Results of 2022-23 Michigan Department of Education Surveys of Teacher Candidates, Cooperating Teachers, and Clinical Supervisors

During final internships each semester, the Michigan Department of Education (MDE) distributes surveys to Teacher Candidates (i.e. Intern Teachers), Cooperating Teachers (i.e. Mentor Teachers), and Clinical Supervisors. Each survey asks many of the same questions regarding the intern teacher's preparation and readiness to enter the profession. This similarity of questions allows us

1. to compare the 2022-23 responses of the three groups to each other,
2. to compare the 2022-23 responses of each group to the state average, and
3. to compare the responses for each group across three years.

All of these comparisons are available on the following pages.

Some of the interesting findings include:

- Candidates Supervisors consistently find interns to be more prepared than do the other two groups. (pp. 2, 5, & 8)
- Cooperating Teachers consistently find interns to be less prepared than do the other two groups. (pp. 2, 4, & 7)
- In 2022-23, all three groups rated "Professionalism" as a significant strength and the ability to apply instructional strategies to English language learners as the area in most need of improvement. (p. 2)
- In 2022-23, Teacher Candidates' ratings of "Diverse Opportunities" and "Clinical Experiences and Program Preparation" were higher than the state average. (p. 3)
- In 2022-23, Cooperating Teachers ratings of WMU Interns' "Professionalism," "Impact on the learning and development of PK-12 students," "and the ability to apply instructional strategies with "English learners" and "students from culturally diverse backgrounds" were higher than state average. They found interns to be less prepared to communicate effectively with families and caregivers. (p. 4)
- Across the three years, 100% of Teacher Candidates felt prepared to (p. 6)
  - build respectful relationships with every student.
  - be receptive to feedback to improve instruction.
  - be a reflective educator who utilizes feedback to implement instructional improvements.
- The area in which 2021-22 and 2022-23 interns felt least prepared was in their awareness of tools used by districts to evaluate educator performance. (p. 6)
- 2022-23 interns were much more likely (96% vs. 80%) to say that their pre-student teaching clinical experiences made a positive contribution to their teaching readiness than 2021-22 Interns. This difference is likely explained by online pre-internship clinical experiences during the pandemic year of 2020-21. (p. 6)
- In 2022-23, Cooperating Teachers were much more satisfied (86% vs. 79%) with WMU's support before and during the internship than they were in 2021-22. (p. 7)
- Across all three years, Cooperating Teachers rated the ability to apply instructional strategies to English learners as the interns' least proficient area. (p. 8)

MDE Survey Data for the End of Candidate Internships in Fall 2022 and Spring 2023
Comparison of Teacher Candidates, Cooperating Teachers, and Candidate Supervisors

