



**Illinois P-20 Council  
Educator Licensure Steering Group  
Erika Hunt and Audrey Soglin, Co-Chairs**

**Illinois Teacher Preparation Survey  
Field Practitioners and Higher Education  
November 2012  
Prepared by Melissa DeBartolo**

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## **About the Educator Licensure Group**

The Educator Licensure Steering Group was formed in June 2012 by the Illinois P-20 Council at the request of Superintendent Chris Koch in order to advise the Illinois State Board of Education (ISBE) and other Illinois policymakers on educator licensure and teacher preparation as a result of changes to the Illinois licensure structure. The new Illinois structure streamlines how teachers are licensed in Illinois, reducing the number of Illinois certifications from 66 to 3 with the opportunity to earn endorsements based on a grade span, content area and student population. Other education reform initiatives occurring before or at the same time as the proposed improvements to the licensure structure include implementation of the Common Core, the Illinois Professional Teaching Standards, Test of Academic Proficiency, Teacher Performance Assessment, Social-Emotional Learning Standards, Teacher Performance Evaluation, etc. All of these changes necessitated a systemic examination of pre-service programs for teachers, specifically how teachers are identified and developed. All stakeholders agree that it is vital that new teachers possess the skills and competencies necessary to ensure student success.

The Steering Group is comprised of multiple stakeholders including state agencies such as the Illinois State Board of Education and Illinois Board of Higher Education; public and private colleges and universities that prepare teachers; professional organizations; teachers unions; practitioners; and policy/advocacy groups.

In addition to reviewing relevant research studies and both national and Illinois data and trends in teacher preparation and placement, the Educator Steering Group felt it was critical to reach out to additional stakeholders, gather data on current practices and perceptions, and ask for potential recommendations from a broad set of constituents in Illinois on teacher preparation, with specific emphasis on district and school partnerships and clinical experiences. This included informal surveys of school and district administrators, non-tenured teachers in Illinois, cooperating teachers and Illinois colleges/universities with preparation programs. Given the short timeframe, the Steering Group worked with multiple professional organizations to distribute the surveys to the various stakeholder groups targeted.

*Our profound thanks to the Illinois State Board of Education, Illinois Education Association, Illinois Federation of Teachers, IASA, Illinois Principals Association, Illinois Association of Colleges of Teacher Education, Associated Colleges of Illinois, Midwest Principals Center, Large Unit District Association, DuPage Regional Office of Education, Council of Chicago Area Deans, Center for the Study of Educational Policy at Illinois State University, and other Steering Group members who were instrumental in assisting with the dissemination of the surveys..*

## **About the Surveys**

Four surveys were developed in order to gather data about current practices, perceptions and recommendations. These included surveys of:

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- Non-tenured teachers who by their nature have the most recent experience with teacher preparation and clinical experiences
- Cooperating teachers who have participated in mentoring pre-service teachers during student teaching
- Superintendents and other district administrators
- Principals and Assistant Principals
- Faculty and administrators at Illinois colleges and universities involved with teacher education programs

The surveys were designed and conducted with the guidance of the Educator Licensure Steering Group and subcommittees, IERC, and the Illinois State Board of Education and were completed utilizing Survey Monkey. The practitioner surveys were conducted between September 17, 2012 and October 19, 2012. The survey of Illinois colleges and universities with teacher preparation programs was conducted October 19-29, 2012.

Where possible, survey questions were aligned between the surveys in order to gather multiple perspectives and explore differences in perceptions between groups of respondents while focusing on the highest priority questions to maximize participation. Unfortunately, time limitations resulted in misalignment between surveys in some areas.

Respondents were invited to participate by constituent organizations and provided a survey description and link to the survey. Respondents self-selected to take the survey according to certain criteria, such as their specific role or tenure status, and results may reflect a natural bias of those within the targeted group most motivated to take the survey. Colleges and universities were incented to respond to the survey with the opportunity to receive the aggregate results of the survey items.

In addition to the survey results for each group, final results were compiled and presented to the Steering Group to inform discussion around the formulation of recommendations.

### Survey Respondents

Survey	# Respondents
Faculty/Administrators of Teacher Preparation Programs	121
Non-Tenured Teachers	998
Cooperating Teachers	1043
Superintendents/District Administrators	232
Principals/Assistant Principals	300

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The data from the survey, while non-scientific, provides information on current practices and perceptions in Illinois around teacher preparation, including:

- Partnerships between programs and districts/schools
- Coursework and Field Experiences
- Clinical Experiences and Student Teaching
- Mentoring and Faculty Supervision
- Student Assessment and Support
- Educator Pipeline

There were multiple success stories of outstanding programs, cooperating teachers, schools and districts, many of which were highlighted by name. At the same time, several trends emerged in the feedback, both across, within and between groups of respondents. These trends will be identified and discussed by the Steering Group to identify areas of success and improvement in order to inform policy recommendations.

Each section below provides detailed results of the survey including questions asked, response choices, and # of respondents and recommendations by survey participants for improving teacher preparation.

## Current Practices and Recommendations

**Respondents: Faculty/Administrators of Teacher Preparation Programs**

**Distributed by: Illinois Association of Colleges of Teacher Education and Associated Colleges of Illinois**

### Survey Purpose

The purpose of the survey was to gather data and recommendations on current practices at Illinois colleges/universities with teacher preparation programs. Respondents were asked about program design and offerings, primarily focused on clinical experience requirements. Because there may be different requirements for different programs, respondents were asked to provide data and respond to all questions based on their 1) largest program, as measured by enrollment and 2) their typical student experience.

### Survey Results

#### Survey Participants

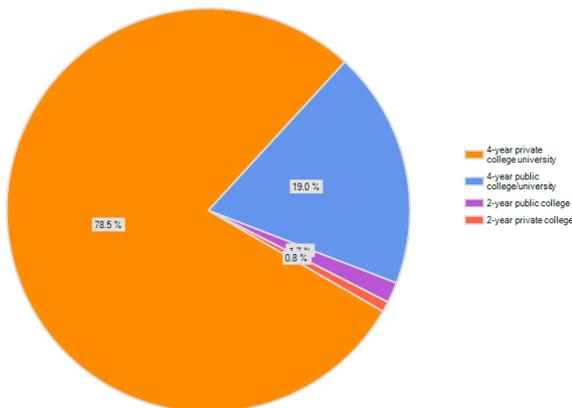
Overall Number of Respondents: 121

Completed All Questions: 63.6%\*

*\*Please note all questions were not required, including open-ended questions. This number represents the number of participants that responded to every question. Results reflect all respondents to a particular question.*

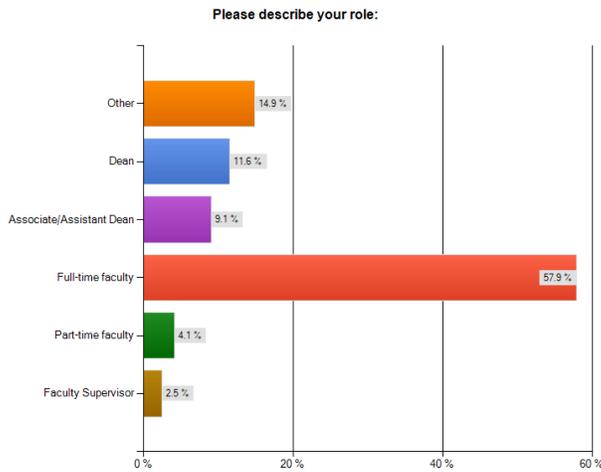
#### 1. Please describe the kind of higher education institution you are. (N=121)

Please describe the what kind of higher education institution you are:



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2. Please describe your role. (N=121)



3. College/University Name (N=121)

There were multiple responses from several colleges/universities. The total number of colleges/universities represented in the survey was 44. However, all respondents from all colleges did not answer all the questions and so some may be duplicates.

College Name	Total Responses
Augustana College	1
Aurora University	4
Blackburn College	1
Bradley University	1
Chicago State University	1
Columbia College Chicago	1
Concordia University	8
DePaul University	9
Dominican University	3
Eastern Illinois University	2
Elmhurst College	5
Erikson Institute	4
Eureka College	3
Governors State University	3
Greenville College	1
Hebrew Theological College	1
Illinois College	2
Illinois State University	3
Judson University	5

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Lake Forest College	1
Lewis University	5
Lincoln Christian University	1
MacMurray College	1
McKendree University	5
Millikin University	1
Monmouth College	1
National Louis University	1
North Central College	7
Northeastern Illinois University	1
Northern Illinois University	3
Northwestern University	2
Olivet Nazarene University	3
Principia College	1
Rockford College	3
Roosevelt University	3
Saint Xavier University	4
Southern Illinois University Carbondale	2
Southern Illinois University Edwardsville	1
Trinity Christian College	3
Trinity International University	2
UIC	2
University of Illinois at Springfield	3
University of St. Francis	3
Western Illinois University	2
Wheaton College	2
Grand Total	121

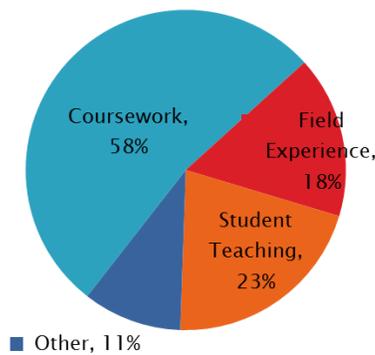
4. *Approximately what proportion of your total teacher preparation program consists of coursework, early field experience, student teaching or any other component? All components should add to 100%. (N=88)*

There was wide disparity in how programs distributed coursework, early field experience and student teaching.

