



**Shippensburg University  
Center for Educational Leadership**

**A Survey of Challenges Facing Institutions Working with Student Teachers  
and Other Placements**

**Submitted to:**

Bureau of School Leadership and Teacher Quality  
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(Document 1 of 2)

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# **A Survey of Challenges Facing Institutions Working with Student Teachers and Other Placements**

## **Introduction**

This project was undertaken by Shippensburg University's Center for Educational Leadership in response to the Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality's interest in better understanding challenges facing School Districts and Institutions of Higher Education as they pertain to the development and placement of student teachers, interns and other field placements. It was intended as an initial snapshot, a point of departure, so to speak, and in some cases gathers both quantitative and qualitative data along with other useful information. The reader is cautioned, however, against overly generalizing from the results. S/he is encouraged to use the information to reflect on current practices, to suggest possible opportunities and to help inform the decision making process.

Given the scope of the survey and the large number of responses the reviewers decided to provide selected results that they felt would be of most interest to the readers. In addition, a more comprehensive display of the results is provided in the appendix. A separate blank copy of the survey is also provided as a companion document to this review.

## **Research Questions**

Pennsylvania has 93 Institutions of Higher Education (IHEs) approved by the State Department of Education to offer teacher education programs. By statute, each of these programs must involve students in a student teaching or intern experience.

In response to concerns from both the IHE's and the field about the realities of meeting this requirement, an attempt was made to conduct an initial identification of the issues and challenges presented by the thousands of student teachers and interns annually seeking placements with Local Education Agencies (LEAs).

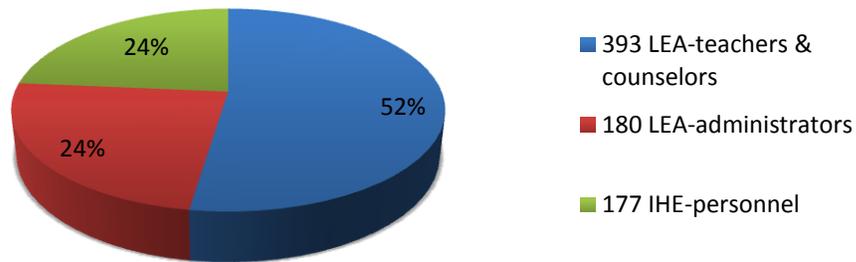
Working with the Bureau of Teacher Quality and our internal advisory committee, the research team identified four key research questions to address:

- 1. What are the issues and challenges that Institutions of Higher Education (IHE) have in the placement of student teachers and interns in elementary schools (PreK-4), middle schools (grades 5-8), and high schools (grades 9-12) across PA?**
- 2. What are the issues and challenges that Superintendents, Principals, Teachers, and School Counselors face because of the placement of student teachers and interns in their schools?**
- 3. What, if any, are the disparities that may exist between the perceptions of the IHE and LEA?**
- 4. If disparities exist, do the data suggest that there should be a more formal analysis of the results?**

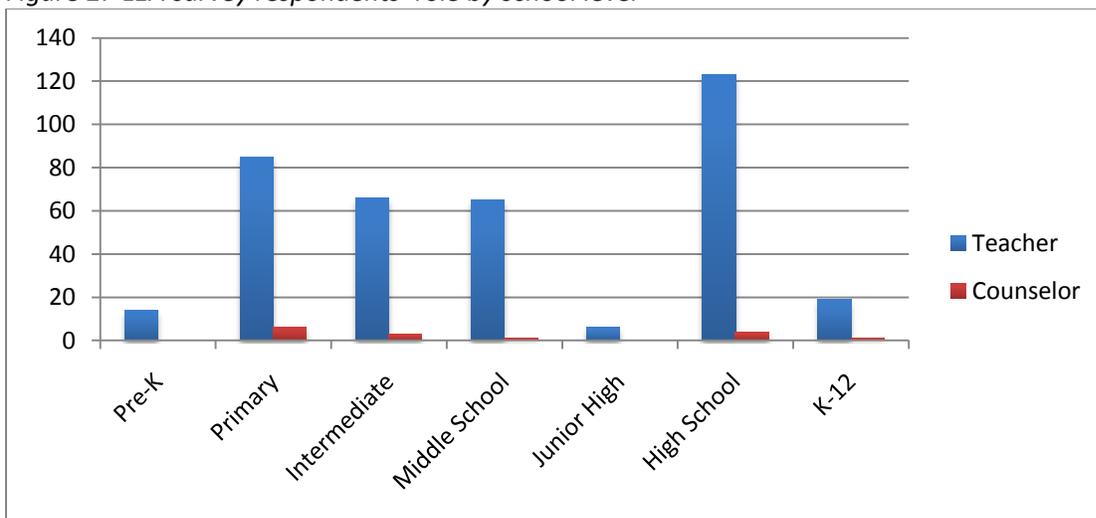
## Survey Design and Instrumentation

To answer the above questions, a survey (Document 2 of 2) was distributed electronically to all Pennsylvania LEAs and IHEs engaged in teacher education. *Figure 1* provides information about who responded to the survey request. 750 surveys were completed and usable for the analyses. The survey was constructed in three parallel parts, with a one-question branching introduction common to all. One survey was developed for LEA teachers and faculty, a second for LEA administrators, and the third sought responses from representatives of IHEs. Respondents were diverted into one of the three surveys based on their role identification in response to the first common question.

*Figure 1: Respondents by Role*



*Figure 2: LEA survey respondents' role by school level*



Teachers and Counselors responding to the survey represent all levels of basic education.

## **A Review of Selected Responses from LEA Teachers and Counselors**

The overarching impression derived from the survey is that mentor teachers are satisfied with the performance of student teachers. 83% of respondents rated the effect of having student teachers as positively impacting classrooms and 89% of the respondents indicate that student teachers meet or exceed their expectations. Additionally, student teachers appear to be prepared to make use of current instructional technologies offered in classrooms where they are assigned.

Survey results also suggest that teachers accept student teachers out of a sense of obligation to the profession and to provide opportunities for those who plan to follow in their footsteps. They do not appear to have as a primary motivation the expectation of financial compensation to accept student teachers in their classrooms, nor by the assistance that student teachers may offer in their classrooms. They do, however, report that they are influenced by requests from their administrators to accept student teachers. They do not significantly view the placement of a student teacher in their classrooms as an opportunity to engage in their own professional development. More teachers than counselors did report, however, that they were being financially compensated for supervising trainees.

Fewer than half of responding teachers felt that accountability mandates impact on their ability to accommodate student teachers. Despite schools' widely reported focus on state-mandated achievement testing in spring, among teachers expressing a preference, spring is the preferred semester for accepting a placement. Time of year is not a major consideration when choosing to accept a student teacher. Curriculum, contractual and other programmatic issues are generally not considered a factor influencing teachers' ability to accept placements.

What does appear to be problematic for teachers is the level of support and assistance they receive from building and district administration to facilitate field placements. While a majority of respondents gave a positive rating to the coordinating efforts and communication with their cooperating IHEs, only a minority of respondents gave a favorable rating to the efforts of their local administration.

## A Review of Selected Responses from LEA Administrators

Authority for placement of student teachers appears to rest with district administrators. While the survey demonstrates that IHEs occasionally work directly with teachers to request placements of pre-service and student teachers, the majority of respondents assert that placements must have administrative approval. The majority of administrative participants indicate that their district designates an individual to coordinate field placements with IHEs.

The most prevalent reason for not accepting a placement request from an IHE is the lack of available cooperating teachers. 47% of LEA-administrators indicated that they limit the number of placements a cooperating teacher can have each year. Roughly half the sample indicated that their site has parameters in place for the number of placements teachers can have while half do not. It is unclear why this occurs, and this may be a topic for further exploration. The majority of LEA administrators indicate that there are no limits to the number of placements that can be accepted in the school at one time. By almost a 3:1 ratio, schools will accept rather than deny placements.

The administrator's assessment of teacher skill is the highest ranking factor considered before placing a student teacher in a particular classroom. Teacher experience and the recency of having another student teacher in the classroom are also considered. The skills of the student teacher are rarely addressed by the LEA prior to placement; fewer than 10% of respondents conduct a face-to-face interview with potential student teachers prior to accepting them for placement. Overwhelmingly, administrators depend on the IHE's referral in determining whether or not to accept a placement.

LEA administrators report that, on average, they receive three or more requests for student teacher placements each semester. A majority do report a difference between their ability to accommodate placement requests and IHEs' need for placements. 83% of administrators rated the difficulty of filling requests for student teacher placements as "3" or higher on a scale of 1 (low difficulty) to 5 (high difficulty). The researchers hypothesized that proximity to an IHE would result in increased demand and pressure to accept student teaching placements. The majority of administrative respondents reported being within 20 miles of the nearest IHE offering teacher education programs. There is a significant relationship between proximity to IHE and frequency of requests for placement, however there is no relationship between the frequency of requests of placement requests and LEAs' ability to honor them. In other words, it appears that IHEs first seek to place student teachers close to campus, but go farther afield as local placements are filled.

