**Function 1D: Designing Instruction** – WLU Teacher Educator Program prepares candidates to design instruction that engages student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.



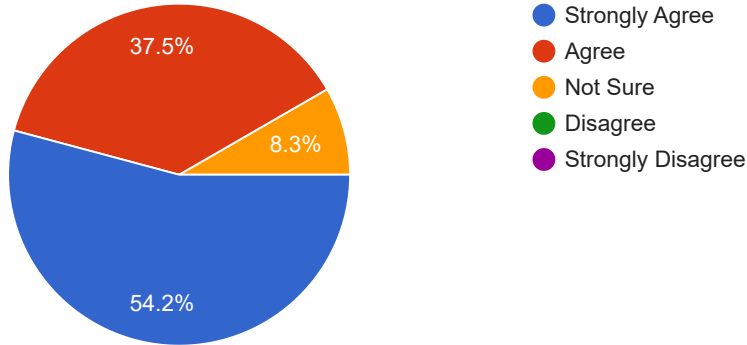
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**Function 1E: Student Assessments – WLU Teacher Educator Program** prepares candidates to have a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.



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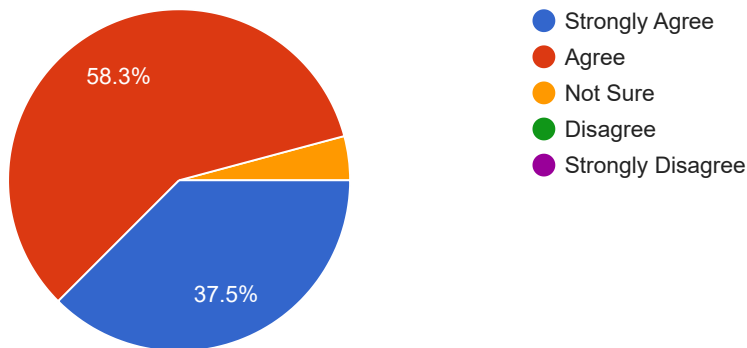


### Standard 2: The Learner and the Learning Environment

**Function 2A: Understanding intellectual/cognitive, social, and emotional development – WLU Teacher Educator Program** prepares candidates to address the unique characteristics of the learner as evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.



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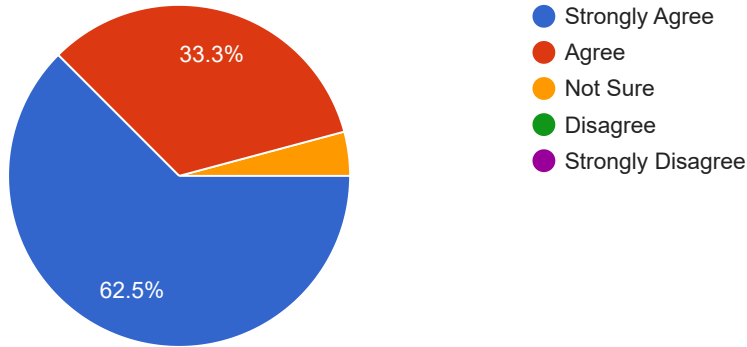


**Function 2B: Creating an environment of respect and rapport – WLU**



Teacher Educator Program prepares candidates to have show their respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

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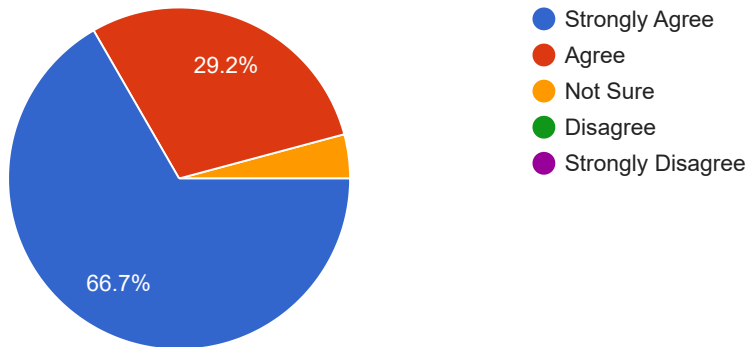


**Function 2C: Establishing a culture for learning – WLU Teacher Educator**



Program prepares candidates to establish a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