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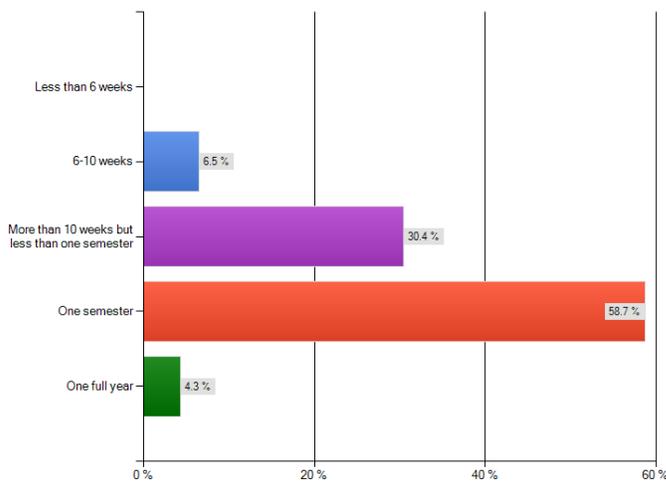
Component	0-10%	20%	30%	40%	50%	60%	70%	80%	90%
Coursework	1.10%	0.00%	5.68%	4.55%	22.73%	<b>36.36%</b>	21.59%	7.95%	0.00%
Early Field Experience	<b>41.18%</b>	35.29%	18.82%	4.71%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Teaching	17.44%	<b>46.51%</b>	29.07%	4.65%	1.16%	0.00%	0.00%	1.16%	0.00%
Other	<b>66.67%</b>	0.00%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

The average breakdown across respondents is below. Please note that some respondents indicated that they included field experiences in coursework, so that % may be underrepresented. Respondents also indicated that we should have been more specific as to whether we meant courses, credit hours or semesters which may skew the results.



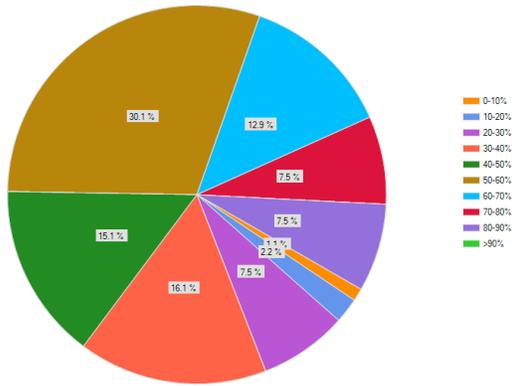
5. *How many continuous weeks of student teaching at a single school are required? (N=92)*

How many continuous weeks of student teaching at a single school are required?



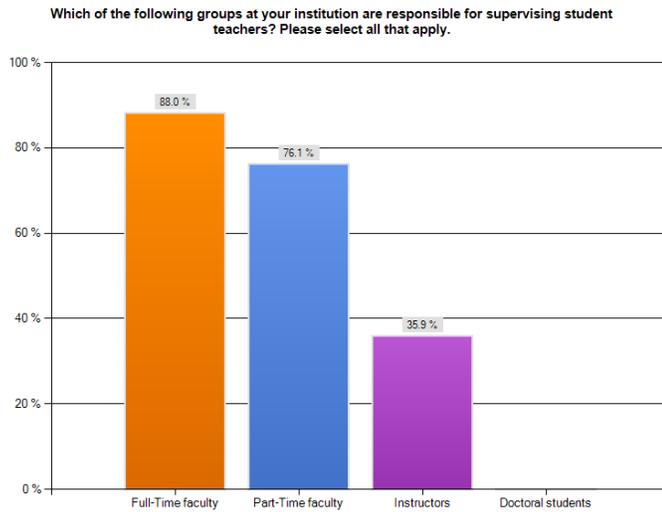
6. *For what proportions of your teacher candidate's student teaching time are they expected to be in full control of the classroom full time?*

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There was wide disparity in how much respondents expected student teachers to be in full control of the classroom.

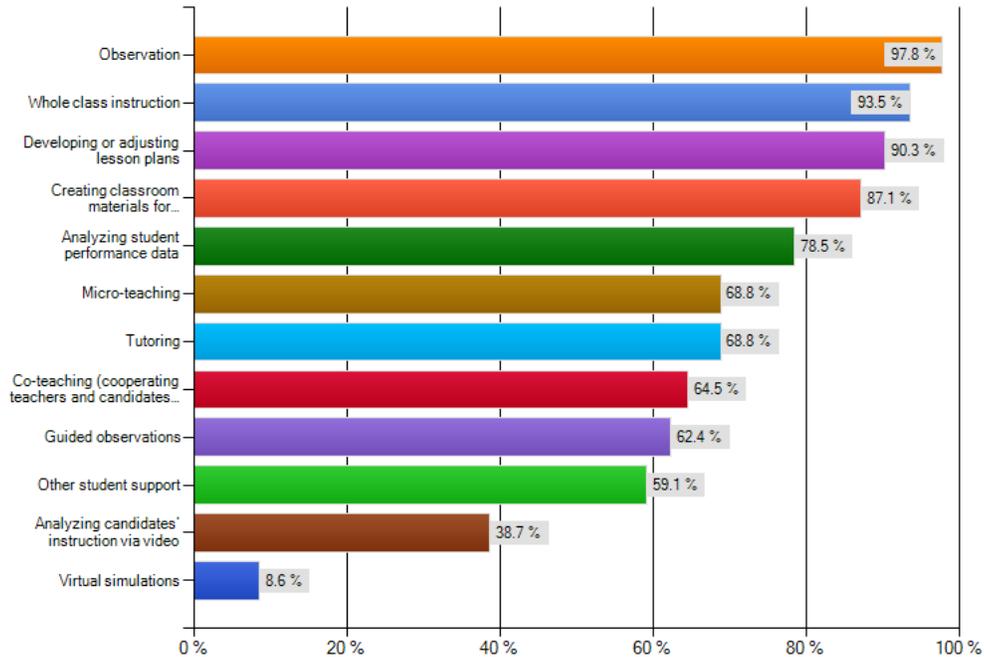
7. Which of the following groups at your institution are responsible for supervising student teachers? Please select all that apply. (N=92)



8. What types of clinical experiences are required of candidates? Please select all that apply. (N=89)

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**What types of clinical experiences are required of candidates? Please select all that apply.**



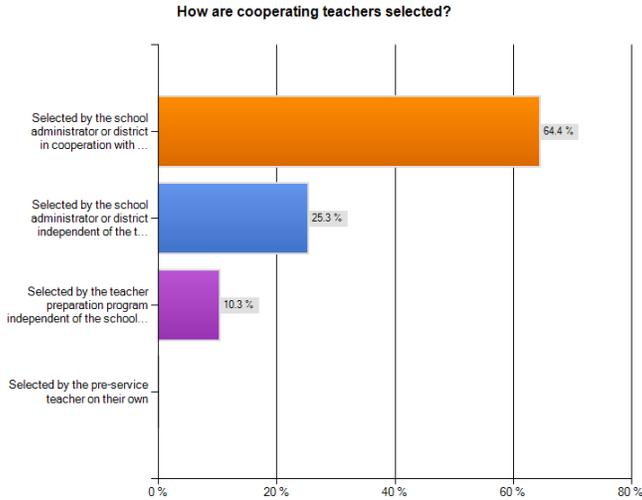
*Others mentioned in the comments: Small group instruction, RTI, Teacher meetings, parent conferences, professional development at site*

### 9. How are cooperating teachers selected? (N=87)

*The answer choices were:*

- Selected by the school administrator or district in cooperation with the preparation program
- Selected by the school administrator or district independent of the preparation program
- Selected by the preparation program independent of the school
- Selected by the pre-service teacher on their own

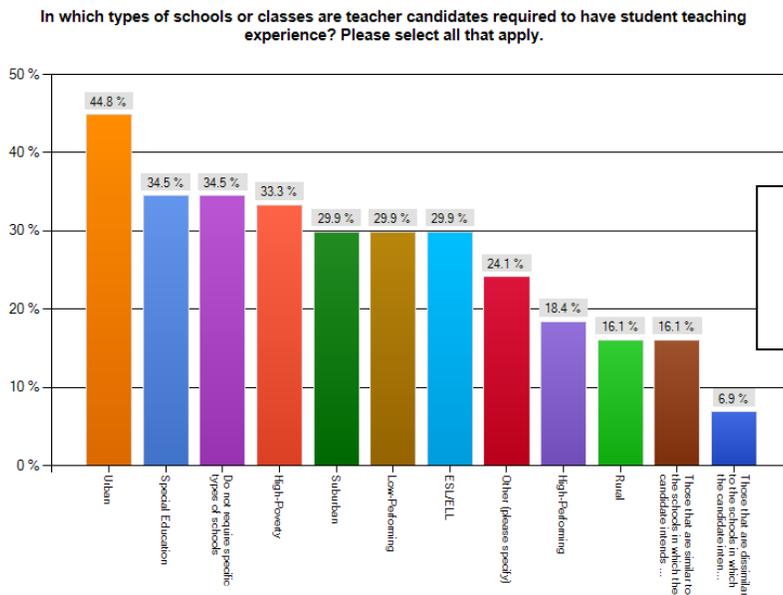
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10. Does your institution have an established and regular review process to ensure that multiple perspectives, regarding clinical experience (eg. cooperating teacher, faculty, and student) are used in the continuous improvement process and/or to determine whether or not to continue placements at a specific school or with a specific cooperating teacher? (N=88)

<b>Yes</b>	<b>88.6%</b>
<b>No</b>	<b>11.4%</b>

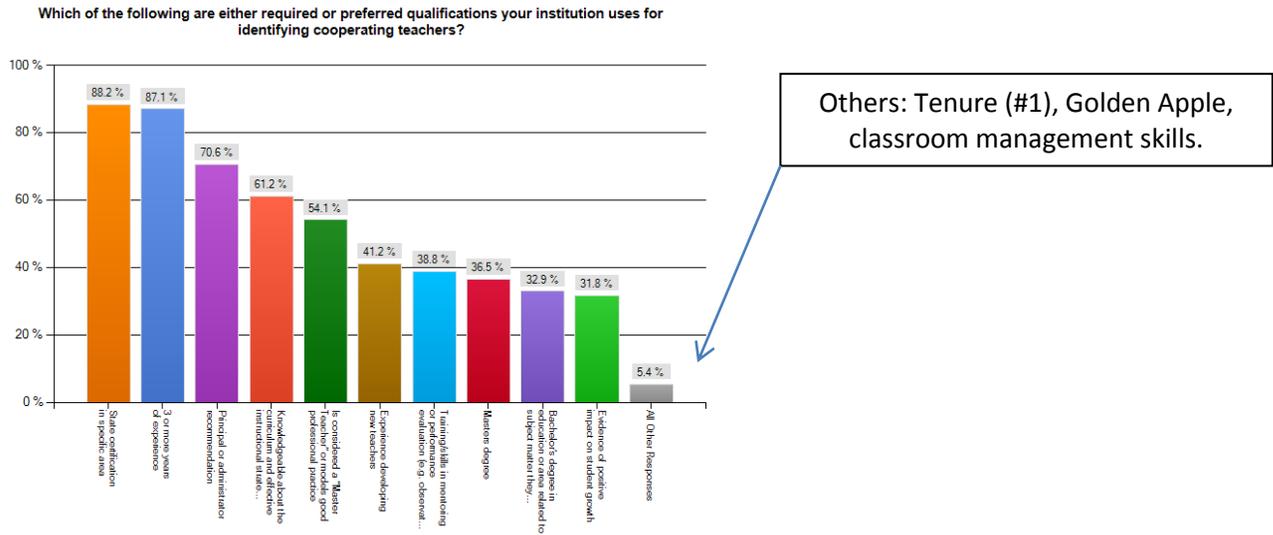
11. In which types of schools or classes are teacher candidates required to have student teaching experience? Please select all that apply.



