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Teachers College Columbia University

Student Teacher Feedback Survey 2009-2010

AUTHORED BY: OFFICE OF ACCREDITATION AND ASSESSMENT

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SURVEY INSTRUMENT AND ADMINISTRATION

The Student Teacher Feedback Survey (STF) survey is part of a larger mixed-method study of the student teaching experience at Teachers College. Its purpose is to provide both quantitative and qualitative data to program faculty and the Office of Teacher Education (OTE) about student teachers' experiences and concerns. The STF questionnaire was developed in 2006 by the Office of Accreditation and Assessment. Survey items were based on results of student teacher focus group interviews (2006), faculty feedback, and literature review. The STF has been administered every fall and spring since the fall of 2006.

The instrument is comprised of 50 Likert items using a four-point "strongly disagree" to "strongly agree" response scale; seven open-ended questions; and background questions. The instrument is organized around four themes central to the student teaching experience: program set-up for student teaching internship, key players, program curriculum, and host school environment.

The STF 2009-10 survey was administered to 399 student teachers who completed their student teaching in Fall 2009 and to 400 in Spring 2010. Although it is not true of everyone, most student teachers have their first placement in fall and their second placement the following spring. As a result, it's highly likely that respondents filled out the survey more than once. A total of 305 completed surveys were received—169 for fall and 136 for spring. The unit of analysis is a completed survey and not respondents. The response rate is 38%.

One hundred and seventy-seven (58%) completed surveys referred to the first placements, while 128 (42%) completed surveys referred to the second, third, or fourth placements. The Mann-Whitney test was performed to determine whether student teachers differ in their responses about their first and subsequent (second, third, or fourth) placements; results showed there was no significant difference between the first and subsequent placements.

The response rates of the combined fall and spring results for the 2007-08, 2008-2009, and 2009-2010 surveys are presented in Table 1.

Table 1: Response Rate by Program

	2007-08			2008-09			2009-10		
PROGRAM	Surveys Rec'd	Surveys Sent	Response Rate	Surveys Rec'd	Surveys Sent	Response Rate	Surveys Rec'd	Surveys Sent	Response Rate
Applied Behavior Analysis	6	51	12%	2	27	7%	7	39	18%
Art and Art Education	6	32	19%	5	14	36%	19	56	34%
Bilingual/Bicultural Education	12*	14	86%	3	13	23%	6	14	43%
Blindness and Visual Impairment	0	3	0	0	0	0	1	1	100%
Deaf and Hard of Hearing	14*	27	52%	2	6	33%	7	14	50%
Early Childhood/Special Education[1]	37*	42	88%	18	40	45%	21	63	33%
Elementary Inclusive Education[2]	35	106	33%	21	76	28%	46	135	34%
Intellectual Disabilities/Autism	5	58	9%	7	35	20%	12	51	24%
Mathematics Education	32*	32	100%	5	11	45%	39	80	49%
Music and Music Education	18	47	38%	7	17	41%	12	29	41%
Physical Education	1	2	50%	0	0	0	1	3	33%
Science Education	18*	19	95%	12	20	60%	5	19	26%
Teaching of ASL	3	25	12%	1	2	50%	1	4	25%
Teaching of English	44	105	42%	21	67	31%	73	168	43%

[1] Includes all student teachers from Early Childhood Education, Early Childhood Special Education and Early Childhood/Special Education Dual programs

[2] Includes all student teachers in Elementary Inclusive Education and Elementary Inclusive Education Dual programs

Teaching of Social Studies	37	95	39%	18	56	32%	5	86	6%
Technology Specialist	4	4	100%	1	1	100%	9	6[3]	-
TESOL	16*	26	62%	10	20	50%	36	31[4]	-
Other (unspecified)	8			0			5		
All Programs	296	688	43%	133	405	33%	305	799	38%

This report is organized around the four themes: program set-up for student teaching internship, key players, program curriculum, and host school environment. Each section begins with the quantitative results followed by a summary of related comments. The quantitative portion focuses on the combined results of the fall and spring administrations during the 2009-10 academic year. Wherever appropriate, the results of the previous two years (2008-09 and 2007-08) are provided for comparison purposes. The qualitative portion of this report includes student teachers' comments from the 2008-09 and 2009-10 administrations.

[3] There is a discrepancy between the list provided by the Registrar's Office and the program identified by the respondents.

[4] There is a discrepancy between the list provided by the Registrar's Office and the program identified by the respondents.

THEME 1: STUDENT TEACHING SET-UP

Requirements Information—Availability and Accuracy

In 2009-10, 84% of respondents reported receiving accurate information about student teaching requirements, and 73% reported receiving accurate information about teacher certification requirements. The 2009-10 item means (3.3 and 3.2, respectively) are higher than the means for the previous two years.

Table 2: Accuracy of Information about Student Teaching and Teacher Certification Requirements

Item	Statement	2007-08 Mean	2008-09 Mean	2009-10 Mean	2009-10				
					strongly disagree	disagree	agree	strongly agree	n
Q1.	I received accurate information about student teaching requirements and expectations.	3.1	3.2	3.3	6%	10%	58%	26%	288
Q4.	I received accurate information about teacher certification requirements.	2.8	3.0	3.2	5%	22%	59%	14%	275

Student Teaching Requirements

For information about student teaching requirements and expectations, respondents relied primarily on program faculty/student teaching coordinators (74%), followed by the OTE student teaching handbook (64%), fellow student teachers (52%), program handbook (41%), program orientation or meetings (41%), and college supervisor (40%).

Table 3: Sources of Information about Student Teaching Requirements

Year of Study	n	OTE student teaching handbook	OTE office staff	OTE website	Program handbook	Program orientation / meeting	Program faculty / ST coordinator	College supervisor	NY State website	Fellow student teachers	Other
2009-10	302	64%	29%	25%	41%	41%	74%	40%	7%	52%	2%
2008-09	133	47%	26%	20%	41%	41%	76%	56%	NA	50%	NA
2007-08	100	48%	18%	16%	35%	37%	73%	46%	NA	54%	3%

Teacher Certification Requirements

For information about teacher certification requirements, respondents relied on program faculty/student teaching coordinators (47%), followed by OTE student teaching handbook (42%), OTE staff (41%), fellow student teachers (37%), OTE website (33%).

Table 4: Sources of Information about Teacher Certification Requirements

Year of Study	n	OTE student teaching handbook	OTE staff	OTE website	Program handbook	Program orientation / meeting	Program faculty / ST coordinator	College supervisor	NY State website	Fellow student teachers	Other
2009-10	289	42%	41%	33%	21%	22%	47%	21%	31%	37%	5%
2008-09	133	38%	41%	33%	26%	26%	51%	22%	37%	44%	NA
2007-08	100	29%	36%	23%	19%	24%	44%	22%	44%	42%	7%

Respondents were satisfied with the student teaching experience when requirements and expectations were communicated clearly, when there was a program orientation before student teaching, when they were given “a lot of prepping” and opportunities to ask questions before the start of the teaching experience.

The start-up student teaching orientation was helpful.

There was an individual who came and explained procedures.

It was generally smooth and I was well informed by my supervisor and my professor on what requirements needed to be fulfilled.

Some respondents observed that requirements and expectations of student teachers, schools, or cooperating teachers, were not clearly communicated or not communicated at all by their programs or Teachers College or that the information they received from the programs was not consistent with that of OTE.

I felt like I was left on my own to sort through the enormous amount of information and requirements that needed to be met. The Office of Teacher Education and the various programs at Teachers College need to communicate better because your students are not being served well at all.

There seems to be a major communication problem between students, professors, advisors and program leaders. No one is on the same page about what we should be doing, and few of the phase one student teachers in my program know what we're supposed to be doing for certification and fulfillment of program standards.

It would help to have more information about the requirements of the program and of certification in the beginning. For instance, who should complete the TEACH application and when should they do so? And which CST exam is the correct one for our program?

A better process needs to be in place regarding our student teaching placements and the qualifications needed for the placement ahead of time. In addition, receiving up-to-date information regarding requirements would be greatly appreciated instead of the class seeking the information out for themselves.

Respondents suggested that requirements and expectations be shared before the beginning of the internship and that OTE and individual programs work closely together in disseminating accurate information to student teachers, schools, and cooperating teachers.

I think it was organized well, although I strongly believe that incoming students should be informed during the admissions process of the many ways to complete this Master's program. It is advertised as a 12-14 month program, but in reality should be advertised as an optional 18-month program so that students can space out course work and provide themselves a better opportunity to fully focus on student teaching. Many of my peers chose this route mid-way through the year, and in retrospect, if I had considered the option during the application process, I likely would have started earlier, but was not interested in extending my own course of study once I was halfway through it. This detracted from my student teaching experience because my attention was spread much too thin among various Teachers College and student teaching requirements.

I had a great student teaching experience. However, I feel that requirements for certification should be made clearer upon applying for and entering the program.

The Teachers College coordinator worked out with the site placement that since we are not officially working, we do not need to hand in the required paper work before we start. We should have been given the paper work way ahead of our start date because they were time consuming.

Program Set-Up for Student Teaching

A large majority (75-92%) of respondents agreed or strongly agreed that completing paperwork for student teaching was straightforward, that the placement process allowed them to start student teaching on time, that their cooperating teacher, or host school, knew about their placement before the starting date, that they knew who to go to with questions, that they felt supported by their program or the college during student teaching, and that the student teaching seminar discussions were helpful. About two-thirds (63%) agreed or strongly agreed that the course workload was reasonable during student teaching.

Table 5: Program Set-up for Student Teaching

Item	Statement	2007-08	2008-09	2009-10	2009-10

		mean	mean	mean	strongly disagree	disagree	agree	strongly agree	n
Q7.	Completing paperwork for student teaching was straightforward.	3.0	3.1	3.2	3%	10%	51%	37%	277
Q8.	My program's placement process allowed me to start my student teaching on time.	3.4	3.4	3.5	5%	4%	30%	62%	279
Q9.	My cooperating teacher, or host school, knew about my placement before the starting date.	3.4	3.3	3.6	4%	4%	25%	67%	276
Q10.	I knew who to go to if I had questions about student teaching.	3.3	3.3	3.4	3%	8%	36%	53%	279
Q11.	My student teaching seminar discussions were helpful in my student teaching.	3.0	3.1	3.1	8%	18%	33%	42%	275
Q12.	The course workload was reasonable during my student teaching.	2.8	2.7	2.7	11%	27%	42%	21%	278
Q13.	I felt supported by my program/college during student teaching.	3.1	3.0	3.1	5%	13%	45%	37%	275

Placement Process

How satisfied respondents were with the placement process was highly dependent on how well informed they, the school site administrators and cooperating teachers were about the logistics, requirements and expectations of the internship as well as how much support respondents received to situate them as smoothly as possible into their placements.