All WMU Interns

Category Summaries	Teacher Candidate (n=119)	Cooperating Teacher (n=111)	Candidate Supervisor (n=150)
Meeting Student Needs	92.5%	89.1%	96.7%
Technology	97.2%	93.7%	97.6%
Instructional Strategies and Assessment	93.7%	86.7%	96.5%
Professionalism	99.4%	96.7%	99.3%
Professional Awareness	82.9%		
Diverse Opportunities	87.8%		
Clinical Exp & Program Prep	90.7%		
Overall	98.3%	93.7%	98.7%
Impact		97.3%	100.0%
Program Partnership Strength		85.8%	92.9%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions	Teacher Candidate (n=119)	Cooperating Teacher (n=111)	Candidate Supervisor (n=150)
As a beginning teacher entering the profession, to what extent can you…			
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	95.8%	93.7%	100.0%
support all students' socioemotional (e.g., social, emotional, psychological) development?	96.6%	95.5%	99.3%
communicate effectively with families/caregivers to promote individual student growth?	88.2%	75.7%	90.7%
build respectful relationships with every student?	100.0%	94.6%	98.0%
recognize individuals' potential as demonstrated by setting high expectations for each student?	99.2%	93.7%	99.3%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support…			
English learners?	68.1%	67.6%	88.7%
High performing students?	97.5%	89.2%	99.3%
Low performing students?	94.1%	95.5%	99.3%
students from culturally diverse backgrounds?	95.0%	91.0%	97.3%
students with special needs or disabilities?	86.6%	88.3%	91.3%
each individual student's learning abilities and needs?	96.6%	95.5%	100.0%
As a beginning teacher entering the profession, to what extent can you...			
utilize available technology to enhance instruction?	95.8%	95.5%	98.7%
support student use of available technology?	97.5%	93.7%	96.0%
practice the ethical use of technology?	98.3%	91.9%	98.0%
support all students in making connections to prior knowledge and experiences?	99.2%	95.5%	100.0%
implement multiple strategies to present key content area(s) concepts?	98.3%	92.8%	99.3%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and	85.7%	83.8%	91.3%
organize the learning environment to guide student engagement during instructional time?	98.3%	86.5%	98.7%
design or select assessment tools to provide evidence of student learning?	95.8%	86.5%	97.3%
analyze assessment data to identify patterns and gaps in student learning?	94.1%	85.6%	92.7%
differentiate instruction based on student assessment data?	92.4%	83.8%	97.3%
implement research-based behavior management strategies to maximize student engagement?	88.2%	82.0%	97.3%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	90.8%	83.8%	94.7%
be receptive to feedback to improve instruction?	100.0%	98.2%	98.7%
be a reflective educator who utilizes feedback to implement instructional improvements?	100.0%	96.4%	99.3%
maintain positive, collaborative relationships with colleagues?	98.3%	95.5%	100.0%
positively impact the learning and development of PK-12 students		97.3%	100.0%
During this teacher candidate's student teaching experience, to what extent did the educator preparation program…			
make clear the expectations for this teacher candidate's performance?		91.9%	100.0%
make clear the expectations for your role within this clinical experience?		94.6%	96.7%
provide training and feedback on how you could best mentor or supervise this teacher candidate?		82.0%	89.3%
make appropriate resources available to you?		82.9%	90.0%
regularly request feedback from you regarding this candidate's performance?		81.1%	90.0%
support you as a cooperating teacher or candidate supervisor ?		83.8%	90.0%
engage the PK-12 school as a partner in teacher preparation?		84.7%	94.0%
Overall summary evaluation:			
Overall, to what extent do you believe you are ready to enter the teaching profession?	98.3%	93.7%	98.7%

Full survey data for each group, that includes comparison with state data, is on the following pages

Teacher Candidate Summary 2022-23

Category Summaries

	State Average*			Western Michigan University		
	Efficacy	Total N	%	Efficacy	Total N	%
Meeting Student Needs	24572	26532	92.6%	1211	1309	92.5%
Technology	7061	7236	97.6%	347	357	97.2%
Instructional Strategies and Assessment	20429	21708	94.1%	1003	1071	93.7%
Professionalism	7205	7236	99.6%	355	357	99.4%
Professional Awareness	16018	19296	83.0%	789	952	82.9%
Diverse Opportunities	4159	4824	86.2%	209	238	87.8%
Clinical Exp & Program Prep	14870	16641	89.4%	747	824	90.7%
Overall	2380	2412	98.7%	117	119	98.3%