This question should have been constructed differently. Many said these WERE required in field experiences vs. student teaching.

12. Which of the following are either required or preferred qualifications your institution uses for identifying cooperating teachers?

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We asked this question of school and district administrators as well with slightly different answer choices. Largely, the two groups answered similarly except that more school and district administrators selected *Evidence of student growth* as a selection criteria.

*13. Which of the following training and supports are available for cooperating teachers? Please tell us which of these are required for the cooperating teacher, offered but not required, or not offered.*

Type of Support	Required	Offered but not required	Not offered
Cooperating teacher handbook	<b>84.8%</b>	11.4%	3.8%
Formal Training from their district or school specific to the role of cooperating teacher	7.9%	20.6%	<b>71.4%</b>
Formal Training from your institution on the role of cooperating teacher	17.6%	<b>60.8%</b>	21.6%
Individual meetings between university faculty and cooperating teacher	<b>84.4%</b>	14.3%	1.3%
Meetings/Networking with other cooperating teachers in the program or district	14.3%	<b>45.7%</b>	40.0%
Online community support	12.5%	23.2%	<b>64.3%</b>

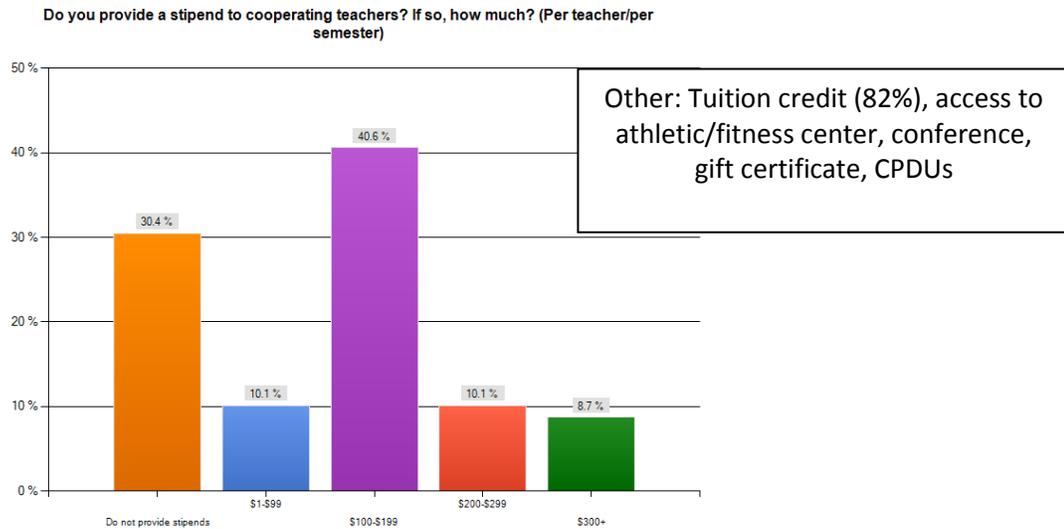
*Other Supports:* Co-teaching workshop, collaborative planning workshop, professional development, networking, weekly or conferences at regular intervals, e.g. weekly or monthly, use of student evaluations from prior semesters

*14. Do you require faculty supervisors to attend formal training?*

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<b>Yes, training is required</b>	<b>66.3%</b>
No, training is optional	20.0%
No, training is not offered	13.8%

15. Do you provide a stipend to cooperating teachers? If so, how much? (Per teacher/per semester). If you provide other non-monetary incentives, what are they? (N=69)



16. How often do faculty supervisors (or other program faculty) meet with cooperating teachers to plan for the student teacher, observe the student teacher or provide feedback? (N=80)

How Often	% of respondents
Once a month or more	41%
Other regular intervals	58%
1-2 times per assignment	1.3%

Cooperating teachers were asked the identical question with choice options Frequently, Often, Occasionally, Rarely or Never. Therefore, this question attempted to further quantify practice. In the Cooperating teacher survey, 30% responded frequently or often, 49.7% responded occasionally and 21% responded rarely or never.

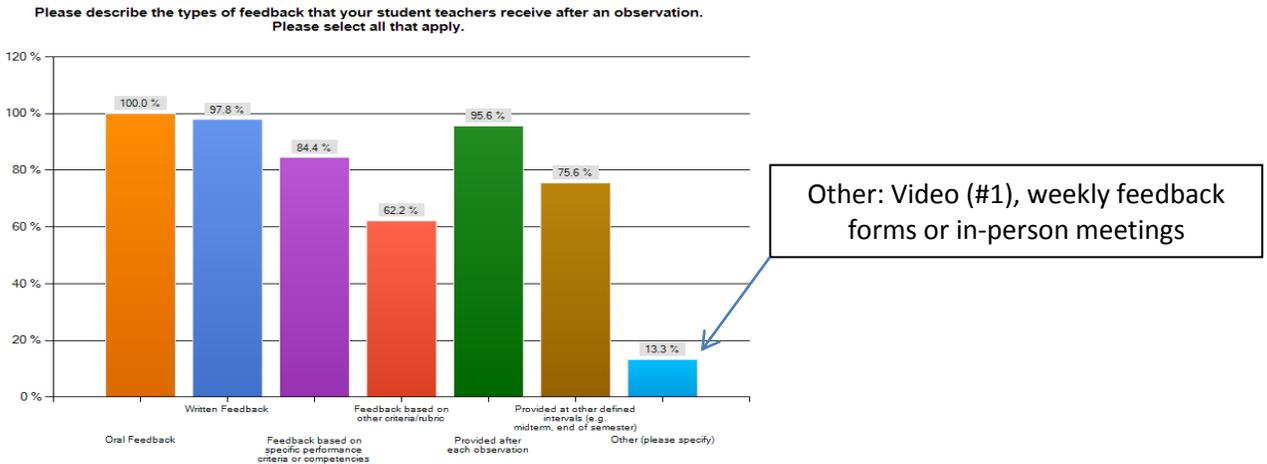
Illinois P-20 Council Educator Licensure Steering Group Survey Results

17. Do you have written expectations and/or competencies by which student teachers will be evaluated that are communicated to student teachers, cooperating teachers and supervisors? If yes, please describe (N=78)

Yes	98.7%
No	1.3%

This question was asked in response to many cooperating teachers and non-tenured teachers asking for more specific expectations and guidelines in order to compare practice with perception. The most often cited tool by universities/colleges was evaluation forms, assessments or rubrics, most commonly based on IPTS and/or other standards, that is shared with student teachers and cooperating teachers often as part of student teaching materials or handbooks.

18. Please describe the types of feedback that your student teachers receive after an observation. Please select all that apply. (N=45)



19. Does the student teaching experience include a graded, culminating project that documents the student teacher's gains on performance expectations? (N=78)

Yes	78.2%
No	21.8%

Types of projects: (most frequent)

- Portfolios/Work Samples (will be incorporated into or replaced by edTPA)
- Action research
- Assessment of student learning
- Unit and Lesson plans

20. How do you identify and support candidates who are in need of improvement? (open-ended) (N=74)

## Illinois P-20 Council Educator Licensure Steering Group Survey Results

Over 60% of participants responded that they have some type of remediation/intervention plan or intervention/review committee. Additional responses included additional supervision or faculty support/mentoring, additional observations/assessments, extended student teaching time, conferences with student teacher, more frequent communication.

### Recommendations

21. *Taking all these components into account, how do you plan to or how would you improve student teaching at your institution? (open-ended) (N=67)*

Open-ended responses were categorized into different components of teacher preparation for consistency across all surveys. Those with multiple responses are listed below with the most frequent in bold.