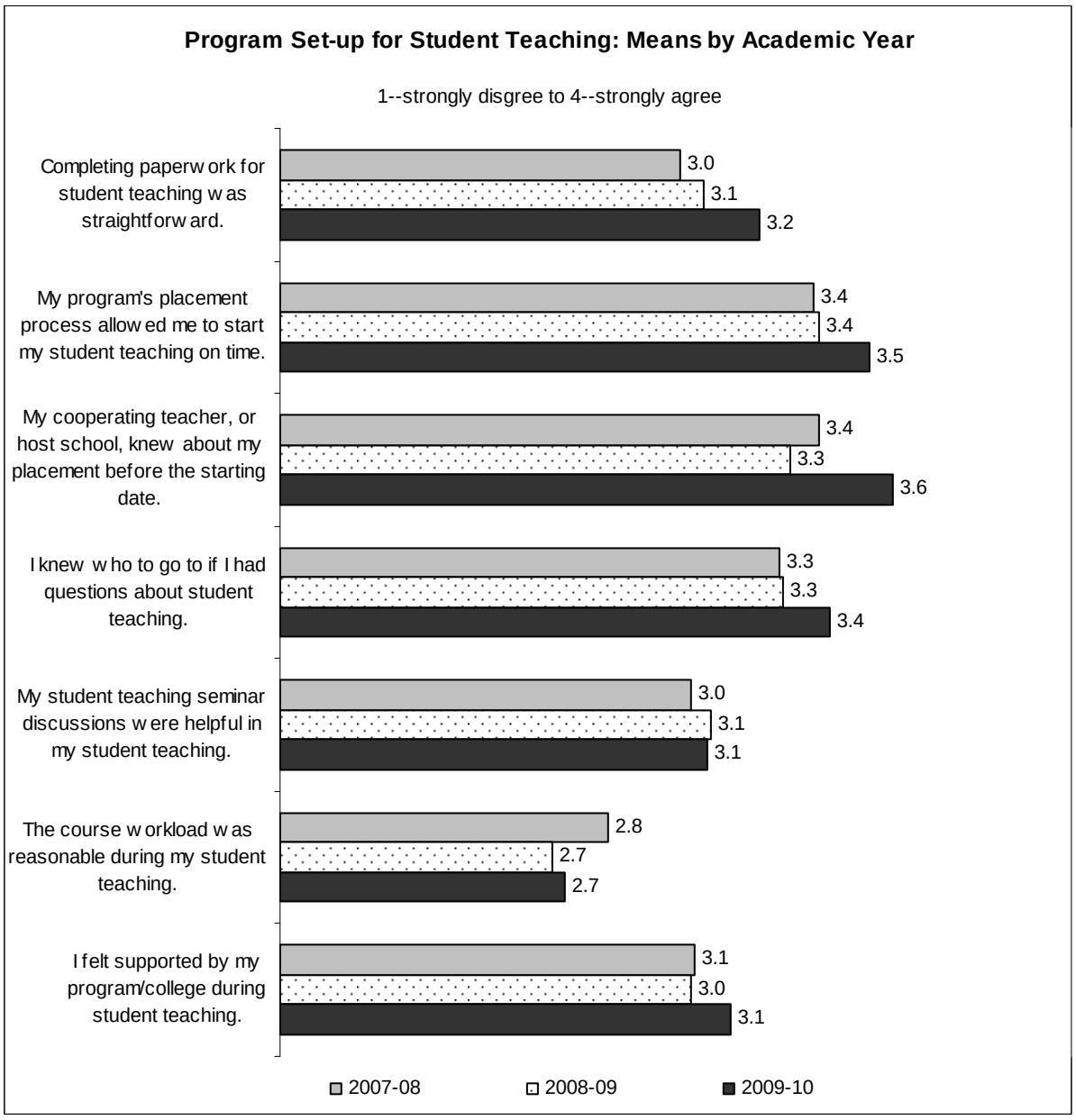
Student teachers indicated they were satisfied with the placement process when the programs, in assigning school sites, were thoughtful about their preferences and personal growth and when the programs and the school site personnel had established relationships and communication channels.

> *I really appreciated how they worked so hard to try to make sure that the placement matched our needs as much as possible. They took into account the commute, the kinds of schools we wanted to work in the future, the personality of the cooperating teacher, and whatever other special needs or concerns we had.*
>
> *This spring in the ____ department was better than last spring in ____ (department) because I was placed in a school that Teachers College had a relationship (with), instead of finding my own placement.*

Student teachers, who were less or not satisfied, commented that the placement-related information they received was inconsistent and that the placement process was confusing. Some respondents were sent out to find schools on their own or were placed with teachers who did not volunteer to take on student teachers or were unaware of student teachers coming to their classrooms.

> *My program was a bit difficult to navigate in terms of who was placed in which setting. We were told that we could not request our placements, but then people did. It was a bit unclear about what the process was, and it would be helpful if it is spelled out clearly and if the instructors stuck to the procedure.*
>
> *…. my placement was haphazard and unorganized in the beginning. Information that I received from meetings, seminar discussions, peers, and my supervisor, all seemed to contradict each other.*
>
> *I'm having serious problems with my cooperating teacher: she claims that she did not volunteer to be a cooperating teacher and was basically stuck with me after her school administrators agreed to take on a student teacher. This situation led to some animosity and a real feeling of exclusion for me in my first semester in the classroom. The person in charge of placements needs to match students with individual cooperating teachers, not just with schools.*

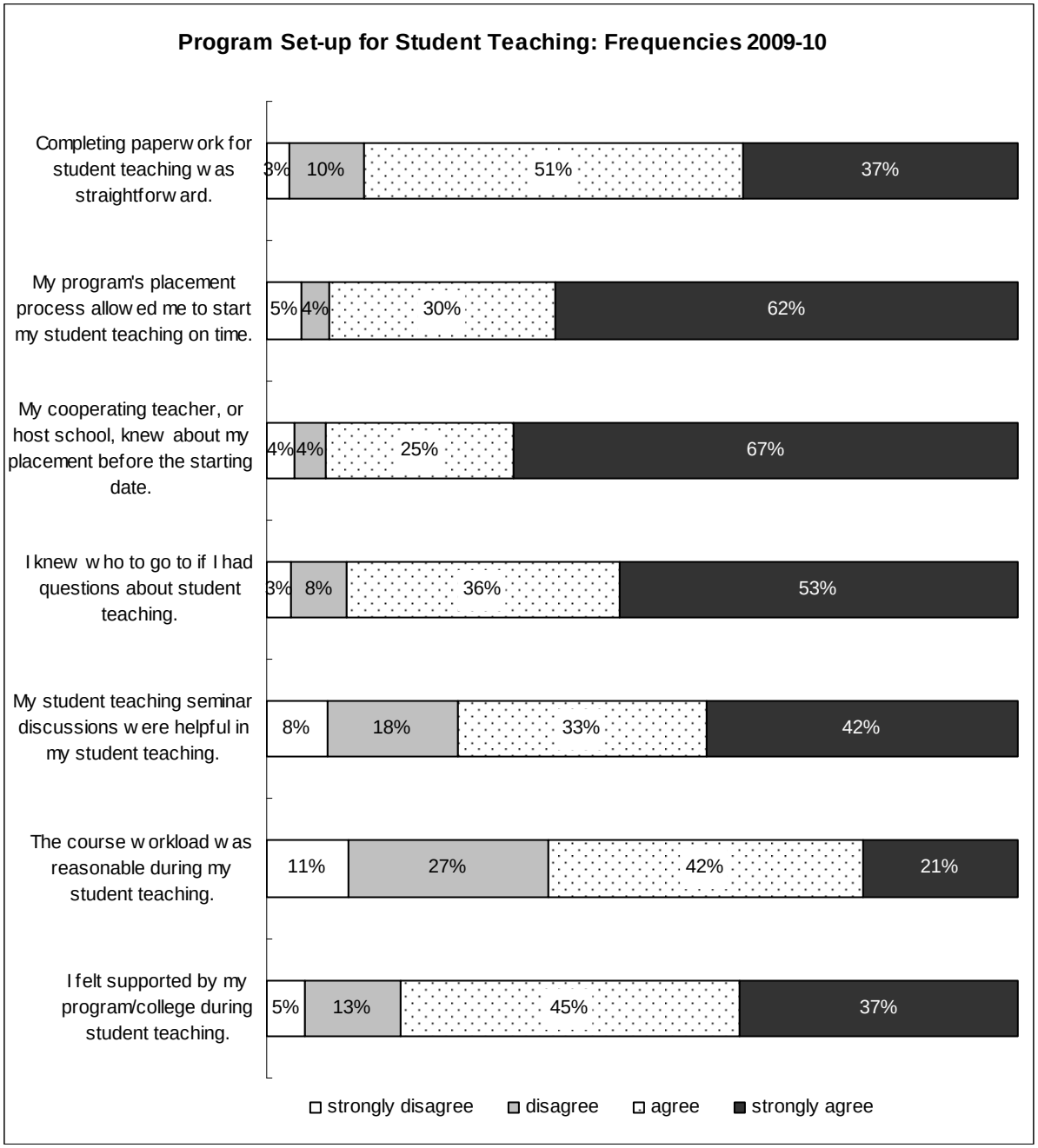
Figure 1: Program Set-up for Student Teaching: Means by Academic Year



Student teachers suggested that Teachers College do a better job screening potential school sites and cooperating teachers and allow student teachers an opportunity to meet cooperating teachers prior to the start date.

> *I had many professional problems with my cooperating teacher which resulted in my leaving the placement early because of her un-professionalism. I wish I had been able to observe her in a previous semester or that my department had observed her before entering me into this situation.*

Figure 2: Program Set-up for Student Teaching: Frequencies 2009-10



> *The process should perhaps start the semester before, so student teachers are able to meet and know who they will be working with and feel comfortable with that.*
>
> *…. The most important thing I learned is that I would NOT like to work in a school like this. I am hoping my program will be willing to send me to a more academically rigorous second placement with pre-established Teachers College connections.*

Student Teaching Seminar

Many student teachers found the student teaching seminar to be a valuable source of support. During such seminars, instructors provided practical feedback, insights, resources, and ideas, and motivated student teachers to try new and different techniques in the classroom. Good instructors were caring and

easy to communicate with. Seminar discussions focused on student teachers' experiences and were thought provoking.