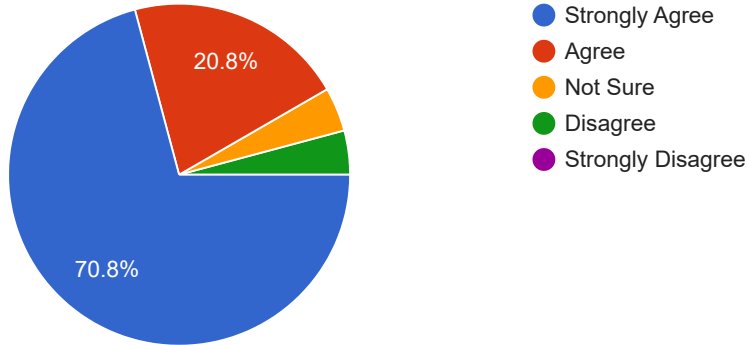
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**Function 2D: Implementing classroom procedures** – WLU Teacher Educator Program prepares candidates to assure that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.



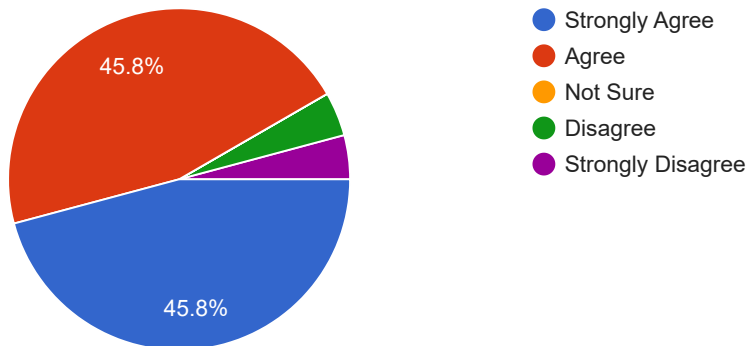
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**Function 2E: Managing student behaviors** – WLU Teacher Educator Program prepares candidates to collaborate with students to establish norms of behavior for the learning environment that assures a focus on learning.



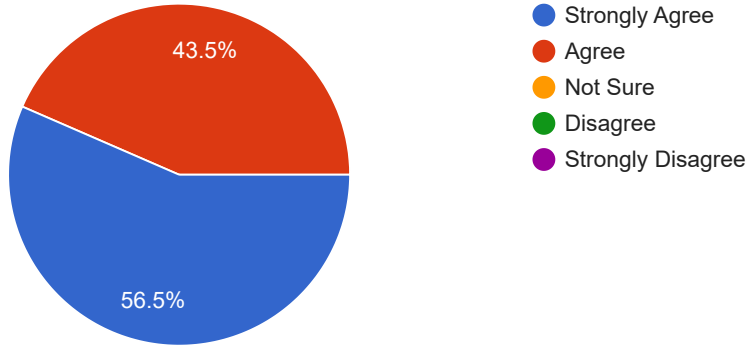
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**Function 2F: Organizing the learning environment** - WLU Teacher Educator Program prepares candidates to assure that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.



23 responses

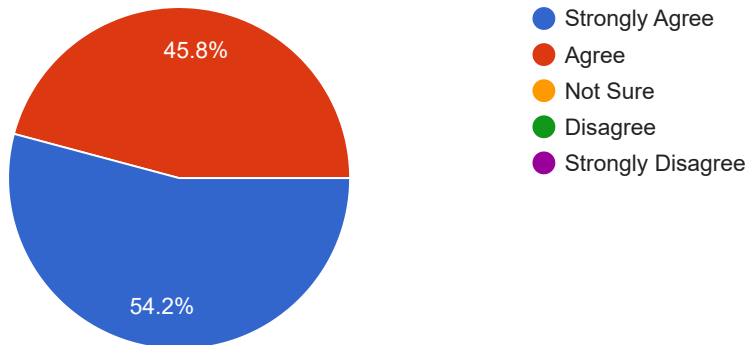


### Standard 3: Teaching

**Function 3A: Importance of Content** – WLU Teacher Educator Program prepares candidates to utilize content knowledge to focus learning targets that create meaningful learning experiences for students.