<i>Partnerships</i>	<ul style="list-style-type: none"> <li>• <b>More partnerships to increase quantity and quality of cooperating teachers</b></li> <li>• More communication and cooperation with districts around program goals and expectations</li> </ul>
<i>Coursework/ Field Experiences</i>	<ul style="list-style-type: none"> <li>• <b>Better integrated coursework/field experience</b></li> <li>• <b>Earlier field experiences</b></li> <li>• Simulations</li> <li>• Align coursework to district practices</li> <li>• Integrate TPA into coursework</li> </ul>
<i>Clinical Experience and Student Teaching</i>	<ul style="list-style-type: none"> <li>• <b>Longer student teaching (1 semester or 1 full year)</b></li> <li>• <b>More input into placement</b></li> <li>• <b>More time co-teaching and teaching on own</b></li> <li>• <b>More effective student teacher assessment including more observations</b></li> <li>• <b>Orientation/training for student teaching</b></li> <li>• <b>Provide more simulations</b></li> </ul>
<i>School Site/Cooperating Teacher Selection and Support</i>	<ul style="list-style-type: none"> <li>• <b>More input/be able to select student teachers</b></li> <li>• Selection of higher-quality cooperating teachers</li> <li>• <b>More training and professional development, especially on co-teaching</b></li> <li>• Cooperating teachers more willing to attend seminars and PD</li> </ul>
<i>Faculty Supervision</i>	<ul style="list-style-type: none"> <li>• <b>More input/be able to select cooperating teachers</b></li> <li>• Selection of higher-quality cooperating teachers</li> <li>• More training and professional development, especially on co-teaching</li> <li>• Cooperating teachers more willing to attend seminars and PD</li> </ul>
<i>Student Assessment and Support</i>	<ul style="list-style-type: none"> <li>• <b>More training for supervisors and students on student teacher evaluation and instruments</b></li> <li>• More supervision prior to student teaching</li> <li>• More use of technology</li> </ul>
<i>Pipeline</i>	<ul style="list-style-type: none"> <li>• Increase quality of teacher candidates</li> </ul>

## Teacher Preparation Survey

Respondents: Non-tenured Teachers

Distributed by: Illinois Education Association, Illinois Federation of Teachers, Center for the Study of Educational Policy, Chicago Area Deans

## Survey Results

### Survey Purpose

The purpose of the survey was to gather data and recommendations from early career teachers who have recent experiences as pre-service teachers. The survey was limited to **non-tenured teachers** who were asked about their experiences as a student teacher in terms of practices and perceptions, especially around student teaching and clinical experience. Teachers were also asked to assess the effectiveness of their programs in preparing them to be a new teacher and solicited recommendations for improvement.

Please note that teachers were given the opportunity to comment at various points during the survey. We have summarized the most frequent responses, given the number of respondents.

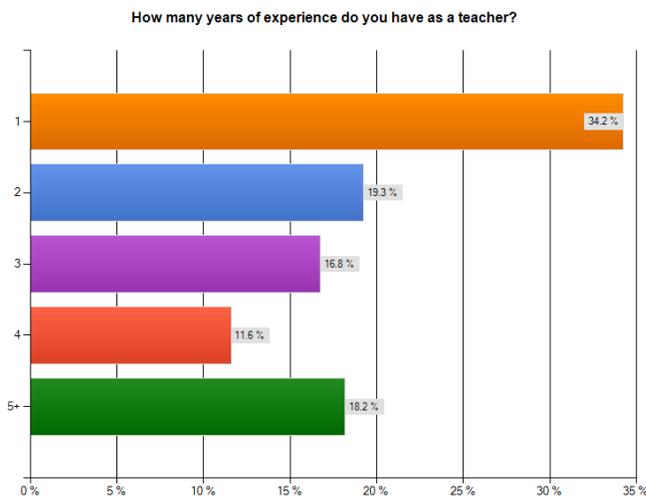
### Survey Participants

Overall Number of Respondents: 998

Completed All Questions: 60.1%\*

*\*Please note all questions were not required, including open-ended questions. This number represents the number of participants that responded to every question. Results reflect all respondents to a particular question.*

#### 1. How many years, experience do you have as a teacher?

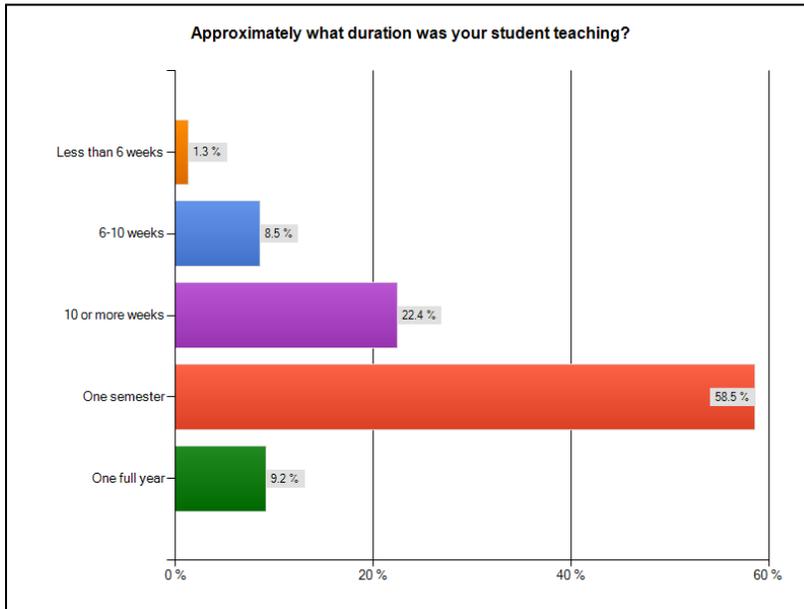


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2. Where did you complete your teacher preparation program?

Type	%
<b>Illinois university or college</b>	<b>86.0%</b>
Alternative Certification program	3.2%
University or college outside IL	10.8%

3. Approximately what duration was your student teaching? (N=598)

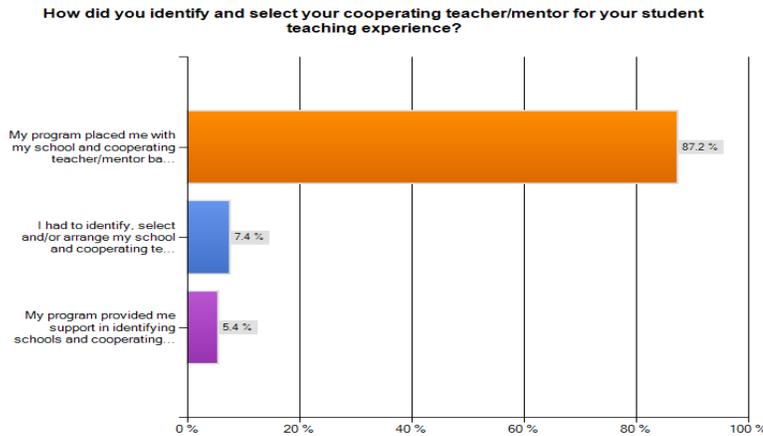


4. Of your total time as a student teacher, what percentage of the time did you observe your cooperating teacher, co-teach with him/her, or teach on your own? (N=596)

	0-10%	10-20%	20-30%	40-50%	More than 50%
Observed my cooperating teacher	37.6%	35.29%	17.3%	6.6%	3.2%
Co-taught with my cooperating teacher	45.2%	26.66%	19.0%	6.3%	2.9%
Taught on my own	1.7%	1.68%	5.6%	20.9%	70.2%

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5. *How did you identify and select your cooperating teacher/mentor for your student teaching experience? (N=578)*



Many teachers cited placement as critical because it is an opportunity for potential future employment. This also matches the motivations of school and district administrators who most often use partnerships to build a pipeline of future teachers.

Specifics on how teachers were placed included most often having selected several schools and being placed at one of their choices. Other methods included choosing the school and having the program work with the school on placement with the cooperating teacher. Some mentioned being placed outside of their interests, in different grade levels for example. A few said they were placed with no input into the school at all.

In the comments to this question (and in related comments across the survey) teachers who chose to comment were on either end of extremes --- either a very good fit or a very poor fit. Many were very happy with their cooperating teacher. Most often, the reason for dissatisfaction with their cooperating teacher was that they were reluctantly assigned, poor teachers or disinterested/disengaged in their development. Teachers who commented also cited a wide variety of experiences, both between their own experiences in multiple placements and in comparison to peers in the same program.

6. *After your teacher preparation program and student teaching, how prepared did you feel as a first-year teacher?*

Very prepared	<b>Mostly prepared</b>	Somewhat prepared	Not very prepared	Not prepared at all
26.6%	<b>47.6%</b>	20.8%	4.7%	.3%

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As a standard measure of adult learning, this question measured the respondent's perception of how well they were prepared overall to teach as a first-year teacher. Most non-tenured teachers felt they were mostly prepared.

7. *Looking at the list of knowledge/skills below, for each of them, please tell us where in your teacher preparation were the following knowledge and skills addressed and how effective they were in preparing you to be a new teacher. Finally, please tell us how important it is to address each of these knowledge/skills during teacher preparation and student teaching in order to help new teachers be successful. (N=564)*

**Teacher Preparation Program Only (e.g. coursework, faculty supervision)**

Skill	Rating					
	Very effective	Effective	Somewhat effective	Not very effective	Not very effective at all	Not covered
Rigorous content knowledge and ability to teach it*	27.8%	<b>40.9%</b>	24.4%	4.8%	1.3%	0.7%
Translating pedagogical knowledge into instructional practices*	23.7%	<b>38.3%</b>	31.6%	4.4%	1.6%	0.4%
Incorporating social-emotional and cognitive development*	22.2%	31.7%	<b>33.3%</b>	10.1%	1.6%	1.1%
Classroom management skills*	21.3%	<b>30.1%</b>	24.0%	16.9%	5.7%	2.0%
Use of data and assessments to inform instruction	20.2%	25.9%	<b>27.4%</b>	17.1%	4.6%	4.8%
Incorporating differentiated instruction*	<b>30.3%</b>	<b>30.1%</b>	26.6%	7.4%	2.8%	2.8%
Effective use of instructional technology	23.1%	<b>31.2%</b>	26.4%	10.8%	3.9%	4.6%
Engaging parents/community*	13.1%	23.7%	<b>31.6%</b>	18.5%	5.7%	7.4%
Working with high-needs students and in a high need school*	19.5%	23.6%	<b>28.2%</b>	17.3%	5.3%	6.1%

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Peer collaboration, problem-solving and reflective inquiry	31.8%	<b>36.6%</b>	21.3%	6.6%	1.5%	2.2%
Cultural competency skills	18.2%	<b>33.4%</b>	30.3%	8.8%	3.7%	5.7%

The skills list was based on the Illinois Professional Teaching Standards. The average effectiveness rating across all skills was 54.25%, meaning on average, 54.25% rated the program itself (coursework, faculty supervision, etc.) as being highly effective or effective in preparing them in these skills to be a new teacher.

