QAS 2023-2024
Student Teacher Survey

EVALUATION CENTER
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Reasons to Celebrate

- High Performance Ratings:
  - 49 responses (34%) from Cooperating Teachers and 11 responses (16%) from Student Teachers rated the program as "Highly Effective." The program's highest ratings are in teacher preparation:
    - Adapting instruction for diverse learners
      - Highly Effective: 71 responses (49.3%)
      - Effective: 47 responses (32.6%)
    - Collaborating with school professionals.
      - Highly Effective: 45 responses (36.3%)
      - Effective: 48 responses (38.7%)
    - Fostering learner growth and development.
      - Highly Effective: 71 responses (49.3%)
      - Effective: 57 responses (39.6%)
- Consistent Positive Feedback Across Roles:
  - 47 responses (32%) from Cooperating Teachers and 21 responses (30%) from Student Teachers rated the program as "Effective."
- Widespread Approval and Recognition:
  - Combined, over 91% of responses were either "Effective" or "Highly Effective".
- Key Strengths Highlighted in Competency Areas:
  - Fostering inclusive learning environments.
  - Planning and adapting instruction collaboratively.
  - Developing content knowledge and meaningful connections.

Opportunities for Growth

- Room for Moderate Improvements:
  - 14 responses (10%) were rated as "Somewhat Effective," indicating areas where additional support or training could enhance the program's impact. These areas include:
    - Planning collaboratively to meet diverse learner needs.
    - Using interactive technologies effectively.
- Addressing Perceptions of Student Teachers:
  - Student Teachers provided fewer "Highly Effective" ratings (16%) compared to Cooperating Teachers (34%). This suggests the need to improve areas directly experienced by them, such as:
    - Applying theory to practice in real-world settings.
    - Accessing resources and support systems effectively.
- Differing Perspectives and Response Rate Imbalance:
  - Cooperating Teachers provided 69% of the responses, compared to a response rate of 31% from Student Teachers.
  - Overall, the Cooperating Teachers gave the program a more positive rating.

Cooperating Teachers say:

"[I]t has been great working with such a helpful and experienced professor! He prepared the student teacher well!"

"My student teacher was great because he was flexible, willing to learn."

"UK's College of Education does a phenomenal job with preparing their students to be effective teachers when they graduate. I have worked with some strong candidates who I'm confident will go on to be highly effective and successful teachers."

"I have been very pleased with our ST from UK. Always prepared, not afraid to jump in or change lessons as needed."

"University of Kentucky student teachers come very prepared."
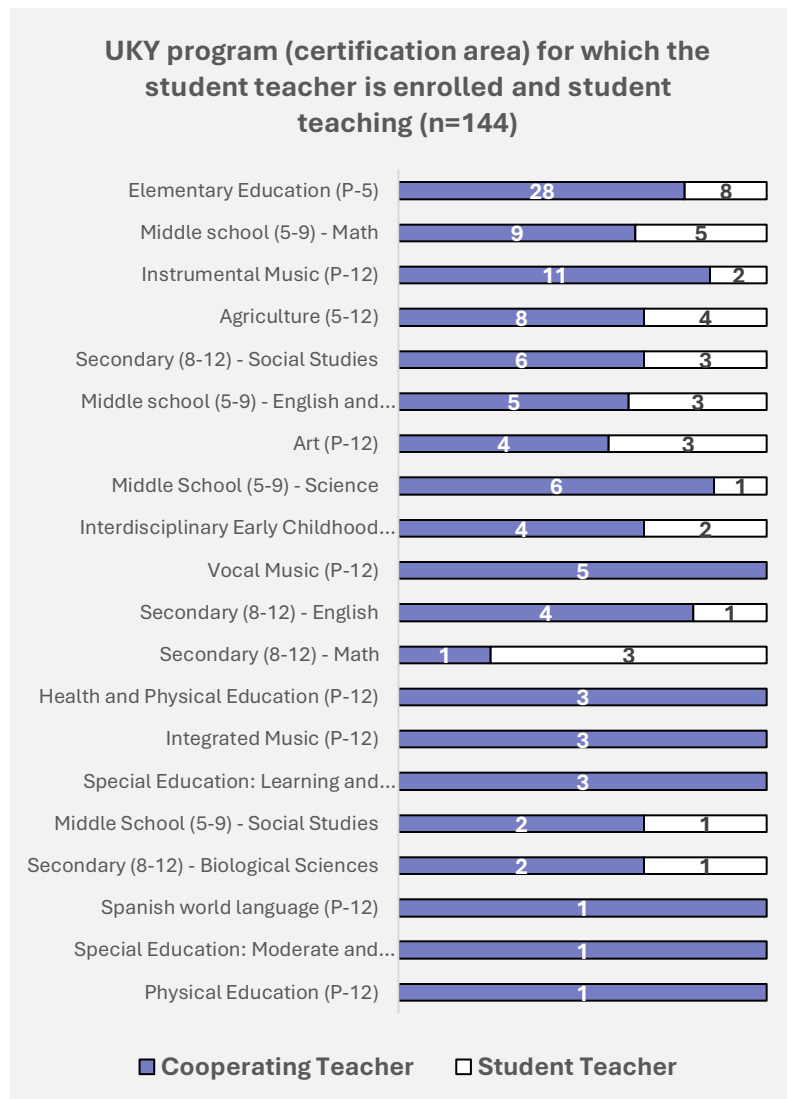
Survey Responses