The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions

	State Average*			Western Michigan University		
	Efficacy	Total N	%	Efficacy	Total N	%
As a beginning teacher entering the profession, to what extent can you…						
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	2306	2412	95.6%	114	119	95.8%
support all students' socioemotional (e.g., social, emotional, psychological) development?	2324	2412	96.4%	115	119	96.6%
communicate effectively with families/caregivers to promote individual student growth?	2161	2412	89.6%	105	119	88.2%
build respectful relationships with every student?	2399	2412	99.5%	119	119	100.0%
recognize individuals' potential as demonstrated by setting high expectations for each student?	2382	2412	98.8%	118	119	99.2%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support…						
English learners?	1779	2412	73.8%	81	119	68.1%
High performing students?	2306	2412	95.6%	116	119	97.5%
Low performing students?	2326	2412	96.4%	112	119	94.1%
students from culturally diverse backgrounds?	2234	2412	92.6%	113	119	95.0%
students with special needs or disabilities?	2037	2412	84.5%	103	119	86.6%
each individual student's learning abilities and needs?	2318	2412	96.1%	115	119	96.6%
As a beginning teacher entering the profession, to what extent can you…						
utilize available technology to enhance instruction?	2351	2412	97.5%	114	119	95.8%
support student use of available technology?	2349	2412	97.4%	116	119	97.5%
practice the ethical use of technology?	2361	2412	97.9%	117	119	98.3%
support all students in making connections to prior knowledge and experiences?	2377	2412	98.5%	118	119	99.2%
implement multiple strategies to present key content area(s) concepts?	2352	2412	97.5%	117	119	98.3%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	2113	2412	87.6%	102	119	85.7%
organize the learning environment to guide student engagement during instructional time?	2344	2412	97.2%	117	119	98.3%
design or select assessment tools to provide evidence of student learning?	2312	2412	95.9%	114	119	95.8%
analyze assessment data to identify patterns and gaps in student learning?	2259	2412	93.7%	112	119	94.1%
differentiate instruction based on student assessment data?	2266	2412	93.9%	110	119	92.4%
implement research-based behavior management strategies to maximize student engagement?	2168	2412	89.9%	105	119	88.2%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	2238	2412	92.8%	108	119	90.8%
be receptive to feedback to improve instruction?	2404	2412	99.7%	119	119	100.0%
be a reflective educator who utilizes feedback to implement instructional improvements?	2404	2412	99.7%	119	119	100.0%
maintain positive, collaborative relationships with colleagues?	2397	2412	99.4%	117	119	98.3%
As a beginning teacher entering the profession, to what extent are you AWARE of…						
Michigan Code of Educational Ethics?	1965	2412	81.5%	92	119	77.3%
professional teaching standards for your content area(s) and grade level(s)?	2343	2412	97.1%	115	119	96.6%
PK-12 academic content standards?	2247	2412	93.2%	111	119	93.3%
statewide and national teaching organizations and associations?	1757	2412	72.8%	86	119	72.3%
laws and policies relevant to the teaching profession?	2034	2412	84.3%	104	119	87.4%
current tools utilized for assessing student learning?	2232	2412	92.5%	112	119	94.1%
tools used by districts to evaluate educator performance?	1721	2412	71.4%	73	119	61.3%
professional learning requirements for certificate renewal and advancement?	1719	2412	71.3%	96	119	80.7%
To what extent did your preparation program provide you with opportunities to work…						
with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)?	2154	2412	89.3%	108	119	90.8%
in a variety of school settings?	2005	2412	83.1%	101	119	84.9%
To what extent did each of the following elements of your preparation program, make a POSITIVE contribution to your readiness to begin a teaching career?						
Coursework in your content area(s).	2076	2403	86.4%	103	119	86.6%
Teaching methods coursework.	2102	2408	87.3%	100	119	84.0%
Early clinical observational experiences (aka early exploratory clinical experiences).	1844	2292	80.5%	97	116	83.6%
Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).	2011	2328	86.4%	109	114	95.6%
Student teaching (aka internship).	2370	2402	98.7%	117	119	98.3%
Support and feedback from the cooperating teacher(s) during student teaching.	2296	2405	95.5%	114	119	95.8%
Support and feedback from the preparation program supervisor during student teaching.	2171	2403	90.3%	107	118	90.7%
Overall summary evaluation:						
Overall, to what extent do you believe you are ready to enter the teaching profession?	2380	2412	98.7%	117	119	98.3%
Response Rate	# Finished	# Invitations		# Finished	# Invitations	
	2412	2720	88.3%	119	169	70.4%

State average calculation does not include EPPs in the process of closing.

