

Themes from Cooperating Teacher Surveys



Each semester, the cooperating teachers of our field and student teaching candidates complete a survey that asks them to provide feedback regarding the strengths of the Franciscan Education Program, the areas of improvement, and changes or recommendations for improving the field and student-teaching experience. In particular, they are asked the following two open-ended questions:

- **Q1:** *What are the strengths of the FUS teacher education program, as evidenced by your experiences with your field/student-teaching candidate?*
- **Q2:** *What changes or recommendations would you make for improving the student-teaching experience at FUS?*

To analyze the feedback provided by the cooperating teachers, the Director of Clinical Experiences (DCE) and Director of Accreditation for the Education Program engage in consensus coding as they extrapolate themes from the qualitative data provided by the cooperating teachers (Hill et al., 2005). The following summarizes the themes based on responses from Fall 2024-Spring 2025. Sample quotations from the cooperating teachers' survey responses illustrate these themes.

Q1: What are the strengths of the FUS teacher education program, as evidenced by your experiences with your field/student-teaching candidate?

Theme(s)	Sample Quotation
Pedagogical Competence & Sense of Care	My student teacher was very organized and knowledgeable in classroom practices, had good classroom control, was very flexible (which is vital to teaching), showed concern for the students, and used technology well in the classroom. I cannot credit the program specifically for these characteristics, but I am sure some of what she learned in the FUS education program came through and helped her develop these positive traits.
Strong Content Knowledge and Instructional Technology Skills	FUS did a thorough job ensuring that the candidate had an in-depth knowledge of her field of study (mathematics). FUS also ensured that she was well-versed in technology in the classroom and understanding the mindset of the age group.

Professional, Prepared, & Punctual Candidates	<p>The [student teacher] had a solid background in education methodology and enhanced strategies. Punctual, disciplined, and pleasant with the students.</p> <p>She is on time, prepared, uses her time wisely, and supports students in their learning. She provides a classroom conducive to learning and challenges them to extend their thinking.</p>
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Q2: What changes or recommendations would you make for improving the Field and Clinical Experience at FUS?

Theme(s)	Sample Quotation
Developing Classroom Management Skills	Some areas of improvement would be a little more focused on how to deal with classroom behavior and being louder with their voice while teaching.
Developing Collaboration with Colleagues	Maybe socializing with other staff members more. She did do this on occasion but preferred to eat by herself.
Developing Repertoire of Instructional Skills	Every year taught, teachers improve how they instruct curriculum along with standards and how to adapt lessons as needed. Each year is different and it depends on grade level and students. I think this is an area of improvement for all teachers.
Time Management Needs	Time management and behavior management were a challenge in the beginning, but I saw great improvement in both as the weeks went by.

References

Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of counseling psychology, 52*(2), 196.