Q1: Role Distribution of Survey Respondents

- In comparison to statewide data, 73% of respondents (n=746) identified as student teachers, while 27% (n=279) identified as cooperating teachers

UKY Respondent by Role (n=144)

26%

74%

☐ Cooperating Teacher

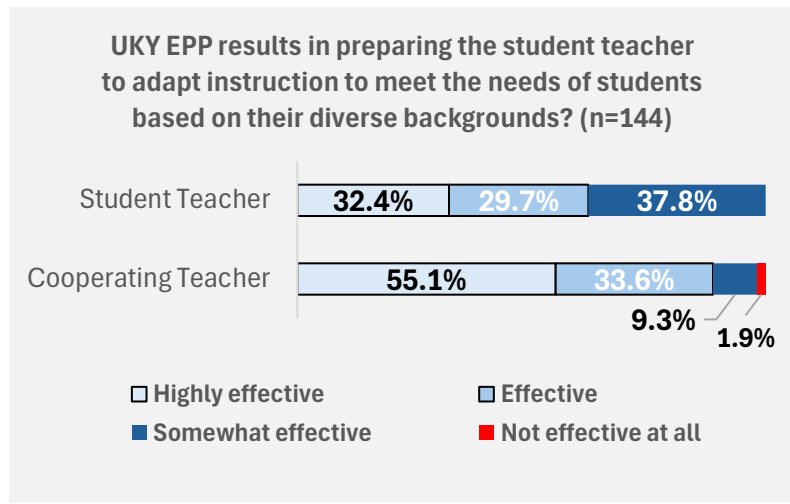☐ Student Teacher
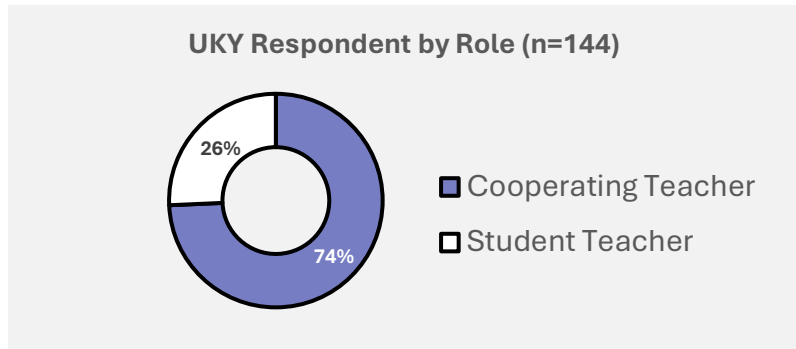
Q3: Certification Area Distribution

- Statewide, the top certification area is Elementary Education (P-5), with 51% (n=518) of participants enrolled.

- Secondary (8-12) - Social Studies follows with 6% (n=57), and Secondary (8-12) - English accounts for 4% (n=39).

- Other certification areas are distributed across various programs with smaller percentages.

UKY program (certification area) for which the student teacher is enrolled and student teaching (n=144)

Certification Area	Cooperating Teacher	Student Teacher
Elementary Education (P-5)	28	8
Middle school (5-9) - Math	9	5
Instrumental Music (P-12)	11	2
Agriculture (5-12)	8	4
Secondary (8-12) - Social Studies	6	3
Middle school (5-9) - English and...	5	3
Art (P-12)	4	3
Middle School (5-9) - Science	6	1
Interdisciplinary Early Childhood...	4	2
Vocal Music (P-12)	5	
Secondary (8-12) - English	4	1
Secondary (8-12) - Math	1	3
Health and Physical Education (P-12)	3	
Integrated Music (P-12)	3	
Special Education: Learning and...	3	
Middle School (5-9) - Social Studies	2	1
Secondary (8-12) - Biological Sciences	2	1
Spanish world language (P-12)	1	
Special Education: Moderate and...	1	
Physical Education (P-12)	1	