This is the revised data sent from MDE on 2.5.2024

Cooperating Teacher Summary 2022-23

Category Summaries

	State Average*			Western Michigan University		
	Efficacy	Total N	%	Efficacy	Total N	%
Meeting Student Needs	21565	24464	88.1%	1088	1221	89.1%
Technology	6304	6672	94.5%	312	333	93.7%
Instructional Strategies and Assessment	17431	20016	87.1%	866	999	86.7%
Professionalism	6396	6672	95.9%	322	333	96.7%
Impact	2150	2224	96.7%	108	111	97.3%
Program Partnership Strength	13267	15568	85.2%	667	777	85.8%
Overall	2105	2224	94.6%	104	111	93.7%

The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions

	State Average*			Western Michigan University		
	Efficacy	Total N	%	Efficacy	Total N	%
As a beginning teacher entering the profession, to what extent can you…						
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	2072	2224	93.2%	104	111	93.7%
support all students' socioemotional (e.g., social, emotional, psychological) development?	2120	2224	95.3%	106	111	95.5%
communicate effectively with families/caregivers to promote individual student growth?	1850	2224	83.2%	84	111	75.7%
build respectful relationships with every student?	2141	2224	96.3%	105	111	94.6%
recognize individuals' potential as demonstrated by setting high expectations for each student?	2118	2224	95.2%	104	111	93.7%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...						
English learners?	1343	2224	60.4%	75	111	67.6%
High performing students?	2027	2224	91.1%	99	111	89.2%
Low performing students?	2068	2224	93.0%	106	111	95.5%
students from culturally diverse backgrounds?	1870	2224	84.1%	101	111	91.0%
students with special needs or disabilities?	1895	2224	85.2%	98	111	88.3%
each individual student's learning abilities and needs?	2061	2224	92.7%	106	111	95.5%
As a beginning teacher entering the profession, to what extent can you...						
utilize available technology to enhance instruction?	2119	2224	95.3%	106	111	95.5%
support student use of available technology?	2076	2224	93.3%	104	111	93.7%
practice the ethical use of technology?	2109	2224	94.8%	102	111	91.9%
support all students in making connections to prior knowledge and experiences?	2098	2224	94.3%	106	111	95.5%
implement multiple strategies to present key content area(s) concepts?	2034	2224	91.5%	103	111	92.8%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	1791	2224	80.5%	93	111	83.8%
organize the learning environment to guide student engagement during instructional time?	2040	2224	91.7%	96	111	86.5%
design or select assessment tools to provide evidence of student learning?	1958	2224	88.0%	96	111	86.5%
analyze assessment data to identify patterns and gaps in student learning?	1884	2224	84.7%	95	111	85.6%
differentiate instruction based on student assessment data?	1883	2224	84.7%	93	111	83.8%
implement research-based behavior management strategies to maximize student engagement?	1872	2224	84.2%	91	111	82.0%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	1871	2224	84.1%	93	111	83.8%
be receptive to feedback to improve instruction?	2133	2224	95.9%	109	111	98.2%
be a reflective educator who utilizes feedback to implement instructional improvements?	2110	2224	94.9%	107	111	96.4%
maintain positive, collaborative relationships with colleagues?	2153	2224	96.8%	106	111	95.5%
positively impact the learning and development of PK-12 students	2150	2224	96.7%	108	111	97.3%
During this teacher candidate's student teaching experience, to what extent did the educator preparation program…						
make clear the expectations for this teacher candidate's performance?	2076	2224	93.3%	102	111	91.9%
make clear the expectations for your role within this clinical experience?	2061	2224	92.7%	105	111	94.6%
provide training and feedback on how you could best mentor this teacher candidate?	1722	2224	77.4%	91	111	82.0%
make appropriate resources available to you?	1819	2224	81.8%	92	111	82.9%
regularly request feedback from you regarding this candidate's performance?	1903	2224	85.6%	90	111	81.1%
support you as a cooperating teacher?	1881	2224	84.6%	93	111	83.8%
engage your PK-12 school as a partner in teacher preparation?	1805	2224	81.2%	94	111	84.7%
Overall summary evaluation:						
Overall, to what extent do you believe you are ready to enter the teaching profession?	2105	2224	94.6%	104	111	93.7%
Response Rate	# Finished	# Invitations		# Finished	# Invitations	
	2224	2995	74.3%	111	175	63.4%

