Results of 2023-24 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 2023-24 responses of the three groups to each other (p.2)
2. to compare the responses for each group across four years (pp.3, 5, & 7)
3. to compare the 2023-24 responses of each group to the state average (pp. 4, 6, & 8).

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.
- Cooperating Teachers consistently find interns to be less prepared than the other two groups do.
- In 2023-24, Intern Candidates' and Cooperating Teachers' ratings decreased in almost all areas compared to 2022-23 ratings and were lower than state averages in almost all areas.
- Across all three groups, "Professionalism" continues to be a significant strength and the ability to apply instructional strategies to English language learners as the area in most need of improvement. During the 2024-25 academic year, progrm
- In 2023-24, Teacher Candidates' ratings of their ability to utilize "available technology to enhance instruction," of their support of "student use of available technology," and using feedback to improve instruction were higher than the state average.
- In 2023-24, Cooperating Teachers ratings of WMU Interns' "Professionalism," and in many areas of meeting student needs were higher than state averages. They found interns to be less prepared to communicate effectively with families and caregivers and in instructional strategies and assessment.
- The area in which interns felt least prepared across all three years was in instructional strategies and assessment, which aligns with Cooperating Teacher feedback.
- Across all three years, Cooperating Teachers were increasingly satisfied with WMU's support of them as cooperating teachers. There is, however, significant room for improvement in all areas related to training and support for cooperating teachers. In Fall 2024, to address training and support concerns, WMU reinstated in person Cooperating Teacher Orientation and Training and replaced the former Final Intern Evaluation tool with CPAST, a consensus-based intern evaluation system in which the clinical instructor, cooperating teacher, and teacher candidate meet to discuss and evaluate the candidate's progress at midterm and at the end of the semester.

MDE Survey Data for the End of Candidate Internships in Fall 2023 and Spring 2024
Comparison of Teacher Candidates, Cooperating Teachers, and Candidate Supervisors

All WMU Interns

Category Summaries	Teacher Candidate (n=156)	Cooperating Teacher (n=178)	Candidate Supervisor (n=173)
Meeting Student Needs	88.1%	88.2%	96.5%
Technology	96.6%	93.8%	99.4%
Instructional Strategies and Assessment	90.7%	84.1%	97.1%
Professionalism	98.3%	95.9%	98.1%
Professional Awareness	76.2%		
Diverse Opportunities	81.4%		
Clinical Exp & Program Prep	84.3%		
Impact		94.9%	98.8%
Program Partnership Strength		85.6%	99.5%
Overall	97.4%	93.8%	98.3%

* 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=156)	Cooperating Teacher (n=178)	Candidate Supervisor (n=173)
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)?	93.6%	93.3%	98.8%
support all students' socioemotional (e.g., social, emotional, psychological) development?	92.3%	94.9%	97.7%
communicate effectively with families/caregivers to promote individual student growth?	82.7%	77.0%	95.4%
build respectful relationships with every student?	99.4%	97.2%	100.0%
recognize individuals' potential as demonstrated by setting high expectations for each student?	97.4%	96.6%	99.4%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support…			
English learners?	61.5%	64.6%	77.5%
High performing students?	94.2%	93.3%	99.4%
Low performing students?	91.7%	91.6%	99.4%
students from culturally diverse backgrounds?	90.4%	88.8%	96.0%
students with special needs or disabilities?	72.4%	83.1%	98.8%
each individual student's learning abilities and needs?	93.6%	89.9%	99.4%
As a beginning teacher entering the profession, to what extent can you…			
utilize available technology to enhance instruction?	97.4%	95.5%	99.4%
support student use of available technology?	96.2%	92.1%	98.8%
practice the ethical use of technology?	96.2%	93.8%	100.0%
support all students in making connections to prior knowledge and experiences?	97.4%	93.3%	99.4%
implement multiple strategies to present key content area(s) concepts?	96.2%	88.8%	98.3%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	83.3%	78.7%	96.5%
organize the learning environment to guide student engagement during instructional time?	94.9%	88.2%	98.3%
design or select assessment tools to provide evidence of student learning?	87.8%	86.5%	97.7%
analyze assessment data to identify patterns and gaps in student learning?	90.4%	84.8%	97.7%
differentiate instruction based on student assessment data?	89.7%	82.6%	97.1%
implement research-based behavior management strategies to maximize student engagement?	87.2%	78.1%	96.0%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	89.1%	76.4%	93.1%
be receptive to feedback to improve instruction?	98.1%	94.9%	98.3%
be a reflective educator who utilizes feedback to implement instructional improvements?	99.4%	95.5%	98.8%
maintain positive, collaborative relationships with colleagues?	97.4%	97.2%	97.1%
positively impact the learning and development of PK-12 students		94.9%	98.8%
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?		93.3%	100.0%
make clear the expectations for your role within this clinical experience?		92.7%	100.0%
provide training and feedback on how you could best mentor or supervise this teacher candidate?		78.7%	100.0%
make appropriate resources available to you?		83.7%	100.0%
regularly request feedback from you regarding this candidate's performance?		82.6%	100.0%
support you as a cooperating teacher or candidate supervisor ?		86.5%	100.0%
engage the PK-12 school as a partner in teacher preparation?		81.5%	96.5%
Overall summary evaluation:			
Overall, to what extent do you believe you are ready to enter the teaching profession?	97.4%	93.8%	98.3%