As with teachers surveyed, administrators most often noted that they accept student teachers in their schools and districts as a "professional or ethical obligation". This response was followed by "To recruit future employees," and "As a favor to the college or university." LEA administrators are typically quite satisfied with the level of coordination offered by IHEs for student teacher placements. Relationships with IHEs are highly rated by administrators: IHE supervision, communication and summary evaluations of student teachers are viewed positively.

75% of administrators report receiving placement requests from more than three IHEs each semester. Respondents seem to be evenly split in their stated preference for accepting student teachers from a particular IHE: 44% of LEA-administrators indicated that they preferred taking student teachers from a particular college or university while 56% had no preferences for one IHE over another.

Regardless, three out of four administrators are satisfied with student teachers' overall level of preparation and readiness for working in schools (*Table 1, Appendix B*). 91% rated student teachers as 3 or above on a scale from 1 (fail to meet expectations) to 5 (exceed expectations). While no LEA administrators chose the lowest ranking, it is noteworthy that a comparison of extremes indicates that more find student teachers to be "twos" (n=15) than "fives" (n=10).

Administrators indicate that they feel that parents and community members are supportive of placements in their schools. Difficulties with accommodating placements are presented by programmatic and curricular issues, such as the implementation of a new curriculum. Just over half of survey participants indicated that accountability mandates have a moderate to very high effect on schools' ability to accommodate student teachers. Still, 88% of respondents rated the effect of having student teachers on student learning outcomes as 3 or higher on a scale of 1 (very negative) to 5 (very positive). Administrators did not support the acceptance of student teachers as a means to temporarily add personnel at no/low cost. Though not highly ranked as a way to add teaching personnel, the effect of accepting student teachers on learning in schools is overwhelmingly viewed as positive.

## **A Review of Selected Responses from IHE Faculty and Staff**

IHEs in Pennsylvania depend heavily on local school districts for field placements. 28% of IHE staff indicated 1-20 placements are requested each semester, 25% attempt to place 21 – 60 placements, while 47% indicated seeking over 61 placements each semester. Though the survey does not provide an absolute count of student teaching placements, the extrapolated number is quite large. The majority of IHEs report that over 75% of their initial placement requests are honored by LEAs. Most IHEs designate a coordinator to organize and manage placements. Fully 84% of IHE respondents reported that the institution organizes placements for student teachers rather than expecting students to find their own field placements. The majority of these placements will be in Pennsylvania schools: 40% of IHEs indicated that some candidates may be placed out of state. (Anecdotally, schools in the PASSHE system allow some student teachers to do part of their field placements in foreign countries).

IHEs enjoy close working relationships with school districts in order to facilitate and coordinate field placements of student teachers. 85% of IHE indicated that placement decisions are initiated with school district administrators, and not directly with teachers. On a scale of 1 (very low) to 5 (very high), 83% of IHE respondents rate the level of collaboration with LEAs as 3 or higher.

Permanent certification and tenure are consistently required of cooperating teachers as criteria for placement of student teachers. Additionally, 60% of IHE report that mentor training is offered to cooperating teachers. The quality of evaluative information, supervision and mentoring, and communication provided by cooperating teachers is very highly regarded by IHE personnel.

At the same time, a majority of IHE respondents cite a significant disparity between their institution's need to place student teachers and LEA willingness to accommodate the placements. This perception appears to be related to the position held by the respondent at the IHE: the farther removed from direct engagement with placement issues that IHE respondents are, the more difficult they perceive finding placements for student teachers to be. IHE placement coordinators rate the difficulty of placing student teachers in public schools 2.3 on a scale of 1 (lowest difficulty) to 5, while faculty rate the same difficulty as 2.8 and deans rate it 3.3.

Generally speaking, IHE respondents view the issues surrounding placement of student teachers as more heavily impacted by external mandates than do LEA teachers and administrators. Almost 75% of IHE respondents report that accountability mandates, in particular testing schedules, have a significant effect on LEAs' ability to accommodate student teachers. Ranking the reasons offered by LEAs when declining to accept student teacher placements, "state testing schedules," "number of available co-ops" and "competing demands for co-op time" are cited most frequently.

In marked contrast to reports from LEA teachers and administrators, IHE respondents report the level of acceptance for student teachers by LEA parents and community as being very low. Additionally, IHE respondents do not draw a positive connection between the placement of student teachers and student learning outcomes at LEAs, a connection made by both LEA teachers and administrators.

## Discussion

### **Research Question 1: What are the issues and challenges that Institutions of Higher Education (IHEs) have in the placement of student teachers?**

The major issue faced by IHEs and supported by the data is the competition for acceptable placements. Skilled cooperating teachers are in demand. Almost 50% of LEA administrators indicated that they limit the number of placements a cooperating teacher can have each year, and 64% indicated that they consider the recency of the teacher having had another student teacher when determining whether or not to grant a placement. Couple these limits with demands that cooperating teachers have permanent certification while also being held in high esteem by the LEA administrator who manages placement requests, and the number of available mentor teachers becomes critical.

According to open-ended responses, competition for placements has been particularly intense due to the current political and economic climate. A number of respondents believe that LEAs have been reluctant to accept student teachers since the local districts do not know how many teachers might be “let go”. This situation is particularly acute in co-curricular areas facing budget cuts – Art, Music, Physical Education, and so on. IHE respondents express concern for student teachers in these subjects as student are forced to commute long distances to find appropriate placements. IHEs are also cutting back on spending, increasing supervisory loads and decreasing or removing already limited stipends paid to mentors as incentive for taking student teachers. Caution should be used in generalizing from the open ended responses since such anecdotal data collected in the manner of this survey tends to be difficult to clearly assess.

Another issue reported by IHE respondents is the amount of time districts allot for PSSA preparation and testing in spring, when the normal progression of students through a four year curriculum results in the majority of student teaching placements. Respondents describe the testing period as often being a two-week time block where little teaching takes place, outside of the testing activity. Numerous respondents commented that this loss of time is significant since the overall number of credits that college students take may be limited by university policy, making every opportunity for field experience more critical. This is of particular concern to many IHE respondents as expectations increase to add to the total number of field hours during preparation programs.

### **Research Question 2: What are the issues and challenges that Superintendents, Principals, Teachers, and School Counselors face because of the placement of student teachers and interns in their schools?**

Major issues surrounding student teacher placement that challenge LEAs stem from the number of requests for placement and the programmatic variation among institutions making those requests. In the most extreme cases, LEAs may receive requests from more than nine IHEs each semester, each having its own policies, procedures, paperwork and prior history with the local district. Many respondents noted that the level of communication and interaction with IHEs varies greatly from institution to institution.

The frequency of requests for placements varies significantly depending upon proximity to IHE though the difficulty of filling requests for placement does not. However, the percentage of placement requests that an LEA can typically honor each semester does correlate with distance to the nearest IHE, in part

because of the “flood” of pre-student teachers seeking fieldwork experience. College and university students in their first years of teacher training are less likely to have their own transportation, and therefore depend on local schools to find early opportunities for placements. However, proximity does not necessarily result in negative attitudes: there is a positive correlation between proximity to IHE and LEA administrators’ overall ratings of student teachers’ ability to meet expectations. This may be due to the possibility of more frequent opportunities for contact and relationship building between the institutions in close proximity to each other.

The data reflect an overall commitment to the teaching profession and to the perceived value of student teaching. Generally, student teachers are thought to be reasonably prepared for placements. However, concerns with specific placements abound. Individual tales of woe are reflected in the open-ended comment section of the survey: respondents are aware of student teachers who were unmotivated, unprepared, and largely unsupervised by their IHE while in the field. Such comments in open ended items are expected, especially given the large number of survey respondents but generalized conclusions should not be drawn from open-ended data. It does speak to some dissatisfaction on the part of some individuals who responded to the survey and should alert all participants to the need to constantly re-view the process for dealing with such issues when they arise.

While some respondents state that they seek to hire from the ranks of student teachers, very few interview or screen potential student teachers prior to accepting placements. Essentially, schools rely on IHEs to do gatekeeping on their behalf. While data suggest that schools assume that placements have been prescreened by the IHE, in reality district survey respondents question the quality of the formative and summative assessments of student teachers provided by the IHE. In particular, the most frequent critical comment about student teachers provided in the open-ended section of the survey reflects student teachers’ needs for more classroom management skills.

**Research Question 3 and 4: What are the disparities that exist between the perceptions of the IHE and LEA? And, if disparities exist, do the data suggest that there should be a more formal analysis of the results?**

The overarching impression from the three surveys is that concerns raised by IHEs about LEA acceptance of student teachers may be over-stated. In general, LEAs report positive impressions of student teachers. This leads to the possibility that LEA respondents are more pejorative or critical in their direct and specific communication with IHEs than they are in their responses to the questions in this survey. It may be that some IHE faculty and administrators only become aware of issues in the field when there are problems: for example, IHE field placement coordinators have a more positive view of conditions in the field than do their higher education colleagues.