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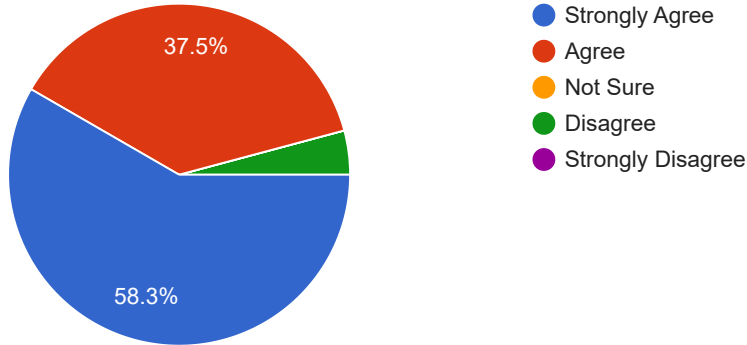


**Function 3B: Communicating with Students** – WLU Teacher Educator

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Program prepares candidates to create and maintain a positive, supportive classroom climate and communicate with students in a variety of ways.

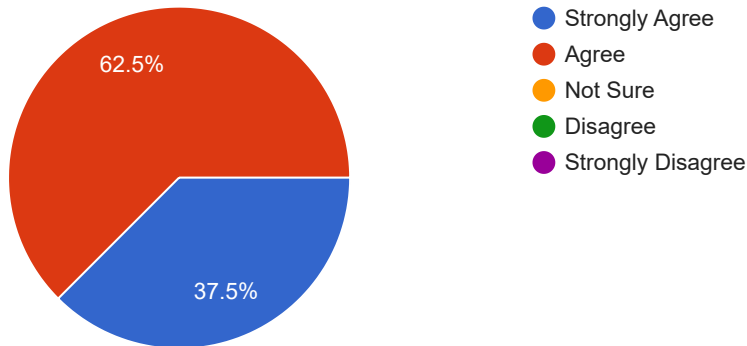
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**Function 3C: Questioning and Discussion Techniques** – WLU Teacher Educator Program prepares candidates to practice quality questioning techniques and engage students in discussion.

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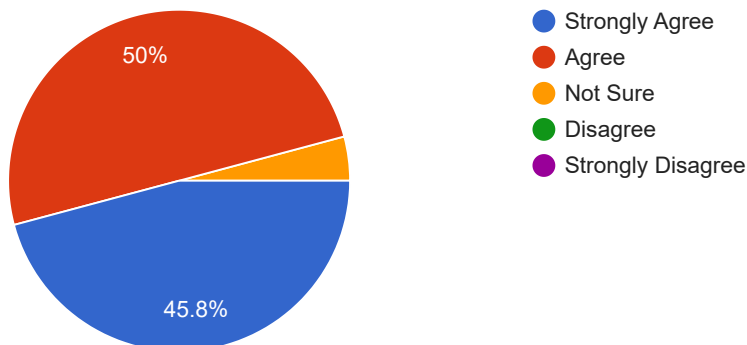
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**Function 3D: Student Engagement** – WLU Teacher Educator Program prepares candidates to deliver instruction to motivate and engage students in a deep understanding of the content.

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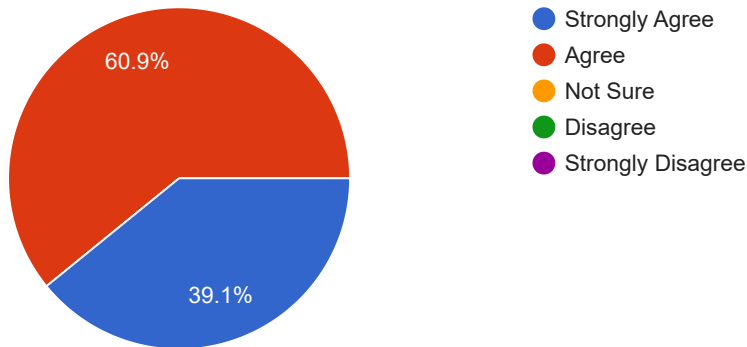


**Function 3E: Use of Assessments in Instruction – WLU Teacher Educator**



Program prepares candidates to use both classroom summative and formative assessment as a balanced approach to instructional decision making.