Candidate Supervisor Summary 2022-23

Category Summaries

		State Average*			Western Michigan University		
		Efficacy	Total N	%	Efficacy	Total N	%
	Meeting Student Needs	26710	28369	94.2%	1595	1650	96.7%
	Technology	7558	7737	97.7%	439	450	97.6%
	Instructional Strategies and Assessment	22116	23211	95.3%	1303	1350	96.5%
	Professionalism	7626	7737	98.6%	447	450	99.3%
	Impact	2551	2579	98.9%	150	150	100.0%
	Program Partnership Strength	17489	18053	96.9%	975	1050	92.9%
	Overall	2536	2579	98.3%	148	150	98.7%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions

		State Average*			Western Michigan University		
		Efficacy	Total N	%	Efficacy	Total N	%
As a beginning teacher entering the profession, to what extent can you…							
	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	2510	2578	97.4%	150	150	100.0%
	support all students' socioemotional (e.g., social, emotional, psychological) development?	2528	2578	98.1%	149	150	99.3%
	communicate effectively with families/caregivers to promote individual student growth?	2348	2578	91.1%	136	150	90.7%
	build respectful relationships with every student?	2549	2578	98.9%	147	150	98.0%
	recognize individuals' potential as demonstrated by setting high expectations for each student?	2542	2578	98.6%	149	150	99.3%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support…							
	English learners?	1935	2578	75.1%	133	150	88.7%
	High performing students?	2470	2578	95.8%	149	150	99.3%
	Low performing students?	2522	2578	97.8%	149	150	99.3%
	students from culturally diverse backgrounds?	2407	2578	93.4%	146	150	97.3%
	students with special needs or disabilities?	2378	2578	92.2%	137	150	91.3%
	each individual student's learning abilities and needs?	2521	2578	97.8%	150	150	100.0%
As a beginning teacher entering the profession, to what extent can you…							
	utilize available technology to enhance instruction?	2544	2578	98.7%	148	150	98.7%
	support student use of available technology?	2479	2578	96.2%	144	150	96.0%
	practice the ethical use of technology?	2535	2578	98.3%	147	150	98.0%
	support all students in making connections to prior knowledge and experiences?	2545	2578	98.7%	150	150	100.0%
	implement multiple strategies to present key content area(s) concepts?	2522	2578	97.8%	149	150	99.3%
	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	2305	2578	89.4%	137	150	91.3%
	organize the learning environment to guide student engagement during instructional time?	2521	2578	97.8%	148	150	98.7%
	design or select assessment tools to provide evidence of student learning?	2489	2578	96.5%	146	150	97.3%
	analyze assessment data to identify patterns and gaps in student learning?	2434	2578	94.4%	139	150	92.7%
	differentiate instruction based on student assessment data?	2412	2578	93.6%	146	150	97.3%
	implement research-based behavior management strategies to maximize student engagement?	2465	2578	95.6%	146	150	97.3%
	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	2423	2578	94.0%	142	150	94.7%
	be receptive to feedback to improve instruction?	2551	2578	99.0%	148	150	98.7%
	be a reflective educator who utilizes feedback to implement instructional improvements?	2529	2578	98.1%	149	150	99.3%
	maintain positive, collaborative relationships with colleagues?	2546	2578	98.8%	150	150	100.0%
	positively impact the learning and development of PK-12 students	2551	2578	99.0%	150	150	100.0%
During this teacher candidate's student teaching experience, to what extent did the educator preparation program…							
	make clear the expectations for this teacher candidate's performance?	2558	2578	99.2%	150	150	100.0%
	make clear the expectations for your role within this clinical experience?	2539	2578	98.5%	145	150	96.7%
	provide training and feedback on how you could best supervise this teacher candidate?	2461	2578	95.5%	134	150	89.3%
	make appropriate resources available to you?	2489	2578	96.5%	135	150	90.0%
	regularly request feedback from you regarding this candidate's performance?	2484	2578	96.4%	135	150	90.0%
	support you as a candidate supervisor?	2477	2578	96.1%	135	150	90.0%
	engage the PK-12 school as a partner in teacher preparation?	2474	2578	96.0%	141	150	94.0%
Overall summary evaluation:							
	Overall, to what extent do you believe you are ready to enter the teaching profession?	2536	2578	98.4%	148	150	98.7%
Response Rate		# Finished	# Invitations		# Finished	# Invitations	
		2578	2720	94.4%	150	169	88.8%