Overall, IHE respondents stated that accountability mandates placed on school districts, especially achievement testing, create pressures leading to LEA rejection of field placement requests. LEA respondents do not see these mandates as presenting an impediment to placements. This discrepancy raises questions that cannot be definitively answered with the survey data. Perhaps reliance on anecdotal data in the field, as suggested above, have skewed impressions more negatively than what may be a more accurate assessment of the challenges in making field placements.

It is possible to consider LEA assertion that relationships with IHEs are a motivating factor when choosing to accept student teachers: perhaps LEA representatives, seeking not to offend their IHE colleagues by rejecting requests for placements, use the accountability mandate to deflect disappointment. This is

only an hypothesis and would need further evaluative investigation. For example, it may be worthwhile for LEAs and IHE to have a more in-depth conversation about the disparity.

Another possible source of disparity in reporting may stem from an issue of definition. IHE and LEA respondents may not share a common definition of quality, either in defining a well-prepared student teacher or in defining a worthwhile field experience. An example of this lack of shared definition is evidenced in frequent IHE mention of student teacher disengagement during mandated achievement testing. No LEA respondent mentioned this as an issue. This may be indicative of a disconnect between IHE and LEA perceptions about what is a worthwhile activity during student teaching. Standardized testing has become part of the fabric of life in the LEAs and so time spent in a school conducting testing would not be seen as problematic.

### **Looking Toward the Future: Next Steps**

For the past 25 years, policy makers, academics, and practitioners considering the nature of teacher education in the United States have emphasized the critical importance of student teaching. Proposals for the redesign of teacher preparation (Carnegie Foundation, 1986; Holmes Group, 1990) cited the potential of professional development schools (PDS) and internship sites where novices would learn to teach under the direction of master teachers who are themselves engaged in reforming their teaching (Feiman-Nemser & Norman, 2000). To this end, some states, Maryland as one example, and even national governments (England) have encouraged or required IHEs to enter into formal partnership arrangements with schools for placement of student teachers. In theory, these partnerships enlarge the discussion from being largely IHE-directed arrangements designed to secure placements to meet initial certification guidelines, to considering what Edwards and Mutton (2007) describe as the full developmental needs of schools. This potential is largely embedded in the phenomenon reported by Feiman-Nemser and colleagues, teachers who engage in student teacher supervision begin to describe themselves as teacher educators, and their own classroom effectiveness increases.

Collaborative partnerships between IHE and LEA do not need to be complicated. Pennsylvania IHEs use the PDE-430 to evaluate the performance of student teachers. Collaborations between supervising teachers and IHE liaisons to explore the details of the rating rubrics might be a good point of departure. As is, fully 40% of IHE survey respondents state that they offer no training to mentor teachers before placing student teachers in classrooms. Additionally, very few respondents from LEAs are fully engaged in initial quality assurance of candidates for student teaching. Negotiating pre-placement interviews and screening instruments could provide an opportunity for creating a shared definition for successful student teaching.

It may be valuable to consider more collaboration and coordination between IHEs or the use of “placement regions” for each set of IHE. Defining a geographic area of partnership, perhaps involving a consortium of local IHE, may help to foster more localized positive competition for placements and encourage professional development relationships aimed at improving outcomes for cooperating teachers and mentors as well as student teachers and school children.

One survey respondent noted,

We ... have a very firm understanding and relationship with (the local) university and the three professors who work with our building liaison. We often have the opportunity to

have a pre-service teacher as a field student and then also have the same one as a student teacher and this works very well for the teachers and the students.

In fact, survey data from LEA teachers and administrators suggest a strong impact of local relationships when deciding whether or not to accept student teachers. Building upon the reported influence of these relationships could result in more effective placement arrangements.

In addition to professional development, more tangible incentives for mentor teachers may be needed. The survey data on incentives and stipends are very inconsistent. Further research would help to explore the relationship between acceptance of student teachers and monetary or professional (Act 48 credit) incentives for mentors. Finding more specific value added incentives for establishing a working relationship between universities and school districts could also have a positive effect. School districts with placements from multiple IHEs spoke to program variations. Exploration of this observation could yield common core expectations across programs while preserving individual priorities of each IHE and participating school district.

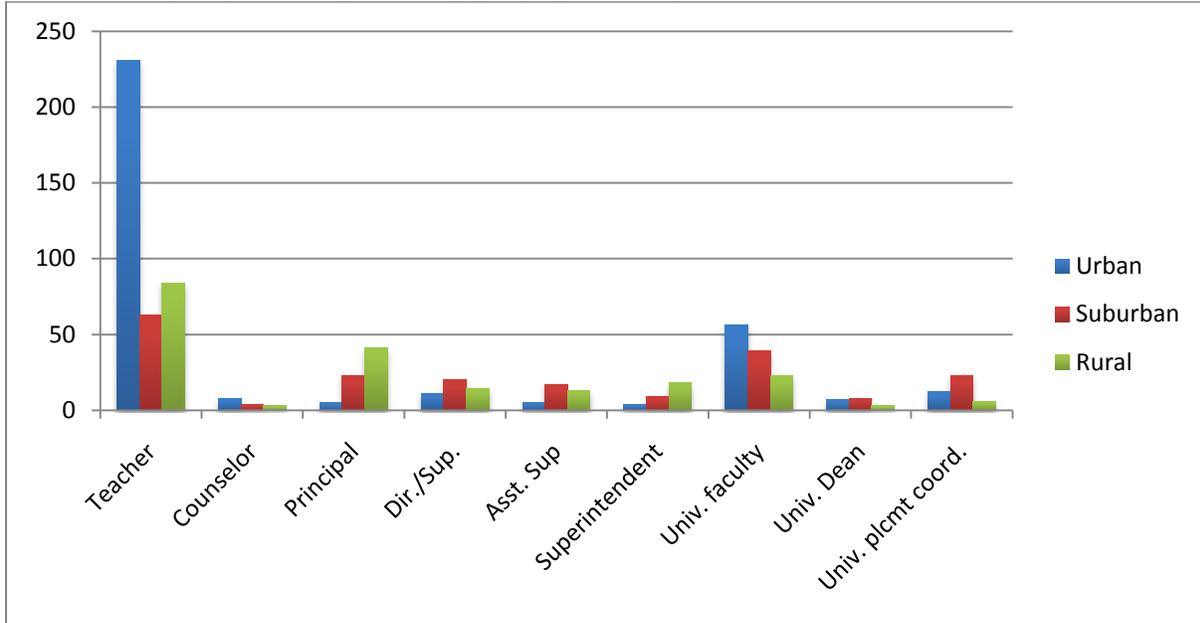
Finally, as stated in the Overview and Introduction, this report focused on selected responses of the participants in the survey. Additional information is provided in the Appendices. The reader is encouraged to explore additional areas that speak to his/her interests or concerns. It is hoped that this report may also offer opportunities to inform ongoing discussions about ways to update and enhance the environment upon which placements are made.

## References

- Carnegie Foundation for the Advancement of Teaching (1986). *A Nation Prepared: teachers for the 21<sup>st</sup> century*. Report of the Task Force on Teaching as a Profession. (New York, Author).
- Edwards, A., & Mutton, T. (2007). Looking forward: rethinking professional learning through partnership arrangements in Initial Teacher Education. *Oxford Review of Education*, 33(4), 503-519.
- Feiman-Nemser, S., & Norman, P.J. (2000) Chapter 42: TEACHER EDUCATION from initial preparation to continuing professional development. In, *Routledge International Companion to Education* (pp. 732-755). Taylor & Francis Ltd.
- Holmes Group (1990). *Tomorrow's Schools: Principles for the design of professional development schools*. East Lansing, MI: Holmes Group.