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

Candidate Survey Suite (CSS):Teacher Candidate (Intern) Four Year WMU Comparison

Category Summaries

	2020-21 (n=96)	2021-22 (n=124)	2022-23 (n=119)	2023-24 (n=156)
Meeting Student Needs		91.8%	92.5%	88.1%
Technology		97.3%	97.2%	96.6%
Instructional Strategies and Assessment		93.1%	93.7%	90.7%
Professionalism		100.0%	99.4%	98.3%
Professional Awareness		79.3%	82.9%	76.2%
Diverse Opportunities		89.9%	87.8%	81.4%
Clinical Exp & Program Prep		88.6%	90.7%	84.3%
Overall		97.6%	98.3%	97.4%

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)	2023-24 (n=156)
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%	93.6%
support all students' socioemotional (e.g., social, emotional, psychological) development?	99.0%	98.4%	96.6%	92.3%
communicate effectively with families/caregivers to promote individual student growth?	90.0%	87.1%	88.2%	82.7%
build respectful relationships with every student?	100.0%	100.0%	100.0%	99.4%
recognize individuals' potential as demonstrated by setting high expectations for each student?	98.0%	98.4%	99.2%	97.4%
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%	61.5%
High performing students?			97.5%	94.2%
Low performing students?			94.1%	91.7%
gifted and talented students?	94.0%	90.3%		
students from culturally diverse backgrounds?	95.0%	96.0%	95.0%	90.4%
students with special needs or disabilities?	80.0%	82.3%	86.6%	72.4%
each individual student's learning abilities and needs?	98.0%	96.8%	96.6%	93.6%
As a beginning teacher entering the profession, to what extent can you…				
utilize available technology to enhance instruction?	100.0%	96.8%	95.8%	97.4%
support student use of available technology?	100.0%	97.6%	97.5%	96.2%
practice the ethical use of technology?	100.0%	97.6%	98.3%	96.2%
support all students in making connections to prior knowledge and experiences?	96.0%	96.8%	99.2%	97.4%
implement multiple strategies to present key content area(s) concepts?	97.0%	96.0%	98.3%	96.2%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	83.0%	86.3%	85.7%	83.3%
organize the learning environment to guide student engagement during instructional time?	94.0%	96.0%	98.3%	94.9%
design or select assessment tools to provide evidence of student learning?	93.0%	92.7%	95.8%	87.8%
analyze assessment data to identify patterns and gaps in student learning?	92.0%	91.1%	94.1%	90.4%
differentiate instruction based on student assessment data?	94.0%	91.1%	92.4%	89.7%
implement research-based behavior management strategies to maximize student engagement?	89.0%	94.4%	88.2%	87.2%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	92.0%	93.5%	90.8%	89.1%
be receptive to feedback to improve instruction?	100.0%	100.0%	100.0%	98.1%
be a reflective educator who utilizes feedback to implement instructional improvements?	100.0%	100.0%	100.0%	99.4%
maintain positive, collaborative relationships with colleagues?	100.0%	100.0%	98.3%	97.4%
As a beginning teacher entering the profession, to what extent are you AWARE of…				
Michigan Code of Educational Ethics?		72.6%	77.3%	70.5%
professional teaching standards for your content area(s) and grade level(s)?		93.5%	96.6%	92.9%
PK-12 academic content standards?		87.1%	93.3%	86.5%
statewide and national teaching organizations and associations?		71.0%	72.3%	69.9%
laws and policies relevant to the teaching profession?		83.9%	87.4%	77.6%
current tools utilized for assessing student learning?		87.9%	94.1%	85.9%
tools used by districts to evaluate educator performance?		66.1%	61.3%	56.4%
professional learning requirements for certificate renewal and advancement?		72.6%	80.7%	69.9%
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%	87.8%
in a variety of school settings?		87.1%	84.9%	75.0%
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%	85.9%
Teaching methods coursework.		88.6%	84.0%	76.8%
Early clinical observational experiences (aka early exploratory clinical experiences).		78.2%	83.6%	75.3%
Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).		80.2%	95.6%	77.9%
Student teaching (aka internship).		99.2%	98.3%	95.5%
Support and feedback from the cooperating teacher(s) during student teaching.		97.6%	95.8%	92.3%
Support and feedback from the preparation program supervisor during student teaching.		91.1%	90.7%	85.9%
Overall summary evaluation:				
Overall, to what extent do you believe you are ready to enter the teaching profession?		97.6%	98.3%	97.4%