**Cooperating Teacher/School Site Mentoring Only**

Skill	Rating					
	Very effective	Effective	Somewhat Effective	Not very effective	Not very effective at all	Not covered
Rigorous content knowledge and ability to teach it*	36.2%	<b>39.7%</b>	17.37%	4.6%	0.9%	1.3% (7)
Translating pedagogical knowledge into instructional practices*	28.3%	<b>40.5%</b>	24.58%	4.8%	0.6%	1.3%
Incorporating social-emotional and cognitive development*	22.7%	<b>39.1%</b>	25.14%	8.0%	1.3%	3.7%
Classroom management skills*	<b>47.6%</b>	29.4%	16.11%	3.7%	1.3%	1.9%
Use of data and assessments to inform instruction	21.3%	28.7%	30.71%	10.5%	3.7%	5.1%
Incorporating differentiated instruction*	26.0%	<b>35.7%</b>	22.86%	8.6%	1.9%	5.0%
Effective use of instructional technology	18.8%	<b>30.6%</b>	25.14%	15.9%	3.4%	6.2%
Engaging parents/community*	20.1%	<b>32.9%</b>	27.32%	11.5%	2.2%	5.9%

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Working with high-needs students and in a high need school*	22.5%	<b>30.1%</b>	21.91%	11.4%	2.4%	11.6%)
Peer collaboration, problem-solving and reflective inquiry	27.7%	<b>35.7%</b>	21.56%	7.8%	3.2%	4.1% (22)
Cultural competency skills	16.1%	<b>35.3%</b>	24.67%	12.7%	2.8%	8.4%

The average effectiveness rating across all skills was 60.45%, meaning that on average across all skills, 60.45% thought the cooperating teacher was effective/highly effective in preparing them to be a new teacher.

**Importance Rating and Effectiveness Rating Per Skill**

The question data was used to calculate both an Importance Rating and an Effectiveness Rating. Both of these ratings measure the perception of respondents. The Importance Rating measures teachers' perception of how important it was to address this knowledge/skill in being successful as a new teacher -- i.e. was development of the knowledge/skill necessary to perform the job.

The Effectiveness Rating measures what percentage of respondents rated his/her program or cooperating teachers/school sites *either* effective or highly effective in addressing the skills and preparing the respondent to be a new teacher. This is a standard measure of adult learning.

Skill	% Important/Highly Important**	Effectiveness Rating % Effective/Highly Effective  Teacher Prep Program (coursework, faculty supervision)	Effectiveness Rating % Effective/Highly Effective  Cooperating Teacher/School Site
Rigorous content knowledge and ability to teach it*	92.75%	68.76%	75.87%
Translating pedagogical knowledge into instructional practices*	86.47%	68.38%	68.76%
Incorporating social-emotional and cognitive	87.89%	62.04%	61.82%

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Skill	% Important/Highly Important**	Effectiveness Rating % Effective/Highly Effective  Teacher Prep Program (coursework, faculty supervision)	Effectiveness Rating % Effective/Highly Effective  Cooperating Teacher/School Site
<b>development*</b>			
<b>Classroom management skills*</b>	98.34%	60.44%	77.04%
<b>Use of data and assessments to inform instruction</b>	88.24%	54.31%	50.00%
<b>Incorporating differentiated instruction*</b>	95.03%	53.85%	61.71%
<b>Effective use of instructional technology</b>	80.85%	51.56%	49.34%
<b>Engaging parents/community*</b>	87.66%	51.38%	52.97%
<b>Working with high-needs students and in a high need school*</b>	85.77%	46.14%	52.62%
<b>Peer collaboration, problem-solving and reflective inquiry</b>	87.52%	43.09%	63.38%
<b>Cultural competency skills</b>	78.97%	36.78%	51.40%
<b>Mean Rating</b>	<b>88.4%</b>	<b>54.25%</b>	<b>60.45%</b>

\*=Majority of respondents rated skill as Very Important

8. *Of the following quality factors for teacher preparation and clinical experience, how effective was your program in providing these quality factors to you? (N=567)*

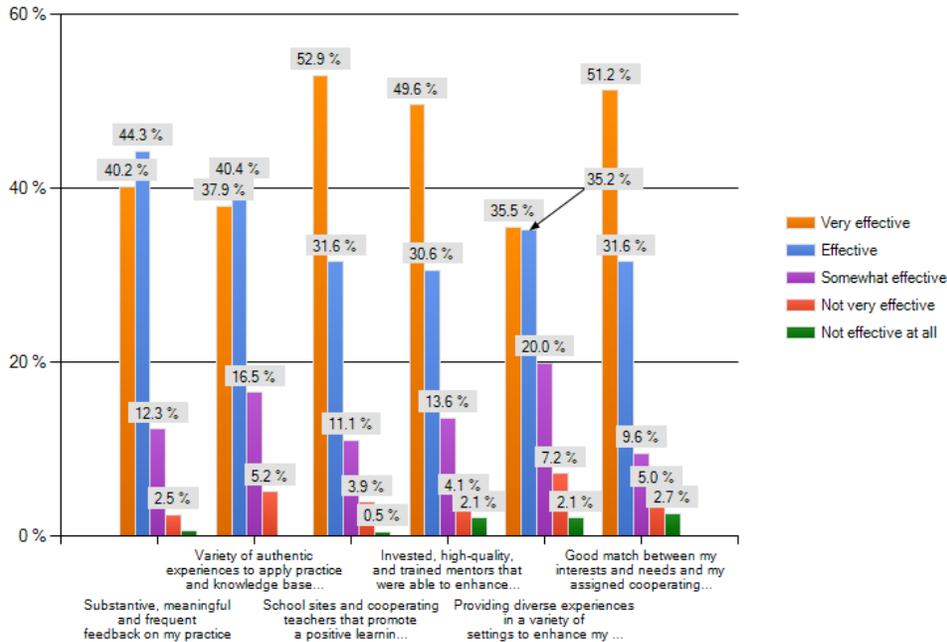
This question asked teachers to rate their programs based on the quality factors identified by research and recommended by NCATE:

- Substantive, meaningful and frequent feedback on my practice
- Variety of authentic experiences to apply practice and knowledge based on standards

## Illinois P-20 Council Educator Licensure Steering Group Survey Results

- School sites and cooperating teachers that promote a positive learning environment
- Invested, high-quality, and trained mentors that were able to enhance my development as a teacher
- Providing diverse experiences in a variety of settings to enhance my career choices and practice
- Good match between my interests and needs and my assigned cooperating teacher during my student teaching

**Of the following quality factors for teacher preparation and clinical experience, how effective was your program in providing these quality factors to you?**



Overall, teachers reported a high degree of success factor effectiveness, with 5 of the 6 success factors rated as over 75% very effective/effective. The lowest scoring success factor was *Providing diverse experiences in a variety of settings to enhance my career choices and practice* with only 55.5% rating it as very effective/effective.

9. *What can teacher preparation programs do to better improve field experiences and/or student teaching? (open-ended) (N=378)*

10. *What can districts, school sites and/or cooperating teachers do to better improve field experiences and/or student teaching? (open-ended) (N=335)*

In order to be consistent across surveys, we categorized the responses across several components. Many of the responses were similar in both questions with these being the most frequent responses:

Illinois P-20 Council Educator Licensure Steering Group Survey Results

<i>Partnerships</i>	<ul style="list-style-type: none"> <li>• <b>More partnerships with districts that enhance recruitment and placement after student teaching</b></li> <li>• More partnerships to provide more diverse experiences or career choices</li> <li>• More partnerships to increase quality of clinical practice and cooperating teachers</li> <li>• Greater alignment between districts and program on practices</li> </ul>
<i>Coursework/ Field Experiences</i>	<ul style="list-style-type: none"> <li>• <b>Earlier field experiences</b></li> <li>• <b>More diverse field experiences</b></li> <li>• More coursework on the job of a teacher</li> <li>• <b>More training in classroom management</b></li> <li>• More experiences at different types of schools</li> <li>• More chances to interact with and observe teachers</li> </ul>
<i>School Site/Cooperating Teacher Selection and Support</i>	<ul style="list-style-type: none"> <li>• Have more input on matching/improved matching based on interests and fit not just certification</li> <li>• <b>Higher-quality cooperating teachers</b></li> <li>• <b>Screen cooperating teachers for quality of instruction, engagement and mentoring skills – not just extra help</b></li> <li>• Training and support for cooperating teachers so that they are more consistent</li> <li>• More frequent feedback from cooperating teachers</li> </ul>
<i>Faculty Supervision</i>	<ul style="list-style-type: none"> <li>• <b>More recent teaching experience</b></li> <li>• <b>More experience in current district trends and practices</b></li> <li>• Alignment of supervisor to content/endorsement area</li> <li>• More collaboration between faculty supervisor and cooperating teacher</li> </ul>
<i>Student Assessment and Support</i>	<ul style="list-style-type: none"> <li>• <b>More frequent observation and feedback</b></li> <li>• Feedback from both cooperating teacher and faculty supervisor</li> <li>• Knowledge about how they will be evaluated as teachers</li> <li>• Seminars/training that supports the interviewing and hiring process</li> </ul>
<i>Pipeline</i>	<ul style="list-style-type: none"> <li>• Streamline application and selection process so it focuses on qualities that are most essential</li> <li>• <b>Provide classroom experiences to teachers early on to understand profession and make choices</b></li> </ul>

## Teacher Preparation Survey

**Respondents: Cooperating Teachers**

**Distributed by: Illinois Education Association, Illinois Federation of Teachers, Center for the Study of Educational Policy, Chicago Area Deans**

## Survey Results

### Survey Purpose

The purpose of the survey was to gather data and recommendations from cooperating teachers who have mentored pre-service teachers. Teachers were asked about their experiences as a cooperating teacher, in terms of practices and perceptions, specifically around student teaching. Cooperating teachers were also asked about recommendations for improvement.

Please note that cooperating teachers were given the opportunity to comment at various points during the survey. We have summarized the most frequent responses, given the number of respondents.