## Appendix A: Survey Demographics

*Table 1: Survey respondents job role by geographic classification*



*Figure 2: Teacher respondents by grade level*

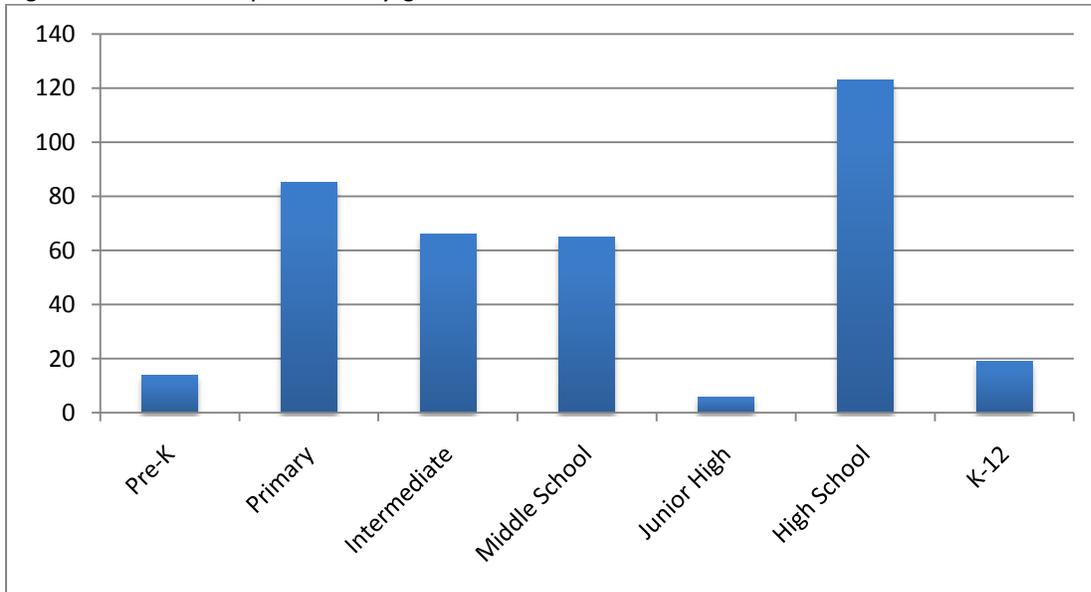


Figure 3: Teacher respondents by school enrollment

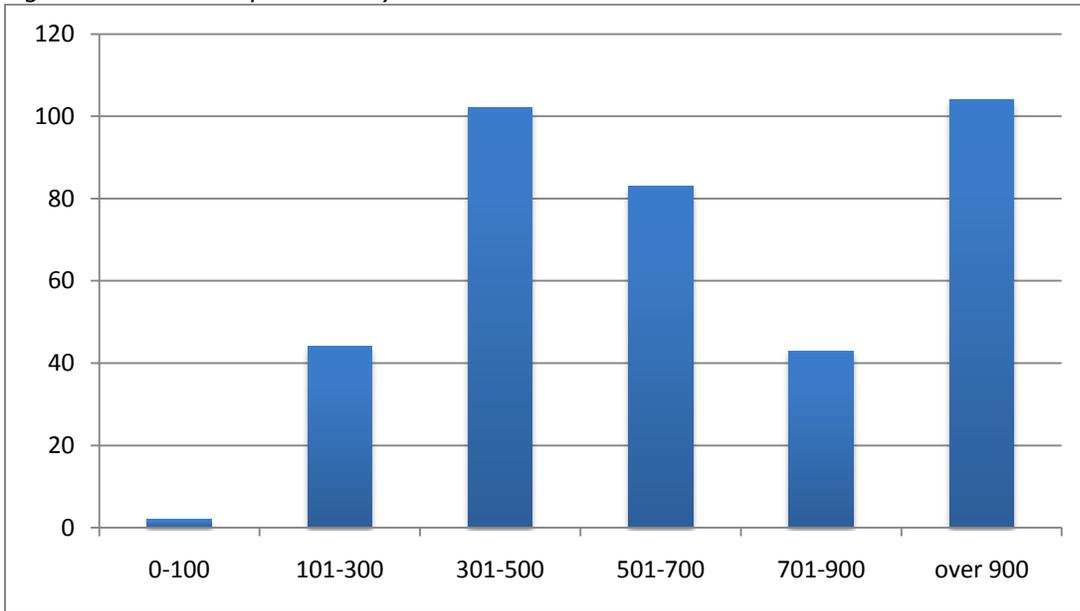


Figure 4: LEA administrative respondents by district enrollment

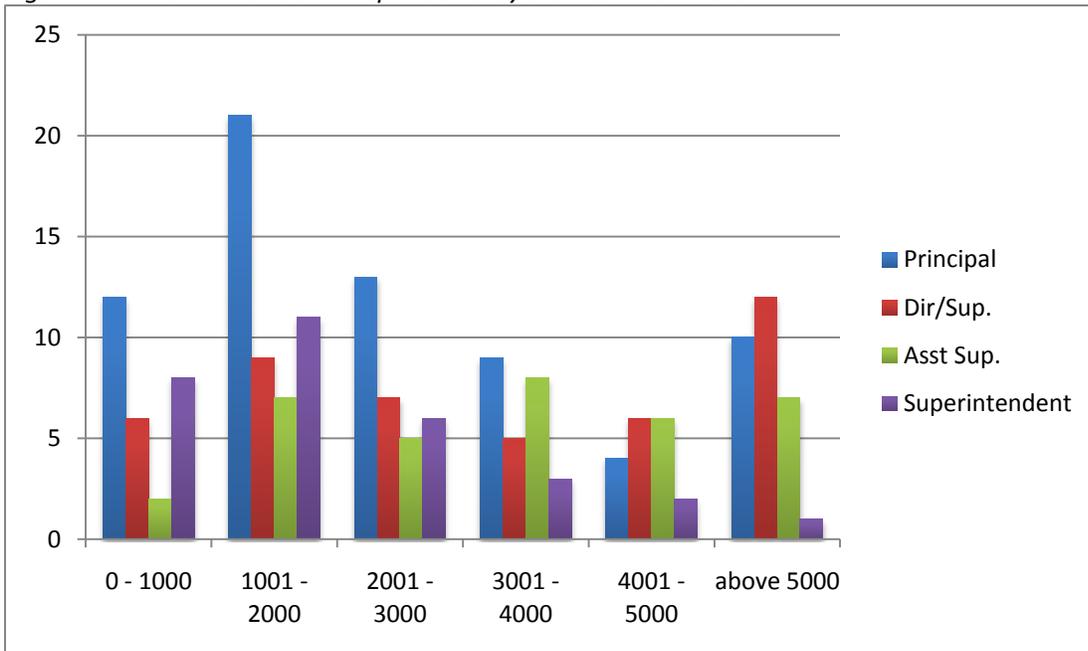


Figure 5: LEA administrator respondents by district free or reduced lunch enrollment

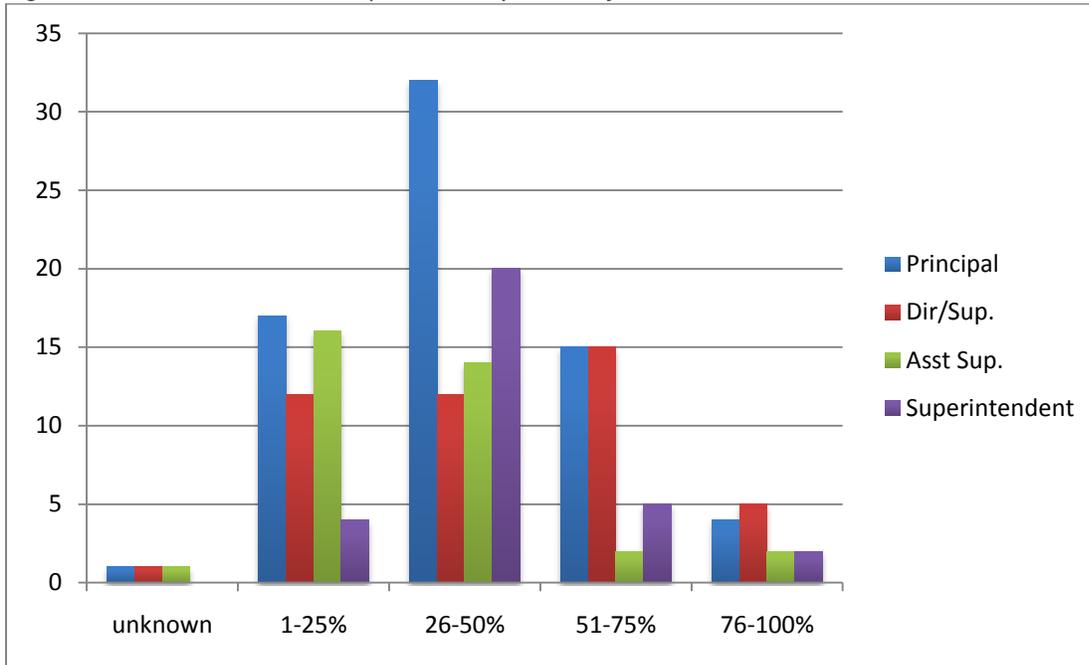
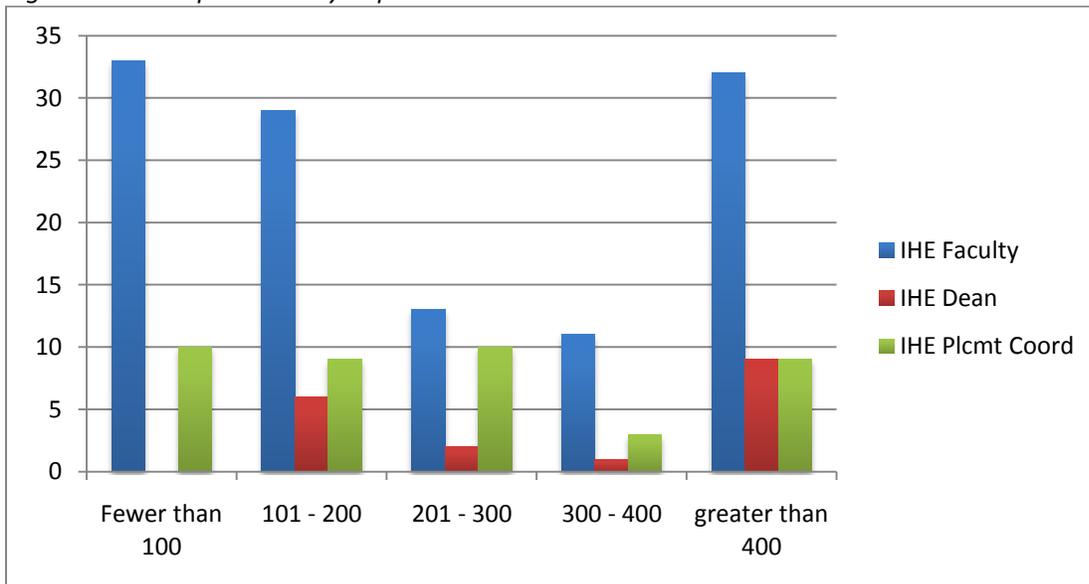