MDE Candidate Survey Suite (CSS): Teacher Candidates (Interns)
Three Year WMU & STATE Comparison

Category Summaries

	2021-22		2022-23		2023-24	
	State %	WMU %	State %	WMU %	State %	WMU %
	(n = 2444)	(n = 121)	(n = 2412)	(n = 119)	(n = 2515)	(n = 152)
Meeting Student Needs	91.4%	91.8%	92.6%	92.5%	91.6%	88.1%
Technology	98.1%	97.3%	97.6%	97.2%	96.9%	96.6%
Instructional Strategies and Assessment	94.1%	93.1%	94.1%	93.7%	92.9%	90.7%
Professionalism	99.4%	100.0%	99.6%	99.4%	99.3%	98.3%
Professional Awareness	82.0%	79.3%	83.0%	82.9%	81.8%	76.2%
Diverse Opportunities	85.1%	89.9%	86.2%	87.8%	86.8%	81.4%
Clinical Exp & Program Prep	88.1%	88.6%	89.4%	90.7%	89.7%	84.3%
Overall	98.6%	97.6%	98.7%	98.3%	98.8%	97.4%

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

Individual Questions

	2021-22		2022-23		2023-24	
	State %	WMU %	State %	WMU %	State %	WMU %
	(n = 2444)	(n = 121)	(n = 2412)	(n = 119)	(n = 2515)	(n = 152)
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)?	96.2%	96.8%	95.6%	97.9%	95.4%	93.6%
support all students' socioemotional (e.g., social, emotional, psychological) development?	96.9%	98.4%	96.4%	95.8%	96.1%	92.3%
communicate effectively with families/caregivers to promote individual student growth?	89.9%	87.1%	89.6%	92.3%	86.6%	82.7%
build respectful relationships with every student?	99.5%	100.0%	99.5%	99.9%	99.6%	99.4%
recognize individuals' potential as demonstrated by setting high expectations for each student?	99.0%	98.4%	98.8%	98.7%	98.4%	97.4%
As a beginning teacher entering the profession, to what extent can you apply instructional strategies and resources to support…						
English learners?	71.9%	71.8%	73.8%	83.4%	70.2%	61.5%
High performing students?			95.6%	98.6%	94.2%	94.2%
Low performing students?			96.4%	95.1%	95.9%	91.7%
students from culturally diverse backgrounds?	92.9%	96.0%	92.6%	97.6%	91.8%	90.4%
students with special needs or disabilities?	84.3%	82.3%	84.5%	85.8%	83.3%	72.4%
each individual student's learning abilities and needs?	96.9%	96.8%	96.1%	97.4%	95.5%	93.6%
As a beginning teacher entering the profession, to what extent can you…						
utilize available technology to enhance instruction?	98.3%	96.8%	97.5%	100.0%	97.2%	97.4%
support student use of available technology?	97.9%	97.6%	97.4%	98.7%	96.0%	96.2%
practice the ethical use of technology?	98.1%	97.6%	97.9%	98.2%	97.6%	96.2%
support all students in making connections to prior knowledge and experiences?	98.5%	96.8%	98.5%	98.9%	97.9%	97.4%
implement multiple strategies to present key content area(s) concepts?	97.6%	96.0%	97.5%	98.6%	96.2%	96.2%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	86.7%	86.3%	87.6%	95.1%	86.6%	83.3%
organize the learning environment to guide student engagement during instructional time?	97.2%	96.0%	97.2%	97.6%	97.0%	94.9%
design or select assessment tools to provide evidence of student learning?	95.6%	92.7%	95.9%	91.6%	94.1%	87.8%
analyze assessment data to identify patterns and gaps in student learning?	93.5%	91.1%	93.7%	96.5%	93.2%	90.4%