☐ Cooperating Teacher   ☐ Student Teacher
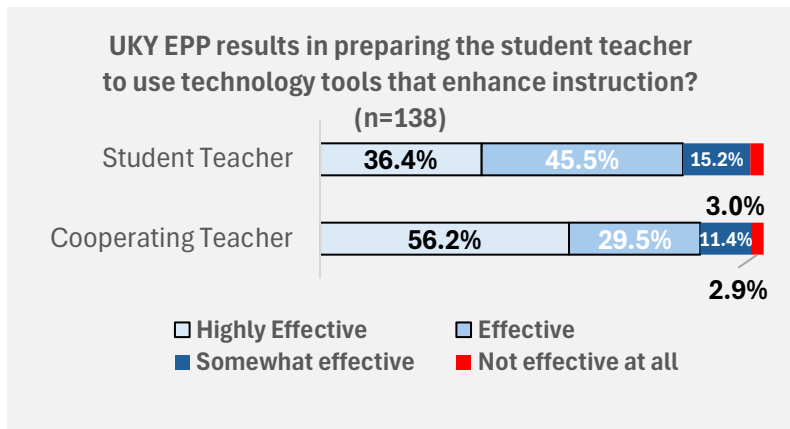
Effectiveness of EPP Programs (UKY)

Q5: Effectiveness of EPP in Adapting Instruction for Diverse Student Needs

- Statewide, 50% (n=436) the EPP as highly effective in preparing student teachers to adapt instruction for diverse student needs, and 41% (n=357) rated it as effective.

- Additionally, 7% (n=65) found it somewhat effective, 0.8% (n=7) rated it not effective, and 0.9% (n=8) were unable to evaluate.

UKY EPP results in preparing the student teacher to adapt instruction to meet the needs of students based on their diverse backgrounds? (n=144)

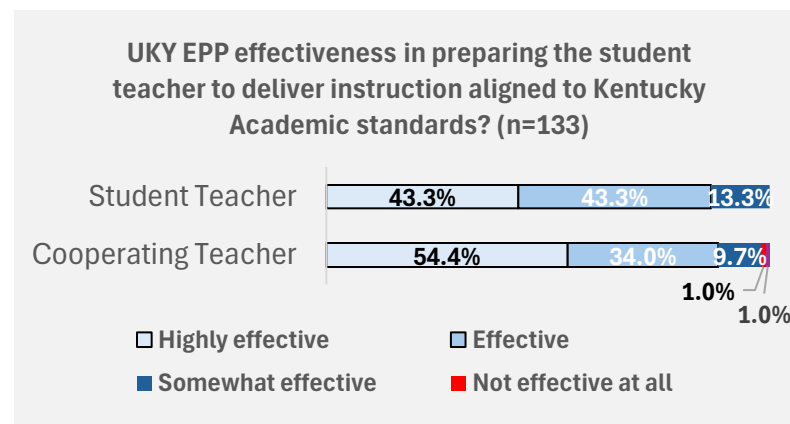|	Highly effective	Effective	Somewhat effective	Not effective at all
Student Teacher	32.4%	29.7%	37.8%	
Cooperating Teacher	55.1%	33.6%	9.3%	1.9%

Q12: Effectiveness of EPP in Using Technology Tools for Instruction

- Statewide, 56% (n=468) rated the EPP as highly effective in preparing student teachers to use technology tools that enhance instruction, and 36% (n=301) rated it as effective.

- Additionally, 6% (n=53) found it somewhat effective, 1% (n=8) rated it not effective, and 0.4% (n=3) were unable to evaluate.

UKY EPP results in preparing the student teacher to use technology tools that enhance instruction? (n=138)

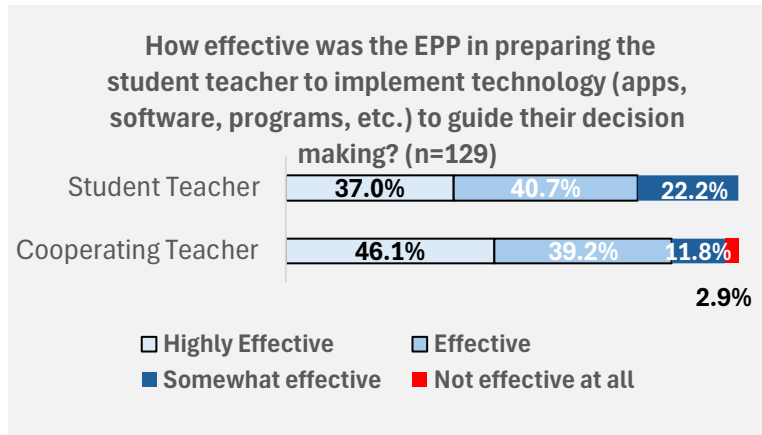|	Highly Effective	Effective	Somewhat effective	Not effective at all
Student Teacher	36.4%	45.5%	15.2%	3.0%
Cooperating Teacher	56.2%	29.5%	11.4%	2.9%