> *My seminar instructor (was) great, offering new ideas of ways to do things and alternative ways to handle my less-than-ideal placement.*
>
> *The supervisor allowed us to ask questions or pose any questions. It was a good meeting time for students who had obstacles in their student teaching placements.*
>
> *… you can tell she really cares about all the student teachers' wants and needs. She is intuitive and listens to what you have to say, she also helps you find strategies for your classroom.*
>
> *She was very well organized, and responded to issues and requests immediately. She was an excellent instructor, selecting very valuable readings and leading interesting discussions. She gave great advice and I feel that I learned a lot of teaching strategies from her. She also had us model some teaching activities in class and get feedback from peers and that was very valuable.*
>
> *I realized from the discussions we had in class and the support I received from my peers that there were things I felt passionately about and that I should stick to those values and beliefs, no matter what sorts of pressures I receive.*

On the other hand, a number of student teachers found did not find their student teaching seminars very useful. Such seminars focused mostly on theory rather than on student teachers' experiences and were poorly organized.

> *I really wish we had talked more about our individual experiences in the student teaching class. I feel like that would have really helped me especially when I was going through a stressful time during my second placement. Mainly we just discussed general points of theory which were also helpful, but not quite as supportive as talking about our personal teaching experiences would have been.*
>
> *I wish the student teaching seminar was more based around discussion of the placement. It felt like my program was assigning some "busy work" during my placement that took up time instead of reflecting upon the experience.*
>
> *… there could have been more time devoted to the sharing of student teaching experiences during the weekly student teaching course meeting. The meeting was focused on teaching new material, rather than allowing us to share and learn from our experiences.*

Workload

Close integration of student teaching experiences with academic coursework maximized student teachers' learning and teaching performance.

> *Since the program is made in such a way that the lectures are parallel to our student teaching experience, we were able to use a lot of our experiences in referring or analyzing in the lecture classroom.*
>
> *The teaching of reading, supervised teaching and methods were great companions to my phase one teaching.*
>
> *The [name] course is the perfect complement to the student teaching experience: very well-structured and organized to mirror and support student teaching. I looked forward to attending each week.*

However, consistent with the previous years' findings, many student teachers found the amount of coursework excessive, sometimes irrelevant, and detracting from the actual classroom experience. Stress, fatigue and lack of sleep were mentioned by a number of respondents.

> *… I feel like the emphasis is on quantity rather than quality of assignments. There seems to be a rhetoric that is learned and recited on demand in the program without any real sincerity. The way the coursework is designed for this program seems to ignore the fact that we are student teachers. I'm not sure what point the program is trying to make, but what's the point of providing*

> *children with exhausted and completely spent student teachers who are wasting valuable planning time on assignments that are more busywork than anything of substance?*
>
> *Though I feel like I was provided with a lot of tools, ideas, and strategies, etc. for becoming a teacher, I was so overwhelmed by the amount of course work, it was difficult to really reflect and try to shape my lessons with all of what I was introduced to in courses, seminars, and workshops. Also, I was so exhausted, from doing homework and planning until the early morning hours, that my ability to practice teaching suffered, and that is something that frustrated me a great deal. I believe that my professors truly believe in what they teach; their passion was inspiring. However, I believe the amount of work detracted from my ability to do my best work and reach my potential.*
>
> *The only problem I had was my progress in Teachers College courses while student teaching. They have to be better organized in terms of time and course load. I was physically exhausted and couldn't devote enough time for studying. My cooperating teacher was understanding and didn't make me overwork, which was good for me, but student teaching in terms of hours is a great commitment and shouldn't be done together with Teachers College classes at the same time.*
>
> *In terms of the way my program and student teaching seminar, balanced with my student teaching experience, we were so overloaded with work it seemed like a hazing ritual! This is an issue that really needs to be addressed by my department. The spring workload is not practical to complete concurrently with student teaching, especially not if I hope to put an honest effort into both.*

Overall Support and Quality Control

Respondents' comments indicate that the level of support student teachers received during internship varied greatly by program. For those who had a good internship experience, comments tended to be general in nature, giving credit to the program and specific faculty members.

> *I just have to say that student teaching was the most valuable part of the program and I thank whoever orchestrated the whole thing.*
>
> *I can honestly say I have had a wonderful and amazing experience throughout both my student teaching placements.*
>
> *The program organized the teaching experience and seminar class well.*
>
> *… Teachers College was always willing to listen and work with me about the problems I faced with student teaching.*

On the other hand, a few student teachers felt left on their own to deal with difficult situations in their placements and had nobody to turn to for help.

> *I realize the supervisors are organized through the individual programs, but there should be more quality control or more training because I was left, for all intent purposes, on my own this semester with very little direct university support (outside of student teaching seminar).*
>
> *Very poorly thought out. No one pays attention to what's going on in the placements.*
>
> *There were times I was frustrated with my cooperating teacher but I felt there was no mediator to help.*
>
> *It would be great to see true advocacy for student teachers when they come up against malicious cooperative teachers.*

THEME 2: KEY PLAYERS

Learning Opportunities

Majority (79-88%) of respondents agreed or strongly agreed that they had adequate opportunities to take over the class, to apply theory to practice, to try things out, and to observe experienced teachers.

Table 6: Learning Opportunities

Item	Statement	2007-08 mean	2008-09 mean	2009-10 mean	2009-10				
					strongly disagree	disagree	agree	strongly agree	n
Q14.	During student teaching, I had adequate opportunities to take over the class.	3.2	3.1	3.4	3%	10%	30%	57%	266
Q15.	I had adequate opportunities to apply theory to practice.	3.0	2.9	3.2	3%	15%	37%	44%	266
Q16.	During student teaching, I had adequate opportunities to try things out.	3.0	2.9	3.2	6%	14%	32%	47%	266
Q17.	I had adequate opportunities to observe experienced teacher(s).	3.3	3.2	3.4	5%	8%	32%	56%	267

Figure 3: Learning Opportunities: Means by Academic Year

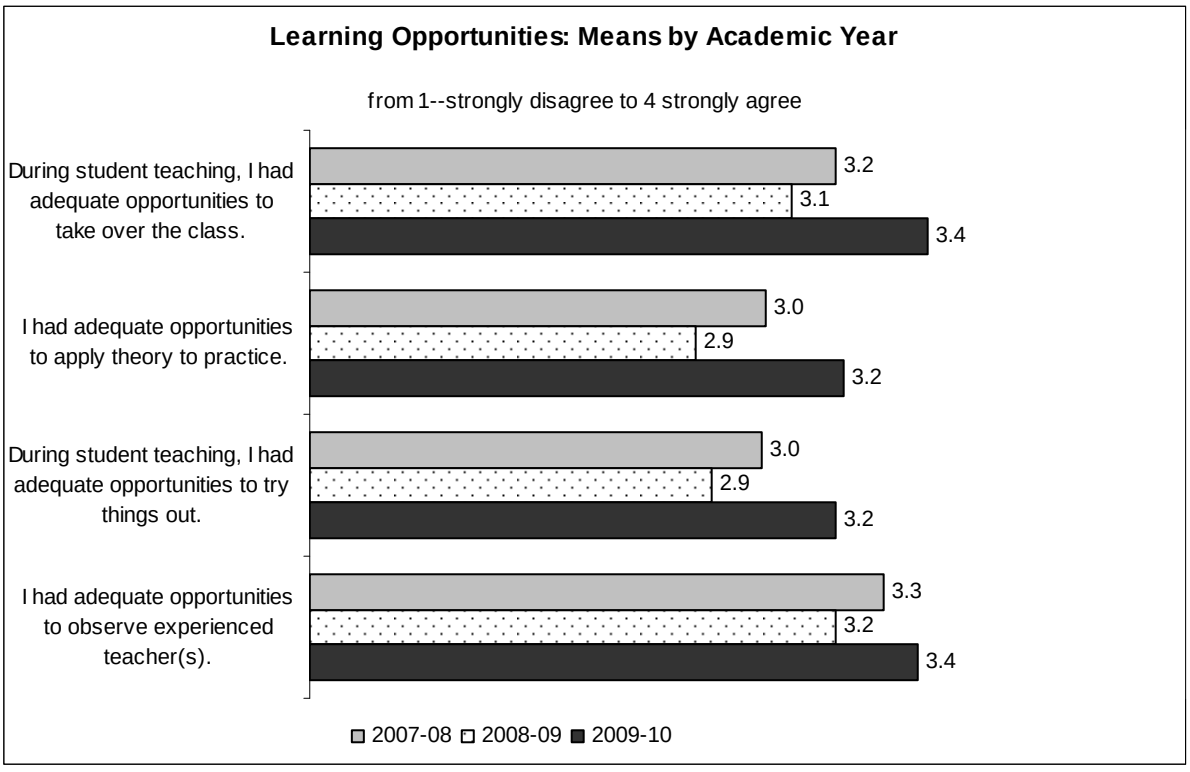
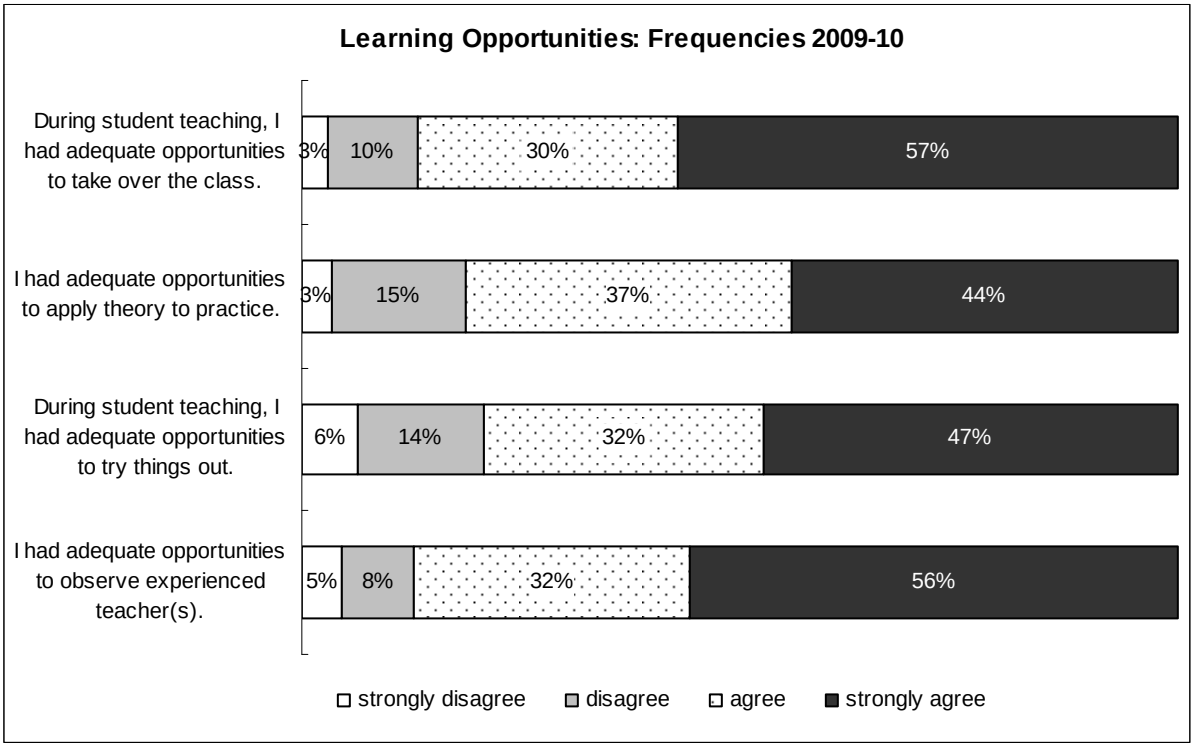