differentiate instruction based on student assessment data?	94.2%	91.1%	93.9%	95.5%	92.4%	89.7%
implement research-based behavior management strategies to maximize student engagement?	90.4%	94.4%	89.9%	97.0%	87.2%	87.2%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	93.2%	93.5%	92.8%	96.0%	92.0%	89.1%
be receptive to feedback to improve instruction?	99.4%	100.0%	99.7%	98.4%	99.3%	98.1%
be a reflective educator who utilizes feedback to implement instructional improvements?	99.3%	100.0%	99.7%	99.7%	99.3%	99.4%
maintain positive, collaborative relationships with colleagues?	99.5%	100.0%	99.4%	98.0%	99.2%	97.4%
As a beginning teacher entering the profession, to what extent are you AWARE of…						
Michigan Code of Educational Ethics?	79.3%	72.6%	81.5%	86.6%	80.9%	70.5%
professional teaching standards for your content area(s) and grade level(s)?	96.7%	93.5%	97.1%	95.7%	95.9%	92.9%
PK-12 academic content standards?	93.0%	87.1%	93.2%	92.9%	92.2%	86.5%
statewide and national teaching organizations and associations?	72.0%	71.0%	72.8%	95.9%	72.7%	69.9%
laws and policies relevant to the teaching profession?	83.1%	83.9%	84.3%	92.0%	82.2%	77.6%
current tools utilized for assessing student learning?	92.5%	87.9%	92.5%	92.8%	91.1%	85.9%
tools used by districts to evaluate educator performance?	71.2%	66.1%	71.4%	79.1%	70.9%	56.4%
professional learning requirements for certificate renewal and advancement?	67.8%	72.6%	71.3%	98.0%	68.5%	69.9%
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)?	88.6%	92.7%	89.3%	98.3%	90.1%	87.8%
in a variety of school settings?	81.5%	87.1%	83.1%	90.2%	83.5%	75.0%
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).	86.9%	84.6%	86.4%	99.4%	86.8%	85.9%
Teaching methods coursework.	87.0%	88.6%	87.3%	88.0%	86.4%	76.8%
Early clinical observational experiences (aka early exploratory clinical experiences).	77.7%	78.2%	80.5%	93.6%	82.0%	75.3%
Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).	82.1%	80.2%	86.4%	90.1%	88.7%	77.9%
Student teaching (aka internship).	98.4%	99.2%	98.7%	96.8%	98.3%	95.5%
Support and feedback from the cooperating teacher(s) during student teaching.	95.1%	97.6%	95.5%	96.6%	95.7%	92.3%
Support and feedback from the preparation program supervisor during student teaching.	89.1%	91.1%	90.3%	95.1%	90.1%	85.9%
Overall summary evaluation:						
Overall, to what extent do you believe you are ready to enter the teaching profession?	98.6%	100.2%	98.7%	98.7%	98.8%	97.4%
Response rate			88.3%	70.4%	91.9%	71.9%

MDE Candidate Survey Suite (CSS):Cooperating Teacher
Four Year WMU Comparison

Category Summaries	2020-21 (n=92)	2021-22 (n=105)	2022-23 (n=111)	2023-24 (n=178)
Meeting Student Needs		85.7%	89.1%	88.2%
Technology		96.2%	93.7%	93.8%
Instructional Strategies and Assessment		88.0%	86.7%	84.1%
Professionalism		95.6%	96.7%	95.9%
Impact		95.2%	97.3%	94.9%
Program Partnership Strength		78.8%	85.8%	85.6%
Overall		95.2%	93.7%	93.8%