Figure 6: IHE respondents by department enrollment



## Appendix B: Tables

*Table 1: LEA Administrative assessment of Student Teacher performance*

	Frequency	Valid Percent	Cumulative Percent
Valid			
1 (Fail to meet expectations)	0	0	0
2	15	8.4	8.4
3	75	41.9	50.3
4	79	44.1	94.4
5 (Exceed expectations)	10	5.6	100.0
Total	179	100.0	

### Appendix C: Summary Descriptive Responses from LEA faculty

Note: Survey questions 1 – 4 requested demographic information. Responses are included in Appendix A.

**Survey question 5: Are you (teachers and/or counselors) limited in the number of college or university students who can be placed with you each year?**

16% of LEA faculty indicated that they are limited in the number of college or university students who can be placed with them each year, 29% indicated there are no limitations, and 55% did not know. The ratio of responses to this item is roughly 1:2:3.5. The majority of LEA faculty were unsure about limitations or stated none existed.

**Survey question 6. Do you have the opportunity to meet with the college or university student before accepting that person as a student teacher or intern?**

18% of LEA faculty indicated yes, 60% indicated no, and 22% indicated they did not know. In sum, the majority of LEA faculty do not meet with potential student trainees before placement.

**Survey question 7. Rank your top 3 reasons for accepting student teachers and interns:**

There were 393 respondents selecting and ranking 3 of 8 possible choices—7 of which were overtly listed while the last choice was an “other” response. Thus, there are a total of 1179 possible selections.

Reason for accepting student teachers and interns	Number of selections by LEA FACULTY	Overall percentage
As a professional or ethical obligation	316	27%
Because my administrator asks me to	195	17%
As a favor to the college or university	159	13%
To augment my professional development	155	13%
To temporarily add help to my classroom at no/low cost	152	13%
To recruit future colleagues	134	11%
Because I get extra pay for working with them	068	6%

In terms of serial ranking, “As a professional or ethical obligation” had the largest number of #1 reason rankings (209 of 393 respondents [53%]) and it also had the most selections for the #2 reason (75 of 393 respondents [19%]). “Because my administrator asks me to” had the most selections as the #3 reason (82 of 393 respondents [21%]).

**Survey question 8. During which semester do you prefer to accept pre-service teachers or interns?**

14% of the respondents indicated Fall, 32% indicated Spring, and 60% indicated no preference. Note: these percentages do not add up to 100% because respondents were requested to check any of the three options that were applicable to them. While some respondents have preferences based on semester, the majority do not.

**Survey question 9. Using a scale of 1 (low) to 5 (high) scale or an “N/A—don’t know” answer option, respondents were asked to rate their perceptions about 8 relevant content issues.**

#	Content issue	Mean rating	Percentage of LEA FACULTY who rated this item with a score of 3 or higher	Percentage of Sample giving N/A response
1	Level of acceptance by parents for field placements at your school	2.60	61%	31%
2	Level of coordination between colleges and universities provide for field placement:	2.47	59%	30%
3	Impact of programmatic issues (i.e. the first year implementation of a new curriculum) that influence your ability to accommodate field placements	2.27	46%	21%
4	Level of assistance provided by building administrator to facilitate field placement	2.14	45%	27%
5	Effect of state and federal accountability mandates (testing etc.) on your ability to accommodate field placement trainees.	1.79	46%	35%
6	Difference between college and university demand for field placements and your ability to accommodate them	1.71	40%	42%
7	Level of support from your School Board for field placements at your school	1.62	35%	50%
8	Impact of contractual issues that might complicate your ability to accept field placement trainees	1.29	20%	36%

What is noteworthy about the results to this question is that the means for items 1, 2, 4, & 7 are below 3—the midpoint of the scale, which shows the scores are lower than what might be expected (i.e. an average score). LEA faculty perceive less than adequate levels of support from school stakeholders. Conversely, the impact of certain events and programs (items 3, 5, 6, & 8) were all lower than average (below 3.0). LEA faculty do not perceive that programmatic issues, federal testing mandates, placement demands, or contractual issues were problematic. Also, a large percentage of LEA faculty—between 21-50%—felt these questions did not apply to them (N/A) or were unsure of an appropriate response.

**Survey question 10. Using a scale of 1 (very negative effect) to 5 (very positive effect) or an “N/A—don’t know” answer option, rate the effect of having pre-service teachers or interns in your classroom.**

Mean: 3.39 Percentage of sample giving N/A or don’t know response—11%

83% rated the effect of having pre-service teachers or interns in classrooms as a 3 or higher, which supports having trainee placements.

**Survey question 11. Using a scale of 1 (very unsatisfied) to 5 (very satisfied) scale or an “N/A—don’t know” answer option, respondents were asked to rate their perceptions about 4 relevant content items. Results are provided in descending order.**

#	Content issue	Mean rating	Percentage of LEA FACULTY who rated this item with a score of 3 or higher	Percentage of Sample giving N/A response
1	Oversight provided by supervisor from the college or university assigned to the pre-service teacher or intern	2.89	69%	17%
2	Pre-service teachers or interns’ (as a group) overall level of preparation and readiness for working at your school	2.88	68%	16%
3	The level of communication between the site supervisor from the college or university and your school?	2.71	64%	20%
4	The quality (depth, scope, integrity) of the formative and summative assessments provided by college and universities to evaluate the pre-service teachers or interns placed at your school	2.62	61%	23%

While the responses to these 4 questions were 3 or higher for at least 61% of the LEA FACULTY respondents, the means for all 4 items were below 3.0—the midpoint of the scale—which highlights some low scores that provide a negative skew to this distribution.

**Survey question 12. What is your overall perception of the pre-service teachers’ or interns’ ability to meet the technology competencies needed to function effectively at your school?**

Mean: 3.42 Percentage of sample giving N/A or don’t know response—16%

Today’s trainees can meet existing technology competencies, but there is room for improvement.

**Survey question 13. Are you given a stipend when you accept a pre-service teacher or intern?**

37% of LEA faculty indicated they are not given a stipend, 8% indicated that stipends are provided by the school, district, or agency, and 56% indicated that stipends are provided by the college or university. What is noteworthy is that over a third of the LEA faculty respondents receive nothing for their efforts while others are compensated—most typically by the college or university requesting the placement. Why some staff are compensated and others are not remains a mystery.

**Survey question 14. Using a scale of 1 (Fail to meet expectations) to 5 (Exceeds expectations) or an “N/A—don’t know” answer option: Rate pre-service teachers or interns overall ability to meet expectations.**

Mean: 3.44

89% of the LEA faculty responses were 3 or higher, which highlights that the vast majority of student trainees meet or exceed expectations.

**Appendix D: Summary Descriptive Responses from LEA Administrators  
(Principals, Directors/Supervisors, Assistant Superintendents, Superintendents)**

Note: survey items 1-3 were demographic questions and their results are provided in the Appendix A.

**Survey question 4. At what level must pre-service teacher placements be approved? Check all that apply.**

70% of LEA-administrators indicated that pre-service teacher placements must be approved at the district level, 63% indicated at the building level, and 33% indicated at the cooperating teacher level. It appears that the decision-making for placements occurs most frequently at both the district and building level and less so at the individual cooperating teacher level by a 2:1 ratio.

**Survey question 5. Does your school system or site have a designated staff member who is responsible for coordinating all field placements from colleges or universities?**

66% of LEA-administrators indicated that they have a designated staff member responsible for coordinating field placements. A third of the LEA administrators note that their district or system lacks a staff member devoted to this task. One hypothesis for this disparity may be that some systems have more requests and thus a greater need for a staff person responsible for placements, or it could be a resources issue.

**Survey question 6. Does your site limit the number of placements a cooperating teacher can have each year?**

47% of LEA-administrators indicated that they limit the number of placements a cooperating teacher can have each year. Roughly half the sample indicated that their site has parameters in place for the number of placements teachers can have while half do not. It is unclear why this occurs, and this may be a topic for further exploration.

**Survey question 7. Is there a limit to the total number of college or university students that can be placed in your schools at one time?**

24% of LEA-administrators indicated that limits are in place, 69% indicated that there are no limits as to the number of placements, and 6% did not know if there was a policy about this or not. By almost a 3:1 ratio, schools will accept rather than deny placements.