Figure 4: Learning Opportunities: Frequencies 2009-10



Respondents differed widely in their evaluations of the learning opportunities they were provided during their placements. As is expected, the adequacy of learning opportunities depended to a great extent on cooperating teachers' openness and willingness to delegate authority and control of the classroom to student teachers. In cases where cooperating teachers were open and supportive, student teachers had adequate opportunities to apply what they learned, to try things out, and take over the class.

> *My cooperating teacher gave me lots of opportunities to watch how she handled the same material, and I often had a chance to teach a lesson, watch her teach it, and then teach the same lesson to a different class, which was really helpful.*
>
> *My cooperating teacher …. was highly knowledgeable in the teaching field, a great role model as a teacher, and I learned so much from her. She was always available to help me with my lesson plans and gave me freedom to carry out what I had created.*
>
> *My cooperating teacher taught me so much, provided me with a lot of opportunities to teach, and really made me feel like part of the staff.*

Fewer learning opportunities arose when cooperating teachers were unable to model good teaching, showed little interest in mentoring, or were not open to student teachers' input. In some cases, learning opportunities were limited because several student teachers had to share the same classroom.

> *…. neither of my cooperating teachers seemed very interested in mentoring a student teacher and engaged with me as little as possible.*
>
> *I had plenty of opportunities to teach, but only if I stayed within my cooperating teacher's methods and ideas. This made it hard to apply what I was learning at Teacher's College, since it was most often not the same approach.*
>
> *My cooperating teacher should not be in this program. She was not a good model, she did not plan lessons effectively, and barely collaborated. She basically left me alone to figure things out on my own. I wouldn't mind, but she didn't even provide me with any feedback to improve my lessons.*

My cooperating teacher has only had one student teacher before me, so she was hesitant to let me take complete control of the class and wasn't sure what kind of feedback to give me. Also I wasn't given much flexibility in terms of creating lessons; she more or less dictated to me what I was to teach.

The only thing I would like to change would be to have more opportunities to observe different teachers in my building or at friends' programs. I feel that I have learned a lot from watching my cooperating teacher and seeing how she works with the kids at my school, and I think I could benefit from seeing different teaching styles as well. I also feel that visiting schools is a great way to get a sense of the field as a whole, locate job opportunities, and make personal connections. It would be nice if there were a small observation component in Phase II like the one in Phase I.

We got to work cooperatively, which was great, but sometimes there were five of us planning one lesson with limited time and I felt far less ownership over those classes. The best learning for me was when I was the lead teacher of the class with feedback on my ideas. The only thing that could make this placement better would be feeling more ownership over the majority of classes, rather than feeling ownership for just one period a day and the rest feeling like I'm just there to grade papers. Other than that, my cooperating teacher was wonderful, with a lot of constructive criticism, and has taught me a lot.

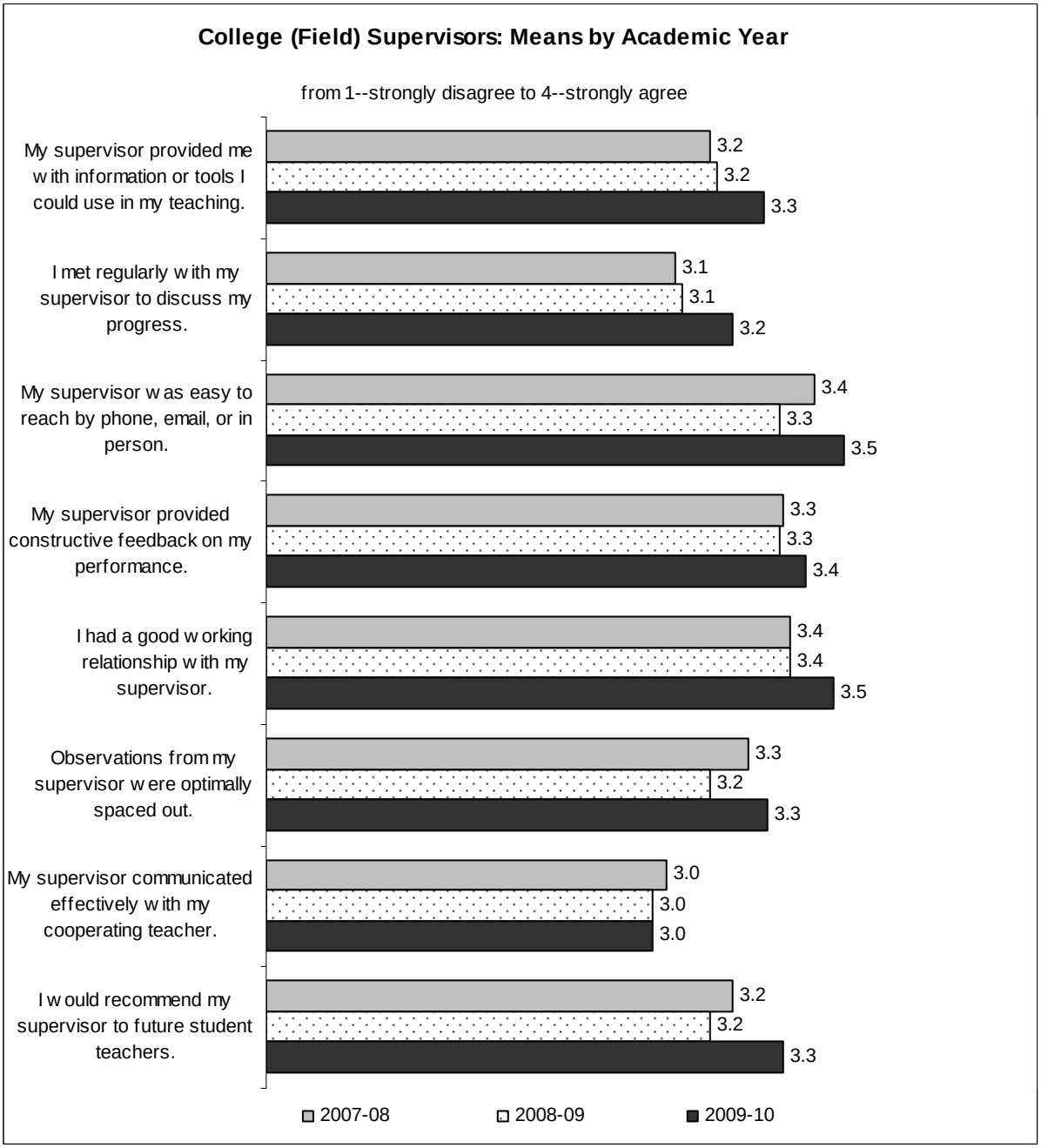
College (Field) Supervisors

Majority (83-91%) of respondents agreed or strongly agreed their supervisors were easy to reach and talk to, provided them with information and tools for teaching, and gave constructive feedback on student teachers' performance. Student teachers reported having regular meetings with supervisors and having good working relationships with supervisors. Eighty five percent would recommend their supervisors to future student teachers. A lower proportion (71%) of respondents agreed or strongly agreed that supervisors communicated effectively with cooperating teachers.

Table 7: College (Field) Supervisors

Item	Statement	2007-08 mean	2008-09 mean	2009-10 mean	2009-10				
					strongly disagree	disagree	agree	strongly agree	n
Q18.	My supervisor provided me with information or tools I could use in my teaching.	3.2	3.2	3.3	3%	10%	42%	45%	262
Q19.	I met regularly with my supervisor to discuss my progress.	3.1	3.1	3.2	6%	10%	40%	43%	263
Q20.	My supervisor was easy to reach by phone, email, or in person.	3.4	3.3	3.5	2%	7%	31%	60%	264
Q21.	My supervisor provided constructive feedback on my performance.	3.3	3.3	3.4	4%	7%	35%	54%	265
Q22.	I had a good working relationship with my supervisor.	3.4	3.4	3.5	2%	7%	32%	58%	262
Q23.	Observations from my supervisor were optimally spaced out.	3.3	3.2	3.3	3%	13%	36%	49%	260
Q24.	My supervisor communicated effectively with my cooperating teacher.	3.0	3.0	3.0	8%	21%	33%	38%	250
Q25.	I would recommend my supervisor to future student teachers.	3.2	3.2	3.3	7%	9%	29%	56%	259