* 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)	2023-24 (n=178)
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%	93.3%
support all students' socioemotional (e.g., social, emotional, psychological) development?	94.0%	93.3%	95.5%	94.9%
communicate effectively with families/caregivers to promote individual student growth?	78.0%	76.2%	75.7%	77.0%
build respectful relationships with every student?	99.0%	93.3%	94.6%	97.2%
recognize individuals' potential as demonstrated by setting high expectations for each student?	98.0%	93.3%	93.7%	96.6%
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%	64.6%
High performing students?			89.2%	93.3%
Low performing students?			95.5%	91.6%
gifted and talented students?	81.0%	77.1%		
students from culturally diverse backgrounds?	93.0%	91.4%	91.0%	88.8%
students with special needs or disabilities?	85.0%	84.8%	88.3%	83.1%
each individual student's learning abilities and needs?	97.0%	92.4%	95.5%	89.9%
As a beginning teacher entering the profession, to what extent can you…				
utilize available technology to enhance instruction?	98.0%	97.1%	95.5%	95.5%
support student use of available technology?	99.0%	96.2%	93.7%	92.1%
practice the ethical use of technology?	98.0%	95.2%	91.9%	93.8%
support all students in making connections to prior knowledge and experiences?	97.0%	96.2%	95.5%	93.3%
implement multiple strategies to present key content area(s) concepts?	95.0%	94.3%	92.8%	88.8%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	90.0%	84.8%	83.8%	78.7%
organize the learning environment to guide student engagement during instructional time?	88.0%	88.6%	86.5%	88.2%
design or select assessment tools to provide evidence of student learning?	86.0%	91.4%	86.5%	86.5%
analyze assessment data to identify patterns and gaps in student learning?	87.0%	83.8%	85.6%	84.8%
differentiate instruction based on student assessment data?	86.0%	85.7%	83.8%	82.6%
implement research-based behavior management strategies to maximize student engagement?	80.0%	81.0%	82.0%	78.1%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	81.0%	86.7%	83.8%	76.4%
be receptive to feedback to improve instruction?	99.0%	95.2%	98.2%	94.9%
be a reflective educator who utilizes feedback to implement instructional improvements?	99.0%	96.2%	96.4%	95.5%
maintain positive, collaborative relationships with colleagues?	98.0%	95.2%	95.5%	97.2%
positively impact the learning and development of PK-12 students		95.2%	97.3%	94.9%
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%	93.3%
make clear the expectations for your role within this clinical experience?		82.9%	94.6%	92.7%
provide training and feedback on how you could best mentor this teacher candidate?		72.4%	82.0%	78.7%
make appropriate resources available to you?		74.3%	82.9%	83.7%
regularly request feedback from you regarding this candidate's performance?		79.0%	81.1%	82.6%
support you as a cooperating teacher?		78.1%	83.8%	86.5%
engage your PK-12 school as a partner in teacher preparation?		81.9%	84.7%	81.5%
Overall summary evaluation:				
Overall, to what extent do you believe you are ready to enter the teaching profession?		95.2%	93.7%	93.8%

MDE Candidate Survey Suite (CSS):Cooperating Teacher
Three Year WMU & STATE Comparison

Category Summaries		2021-22		2022-23		2023-24	
		State %	WMU %	State %	WMU %	State %	WMU %
		(n = 2236)	(n = 105)	(n = 2044)	(n = 111)	(n =2440)	(n = 167)
	Meeting Student Needs	86.2%	85.7%	97.1%	89.1%	88.2%	88.2%
	Technology	94.9%	96.2%	94.8%	93.7%	94.9%	93.8%
	Instructional Strategies and Assessment	88.0%	88.0%	87.4%	86.7%	86.8%	84.1%
	Professionalism	95.9%	95.6%	95.8%	96.7%	95.9%	95.9%
	Impact	96.4%	95.2%	96.6%	97.3%	95.9%	94.9%
	Program Partnership Strength	84.9%	78.8%	85.2%	85.8%	86.2%	85.6%
	Overall	95.3%	95.2%	94.5%	93.7%	94.9%	93.8%