**Survey question 8. What factors do you consider before placing a pre-service teacher, student teacher, or intern with a particular cooperating teacher? (Mark all that apply). Answers are provided in descending order by percentage.**

<b>Factor considered before placing a pre-service teacher, student teacher, or intern with a cooperating teacher</b>	<b>Percentage of LEA admin selecting this option</b>
My judgment of the teacher's skill	85%
Teacher's years of experience	73%
Recency of having another pre-service teacher, student teacher, or intern:	64%
Permanent certification	58%
Tenure status	57%
Contractual issues	16%

**Survey question 9. From the following list, what individual criteria do you consider before allowing a student teacher or intern to be placed at your school? (Select all that apply)**

<b>Individual criteria considered before allowing a student teacher or intern to be placed at your school</b>	<b>Percentage of LEA admin selecting this option</b>
Referral from the college or university	95%
Grades/GPA	22%
Training in specific methodologies	16%
Personal references	14%
Face-to-face interview with the student teacher or intern	9%

**Survey question 10. Describe the frequency of requests per semester from college and universities for placing the following students at your site. Answer choices include: none, 1-2 requests, 3-5 requests, 6-10 requests, 11-20 requests, 20+.**

Pre-service teachers

The frequency/percentage of requests was highest for 3-5 placements (28%) of pre-service teachers. 80% of the LEA administrator respondents noted that there were 3 or more requests for pre-service teachers each semester.

Student teachers

The frequency/percentage of requests was highest for 3-5 placements (32%) of student teachers. 80% of the LEA administrator respondents noted that there were 3 or more requests for student teachers each semester.

School counseling practicum trainees

The frequency/percentage of requests was highest for no or only occasional placements (53%). Additionally, 1-2 requests were requested 30% of the time for school counseling practicum trainees.

School counseling interns

The frequency/percentage of requests was highest for no or only occasional placements (49%). Additionally, 1-2 requests were requested 37% of the time for school counseling interns.

Principal interns

The frequency/percentage of requests was highest for no or only occasional placements (50%). Additionally, 1-2 requests were requested 37% of the time for principal interns.

Supervisory interns

The frequency/percentage of requests was highest for no or only occasional placements (70%). Additionally, 1-2 requests were requested 18% of the time for supervisory interns.

Superintendent interns

The frequency/percentage of requests was highest for no or only occasional placements (75%). Additionally, 1-2 requests were requested 15% of the time for supervisory interns.

**Survey question 11. Using a scale of 1 (low difficulty) to 5 (high difficulty) or an “N/A” answer option, rate the difficulty of filling requests for placement of the following students at your site. Answers are provided in descending order.**

#	Type of placement trainee	Mean rating	Percentage of LEA admin who rated this item with a score of 3 or lower	Percentage of LEA admin giving N/A response
1	Student teachers	2.29	83%	1%
2	Pre-service teachers	1.98	81%	3%
3	School counseling interns	1.65	65%	21%
4	School counseling practicum trainees	1.64	66%	20%
5	Principal interns	1.54	68%	21%
6	Supervisory interns	1.29	48%	39%
7	Superintendent interns	1.08	44%	46%

According to the LEA administrator respondents, there does not appear to be difficulty in filling requests for placements, as all means were well below 3.0, the midpoint of the scale. Perhaps not a surprise, student teachers were perceived to be the most difficult placements to fill in comparison to other types of trainees, but this may be a function of increased demand and volume. An interesting facet of the data reveals dramatically higher percentages of N/A responses for non-teacher trainees in comparison to teacher trainees. Also, there appears to be an inverse relationship between the mean scores for the 7 types of trainees and the percentage of respondents selecting the N/A answer.

**Survey question 12. Rank the top three reasons for accepting student teachers and interns.**

There were 180 respondents selecting and ranking 3 of 5 possible choices, thus providing a total of 540 possible selections.

Reason for accepting student teachers and interns	Number of selections by LEA admin	Overall percentage
As a professional or ethical obligation	173	32%
To recruit future employees	128	24%
As a favor to the college or university	118	22%
To augment professional devel. of cooperating personnel	078	14%
To temporarily add personnel at no/low cost	043	7%

In terms of serial ranking, “As a professional or ethical obligation” had the largest number of #1 reason rankings (128 of 180 respondents [71%]), “As a favor to the college or university” had the most selections as the #2 reason (53 of 180 respondents [29%]), and “to recruit future employees” had the most selections as the #3 reason (52 of 180 respondents [29%]).

**Survey question 13. From approximately how many colleges or universities does your school, site, or district typically get placement requests each semester? Answer choices include none, 1-2, 3-4, 5-6, 7-8, or 9+.**

46% of LEA administrators noted that they receive placement requests from 3-4 colleges and universities each semester. 27% receive placement requests from 2 or fewer IHEs, and 27% receive placement requests from 5 or more IHEs. Thus, there’s a fairly even (bell-shaped) distribution of requests.

**Survey question 14. What percentage of those placement requests do you typically honor each semester? Answer choices include none, 1-25%, 26-50%, 51-75%, or 76-100%.**

53% of LEA-administrators indicated that they honor 76-100% of the requests for placement at their sites. 77% of LEA-administrators indicated that they honor at least 50% of the requests. LEA administrators' responses indicate that they can and will largely accommodate placement requests than deny them.

**Survey question 15. Approximately how close is your site to the nearest college or university? Answer choices include 1-10 miles, 11-20 miles, 21-30 miles, 31-40 miles, or 41+ miles.**

48% of LEA-administrators indicated that their site was within 10 miles to the nearest IHE, and 77% indicated that the nearest IHE was within 20 miles. Proximity to the nearest IHE is likely not an important issue.

**Survey question 16. Do you find that you prefer pre-service teachers or interns from a particular college or university?**

44% of LEA-administrators indicated that they preferred taking prefer pre-service teachers or interns from a particular college or university while 56% had no preferences for one IHE over another. Given the fairly even split here, there is no consensus on this issue. However, further analyses with a larger sample size for this sample (LEA administrators) might allow us to determine if certain institutions are preferred and why.

**Survey question 17. During which semester does your school prefer to accept pre-service teachers or interns? Check all that apply.**

12% of LEA-administrators indicated that they preferred pre-service teachers or interns in Fall, 15% indicated Spring, and 83% had no preference. Note: these percentages do not add up to 100 because respondents could check all that applied. By a large margin, placements are acceptable either semester, though some LEA administrators have preferences.

**Survey question 18. Using a scale of 1 (none) to 5 (very high) or an "N/A or don't know" answer option, rate 9 relevant content issues addressing support etc. Note: Results are provided in descending order.**

#	Content issue	Mean rating	Percentage of LEA admin who rated this item with a score of 3 or higher	Percentage of LEA admin giving N/A response
1	Level of coordination college and universities provide for field placement	3.37	81%	5%
2	Level of support from your School Board for field placement of pre-service teachers at your school	3.27	77%	8%
3	Level of acceptance by parents for student teachers at your school	3.07	70%	5%
4	Difference between college and university demand for field placements and your school's ability to accommodate them	2.74	64%	9%
5	Impact of programmatic issues (i.e. first year im-	2.68	60%	5%

	plementation of a new curriculum) that influence your school's ability to accommodate field placements			
6	Effect of state and federal accountability mandates (testing etc.) on your school's ability to accommodate pre-service teachers or interns	2.58	53%	9%
7	Overall impact of budgetary issues on acceptance of field placements	1.65	23%	9%
8	Impact of contractual issues that might complicate your school's ability to accept pre-service teachers or interns	1.58	21%	11%
9	Level of assistance provided by local IU to facilitate field placements	1.42	16%	13%

**Survey question 19. Using a scale of 1 (very negative) to 5 (very positive) ) or an "N/A or don't know" answer option, rate the effect on student learning outcomes of having pre-service teachers, student teachers, and interns at your school.**

Mean: 3.34      Percentage of sample giving N/A response—7%  
88% of the responses were 3 or higher.

**Survey question 20. Using a scale of 1 (very unsatisfied) to 5 (very satisfied) ) or an "N/A or don't know" answer option, rate these items: Results are provided in descending order.**

#	Content issue	Mean rating	Percentage of LEA admin who rated this item with a score of 3 or higher	Percentage of LEA admin giving N/A response
1	The oversight provided by the supervisor from the college or university assigned to the pre-service teacher or intern.	3.19	80%	6%
2	The level of communication between the supervisor from the college or university and your school	3.18	78%	7%
3	Pre-service teacher or interns' (as a group) overall level of preparation and readiness for working at your school	3.18	78%	4%
4	The quality (depth, scope, integrity) of the formative and summative assessments provided by the colleges or universities to evaluate pre-service teachers or interns at your school	2.64	63%	13%

Overall, these results are favorable, as items 1-3 have means greater than 3.0, which is the midpoint of the scale. Item four, assessments, was well below average and represents a growth area for IHEs.

**Survey question 21. Using a scale of 1 (low) to 5 (high) ) or an "N/A or don't know" answer option, rate your overall perception of the pre-service teacher or interns' ability to meet technology competencies needed to function effectively at your school.**

Mean: 3.68      Percentage of sample giving N/A response—4%  
88% were 3 or higher.