MDE Survey Data for the End of Candidate Internships
Comparison of Teacher Candidates Responses Over Three Years (2020-21 to 2022-23)

All WMU Interns

Category Summaries	2020-21 (n=96)	2021-22 (n=124)	2022-23 (n=119)
Meeting Student Needs		91.8%	92.5%
Technology		97.3%	97.2%
Instructional Strategies and Assessment		93.1%	93.7%
Professionalism		100.0%	99.4%
Professional Awareness		79.3%	82.9%
Diverse Opportunities		89.9%	87.8%
Clinical Exp & Program Prep		88.6%	90.7%
Overall		97.6%	98.3%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions	2020-21 (n=96)	2021-22 (n=124)	2022-23 (n=119)
As a beginning teacher entering the profession, to what extent can you…			
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	99.0%	96.8%	95.8%
support all students' socioemotional (e.g., social, emotional, psychological) development?	99.0%	98.4%	96.6%
communicate effectively with families/caregivers to promote individual student growth?	90.0%	87.1%	88.2%
build respectful relationships with every student?	100.0%	100.0%	100.0%
recognize individuals' potential as demonstrated by setting high expectations for each student?	98.0%	98.4%	99.2%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support...			
English learners?	71.0%	71.8%	68.1%
High performing students?			97.5%
Low performing students?			94.1%
gifted and talented students?	94.0%	90.3%	
students from culturally diverse backgrounds?	95.0%	96.0%	95.0%
students with special needs or disabilities?	80.0%	82.3%	86.6%
each individual student's learning abilities and needs?	98.0%	96.8%	96.6%
As a beginning teacher entering the profession, to what extent can you...			
utilize available technology to enhance instruction?	100.0%	96.8%	95.8%
support student use of available technology?	100.0%	97.6%	97.5%
practice the ethical use of technology?	100.0%	97.6%	98.3%
support all students in making connections to prior knowledge and experiences?	96.0%	96.8%	99.2%
implement multiple strategies to present key content area(s) concepts?	97.0%	96.0%	98.3%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and S	83.0%	86.3%	85.7%
organize the learning environment to guide student engagement during instructional time?	94.0%	96.0%	98.3%
design or select assessment tools to provide evidence of student learning?	93.0%	92.7%	95.8%
analyze assessment data to identify patterns and gaps in student learning?	92.0%	91.1%	94.1%
differentiate instruction based on student assessment data?	94.0%	91.1%	92.4%
implement research-based behavior management strategies to maximize student engagement?	89.0%	94.4%	88.2%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	92.0%	93.5%	90.8%
be receptive to feedback to improve instruction?	100.0%	100.0%	100.0%
be a reflective educator who utilizes feedback to implement instructional improvements?	100.0%	100.0%	100.0%
maintain positive, collaborative relationships with colleagues?	100.0%	100.0%	98.3%
As a beginning teacher entering the profession, to what extent are you AWARE of...			
Michigan Code of Educational Ethics?		72.6%	77.3%
professional teaching standards for your content area(s) and grade level(s)?		93.5%	96.6%
PK-12 academic content standards?		87.1%	93.3%
statewide and national teaching organizations and associations?		71.0%	72.3%
laws and policies relevant to the teaching profession?		83.9%	87.4%
current tools utilized for assessing student learning?		87.9%	94.1%
tools used by districts to evaluate educator performance?		66.1%	61.3%
professional learning requirements for certificate renewal and advancement?		72.6%	80.7%
To what extent did your preparation program provide you with opportunities to work…			
with students from a variety of backgrounds (e.g. cultural, socioeconomic and ethnic)?		92.7%	90.8%
in a variety of school settings?		87.1%	84.9%
To what extent did each of the following elements of your preparation program, make a POSITIVE contribution to your readiness to begin a teaching career?			
Coursework in your content area(s).		84.6%	86.6%
Teaching methods coursework.		88.6%	84.0%
Early clinical observational experiences (aka early exploratory clinical experiences).		78.2%	83.6%
Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).		80.2%	95.6%
Student teaching (aka internship).		99.2%	98.3%
Support and feedback from the cooperating teacher(s) during student teaching.		97.6%	95.8%
Support and feedback from the preparation program supervisor during student teaching.		91.1%	90.7%
Overall summary evaluation:			
Overall, to what extent do you believe you are ready to enter the teaching profession?		97.6%	98.3%