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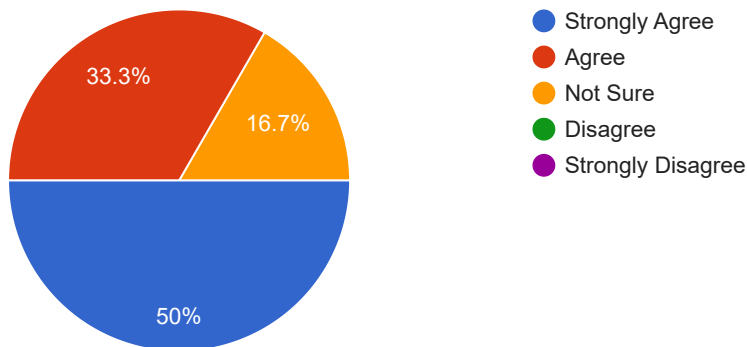


**Function 3F: Demonstrating Flexibility and Responsiveness – WLU**



Teacher Educator Program prepares candidates to adjust instruction based on the needs of the students and in response to “teachable moments.”

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**Standard 4: Professional Responsibilities for Self-Renewal**



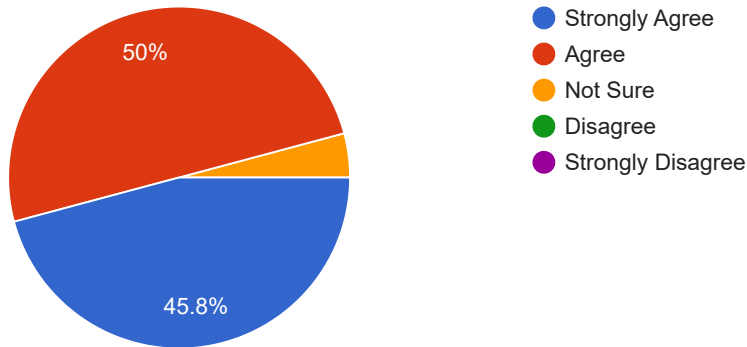
**Function 4A: Professional Learning – WLU Teacher Educator Program**



prepares candidates

to have engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.

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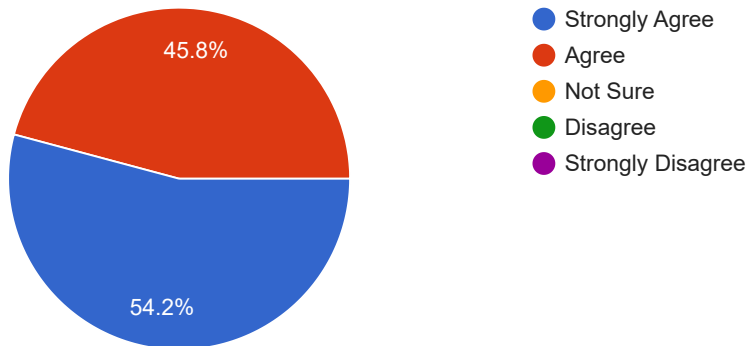


**Function 4B: Professional Collaborative Practice– WLU Teacher**



Educator Program prepares candidates to be actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.

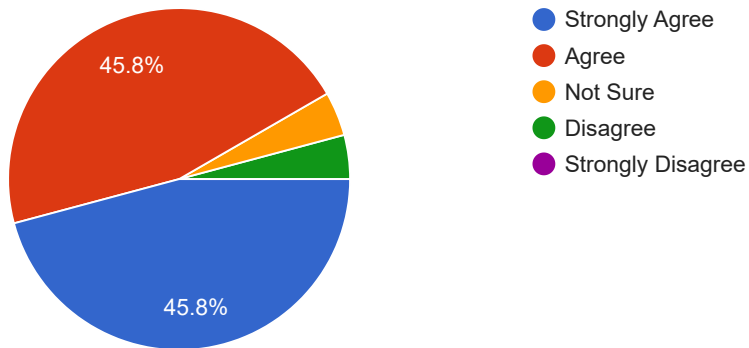
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**Function 4C: Reflection on Practice** – WLU Teacher Educator Program prepares candidates to engage in continuous critical examination of his/her teaching practice and make adjustments based on data.