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

Individual Questions		2021-22		2022-23		2023-24	
		State %	WMU %	State %	WMU %	State %	WMU %
		(n = 2236)	(n = 105)	(n = 2044)	(n = 111)	(n =2440)	(n = 167)
As a beginning teacher entering the profession, to what extent can this candidate...							
	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	94.1%	94.3%	93.2%	93.7%	92.2%	93.3%
	support all students' socioemotional (e.g., social, emotional, psychological) development?	95.5%	93.3%	95.3%	95.5%	94.4%	94.9%
	communicate effectively with families/caregivers to promote individual student growth?	81.4%	76.2%	83.6%	75.7%	82.6%	77.0%
	build respectful relationships with every student?	96.6%	93.3%	96.1%	94.6%	96.8%	97.2%
	recognize individuals' potential as demonstrated by setting high expectations for each student?	95.1%	93.3%	95.2%	93.7%	95.3%	96.6%
As a beginning teacher entering the profession, to what extent can this candidate apply instructional strategies and resources to support...							
	English learners?	59.8%	61.0%	60.8%	67.6%	61.6%	64.6%
	High performing students?			97.7%	89.2%	91.1%	93.3%
	Low performing students?			92.9%	95.5%	92.9%	91.6%
	students from culturally diverse backgrounds?	88.1%	91.4%	84.4%	91.0%	84.6%	88.8%
	students with special needs or disabilities?	86.0%	84.8%	85.5%	88.3%	85.7%	83.1%
	each individual student's learning abilities and needs?	93.9%	92.4%	92.5%	95.5%	92.8%	89.9%
As a beginning teacher entering the profession, to what extent can this candidate...							
	utilize available technology to enhance instruction?	95.8%	97.1%	95.5%	95.5%	96.0%	95.5%
	support student use of available technology?	93.7%	96.2%	93.8%	93.7%	93.3%	92.1%
	practice the ethical use of technology?	95.3%	95.2%	95.1%	91.9%	95.3%	93.8%
	support all students in making connections to prior knowledge and experiences?	95.5%	96.2%	94.4%	95.5%	93.9%	93.3%
	implement multiple strategies to present key content area(s) concepts?	92.6%	94.3%	91.6%	92.8%	91.2%	88.8%
	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	81.8%	84.8%	80.6%	83.8%	81.1%	78.7%
	organize the learning environment to guide student engagement during instructional time?	92.7%	88.6%	91.7%	86.5%	90.6%	88.2%
	design or select assessment tools to provide evidence of student learning?	89.4%	91.4%	88.5%	86.5%	87.7%	86.5%
	analyze assessment data to identify patterns and gaps in student learning?	86.0%	83.8%	85.3%	85.6%	85.3%	84.8%
	differentiate instruction based on student assessment data?	85.2%	85.7%	85.0%	83.8%	84.5%	82.6%
	implement research-based behavior management strategies to maximize student engagement?	84.8%	81.0%	84.4%	82.0%	83.4%	78.1%
	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	83.9%	86.7%	84.8%	83.8%	83.6%	76.4%
	be receptive to feedback to improve instruction?	96.0%	95.2%	96.0%	98.2%	95.8%	94.9%
	be a reflective educator who utilizes feedback to implement instructional improvements?	94.9%	96.2%	94.8%	96.4%	95.2%	95.5%
	maintain positive, collaborative relationships with colleagues?	96.7%	95.2%	96.8%	95.5%	96.6%	97.2%
	positively impact the learning and development of PK-12 students	96.4%	95.2%	96.6%	97.3%	95.9%	94.9%
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?	92.8%	82.9%	93.5%	91.9%	94.5%	93.3%
	make clear the expectations for your role within this clinical experience?	92.1%	82.9%	92.8%	94.6%	93.8%	92.7%
	provide training and feedback on how you could best mentor this teacher candidate?	77.4%	72.4%	77.0%	82.0%	78.6%	78.7%
	make appropriate resources available to you?	81.2%	74.3%	81.6%	82.9%	82.8%	83.7%
	regularly request feedback from you regarding this candidate's performance?	85.2%	79.0%	85.9%	81.1%	85.3%	82.6%
	support you as a cooperating teacher?	83.9%	78.1%	84.4%	83.8%	85.7%	86.5%
	engage your PK-12 school as a partner in teacher preparation?	81.5%	81.9%	81.0%	84.7%	82.5%	81.5%
Overall summary evaluation:							
	Overall, to what extent do you believe this candidate is ready to enter the teaching profession?	95.3%	95.2%	94.5%	93.7%	94.9%	93.8%
	Response Rate			68.3%	63.4%	86.6%	77.4%

MDE Candidate Survey Suite (CSS):Candidate Supervisor
Four Year WMU Comparison

Category Summaries	2020-21 (n=111)	2021-22 (n=144)	2022-23 (n=150)	2023-24 (n=173)
Meeting Student Needs		97.8%	96.7%	96.5%
Technology		98.6%	97.6%	99.4%
Instructional Strategies and Assessment		98.1%	96.5%	97.1%
Professionalism		97.0%	99.3%	98.1%
Impact		99.3%	100.0%	98.8%
Program Partnership Strength		95.3%	92.9%	99.5%
Overall		99.3%	98.7%	98.3%