Q15: Effectiveness of EPP in Aligning Instruction to Kentucky Academic Standards

- Statewide, 53% (n=434) rated the EPP as highly effective in preparing student teachers to deliver instruction aligned to Kentucky Academic Standards, and 40% (n=328) rated it as effective.

- Additionally, 6% (n=50) found it somewhat effective, 1% (9 respondents) rated it not effective, and 0.4% (n=3) were unable to evaluate.

UKY EPP effectiveness in preparing the student teacher to deliver instruction aligned to Kentucky Academic standards? (n=133)

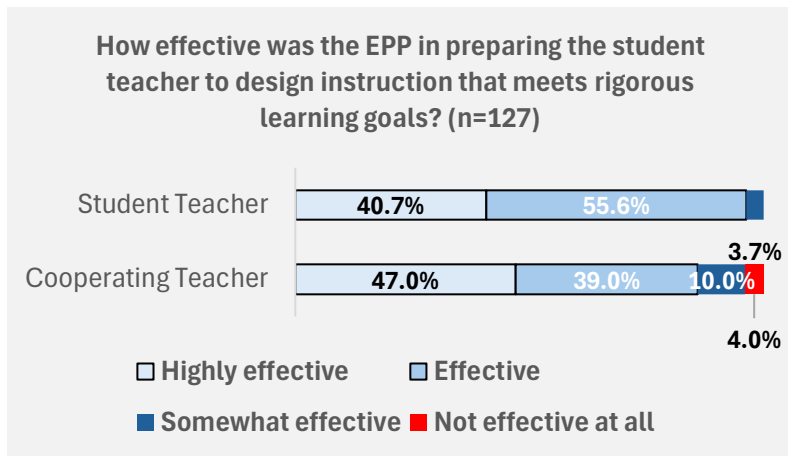|	Highly effective	Effective	Somewhat effective	Not effective at all
Student Teacher	43.3%	43.3%	13.3%	
Cooperating Teacher	54.4%	34.0%	9.7%	1.0% / 1.0%

Q22: Effectiveness of EPP in Implementing Technology for Decision-Making

- Statewide, 46% (n=370) rated the EPP as highly effective in preparing student teachers to implement technology to guide decision-making, and 46% (n=367) rated it as effective.

- Additionally, 7% (n=53) found it somewhat effective, 1% (n=12) rated it not effective, and 0.4% (n=3) were unable to evaluate.

How effective was the EPP in preparing the student teacher to implement technology (apps, software, programs, etc.) to guide their decision making? (n=129)

	Highly Effective	Effective	Somewhat effective	Not effective at all
Student Teacher	37.0%	40.7%	22.2%	
Cooperating Teacher	46.1%	39.2%	11.8%	2.9%

Q24: Effectiveness of EPP in Designing Instruction for Rigorous Learning Goals

- Statewide, 46% (n=368) rated the EPP as highly effective in preparing student teachers to design instruction that meets rigorous learning goals, and 43% (n=350) rated it as effective.

- Additionally, 9% (n=74) found it somewhat effective, 1% (n=12) rated it not effective, and 0.5% (n=4) were unable to evaluate.

How effective was the EPP in preparing the student teacher to design instruction that meets rigorous learning goals? (n=127)

	Highly effective	Effective	Somewhat effective	Not effective at all
Student Teacher	40.7%	55.6%	3.7%	
Cooperating Teacher	47.0%	39.0%	10.0%	4.0%