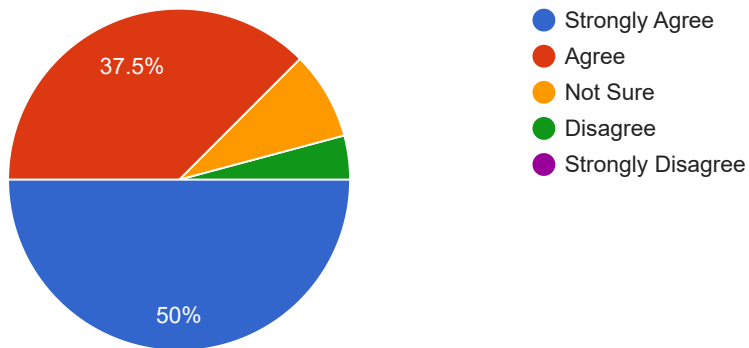
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**Function 4D: Professional Contribution** – WLU Teacher Educator Program prepares candidates to contribute to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.



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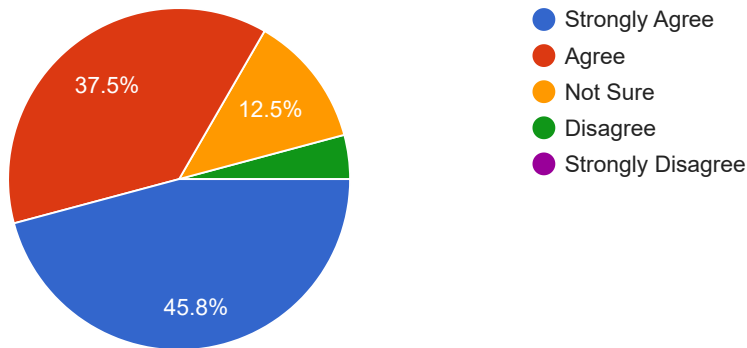
**Standard 5: Professional Responsibilities for School and Community**



**Function 5A: School Mission** – WLU Teacher Educator Program prepares candidates to work collaboratively with the principal and colleagues to develop and support the school mission.

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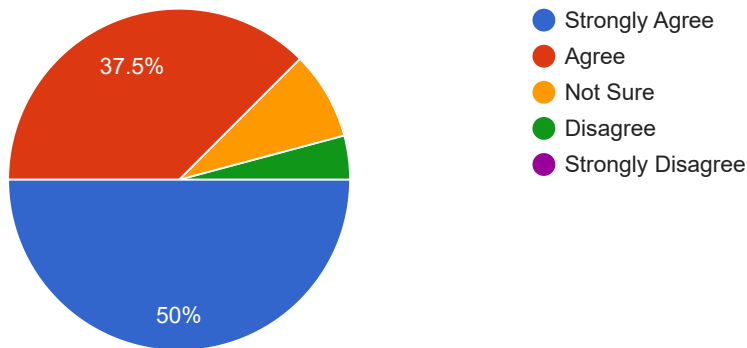
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**Function 5B: School-wide Activities** – WLU Teacher Educator Program prepares candidates to participate in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.

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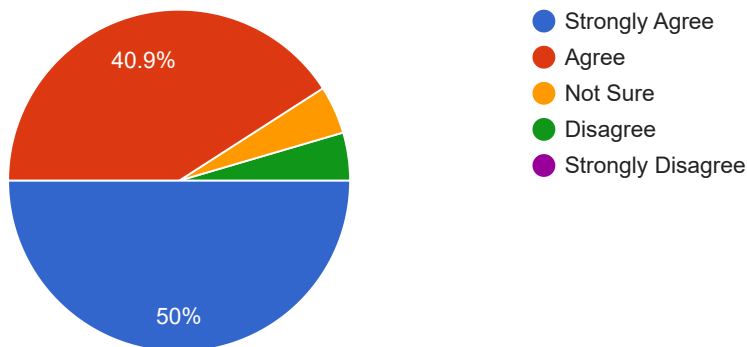
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**Function 5C: Learner-Centered Culture** – WLU Teacher Educator Program prepares candidates to participate in activities and model behaviors that build and sustain a learner-centered culture.