Figure 5: College (Field) Supervisors: Means by Academic Year

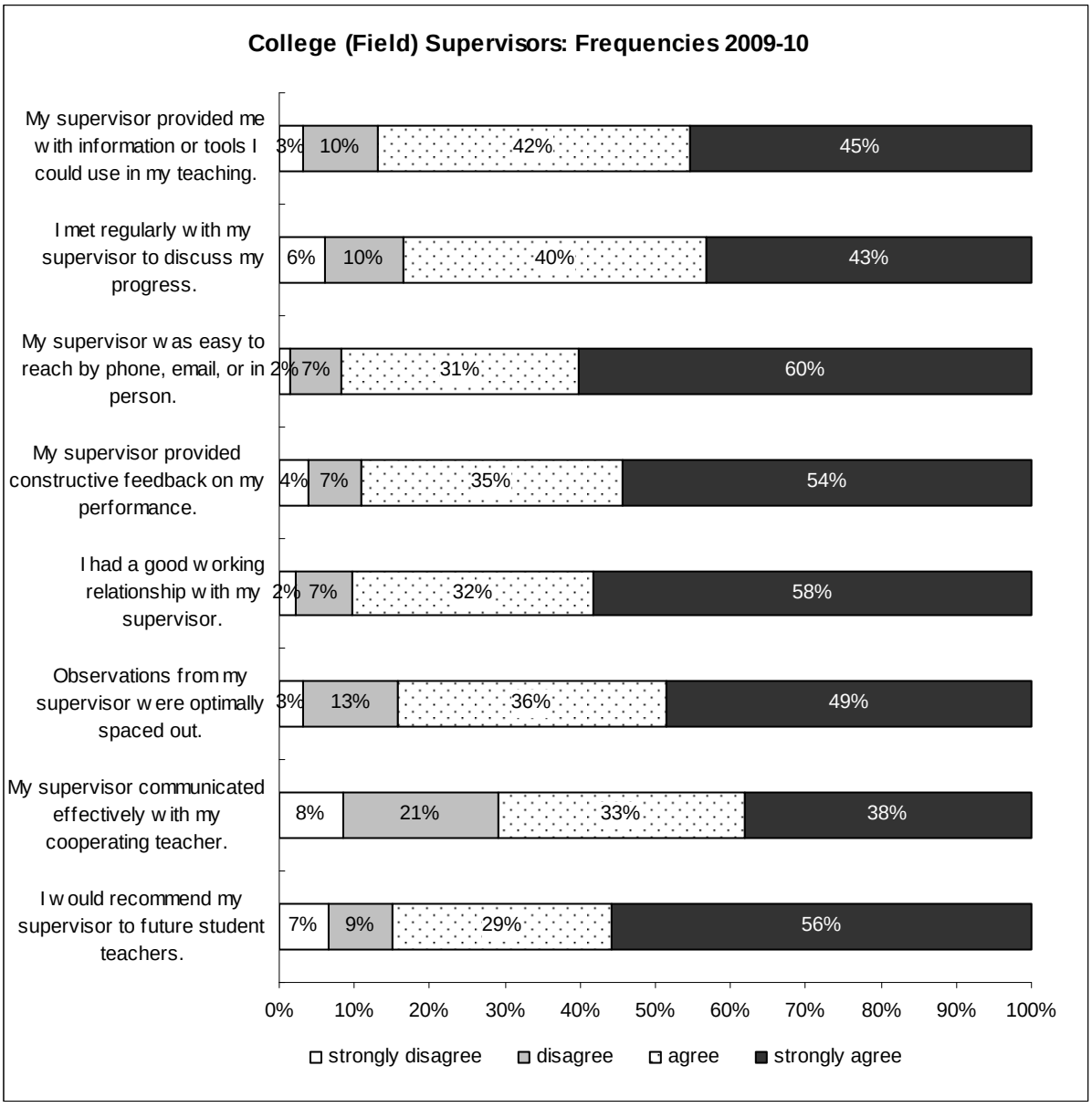


Respondents' comments suggest that majority had "fantastic," "amazing," and "wonderful" supervisors who provided constructive criticism and suggestions, offered ideas, advice and resources which student teachers could use in teaching, and were willing to help.

> *I am extremely happy with my supervisor this semester. He is always available via e-mail if I need advice on a lesson and he always responds promptly. During our talks after an observation, he provided constructive criticism in a very sensitive way, so that I did not feel I was being attacked. He has a great tone and he is very perceptive. I would definitely recommend my supervisor to future student teachers. He was a great help.*

> *_____ is a great supervisor. During our debriefings, he always began by asking us, the student teachers, what we thought we did well; then he shared his opinion about what he saw us do well. After we started with the positive, he asked us "How would you do it differently?" He asked us where we would improve, rather than focusing on "What did you do wrong?" His style and his demeanor was incredibly helpful, and I believe my conferences with him are the main reason why I got as much out of my placement as I did.*

Figure 6: College (Field) Supervisors: Frequencies 2009-10



In a few situations, student teachers had mixed experiences with their supervisors. A few student teachers felt that communication was lacking between cooperating teachers and supervisors or that the two provided conflicting guidance. Some supervisors were nice but did not have adequate qualifications, provided no guidance or refused to mediate in student teacher-cooperating teacher conflicts.

> *My supervisor gives me really great feedback. However, she is very inflexible about her schedule and often scheduled observations for times when I had very little chance to meet with my cooperating teacher to plan a lesson (e.g., right after a break). She also didn't communicate much*

with my cooperating teacher and as a result my cooperating teacher voiced to me negative opinions about my supervisor, which put me in an awkward position.

I found my supervisor to be sympathetic to my situation regarding my cooperating teacher most of the time, however having such a difficult cooperating teacher, I would have appreciated her to deal with my cooperating teacher more often instead of leaving it to me to handle her all of the time.

I was quite disappointed with my supervisor. Although she was easy to get a hold of and always willing to talk, her feedback was not incredibly helpful. Rather than point out specific things that she noticed during her observations, she ONLY asked how I felt things had gone. Although this is an important technique, it would have been far more helpful to me if she had been more willing to give her opinion. Additionally, rather than give specific areas of success, she only made comments such as "Great job!" More specific comments would have been much more helpful. I would suggest that other student teachers opt for a different supervisor.

Student teachers had disappointing experiences when supervisors did not seem to take their roles seriously, had little or no experience working with student teachers, and were not open to different ways of teaching.

He cancelled several times, did not answer phone calls or e-mails in a timely fashion, and did not seem to take his role seriously in any way.

I was observed by my field supervisor the last four days of my student teaching. It would have been easier for me to get in touch with President Obama than to get in touch with him during the year. Many unresponded e-mails were sent out.

My supervisor must not be allowed to supervise any student teacher ... While my cooperating teacher is a friendly man who is very hard to offend, [supervisor]'s disrespectful attitude toward him successfully did so. I found [supervisors]'s lack of appreciation for [cooperating teacher]s experience and style appalling (comments such as "This isn't an organized environment" and "You're not getting the support you need" said to me in [cooperating teacher]'s presence, as if [cooperating teacher] wasn't even there, are just two examples). As for constructive criticism, [supervisor] gave me the exact same input both times, despite the two lessons being vastly different ... [cooperating teacher] was far more effective at giving me input to improve (such as pointing out matters of pacing and student questioning techniques), making [supervisor]s snub of him all the more shameful.

Cooperating Teachers

Majority (80-90%) of respondents agreed or strongly agreed that their cooperating teachers made them feel welcomed, treated them with respect, modeled effective teaching strategies, offered information or tools for teaching, were willing to let them take charge of the class, and provided constructive feedback on their teaching. Student teachers reported having good working relationships with cooperating teachers and would recommend their cooperating teachers to future student teachers. Three quarters of respondents agreed or strongly agreed that they met regularly with cooperating teachers to discuss student teachers' performance.

Table 8: Cooperating Teachers

Item	Statement	2007-08 mean	2008-09 mean	2009-10 mean	2009-10				
					strongly disagree	disagree	agree	strongly agree	n
Q26.	I felt welcomed by my cooperating teacher.	3.4	3.2	3.5	4%	6%	24%	67%	268
Q27.	My cooperating teacher treated me with respect.	3.4	3.3	3.6	5%	6%	18%	71%	269
Q28.	I had a good working relationship with my cooperating teacher.	3.4	3.3	3.5	5%	7%	25%	64%	267
Q29.	My cooperating teacher modeled	3.2	3.1	3.4	5%	8%	30%	57%	269

	effective teaching strategies.								
Q30.	My cooperating teacher provided me with information or tools I could use in my teaching.	3.3	3.2	3.4	2%	11%	31%	56%	269
Q31.	My cooperating teacher was willing to let me take charge of the class.	3.3	3.2	3.4	3%	12%	27%	58%	269
Q32.	I met regularly with my cooperating teacher to discuss my performance.	3.2	3.0	3.2	7%	17%	30%	46%	267
Q33.	My cooperating teacher provided constructive feedback on my performance.	3.1	3.0	3.2	6%	14%	29%	51%	267
Q34.	I would recommend my cooperating teacher to future student teachers.	3.1	3.1	3.3	11%	9%	18%	62%	268

Many student teachers described cooperating teachers as “fabulous,” “caring,” and “passionate” who provided many opportunities to teach and to try new and different techniques, gave student teachers timely and useful feedback, and exposed them to many teaching and management styles. They also appreciated when cooperating teachers made them feel welcomed and part of the staff and gave professional advice to advance career goals.

> *My cooperating teacher was wonderful. She gave me ample feedback and we discussed my strengths and weaknesses in depth. She gave me alternatives of how I wanted to be evaluated and suggested that I pick a goal for myself, which I found to be very useful and structured.*
>
> *… having a cooperating teacher who gave feedback that was specific and relevant every day and helped me with my lesson plans, instead of the hands off "You'll learn as you go" approach of my first teacher, made a tremendous difference in my confidence for next year and the learning curve was substantially steeper.*
>
> *My cooperating teacher, ____ was amazing. I do not think I can find a smarter, more professional colleague than she was. I was able to not only receive advice on teaching, education, and theory, but I also gained professional advice to advance myself in my career goals.*
>
> *My cooperating teacher gave me lots of opportunities to watch how she handled the same material, and I often had a chance to teach a lesson, watch her teach it, and then teach the same lesson to a different class, which was really helpful.*

On the other hand, some student teachers had mixed experiences with cooperating teachers. These happened when cooperating teachers did not share TC teaching philosophy and ideas, were not open to student teachers’ input, had little interest in mentoring, or did not act professionally in certain situations.