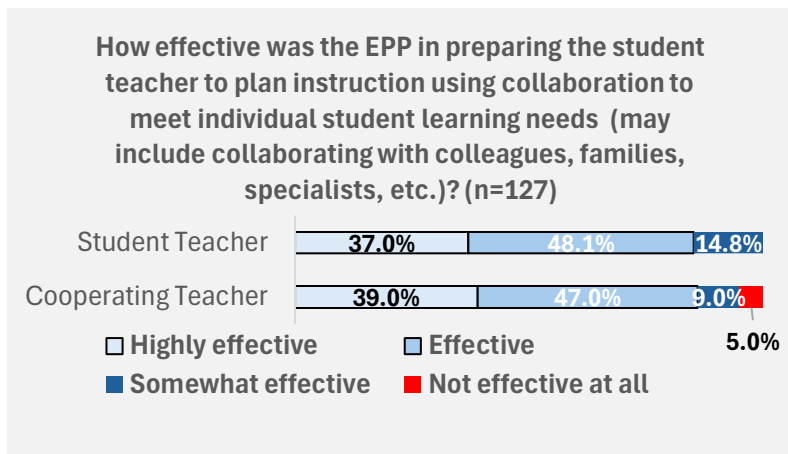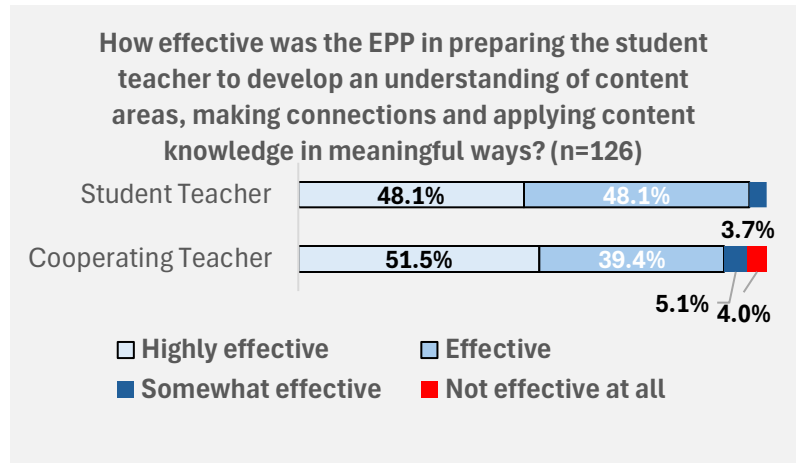## Q25: Effectiveness of EPP in Designing Instruction for Rigorous Learning Goals

- Statewide, 46% (n=368) rated EPP as highly effective in preparing student teachers to design instruction that meets rigorous learning goals, and 43% (n=350) rated it as effective.

- Additionally, 9% (n=74) found it somewhat effective, 1% (n=12) rated it not effective, and 0.5% (n=4) were unable to evaluate.

How effective was the EPP in preparing the student teacher to plan instruction using collaboration to meet individual student learning needs (may include collaborating with colleagues, families, specialists, etc.)? (n=127)

	Highly effective	Effective	Somewhat effective	Not effective at all
Student Teacher	37.0%	48.1%	14.8%	
Cooperating Teacher	39.0%	47.0%	9.0%	5.0%

Q26: Effectiveness of EPP in Developing Content Understanding and Applying Knowledge

- Statewide, 47% (n=374) rated the EPP as highly effective in preparing student teachers to develop an understanding of content areas, make connections, and apply content knowledge in meaningful ways, and 45% (n=362) rated it as effective.

- Additionally, 6% (n=52) found it somewhat effective, 1% (n=10) rated it not effective, and 0.5% (n=4) were unable to evaluate.

How effective was the EPP in preparing the student teacher to develop an understanding of content areas, making connections and applying content knowledge in meaningful ways? (n=126)

	Highly effective	Effective	Somewhat effective	Not effective at all
Student Teacher	48.1%	48.1%	3.7%	
Cooperating Teacher	51.5%	39.4%	5.1%	4.0%

☐ Highly effective ☐ Effective
■ Somewhat effective ■ Not effective at all

Q33: Effectiveness of EPP in Collaborating with School Professionals to Support Diverse Learners

- Statewide, 43% (n=343) rated the EPP as highly effective in preparing student teachers to work with other school professionals to plan and jointly facilitate learning to meet diverse learners' needs, and 46% (n=366) rated it as effective.

- Additionally, 8% (n=63) found it somewhat effective, 1% (n=11) rated it not effective, and 2% (n=16) were unable to evaluate.

How effective was the EPP in preparing the student teacher to work with other school professionals to plan and jointly facilitate learning on how to meet the needs of diverse learners? (n=124)

	Highly effective	Effective	Somewhat effective	Not effective at all	Unable to make an evaluation
Student Teacher	38.5%	38.5%	15.4%	7.7%	
Cooperating Teacher	37.8%	41.8%	14.3%	4.1%	2.0%

☐ Highly effective
☐ Effective
■ Somewhat effective
■ Not effective at all
■ Unable to make an evaluation