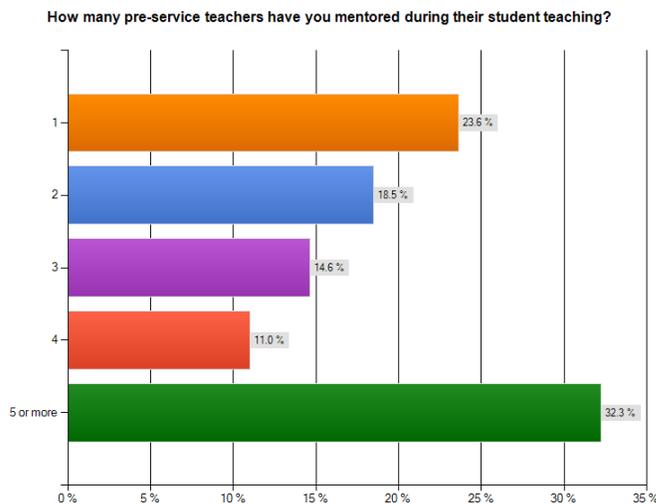
### Survey Participants

Overall Number of Respondents: 1,043

Completed All Questions: 67.8%\*

*\*Please note all questions were not required, including open-ended questions. This number represents the number of participants that responded to every question. Results reflect all respondents to a particular question.*

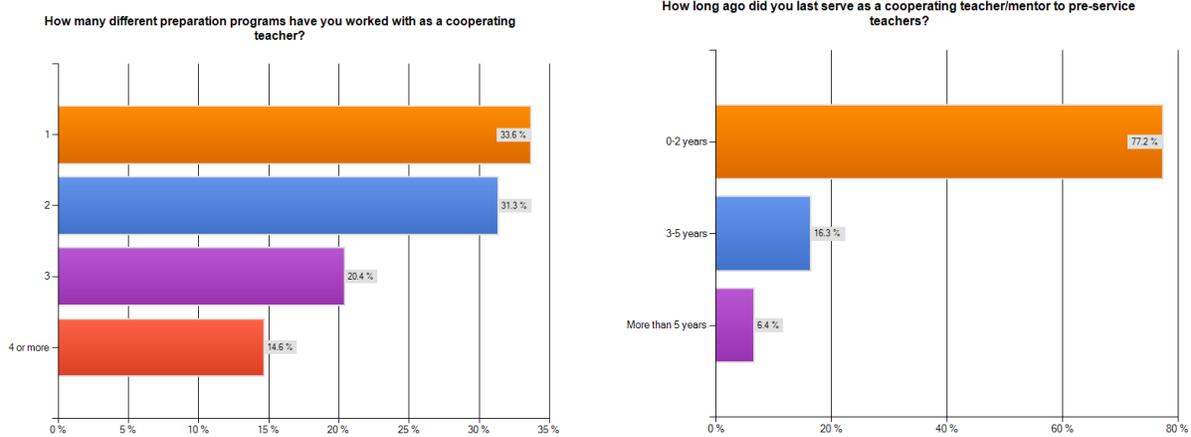
#### 1. How many pre-service teachers have you mentored during their student teaching?



## Illinois P-20 Council Educator Licensure Steering Group Survey Results

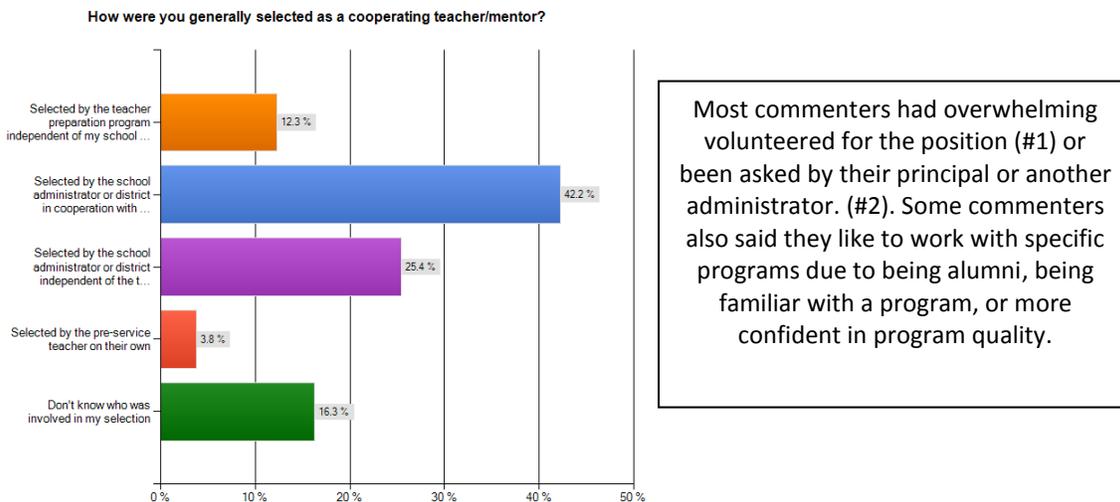
Most cooperating teachers that responded to the survey, more than 76%, have mentored more than one teacher with more than 1/3 having mentored five or more.

2. *How many different preparation programs have you worked with as a cooperating teacher?*
3. *How long ago did you last serve as a cooperating teacher/mentor to pre-service teachers?*



Most cooperating teachers, more than 66%, were drawing from their experience working with 2 or more programs. The majority, 77.25% had also mentored a student teacher in the last 2 years, meaning the perceptions were, for the most part, recent. Filtering out for those with more recent experience within the last 2 years did not affect the results of the survey.

4. *How were you generally selected as a cooperating teacher/mentor? (N=767)*



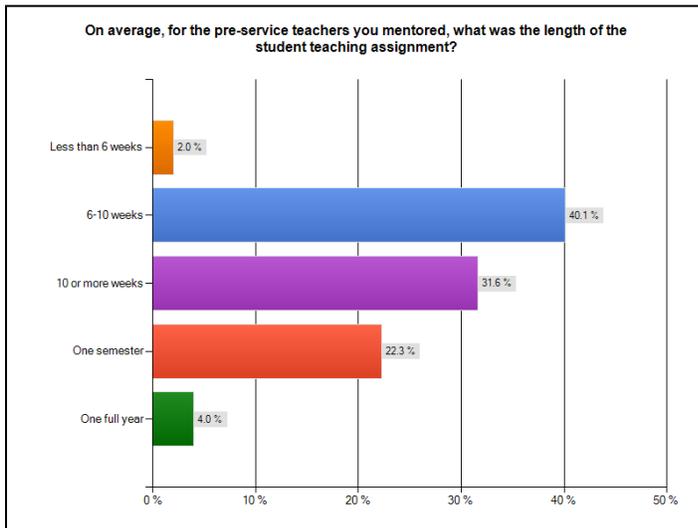
5. *Did you receive formal training on how to be an effective cooperating teacher and if so, by whom? (N=806)*

Illinois P-20 Council Educator Licensure Steering Group Survey Results

Received training from my district or school	7.7%
Received training from the preparation program	17.9%
Received training from both	3.9%
<b>Did not receive any training</b>	<b>70.6%</b>

The vast majority of commenters expressed desire for more training and support. Most said they most frequently received a handbook or packet from the school. Some indicated that the training was available but they were not able to attend. They also said they received informal support from the faculty supervisor or program. Some had completed mentor training on their own or as a new teacher mentor.

6. *On average, for the pre-service teachers you mentored, what was the length of the student teaching assignment? (N=800)*



This differed from the perception of student teachers and programs when asked the same question. Many commenters said it was too short to be effective or advocated for assignments that covered an entire school year.

7. *As a cooperating teacher, of their total student teaching time spent with you, how much of that time did your student teacher observe your teaching, co-teach with you, or teach on their own? (N=803)*

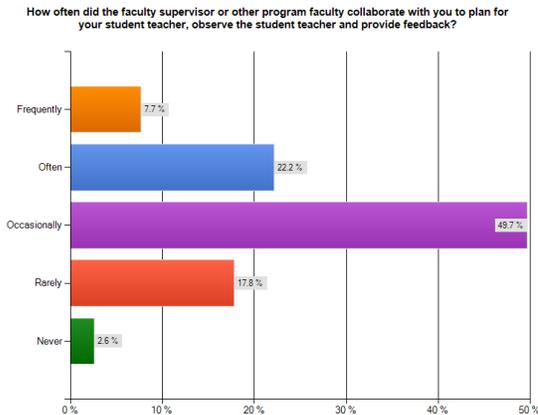
	0-10%	10-20%	20-30%	40-50%	More than 50%
Observed my teaching	16.0%	44.0%	26.7%	8.4%	5.0%
Co-teach with me	21.4%	31.2%	31.7%	12.1%	3.5%
Teach on their own	1.4%	5.5%	14.8%	36.6%	41.9%

This data differs from responses from non-tenured teachers reflecting on their student teaching experience. Cooperating teachers perceived that student teachers were spending more time

Illinois P-20 Council Educator Licensure Steering Group Survey Results

observing and co-teaching than the non-tenured teachers did. They also perceived that student teachers were spending less time teaching on their own. While only 41.9% felt student teachers were teaching on their own more than 50% of the time, more than 70% of teachers reported that they had.

8. *How often did the faculty supervisor or other program faculty collaborate with you to plan for your student teacher, observe the student teacher and provide feedback? (N=807)*



While nearly 30% collaborate frequently or often, most cooperating teachers, 49.7%, said they collaborated with faculty supervisors only occasionally. Nearly 21% said they collaborated rarely or never, with some commenting they rarely saw the supervisor or communicated mostly through email.

Commenters said other people with whom they frequently interact are other teachers, with whom they collaborate or share the student teacher or the supervisor from the program.

9. *What recommendations do you have for how support provided to cooperating teachers/mentors by districts and/or teacher preparation programs could be better improved? (open-ended) (N=417)*

In order to be consistent across surveys, we categorized the responses across several components, documenting the most frequent recommendations from this question or others.