> *My cooperating teachers taught in a way that was not conducive to what we were learning at Teachers College. They were very authoritative and tried to use many incentives to modify the behavior of the children. This did not work, and the class was often left without any behavior management. I think it was extremely hard for me to teach in a classroom where this was happening. Although I learned a lot, I was unable to practice my values and philosophy of teaching within the classroom because it was vastly different then my cooperating teacher's.*
>
> *As for my cooperating teacher, although he is a fantastic teacher who has a lot to offer, he has just received his Master's degree (and not from Teachers College) and was actually younger than me. He had great difficulty turning over any responsibility to me, except on the numerous days when he was absent or at meetings. His general attitude was unprofessional (as he often seemed more interested in his personal life and admitted to me that he had not completed my midterm evaluation because he'd been hung over) and he provided me with minimal feedback.*

Figure 7: Cooperating Teachers: Means by Academic Year

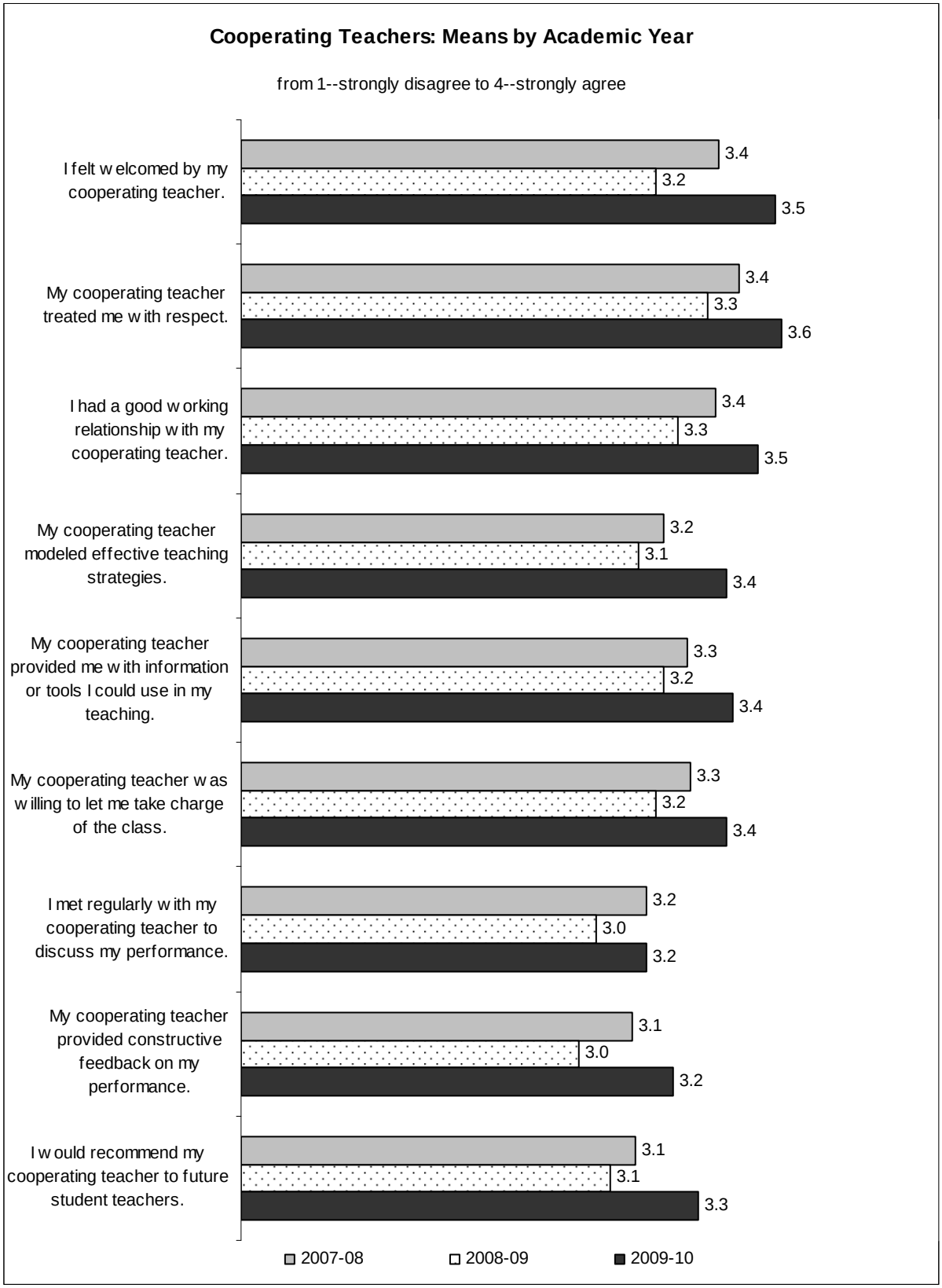
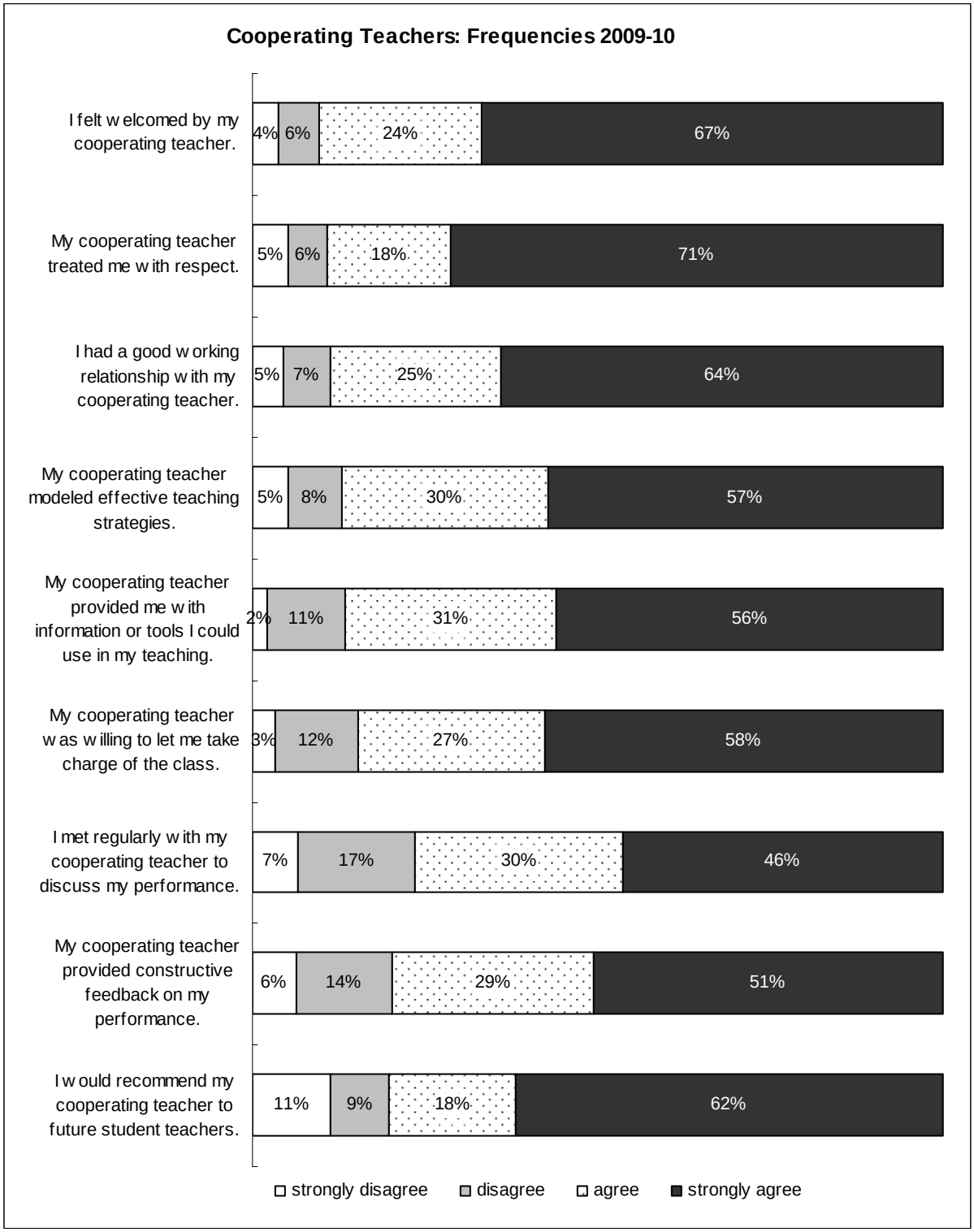


Figure 8: Cooperating Teachers: Frequencies 2009-10



My cooperating teacher …. has an amazing wealth of knowledge and great ideas for resources and labs, but he doesn't seem to care about the students learning how to do and appreciate science, only about their experiencing a bunch of cool phenomena to encourage their interest in taking his Advanced Placement class the following year.

A few student teachers reported disappointing experiences with cooperating teachers who were not able to model effective teaching, gave hurtful and unhelpful feedback, and did not treat K-12 learners with respect.

Although she has strengths as a teacher, she is a very difficult person to student teach for. She has a difficult time relinquishing control and her feedback and criticisms are hurtful and not helpful. I suggest that she be removed from the cooperating teaching roster. Thank you.

She was often unkind to the students and did not employ any of the progressive education techniques that we value at TC. She did not model teaching strategies for me and gave strong criticisms when I attempted to use the techniques we learn about at TC.

He appeared to have given up on many of the students in his class. I did not find him to be an inspiring teacher at all. I feel, though, that I learned what kind of teacher I don't want to be.

My cooperating teacher initially made me feel quite welcome. As the semester progressed, I realized that part of why he was so welcoming was because he saw me as a relief; by taking over one of his classes, it meant he had more time to focus on basketball. After a week or two, he stopped providing me with constructive feedback. The way that he speaks, both to his students and to other teachers, is incredibly disrespectful. He addresses female students as "honey" and "sweetheart," while he calls male students "bro" or "dude." He calls students dumb and tells special needs students that they don't belong in his classroom. His primary form of classroom management is yelling at the students. He has a complete disregard for the needs of his special education students. He has never seen the IEPs for any of his students, and he threw out the update form for several of his students with IEPs. He has an insufficient amount of content knowledge; several times, I have had to correct his information. Without me there, he would have taught students information that is quite wrong.

Relationships with K-12 Students

Overwhelming majority (93-99%) of respondents agreed or strongly agreed that they formed positive relationships with their K-12 students and managed student behavior effectively. They also reported that K-12 students were receptive to their teaching style and demonstrated academic progress during their tenure.