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

Individual Questions	2020-21 (n=111)	2021-22 (n=144)	2022-23 (n=150)	2023-24 (n=173)
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%	98.8%
support all students' socioemotional (e.g., social, emotional, psychological) development?	100.0%	100.0%	99.3%	97.7%
communicate effectively with families/caregivers to promote individual student growth?	92.0%	94.4%	90.7%	95.4%
build respectful relationships with every student?	99.0%	98.6%	98.0%	100.0%
recognize individuals' potential as demonstrated by setting high expectations for each student?	96.0%	99.3%	99.3%	99.4%
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%	77.5%
High performing students?			99.3%	99.4%
Low performing students?			99.3%	99.4%
gifted and talented students?	94.0%	97.9%		
students from culturally diverse backgrounds?	95.0%	99.3%	97.3%	96.0%
students with special needs or disabilities?	80.0%	97.2%	91.3%	98.8%
each individual student's learning abilities and needs?	98%	100.0%	100.0%	99.4%
As a beginning teacher entering the profession, to what extent can you…				
utilize available technology to enhance instruction?	100.0%	98.6%	98.7%	99.4%
support student use of available technology?	100.0%	98.6%	96.0%	98.8%
practice the ethical use of technology?	100.0%	98.6%	98.0%	100.0%
support all students in making connections to prior knowledge and experiences?	99.0%	99.3%	100.0%	99.4%
implement multiple strategies to present key content area(s) concepts?	99.0%	99.3%	99.3%	98.3%
adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	90.0%	96.5%	91.3%	96.5%
organize the learning environment to guide student engagement during instructional time?	86.0%	99.3%	98.7%	98.3%
design or select assessment tools to provide evidence of student learning?	98.0%	99.3%	97.3%	97.7%
analyze assessment data to identify patterns and gaps in student learning?	98.0%	97.9%	92.7%	97.7%
differentiate instruction based on student assessment data?	98.0%	97.2%	97.3%	97.1%
implement research-based behavior management strategies to maximize student engagement?	86.0%	97.2%	97.3%	96.0%
implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	95.0%	97.2%	94.7%	93.1%
be receptive to feedback to improve instruction?	100.0%	96.5%	98.7%	98.3%
be a reflective educator who utilizes feedback to implement instructional improvements?	100.0%	97.2%	99.3%	98.8%
maintain positive, collaborative relationships with colleagues?	100.0%	97.2%	100.0%	97.1%
positively impact the learning and development of PK-12 students		99.3%	100.0%	98.8%
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%	100.0%
make clear the expectations for your role within this clinical experience?		99.3%	96.7%	100.0%
provide training and feedback on how you could best supervise this teacher candidate?		93.1%	89.3%	100.0%
make appropriate resources available to you?		94.4%	90.0%	100.0%
regularly request feedback from you regarding this candidate's performance?		92.4%	90.0%	100.0%
support you as a candidate supervisor?		97.2%	90.0%	100.0%
engage the PK-12 school as a partner in teacher preparation?		91.7%	94.0%	96.5%
Overall summary evaluation:				
Overall, to what extent do you believe you are ready to enter the teaching profession?			98.7%	98.3%

MDE Candidate Survey Suite (CSS):Candidate Supervisor
Three Year WMU & STATE Comparison

Category Summaries		2021-22		2022-23		2023-24	
		State %	WMU%	State %	WMU%	State %	WMU%
		(n = 2543)	(n = 143)	(n = 2570)	(n = 150)	(n = 2556)	(n = 173)
	Meeting Student Needs	92.3%	97.8%	94.2%	96.7%	93.5%	96.5%
	Technology	97.8%	98.6%	97.7%	97.6%	97.4%	99.4%
	Instructional Strategies and Assessment	96.3%	98.1%	95.3%	96.5%	95.2%	97.1%
	Professionalism	98.6%	97.0%	98.6%	99.3%	98.7%	98.1%
	Impact	99.2%	99.3%	98.9%	100.0%	98.9%	98.8%
	Program Partnership Strength	96.0%	95.3%	96.9%	92.9%	97.2%	99.5%
	Overall	99.1%	99.3%	98.3%	98.7%	98.5%	98.3%