<i>Partnerships</i>	<ul style="list-style-type: none"> <li>• <b>Closer partnerships so programs understand district/school and student needs and current trends</b></li> <li>• Clearly defined goals and expectations</li> </ul>
<i>Coursework/ Field Experiences</i>	<ul style="list-style-type: none"> <li>• <b>Earlier field experiences so student teachers are more prepared</b></li> <li>• <b>Prepare teachers more effectively in key skills and best practices that are critical such as Common Core, RTI/PBIS, classroom management, special education, literacy, etc.</b></li> <li>• More training in classroom management and lesson planning.</li> </ul>

Illinois P-20 Council Educator Licensure Steering Group Survey Results

<p><i>Clinical Experiences and Student Teaching</i></p>	<ul style="list-style-type: none"> <li>• <b>Longer student teaching assignments</b></li> <li>• <b>Clear expectations for student teachers, faculty supervisors and cooperating teachers</b></li> <li>• <b>Less outside courses/non-relevant assignments</b></li> <li>• Align with new teacher mentoring</li> <li>• Screen students for readiness</li> <li>• More time co-teaching and observing</li> <li>• Greater alignment on methods and practices</li> <li>• More involvement in student activities</li> <li>• Training/Orientation prior to student teaching</li> </ul>
<p><i>School Site/Cooperating Teacher Selection and Support</i></p>	<ul style="list-style-type: none"> <li>• <b>Formal training for cooperating teachers</b></li> <li>• <b>More frequent communication and collaboration with program</b></li> <li>• <b>More training and collaboration on assessing, mentoring and intervention strategies for student teachers</b></li> <li>• Higher quality cooperating teachers based on performance and skills</li> </ul>
<p><i>Faculty Supervision</i></p>	<ul style="list-style-type: none"> <li>• <b>More time collaborating with faculty supervisor on planning and feedback</b></li> <li>• <b>Experienced in current practices and trends within districts</b></li> <li>• More familiar/capable in addressing their school needs and students</li> <li>• Understand teacher evaluation</li> </ul>
<p><i>Student Assessment and Support</i></p>	<ul style="list-style-type: none"> <li>• <b>More training for themselves on student teacher assessment and intervention</b></li> <li>• Train students and faculty on Danielson or other frameworks and align assessments</li> <li>• More support with struggling students</li> <li>• Both student teacher and cooperating teacher know how student teacher will be assessed</li> <li>• More frequent observations and collaboration</li> </ul>
<p><i>Pipeline</i></p>	<ul style="list-style-type: none"> <li>• <b>Increase quality of teacher candidates through selection and support</b></li> <li>• More teachers that can teach in diverse settings</li> </ul>

## Partnerships and Clinical Experiences Survey

**Respondents: School and District Administrators**

**Distributed by: IASA, Illinois Principals Association, DuPage ROE, Chicago Area Deans, Large Unit District Association, Center for the Study of Educational Policy**

### Survey Purpose

The purpose of the survey was to gather data and recommendations from principals, assistant principals, superintendents and other district administrators, both who have an active partnership with a teacher preparation program and those who do not. The survey focused on the nature and motivation for partnerships, their role in partnering in student teaching and clinical experiences and recommendations for improvement

Please note that administrators were given the opportunity to comment at various points during the survey. We have summarized the most frequent responses, given the number of respondents.

### Survey Results

#### Survey Participants

Overall Number of Respondents: 532

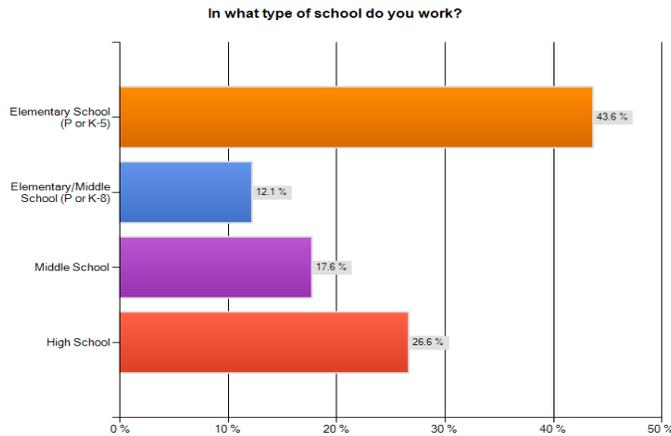
Completed All Questions: 74.6%\*

\*Please note all questions were not required, including open-ended questions. This number represents the number of participants that responded to every question. Results reflect all respondents to a particular question.

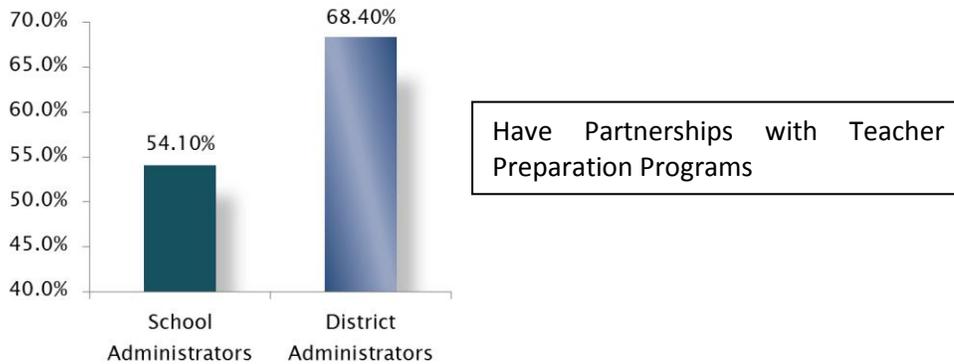
1. *Please describe your current role.*

Role	%
<b>School Administrators</b>	<b>57%</b>
Principal	49.2%
Assistant Principal	7.1%
<b>District Administrators</b>	<b>43%</b>
Superintendent	23.1%
Assistant Superintendent	7.5%
Other District Administrator	13.0%

Type of School (School Administrators only)



- Does your district/school have partnerships with one or more teacher preparation programs that place students in your district/building in order for them to complete their clinical experience (field placement or student teaching)? A partnership means involvement in teacher preparation program design, supervision, mentoring or placement of pre-service teacher candidates.



**Do Not Have Partnerships**

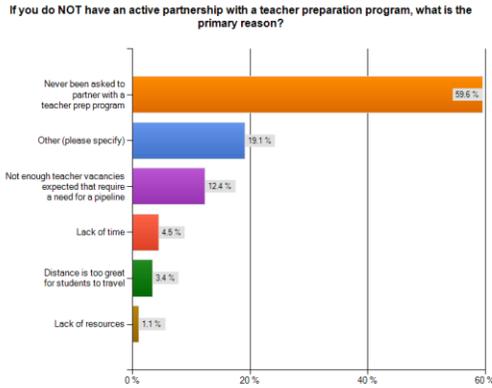
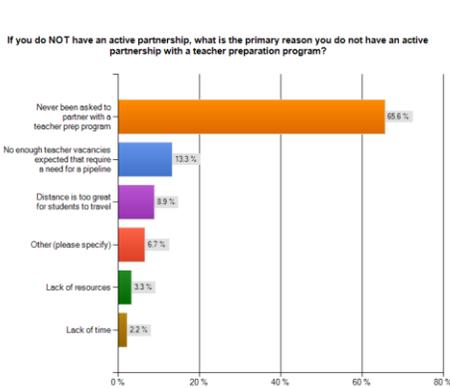
45.9% of school administrators and 31.6% of districts did not have partnerships.

- If you do NOT have an active partnership with a teacher preparation program, what is the primary reason?

# Illinois P-20 Council Educator Licensure Steering Group Survey Results

## Principals/Schools (N=89)

## Superintendents/Districts (N=90)



Both school and district administrators have similar reasons for not having partnerships with the majority saying it is because they have never been asked or that they do not have enough vacancies. Other greatly varied such as being unsure, being new, being too small. Neither time nor resources was a motivating factor.

### Have Partnerships with Teacher Preparation Programs

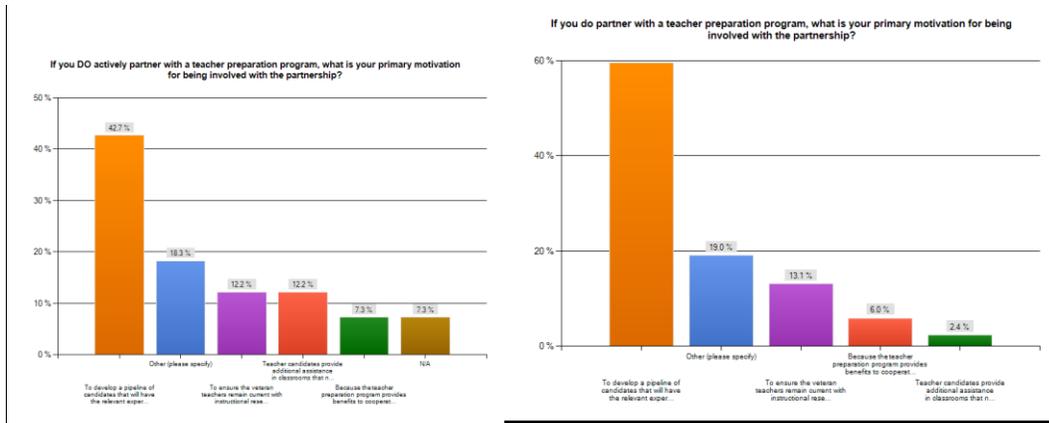
*Please Note:* Only administrators with active partnerships responded to the following questions.

- If you DO actively partner with a teacher preparation program, what is your primary motivation for being involved with the partnership?