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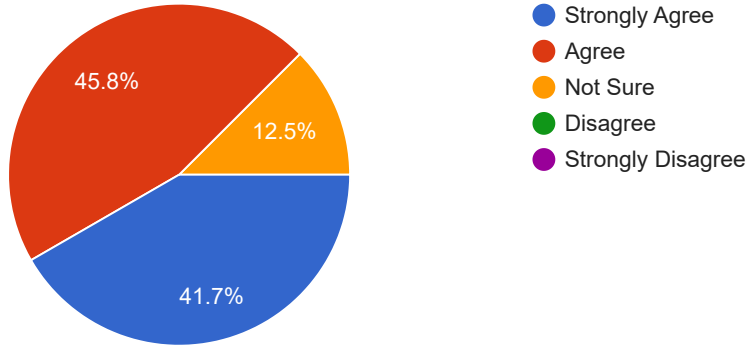


**Function 5D: Student Support Systems – WLU Teacher Educator**

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Program prepares candidates to work collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.

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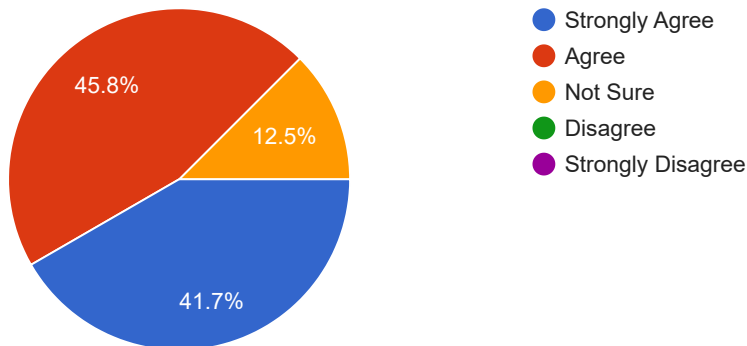


**Function 5E: Student Management Systems – WLU Teacher Educator**

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Program prepares candidates to work collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.

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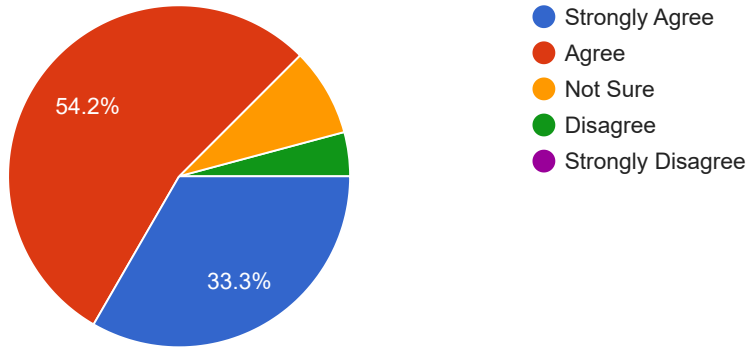


**Function 5F: School, Family and Community Connections – WLU Teacher**

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Educator Program prepares candidates to work collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.

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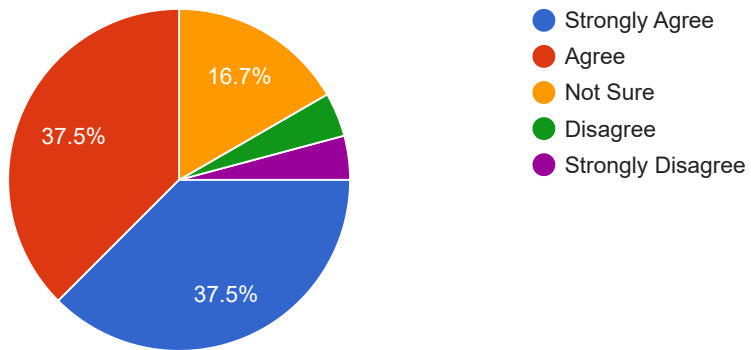


**Function 5G: Strategic Planning/Continuous Improvement – WLU**

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Teacher Educator Program prepares candidates to participate in the development and implementation of the school's strategic planning and continuous improvement.