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

Individual Questions		2021-22		2022-23		2023-24	
		State %	WMU%	State %	WMU%	State %	WMU%
		(n = 2543)	(n = 143)	(n = 2570)	(n = 150)	(n = 2556)	(n = 173)
As a beginning teacher entering the profession, to what extent can this candidate...							
	connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?	98.0%	100.0%	97.3%	100.0%	96.8%	98.8%
	support all students' socioemotional (e.g., social, emotional, psychological) development?	98.6%	100.0%	98.0%	99.3%	98.0%	97.7%
	communicate effectively with families/caregivers to promote individual student growth?	88.8%	94.4%	91.0%	90.7%	91.3%	95.4%
	build respectful relationships with every student?	99.3%	98.6%	98.8%	98.0%	98.9%	100.0%
	recognize individuals' potential as demonstrated by setting high expectations for each student?	98.7%	99.3%	98.6%	99.3%	98.4%	99.4%
As a beginning teacher entering the profession, to what extent can this candidate apply instructional strategies and resources to support...							
	English learners?	73.0%	91.7%	75.0%	88.7%	71.4%	77.5%
	High performing students?			95.8%	99.3%	95.5%	99.4%
	Low performing students?			97.8%	99.3%	97.2%	99.4%
	students from culturally diverse backgrounds?	94.5%	99.3%	93.3%	97.3%	92.3%	96.0%
	students with special needs or disabilities?	93.0%	97.2%	92.2%	91.3%	91.7%	98.8%
	each individual student's learning abilities and needs?	98.9%	100.0%	97.8%	100.0%	96.9%	99.4%
As a beginning teacher entering the profession, to what extent can this candidate...							
	utilize available technology to enhance instruction?	98.8%	98.6%	98.6%	98.7%	98.5%	99.4%
	support student use of available technology?	97.0%	98.6%	96.1%	96.0%	95.9%	98.8%
	practice the ethical use of technology?	97.7%	98.6%	98.3%	98.0%	97.7%	100.0%
	support all students in making connections to prior knowledge and experiences?	99.1%	99.3%	98.7%	100.0%	98.9%	99.4%
	implement multiple strategies to present key content area(s) concepts?	98.6%	99.3%	97.8%	99.3%	97.6%	98.3%
	adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?	89.9%	96.5%	89.4%	91.3%	89.7%	96.5%
	organize the learning environment to guide student engagement during instructional time?	98.6%	99.3%	97.8%	98.7%	97.7%	98.3%
	design or select assessment tools to provide evidence of student learning?	97.9%	99.3%	96.5%	97.3%	96.0%	97.7%
	analyze assessment data to identify patterns and gaps in student learning?	95.7%	97.9%	94.4%	92.7%	93.9%	97.7%
	differentiate instruction based on student assessment data?	95.3%	97.2%	93.5%	97.3%	93.3%	97.1%
	implement research-based behavior management strategies to maximize student engagement?	96.8%	97.2%	95.6%	97.3%	95.3%	96.0%
	implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?	94.4%	97.2%	94.0%	94.7%	94.4%	93.1%
	be receptive to feedback to improve instruction?	98.7%	96.5%	98.9%	98.7%	98.9%	98.3%
	be a reflective educator who utilizes feedback to implement instructional improvements?	98.7%	97.2%	98.1%	99.3%	98.6%	98.8%
	maintain positive, collaborative relationships with colleagues?	98.6%	97.2%	98.7%	100.0%	98.5%	97.1%
	positively impact the learning and development of PK-12 students	99.2%	99.3%	98.9%	100.0%	98.9%	98.8%
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?	99.2%	99.3%	99.2%	100.0%	99.1%	100.0%
	make clear the expectations for your role within this clinical experience?	98.2%	99.3%	98.5%	96.7%	98.4%	100.0%
	provide training and feedback on how you could best supervise this teacher candidate?	93.3%	93.1%	95.5%	89.3%	96.2%	100.0%
	make appropriate resources available to you?	94.0%	94.4%	96.5%	90.0%	97.3%	100.0%
	regularly request feedback from you regarding this candidate's performance?	96.8%	92.4%	96.4%	90.0%	95.3%	100.0%
	support you as a candidate supervisor?	95.6%	97.2%	96.1%	90.0%	97.5%	100.0%
	engage the PK-12 school as a partner in teacher preparation?	94.5%	91.7%	96.0%	94.0%	96.9%	96.5%
Overall summary evaluation:							
	Overall, to what extent do you believe this candidate is ready to enter the teaching profession?	99.1%	99.3%	98.3%	98.7%	98.5%	98.3%
	Response rate			94.4%	88.8%	94.4%	79.7%