**Survey question 22. Using a scale of 1 (never) to 5 (always) ) or an “N/A or don’t know” answer option, rate whether your school can accommodate the technology expectations of pre-service teachers and interns.**

Mean: 3.94      Percentage of sample giving N/A response—3%  
93% were 3 or higher.

**Survey question 23. Tell if stipends are provided to (a) teachers, (b) counselors , and (c) administrators and who provides them. Answer choices include no stipend; stipend provided by school, agency, or district; or stipend provided by college or university. Note: percentages may not add up to 100% due to rounding error or missing responses.**

#	LEA staff type	No stipend	Stipend provided by school, agency, or district	Stipend provided by college or university
1	Teacher	34%	4%	62%
2	School Counselor	50%	2%	43%
3	Administrator	82%	1%	13%

Based on this sample, teachers are most frequently compensated for supervising trainees, and most stipends are funded by the IHE providing the trainee. It is unclear why some types of trainees are bundled with compensation (i.e. teachers) while others (counselors and administrators) typically are not.

**Survey question 24. Using a scale of 1 (not at all) to 5 (major obstacle) ) or an “N/A or don’t know” answer option, rate to what degree you consider each of the 9 items to be obstacles to your ability to honor placement requests. Results provided in ascending order.**

#	degree to which item below presents an obstacle to your ability to honor placement requests	Mean rating	Percentage of LEA admin who rated this item with a score of 3 or lower	Percentage of LEA admin giving N/A response
1	Parent concerns	1.65	92%	3%
2	Local testing schedules	2.20	80%	3%
3	Reputation of the IHE’s teacher prep. program	2.47	72%	6%
4	Level of student progress	2.50	72%	2%
5	State testing schedules	2.69	65%	2%
6	Competing demands for co-op time	2.85	65%	3%
7	Quality of student teachers or interns	2.88	68%	2%
8	Co-op’s time away from instruction	2.89	66%	3%
9	Number of available co-ops	3.35	46%	3%

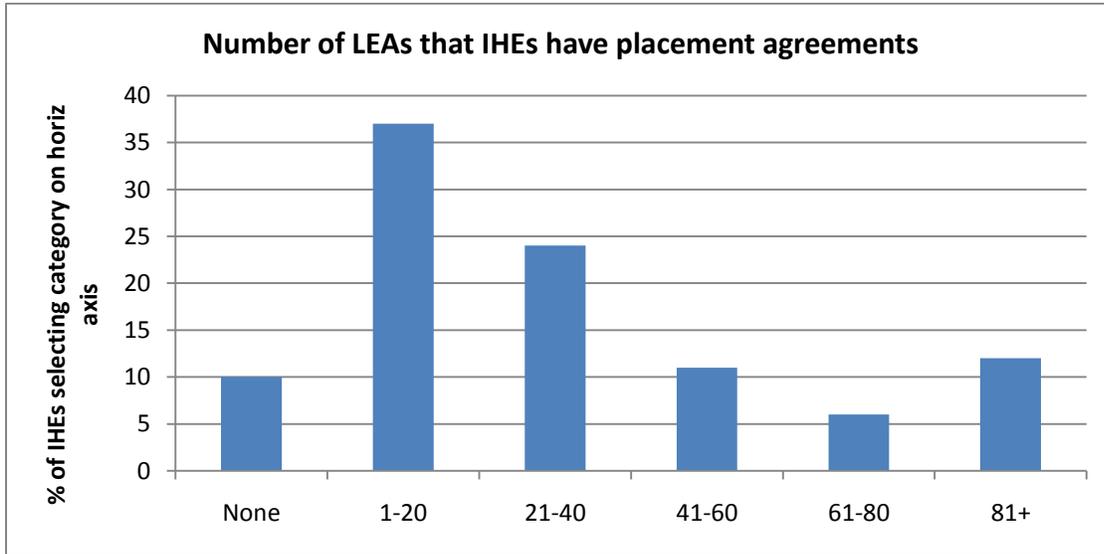
**Survey question 25. Using a scale of 1 (fails to meet expectations) to 5 (exceeds expectations) ) or an “N/A or don’t know” answer option, rate pre-service teachers and interns’ ability to meet expectations.**

Mean: 3.47      Percentage of sample giving N/A response—8%. 91% were 3 or higher.

**Appendix E: Summary Descriptive Responses from IHE (Faculty, Deans, Placement Coordinator)**

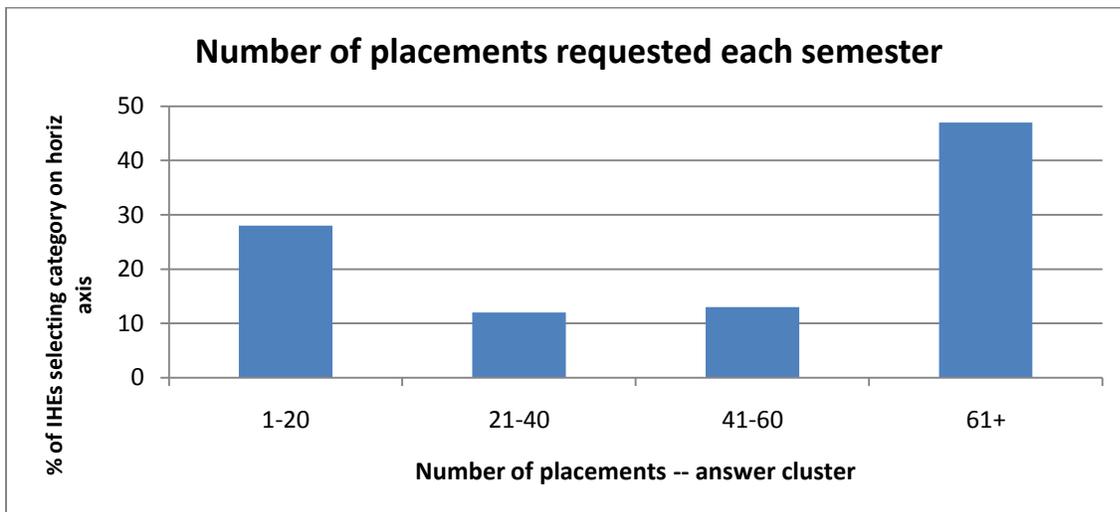
Note: survey items 1-2 were demographic questions and their results are provided in Appendix A.

**Survey question 3. With approximately how many LEAs does your institution have placement agreements?** (Answer choices include none, 1-20, 21-40, 41-60, 61-80, 81+).



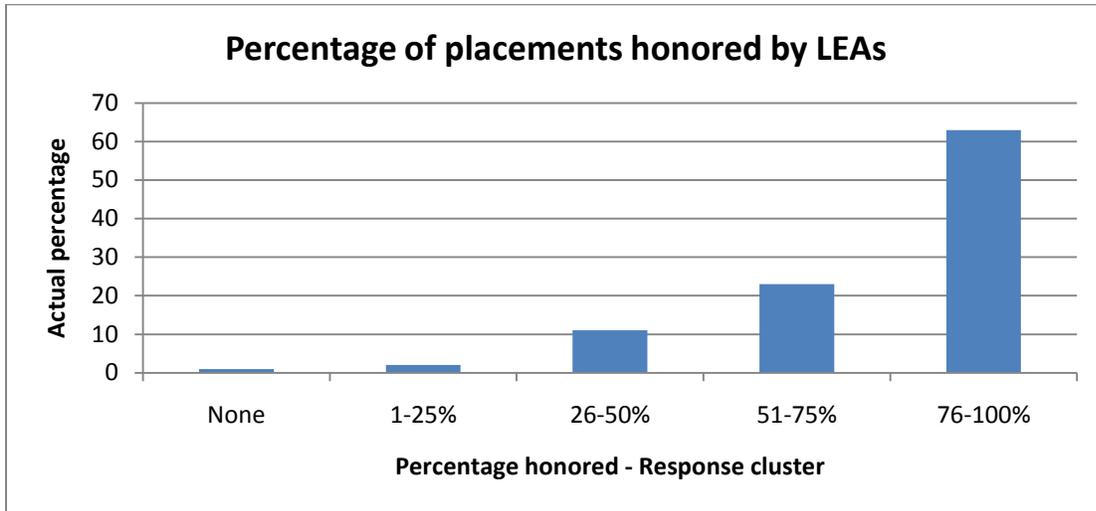
37% of IHE respondents indicated that they have agreements with 1-20 LEAs, and over half (61%) the respondents indicated 1-40 LEAs. 10% noted no placement agreements.

**Survey question 4. How many placements do you request each semester (on average)?** Answer choices include 1-20, 21-40, 41-60, 61+.



The responses to this question were bimodal such that 28% of IHE staff indicated 1-20 placements were requested each semester, while 47% indicated 61+ placements were requested each semester. The percentage for the combined category of 21-60 placements was 25%. Thus, it appears IHEs that request placements are either large (or have large schools of education) or are somewhat small.