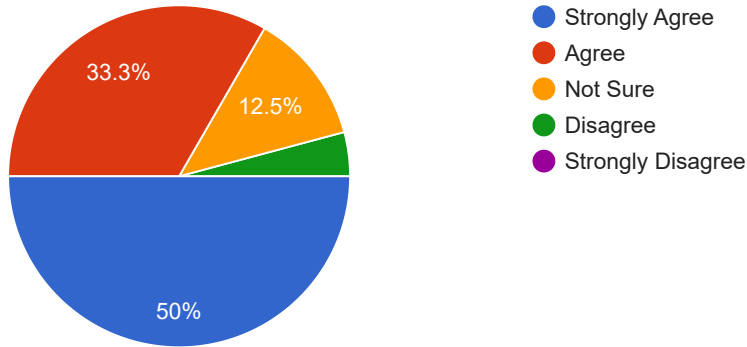
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**Function 5H: Teacher Leadership** – WLU Teacher Educator Program prepares candidates to demonstrate leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.



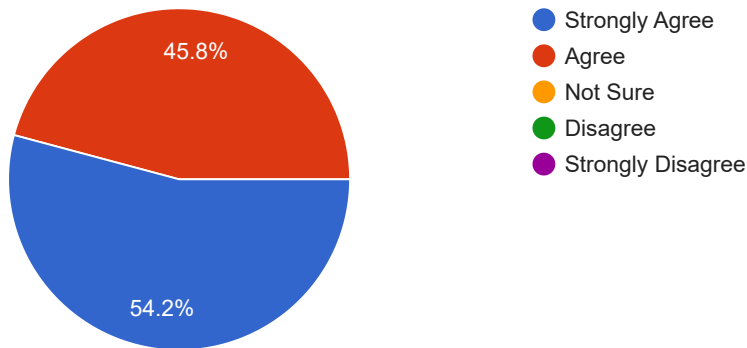
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**Function 5I: Ethical Standards** – WLU Teacher Educator Program prepares candidates to model the ethical standards expected for the profession in the learning environment and in the community.



24 responses



Please add any comments that you believe would be useful in improving the WLU Teacher Educator Program:

9 responses

You have sent two wonderful student teachers to Allison Elementary School. Miss Brooke Provenzano and Miss McKayla Goodlin have shown professionalism, great character, work ethic, and respect. Thank you for preparing them to become a teacher.

Please teach towards passing the tests so they can become a teacher. That is your biggest issue at West Liberty.

I believe we need to prepare the teacher candidates better for the real world. I understand following the standards and what not, but we also need to prepare them for stuff you can't read on the standards page. They need to be prepared for that student that hates your subject better. When you have a behavior problem in class how to handle the situation better. I just believe we focus so much on standards and not the real world of teaching. It is not always rainbows and unicorns; sometimes you have 30 kids and over half hate your subject. We need to teach these candidates how to adapt to this better.

The WLU Teacher Educator Program is an excellent program. We are always happy to have WLU teacher candidates in our building.

WLU education program needs to work on modeling and providing more opportunities for classroom management.

The first-semester supervisor was responsible for too many students to provide adequate oversight. As a result, I believe my resident did not receive the attention they needed and deserved. She scheduled two consecutive observations but failed to attend both times. Since some residents specialize in different subject areas, the respective content supervisors or advisors should be solely responsible for overseeing content-specific residents.

Based on my experience as a CT, I can say that the resident teacher that I am working with does showcase these standards; however, I cannot accurately say that all WLU students in the program are taught all of these skills. Through various conversations that I've had with my student teacher and others, I believe that it would be beneficial to put more emphasis into learning to plan using the state standards as a guide. I also believe that the students in the secondary education program could benefit from more instruction on how to teach those standards to differing grade levels. Participants in the program should learn how to balance and create a gradebook, how to differentiate instruction for differing grade levels, and state testing requirements. I believe that the bulk of these standards are not covered until the teacher candidate is in their placement, and it would be more beneficial to learn these skills prior to entering the classroom.

Overall, my candidate is well-informed and prepared for the classroom.

More experiences for middle/high school st teachers in pedagogy, lesson plan writing, goal setting, and assessment writing and follow through. There also has to be a large piece devoted



to IEP reading and implementation.

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