

## Clinical Experience Advisory Council Survey Data – Fall 2022

### Respondents (N=9)

Respondents are teachers (n=6) and administrators (n=3) from key KSU partner districts (n≥5) who participate as members of KSU's Clinical Experience Advisory Council (Question 1 & Question 2).

### Results

#### Question 3

##### *By Item*

Kent State university prepares its graduates to...

Item	Mean	StDev
...understand student learning and development.	3.56	0.50
...respect the diversity of the students they teach.	3.63	0.48
...know and understand the content area for which they have instructional responsibility.	3.63	0.48
...understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.38	0.48
...be knowledgeable about assessment types, their purposes, and the data they generate.	2.89	0.74
...analyze data to monitor student progress and learning.	3.00	0.94
...use data to plan, differentiate, and modify instruction.	2.89	0.74
...align their instructional goals and activities with school and district priorities.	3.22	0.42
...differentiate instruction to support the learning needs of all students.	3.44	0.68
...treat students fairly and establish an environment that is respectful, supportive, and caring.	3.89	0.31
...maintain an environment that is conducive to learning for all students.	3.56	0.50
...communicate clearly and effectively.	3.56	0.50
...collaborate effectively with other teachers, administrators, and district staff.	3.78	0.42
...understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.67	0.67
...assume responsibility for (their own) professional growth.	3.67	0.47

Key: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1

By Standard

Standard	Text	Mean	StDev
CAEP R1.1	The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.	3.61	0.54
CAEP R1.2	The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.	3.40	0.50
CAEP R1.3	The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.	3.19	0.77
CAEP R1.4	The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.	3.51	0.68
InTASC 1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	3.50	0.62
InTASC 2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	3.66	0.48
InTASC 3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	3.72	0.46
InTASC 4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.41	0.51
InTASC 5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	3.38	0.52
InTASC 6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	3.08	0.81

InTASC 7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	3.53	0.62
InTASC 8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	3.08	0.80
InTASC 9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	3.48	0.69
InTASC 10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	3.71	0.47
OSTP 1.1	Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	3.56	0.53
OSTP 1.4	Teachers model respect for students' diverse cultures, language skills and experiences.	3.63	0.52
OSTP 2.1	Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction	3.63	0.52
OSTP 2.2	Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	3.38	0.52
OSTP 3.1	Teachers are knowledgeable about assessment types, their purposes and the data they generate.	2.89	0.78
OSTP 3.3	Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	2.94	0.87
OSTP 4.1	Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	3.22	0.44
OSTP 4.5	Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	3.44	0.73
OSTP 5.1	Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	3.89	0.33
OSTP 5.2	Teachers create an environment that is physically and emotionally safe.	3.56	0.53
OSTP 6.1	Teachers communicate clearly and effectively.	3.56	0.53
OSTP 6.3	Teachers collaborate effectively with other teachers, administrators and school and district staff.	3.78	0.44
OSTP 7.1	Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	3.67	0.71
OSTP 7.2	Teachers take responsibility for engaging in continuous, purposeful professional development.	3.67	0.50

Key: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1

#### Question 4

How would you rate Kent State-educated teachers' level of **professionalism**, as compared to teachers prepared at other colleges or universities?

Mean	StDev
4.11	0.74

Key: Much Better = 5, Better = 4, About the same = 3, Worse = 2, Much worse = 1

#### Question 5

How would you rate Kent State-educated teachers' level of **content knowledge**, as compared to teachers prepared at other colleges or universities?

Mean	StDev
3.78	0.79

Key: Much Better = 5, Better = 4, About the same = 3, Worse = 2, Much worse = 1

#### Question 6

How would you rate Kent State-educated teachers' level of **preparation to meet classroom demands**, as compared to teachers prepared at other colleges or universities?

Mean	StDev
3.56	0.83

Key: Much Better = 5, Better = 4, About the same = 3, Worse = 2, Much worse = 1

#### Question 7

What do you think the biggest disconnect is between teacher education preparation and what you need in new teachers?

Response #	Text
1	Actual being in the classroom teaching students and dealing with all the things that makes up a day in teaching.
2	Classroom management strategies are just so difficult to learn until you really have your own classroom.
3	District curriculum aligned with KSU program. This can be problematic if KSU students are still teaching guided reading while district is focused on science of reading. So somehow, it would be great to be on the same page. Varied experiences in the classroom - experience different populations, age levels, abilities, etc prior to final student teaching block
4	Equity and diversity training
5	IEP writing, classroom management
6	PBL and Differentiation
7	Try to encourage more experience working with a variety of grade levels prior to their final student teaching block. I have had student teachers who have worked primarily in daycare/preschool settings and struggle with management, stamina, and/or rigor of grade level curriculum and diverse learning population. Use of assessment data to drive instruction.

#### Question 8

What issues are you dealing with that you would like to see studied (or have professional development opportunities created around)?

Response #	Text
1	Students understanding the importance of what they are learning and how it plays a role in their everyday life.
2	Respecting students from more marginalized backgrounds
3	Understanding new requirements for student teachers- alignment with OTES goals?
4	Social emotional and equity training
5	IEP writing, data collection, classroom management