MDE Survey Data for the End of Candidate Internships
Comparison of Cooperating Teacher Responses Over Three Years (2020-21 to 2022-23)

All WMU Interns

Category Summaries	2020-21 (n=92)	2021-22 (n=105)	2022-23 (n=111)
Meeting Student Needs		85.7%	89.1%
Technology		96.2%	93.7%
Instructional Strategies and Assessment		88.0%	86.7%
Professionalism		95.6%	96.7%
Impact		95.2%	97.3%
Program Partnership Strength		78.8%	85.8%
Overall		95.2%	93.7%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions	2020-21 (n=92)	2021-22 (n=105)	2022-23 (n=111)
As a beginning teacher entering the profession, to what extent can you…			
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	94.0%	94.3%	93.7%
support all students' socioemotional (e.g., social, emotional, psychological) development?	94.0%	93.3%	95.5%
communicate effectively with families/caregivers to promote individual student growth?	78.0%	76.2%	75.7%
build respectful relationships with every student?	99.0%	93.3%	94.6%
recognize individuals' potential as demonstrated by setting high expectations for each student?	98.0%	93.3%	93.7%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support…			
English learners?	65.0%	61.0%	67.6%
High performing students?			89.2%
Low performing students?			95.5%
gifted and talented students?	81.0%	77.1%	
students from culturally diverse backgrounds?	93.0%	91.4%	91.0%
students with special needs or disabilities?	85.0%	84.8%	88.3%
each individual student's learning abilities and needs?	97.0%	92.4%	95.5%
As a beginning teacher entering the profession, to what extent can you...			
utilize available technology to enhance instruction?	98.0%	97.1%	95.5%
support student use of available technology?	99.0%	96.2%	93.7%
practice the ethical use of technology?	98.0%	95.2%	91.9%
support all students in making connections to prior knowledge and experiences?	97.0%	96.2%	95.5%
implement multiple strategies to present key content area(s) concepts?	95.0%	94.3%	92.8%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and S	90.0%	84.8%	83.8%
organize the learning environment to guide student engagement during instructional time?	88.0%	88.6%	86.5%
design or select assessment tools to provide evidence of student learning?	86.0%	91.4%	86.5%
analyze assessment data to identify patterns and gaps in student learning?	87.0%	83.8%	85.6%
differentiate instruction based on student assessment data?	86.0%	85.7%	83.8%
implement research-based behavior management strategies to maximize student engagement?	80.0%	81.0%	82.0%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	81.0%	86.7%	83.8%
be receptive to feedback to improve instruction?	99.0%	95.2%	98.2%
be a reflective educator who utilizes feedback to implement instructional improvements?	99.0%	96.2%	96.4%
maintain positive, collaborative relationships with colleagues?	98.0%	95.2%	95.5%
positively impact the learning and development of PK-12 students		95.2%	97.3%
During this teacher candidate's student teaching experience, to what extent did the educator preparation program…			
make clear the expectations for this teacher candidate's performance?		82.9%	91.9%
make clear the expectations for your role within this clinical experience?		82.9%	94.6%
provide training and feedback on how you could best mentor this teacher candidate?		72.4%	82.0%
make appropriate resources available to you?		74.3%	82.9%
regularly request feedback from you regarding this candidate's performance?		79.0%	81.1%
support you as a cooperating teacher?		78.1%	83.8%
engage your PK-12 school as a partner in teacher preparation?		81.9%	84.7%
Overall summary evaluation:			
Overall, to what extent do you believe you are ready to enter the teaching profession?		95.2%	93.7%