Table 9: Relationships with K-12 Students

Item	Statement	2007-08 mean	2008-09 mean	2009-10 mean	2009-10				
					strongly disagree	disagree	agree	strongly agree	n
Q35.	I was able to form positive relationships with my students.	3.6	3.5	3.8	0%	1%	21%	78%	269
Q36.	I was able to manage the behavior of my students effectively.	3.2	3.2	3.4	2%	5%	45%	47%	267
Q37.	My students were receptive to my teaching style.	3.4	3.3	3.5	1%	2%	43%	54%	265
Q38.	My students demonstrated academic progress during my student teaching tenure.	3.3	3.3	3.5	1%	3%	46%	50%	265

Figure 9: Relationships with K-12 Students: Means by Academic Year

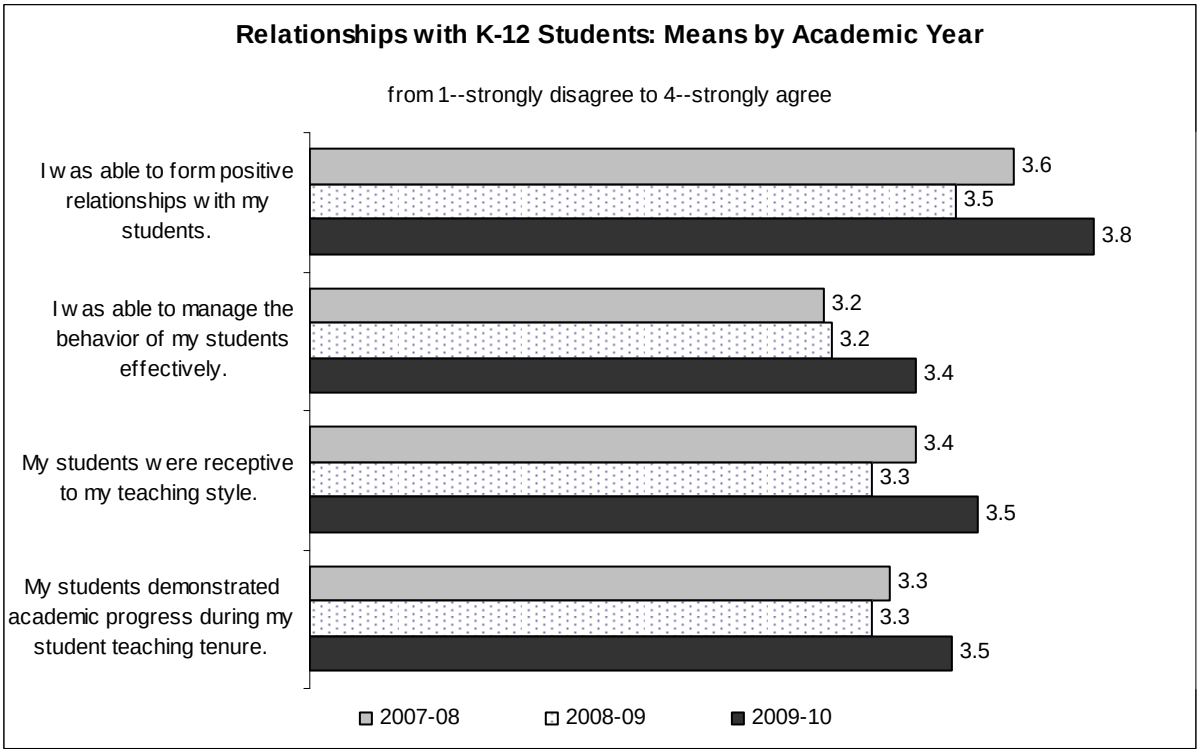
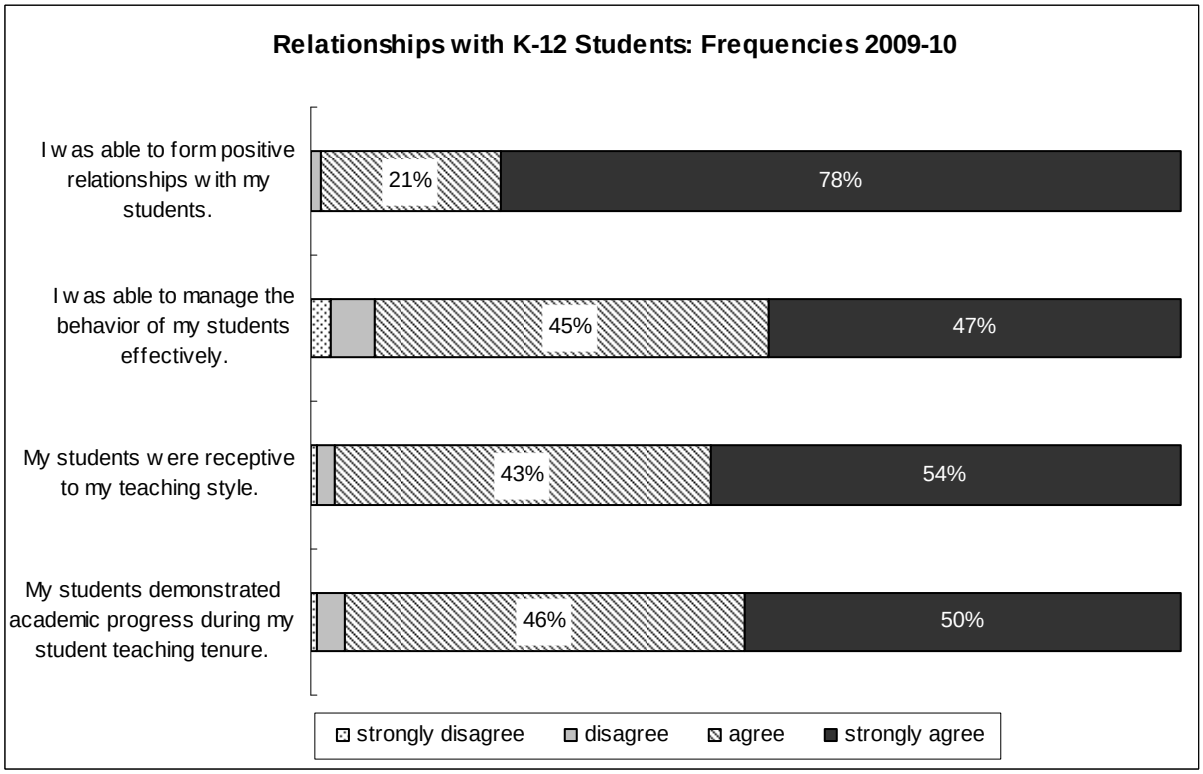


Figure 10: Relationships with K-12 Students: Frequencies 2009-10



Most of the student teachers' comments about their relationship with K-12 students were positive. Student teachers felt welcomed and connected, learned and grew in their teaching skills, and credited K-12 students for being receptive to new teaching styles and practices. They appreciated the diversity of students in the classrooms.

> *My students are the reason I grew so much last semester in terms of my teaching, and I feel honored to have spent a few months with them.*
>
> *The students at … are wonderful—sweet, kind, and extremely receptive to new people and practices.*
>
> *My students all have special needs. They provided a great learning atmosphere for me since I wanted to learn about children with special needs. They were also all diverse in their needs, which made the learning experience more rewarding.*
>
> *The students in my placement were the only consistently positive part of my entire experience at Teachers College.*

The few less-positive comments related to the frustration student teachers felt about not knowing classroom management strategies to use when working with K-12 learners.

> *I think the program should discuss more strategies about teacher-student relationships in regards to positive and effective classroom management. So many student teachers felt frustrated with certain situations in regards to working with students and were not given "many" strategies to try in the classroom.*

THEME 3: PROGRAM CURRICULUM

Majority (83-93%) of respondents agreed or strongly agreed that while in the program, they improved their understanding of subject area, learned to develop stimulating lesson and curriculum plans, developed a repertoire of instructional strategies, learned a variety of ways to organize classroom for learning and motivate students to participate in learning activities, and learned to evaluate student progress and performance. They also agreed that that course assignments supported their growth as a teacher. About three quarters (75-79%) of respondents agreed or strongly agreed that while in the program, they learned a variety of ways to teach students with different skill levels in the same classroom, and that the program emphasized teaching in a diverse urban school setting.

Table 10: Program Curriculum

Item	While in the program, …	2007-08 mean	2008-09 mean	2009-10 mean	**2009-10**				
					strongly disagree	disagree	agree	strongly agree	n
Q39.	... I improved my understanding of subject area.	3.3	3.4	3.5	2%	6%	35%	58%	260
Q40.	... I learned to develop stimulating lessons/ curriculum plans.	3.2	3.3	3.4	1%	8%	39%	52%	261
Q41.	… I developed a repertoire of instructional strategies.	3.2	3.3	3.4	1%	7%	41%	52%	262
Q42.	... I learned a variety of ways to organize classroom for learning.	3.1	3.2	3.3	2%	13%	44%	41%	261
Q43.	... I learned a variety of ways to motivate students to participate in learning activities.	3.1	3.2	3.2	1%	15%	44%	41%	262
Q44.	… I learned a variety of ways to evaluate student progress and performance.	3.0	3.1	3.3	2%	12%	44%	43%	263
Q45.	... I learned a variety of ways to teach students with different skill levels in the same classroom.	2.9	2.9	3.1	5%	20%	38%	38%	261
Q46.	My program emphasized teaching in a diverse urban school setting.	3.0	3.0	3.2	6%	16%	34%	44%	257
Q47.	My course assignments supported my growth as a teacher.	3.0	3.1	3.2	2%	15%	44%	40%	261

Many student teachers found their program curriculum "challenging, rigorous, and essential" to their development as teachers. Good program curriculum provided for a seamless integration between coursework and student teaching experiences. It also helped student teachers to get insights about their teaching and biases and rethink their pedagogical beliefs. Student teachers felt confident and well-prepared for student teaching.