**Survey question 5. Approximately what percentage of placement requests is honored by LEAs? Answer choices include none, 1-25%, 26-50%, 51-75%, 76-100%.**



63% of IHE respondents indicated that 75-100% of their placement requests are honored, and only 3% noted that 25% or fewer of their requests were honored. Thus, schools and districts are mostly able to accommodate IHE's need for placements.

**Survey question 6 was flawed and thus omitted from this analysis.**

**Survey question 7. Does your institution request placements for pre-service teachers or interns at particular sites?**

84% of IHE respondents indicated that their institution requests placements for pre-service teachers or interns at particular sites while 2% indicated pre-service teachers and interns find their own placements. Thus, it appears that the responsibility for finding placements for pre-service teachers and interns falls largely to IHE staff.

**Survey question 8. Does your institution place candidates out of state for field work or student teaching?**

40% of IHE responders indicated that some candidates are placed out of state while 60% indicated that all placements are within the state of Pennsylvania. One explanation for this result may be the IHE's proximity to other states. For example, if an IHE is located near Philadelphia at the tri-state region (PA, NJ, MD), there may be placements made out of state that don't require huge travel logistics whereas an out-of-state placement for a trainee from Penn State (main campus) would require extensive travel logistics.

**Survey question 9. Does your institution have a designated person (e.g., Field Coordinator) who is responsible for coordinating all field placements?**

84% of IHE respondents indicated that their institution has a designated person responsible for coordinating all field placements.

**Survey question 10. Are placements typically initiated with cooperating teachers and counselors directly, or through another party?**

15% of IHE respondents indicated that placements are initiated directly with cooperating teachers and counselors while 85% indicated that another party (e.g., LEA’s placement coordinator) was responsible. LEAs are increasingly using personnel for the purposes of administrating placements due to the demands for them.

**Survey question 11. Using a scale of 1 (no difficulty) to 5 (great difficulty) ) or an “N/A” answer option, rate the difficulty of placing pre-service teachers or interns at the following sites: Results are provided in descending order.**

School type	Mean rating	Percentage of ratings with scores of 3 or lower (moderate to no difficulty making placements)	Percentage of sample giving N/A response
Public Pk-12 schools	2.77	72%	0%
Private schools	1.94	52%	27%
Charter schools	1.18	33%	54%
Intermediate Unit	0.94	27%	63%
Head Start Center	0.83	30%	64%
Keystone Star Center	0.58	14%	77%
Other	0.36	7%	87%
Easter Seals	0.24	4%	92%

**Survey question 12. What criteria does your institution require of cooperating teachers before placing students in schools for field experiences or student teaching? Note: percentages across rows will not add up to 100 because the responses are independent of one another.**

<b>Criterion</b>	<b>Trainee type: Pre-student teaching field experience</b>	<b>Trainee type: Student teaching</b>
Permanent certification	55%	83%
Tenure	29%	64%
Graduate degree	6%	10%
Mentor training	12%	31%
No particular criteria	31%	2%

The results indicate that IHEs require cooperating teachers and staff to meet stricter criteria for supervising student teachers than pre-student teaching field experience students.

**Survey question 13. Does your institution offer mentor training to teachers or counselors considering supervision of pre-service teachers or interns?**

60% of the IHE respondents indicated they offer mentor training to teachers or counselors considering supervision of pre-service teachers or interns while 40% do not.

**Survey question 14. Do LEAs set limits about how many pre-service teachers or interns they will take in a given school year?**

22% of IHE respondents indicated that LEAs *always* have limits about how many pre-service teachers or interns they will take on in a given school year while 77% indicated that that LEAs *sometimes* limit the number of placements they accept, which is a 1:3.5 ratio.

**Survey question 15. Do LEAs only accept placements from certain IHEs?**

61% of IHE respondents indicated that they only accept placements from certain IHEs, 3% indicated they accept placements from any IHE, and 37% did not know the answer to this item. The statistic that more than a third of the respondents did not know the answer to this item prompts further scrutiny.

**Survey question 16. Do LEA-based field coordinators interview or otherwise individually screen students prior to approving field placements?**

38% of the IHE respondents indicated that they individually screen students prior to approving field placements while 62% had no such protocol.

**Survey question 17. Does your institution prefer to place pre-service teachers or interns during a particular semester?**

4% of IHE respondents indicated that they prefer to place pre-service teachers or interns in Fall, 10% in Spring, and 86% had no preference.

**Survey question 18. Indicate any semesters you do not place pre-service teachers or interns:**

3% of the IHE respondents indicated that they do not place pre-service teachers or interns in Fall, 2% indicated no placements in Spring, 64% indicated no placements in summer, and 36% indicated that students are placed during every term.

**Survey question 19. Using a scale of 1 (very low) to 5 (very high) ) or an “N/A—don’t know” answer option, rate these 3 items:**

Item	Mean rating	Percentage of ratings with scores of 3 or higher	Percentage of Sample giving N/A response
Level of collaboration between LEAs and your institution to facilitate and coordinate field placements	3.71	83%	2%
Level of assistance provided by your local IU to facilitate placements	1.38	24%	34%
Magnitude of the disparity between your need to place pre-service teachers or interns and LEA’s willingness to accommodate them	2.94	66%	7%

**Survey question 20. Of these 10 items, select the top four reasons that LEAs offer when they deny placement requests.**

There were 177 IHE respondents selecting and ranking 4 of 10 possible choices, thus providing a total of 708 possible selections. Results are provided in descending order.

Reason offered by LEAs for refusing placement requests	Number of selections by IHE staff	Overall percentage
Number of available co-ops	146	21%
State testing schedules	135	19%
Competing demands for co-op time	97	14%
Co-op’s time away from instruction	66	9%
No reason offered	63	9%
Local testing schedules	37	5%
Concerns re quality of pre-service teachers or interns	31	4%
Level of student progress	29	4%
Parent concerns	20	3%

In terms of serial ranking, “Number of available co-ops” had the largest number of #1 reason rankings (81 of 177 respondents [46%]), “State testing schedules” had the most selections as the #2 reason (44 of 177 respondents [25%]), “competing demands for co-op time” had the most selections as the #3 reason (30 of 177 respondents [17%]), and “no reason offered” had the most selections as the #4 reason (39 of 177 respondents [22%]).

**Survey question 21. Stipends.**

LEA staff type	Trainee placement	No Pay	\$1-\$99	\$100-\$199	\$200-\$299	\$300+	Missing
Teacher	Pre-service st. teacher	80%	8%	6%	0%	2%	4%
Teacher	Student teacher	8%	5%	44%	22%	18%	2%
Counselor	Intern	55%	2%	2%	1%	2%	37%
Administrator	Intern	58%	1%	1%	3%	1%	37%

Teachers who accept placements for student teachers are more likely to be offered financial compensation for their supervision than counselors or administrators.

**Survey question 22. Using a scale of 1 (none) to 5 (very high) ) or an “N/A—don’t know” answer option, rate these 11 items:**

Item	Mean rating	Percentage of ratings with scores of 3 or higher	Percentage of Sample giving N/A response
The difference between college and university demand for field placements and LEAs' ability to accommodate them	3.44	79%	11%
The effect of state and federal accountability mandates (testing etc.) on LEAs' ability to accommodate field placement trainees	3.26	72%	19%
The level of coordination LEAs provide for field placements	2.79	63%	14%
The overall impact of budgetary issues related to reimbursing IHE staff to supervise pre-service teachers or interns	2.64	52%	18%
The impact of programmatic issues (i.e. the first year implementation of a new curriculum) that influence LEAs' ability to accommodate field placements	2.63	56%	26%
How the placement of pre-service teachers or interns affects student learning outcomes at LEAs	2.35	51%	29%
The impact of contractual issues that might complicate LEAs' ability to accept field placement pre-service teachers or interns	2.03	47%	37%
The overall impact of budgetary issues on acceptance of field placements	2.01	42%	35%
The level of support from School Boards for field placements at LEAs	1.73	35%	44%
The level of acceptance by parents for field placements at LEAs	1.73	33%	41%
The level of assistance provided by your local IU to facilitate field placements	1.17	15%	36%

**Survey question 23. Using a scale of 1 (very unsatisfied) to 5 (very satisfied), rate your level of satisfaction on these 4 items:**

Item	Mean rating	Percentage of ratings with scores of 3 or higher
The evaluative information provided by cooperating teachers, counselors, or administrators about the trainees placed there	3.84	90%
The supervision and mentoring provided by the cooperating teachers, counselors, or administrators at LEAs where trainees are placed	3.80	92%
The level of communication between the cooperating teachers, counselors, or administrators at LEAs and you	3.73	87%
LEAs' ability to accommodate the technology requests and needs (e.g., access to computers and network, etc.) of trainees	3.42	80%

**Survey question 24. Using a scale of 1 (very high) to 5 (very low), how would you generally rate your students' performance and professionalism based on feedback from the field?**

IHE respondents rated student performance with a mean of 4.36. This result is likely spurious due to the reversing of the response scale.