MDE Survey Data for the End of Candidate Internships
Comparison of Candidate Supervisor Responses Over Three Years (2020-21 to 2022-23)

All WMU Interns

Category Summaries	2020-21 (n=111)	2021-22 (n=144)	2022-23 (n=150)
Meeting Student Needs		97.8%	96.7%
Technology		98.6%	97.6%
Instructional Strategies and Assessment		98.1%	96.5%
Professionalism		97.0%	99.3%
Impact		99.3%	100.0%
Program Partnership Strength		95.3%	92.9%
Overall		99.3%	98.7%

* The color coding indicates the questions that went into the group and can be matched with the individual questions below.

Individual Questions	2020-21 (n=111)	2021-22 (n=144)	2022-23 (n=150)
As a beginning teacher entering the profession, to what extent can you…			
connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	100.0%	100.0%	100.0%
support all students' socioemotional (e.g., social, emotional, psychological) development?	100.0%	100.0%	99.3%
communicate effectively with families/caregivers to promote individual student growth?	92.0%	94.4%	90.7%
build respectful relationships with every student?	99.0%	98.6%	98.0%
recognize individuals' potential as demonstrated by setting high expectations for each student?	96.0%	99.3%	99.3%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support…			
English learners?	71.0%	91.7%	88.7%
High performing students?			99.3%
Low performing students?			99.3%
gifted and talented students?	94.0%	97.9%	
students from culturally diverse backgrounds?	95.0%	99.3%	97.3%
students with special needs or disabilities?	80.0%	97.2%	91.3%
each individual student's learning abilities and needs?	98%	100.0%	100.0%
As a beginning teacher entering the profession, to what extent can you...			
utilize available technology to enhance instruction?	100.0%	98.6%	98.7%
support student use of available technology?	100.0%	98.6%	96.0%
practice the ethical use of technology?	100.0%	98.6%	98.0%
support all students in making connections to prior knowledge and experiences?	99.0%	99.3%	100.0%
implement multiple strategies to present key content area(s) concepts?	99.0%	99.3%	99.3%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and	90.0%	96.5%	91.3%
organize the learning environment to guide student engagement during instructional time?	86.0%	99.3%	98.7%
design or select assessment tools to provide evidence of student learning?	98.0%	99.3%	97.3%
analyze assessment data to identify patterns and gaps in student learning?	98.0%	97.9%	92.7%
differentiate instruction based on student assessment data?	98.0%	97.2%	97.3%
implement research-based behavior management strategies to maximize student engagement?	86.0%	97.2%	97.3%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	95.0%	97.2%	94.7%
be receptive to feedback to improve instruction?	100.0%	96.5%	98.7%
be a reflective educator who utilizes feedback to implement instructional improvements?	100.0%	97.2%	99.3%
maintain positive, collaborative relationships with colleagues?	100.0%	97.2%	100.0%
positively impact the learning and development of PK-12 students		99.3%	100.0%
During this teacher candidate's student teaching experience, to what extent did the educator preparation program…			
make clear the expectations for this teacher candidate's performance?		99.3%	100.0%
make clear the expectations for your role within this clinical experience?		99.3%	96.7%
provide training and feedback on how you could best supervise this teacher candidate?		93.1%	89.3%
make appropriate resources available to you?		94.4%	90.0%
regularly request feedback from you regarding this candidate's performance?		92.4%	90.0%
support you as a candidate supervisor?		97.2%	90.0%
engage the PK-12 school as a partner in teacher preparation?		91.7%	94.0%
Overall summary evaluation:			
Overall, to what extent do you believe you are ready to enter the teaching profession?			98.7%