## Principals/Schools (N=164)

## Superintendents/Districts (N=84)

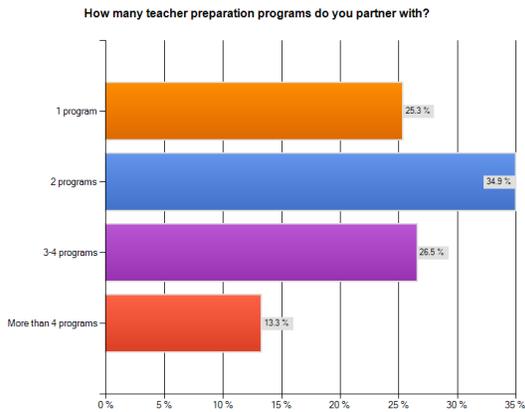
## Illinois P-20 Council Educator Licensure Steering Group Survey Results



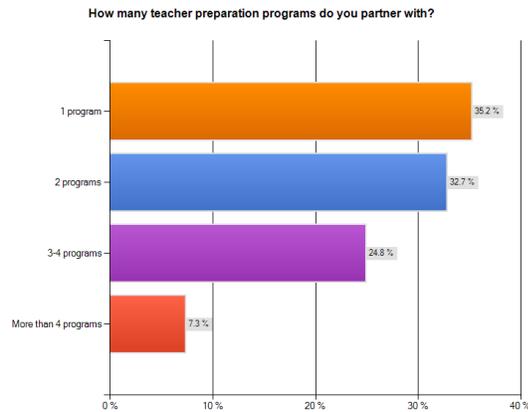
Districts and schools overwhelmingly cited developing a pipeline of candidates as the primary motivation. Incentives were not the motivating factor as only 6.5% of both groups cited that as the primary motivator. While not a major factor, slightly more principals than superintendents, valued assistance in the classroom.

### 3. How many teacher preparation programs do you partner with?

#### Principals/schools



#### Superintendents/Districts

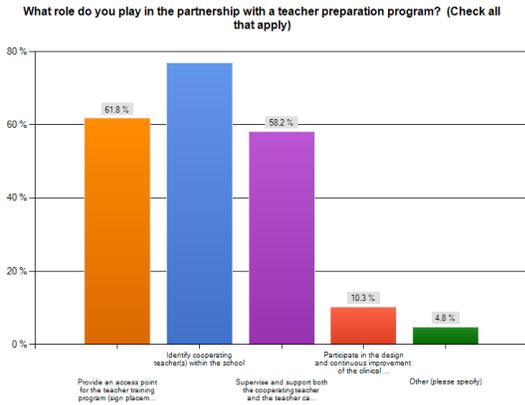


Most respondents partner with multiple programs. 75% of district respondents and 65% of schools partner with 2 or more programs.

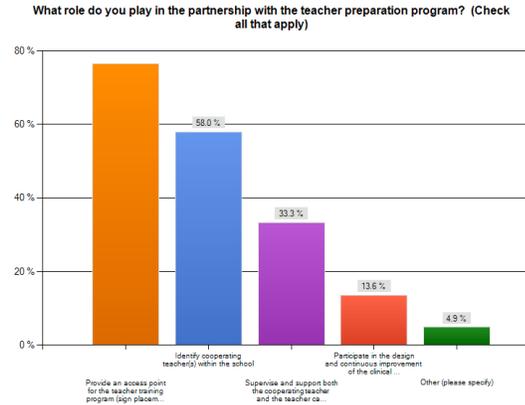
### 4. What role do you play in the partnership with the teacher preparation program? (Check all that apply)

# Illinois P-20 Council Educator Licensure Steering Group Survey Results

## School Administrators

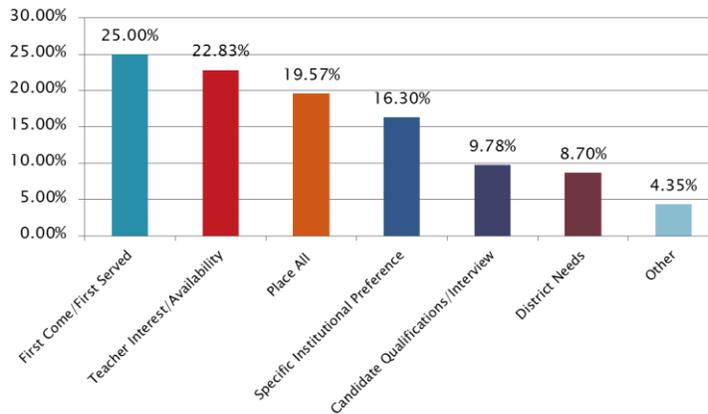


## District Administrators



Both principals/assistant principals and superintendents/district administrators play similar roles in partnerships with most providing an access point for placement agreements and identifying cooperating teachers. Principals play more of a role in identifying, supervising and supporting cooperating teachers and student teachers. Few districts and schools (13.6% of districts and 10.3% of schools) collaborate on the design and development of the program.

5. *If you partner with more than one teacher prep program how do you prioritize which teacher candidates are placed? (open-ended, N= 174 for both school and district administrators)*

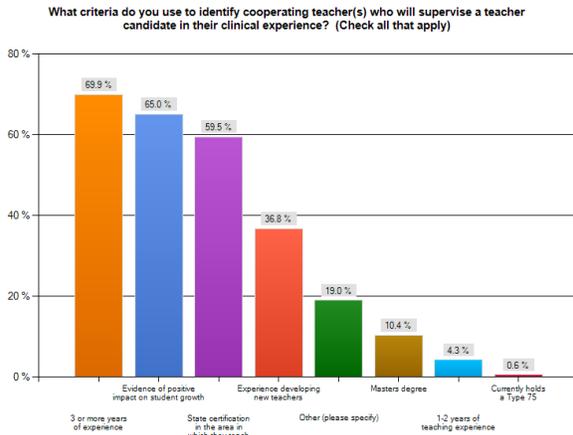


There was no predominant way that schools and districts prioritized placements.

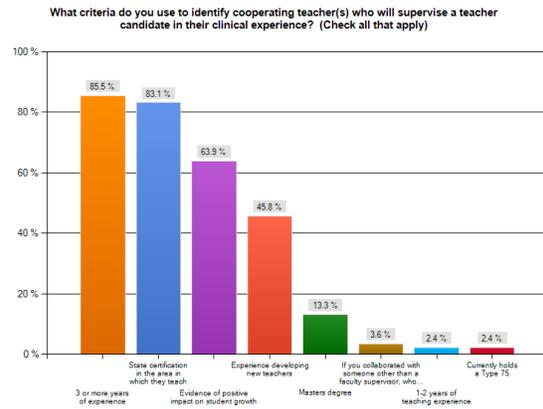
6. *What criteria do you use to identify cooperating teacher(s) who will supervise a teacher candidate in their clinical experience? (Check all that apply)*

# Illinois P-20 Council Educator Licensure Steering Group Survey Results

## Principals/Schools



## Superintendents/Districts



For both schools and districts, the experience of the teacher, certification, evidence of student growth, and experience developing teachers were the most common criteria. Other criteria included teacher performance, tenure, interest and leadership.

7. Do you play a role in matching teacher candidates with cooperating teachers? If so what criteria is used to determine an adequate match? (Open-ended, N-181)

Approximately 25% of respondents, both districts and schools, said they had no criteria for matching student teachers to cooperating teachers or it was determined by someone else. Other responses were categorized with the most common criteria identified in descending order as:

- Teacher skills, learning environment and performance
- Grade level/subject area
- Ability to mentor
- Grade/Department Chair recommendation
- Interviews
- Resume/Candidate information provided

8. What recommendations do you have for other districts/schools, in terms of what they could be doing to strengthen teacher preparation? (Open-ended, N= 134). Responses were categorized with the most common responses being:

- Districts should commit to developing future teachers by developing student teachers

Illinois P-20 Council Educator Licensure Steering Group Survey Results

- Align mentoring programs between new teachers and student teachers
- Close partnerships, outreach and interaction with higher education faculty and input on program design
- Program liaison between program and district/school
- More professional development, mentoring and intervention strategies to enhance development of student teachers

**Recommendations by District and School Administrators**

9. *What recommendations do you have for teacher preparation programs that could be used to improve how they prepare teachers? (Open-ended, N=194)*

Both districts/schools with partnerships and those that did not were asked for recommendations on how teacher preparation could improve. In order to be consistent between surveys, the responses were categorized according to program components with the most common recommendations.

<i>Partnerships</i>	<ul style="list-style-type: none"> <li>• <b>Closer partnerships so programs understand district/school and student needs and current trends</b></li> <li>• More district feedback on program design and administration</li> <li>• Use partnerships to build pipeline of high-quality teachers</li> </ul>
<i>Coursework/ Field Experiences</i>	<ul style="list-style-type: none"> <li>• <b>Earlier, more diverse field experiences so student teachers are more prepared</b></li> <li>• <b>Prepare teachers more effectively in key skills and best practices, such as Common Core, data and assessment, differentiation, classroom management, RTI/PBIS, school culture/climate, special education, literacy, technology, lesson planning, high needs students and school law</b></li> <li>• Less theory, more practice</li> </ul>
<i>Clinical Experience and Student Teaching</i>	<ul style="list-style-type: none"> <li>• <b>More diverse experiences</b></li> <li>• <b>Lengthen time in student teaching assignment</b></li> <li>• Greater involvement of student teachers in all types of school activities</li> <li>• Enhance professionalism of student teachers</li> <li>• More co-teaching and team-teaching</li> <li>• Screen students for readiness</li> <li>• Greater alignment on methods and practices</li> <li>• Training/Orientation prior to student teaching</li> <li>• Knowledge of teacher evaluation</li> </ul>
<i>School Site/Cooperating Teacher Selection and Support</i>	<ul style="list-style-type: none"> <li>• Formal training for cooperating teachers</li> <li>• <b>More training and collaboration on assessing, mentoring and intervention strategies for student teachers</b></li> <li>• Align with new teacher mentoring</li> </ul>

Illinois P-20 Council Educator Licensure Steering Group Survey Results

<i>Faculty Supervision</i>	<ul style="list-style-type: none"><li>• Closer alignment between faculty supervision and school sites especially as to student teacher assessment and intervention</li><li>• More observation and feedback</li></ul>
<i>Student Assessment and Support</i>	<ul style="list-style-type: none"><li>• Train students and faculty on Danielson or other frameworks and align assessments</li><li>• More training for themselves on student teacher assessment and intervention</li></ul>
<i>Pipeline</i>	<ul style="list-style-type: none"><li>• Increase quality of teacher candidates through selection and support</li><li>• More teachers that can teach in diverse settings</li></ul>