> *Everything that I learned, I was able to connect to my student teaching experiences.*
>
> *Student teaching is truly an amazing experience. There is nothing like it. It was the hardest thing I have ever done, as well as the greatest. My program curriculum tries to correlate what is going on in student teaching with showing us the possibilities of urban education.*
>
> *The curriculum of the program was actually very helpful to my student teaching experience because I feel that it helped me to grow as a person, to be more confident of myself, so that I could apply that to my student teaching experience.*

Figure 11: Program Curriculum: Means by Academic Year

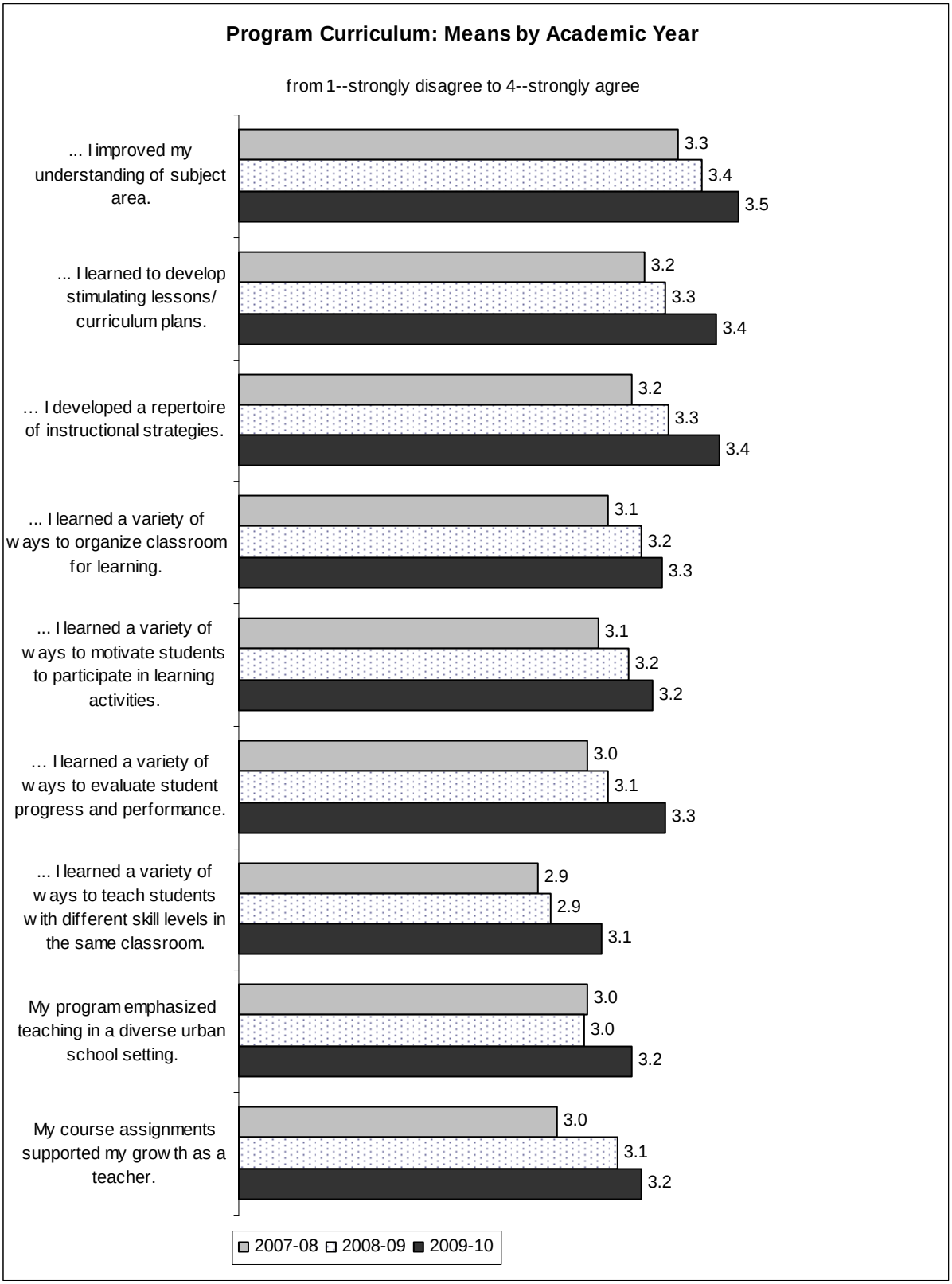
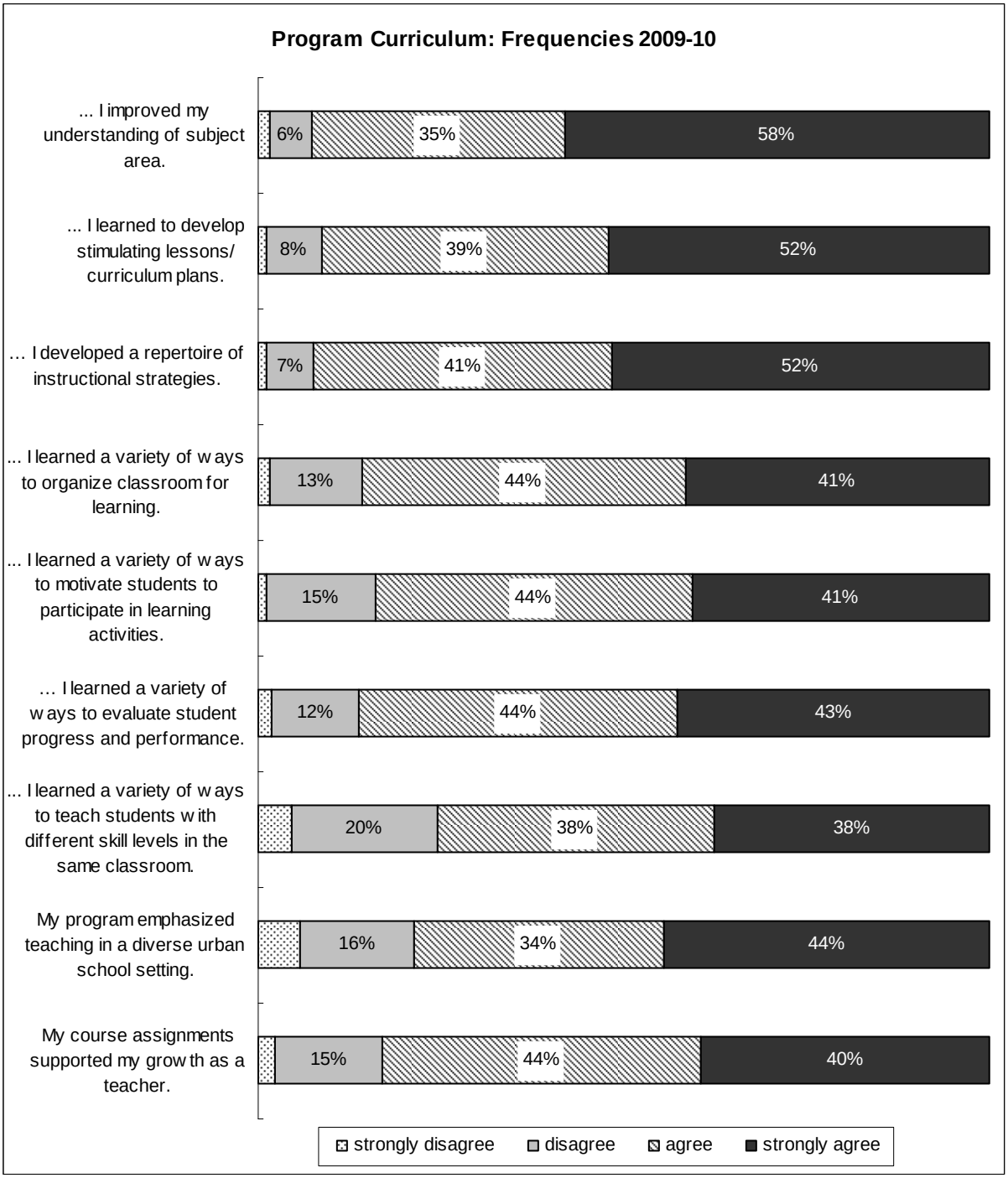


Figure 12: Program Curriculum: Frequencies



On the other hand, some student teachers were disappointed with the program curriculum finding it irrelevant and disconnected from classroom experiences. There was little modeling of good pedagogical practices in their classes at Teachers College and not enough attention given to the teaching of content areas or teaching in urban environments.

> *The curriculum wasn't aligned much with student teaching at all. I wanted to read more about practical teaching experiences and engage in academic review of our lessons and teaching, like writing in-depth reflections on lessons or having our teaching taped.*

> *The first year of my program's curriculum was not in any way helpful towards my student teaching experiences, with the exception of the methods classes. The (other) classes were redundant and useless to my actual teaching experiences because these courses did not teach us how to apply knowledge and theory into our teaching practices.*
>
> *My program provided me very little information on teaching strategies and support for the urban school setting, which is where I was student teaching and am interested in pursuing my career.*

Theory and Practice. Comments reveal that a connection between theory and practice is critical to the student teaching experience. Coursework was perceived to be "interesting, stimulating and appropriate" when student teachers were able to apply research and theories to their placement classrooms.

> *As a result of my student teaching, I was able to apply theory learned at Teachers College directly to practice. …. While the (program name) curriculum requires that we enroll in content courses, the material covered is at a much higher level that what is done in the classroom setting. However, that is a good thing. Teachers must be thoroughly familiar with their subject areas.*
>
> *I was pleased to find that many of the things I was learning in the Teachers College classroom could be directly applied to the things I was doing at my student teaching site.*

On the contrary, when the connection between coursework and classroom practice was not obvious to student teachers, they felt disappointed.

> *The goals of my student teaching seminar (improving writing skills as a graduate student) did not match the goals of my student teaching experience (learning to be an effective … teacher).*
>
> *There was too much of a 'disconnect' between what was covered in my classes and the day-to-day reality of teaching in a classroom. 'Differentiation' and 'assessment' and other such terms were tossed around a lot, but student teaching was the only place where I really learned methods for carrying out these ideas.*
>
> *I felt that the curriculum was not always in sync with our student teaching (it asked us to do things repetitively or that we were already doing) and often there was little connection between the liberal theories and practices we were learning and what we were seeing in actual classrooms.*

Course Assignments. The amount, substance, and relevance of work from course assignments, especially during internship, can add to or detract from the student teaching experience. While there were a few positive comments, most were not.

> *I feel like the emphasis is on quantity rather than quality of assignments. There seems to be a rhetoric that is learned and recited on demand in the program without any real sincerity. The way the coursework is designed for this program seems to ignore the fact that we are student teachers. I'm not sure what point the program is trying to make, but what's the point of providing children with exhausted and completely spent student teachers who are wasting valuable planning time on assignments that are more busywork than anything of substance?*
>
> *I feel like the coursework that supplements student teaching is completely unreasonable and outdated. Many student teachers I spoke to agreed that it felt like coursework was taking away from the student teaching experience itself, which we all valued much more. The readings were interesting, but the assignments were not particularly engaging and seemed irrelevant and detached from my student teaching.*
>
> *I often felt that course assignments were graded more in terms of whether they were ideal graduate level work, rather than whether they reflected the learning and reflection of someone who is planning to become an elementary school teacher, not to get a Ph.D. I am all for challenging myself, and under the right circumstances, would be very interested in learning to produce graduate level academic writing, but I did not feel that such assignments were the best way to foster my growth as a teacher.*

Suggestions. Embedded in comments are suggestions on how the program curriculum could be improved. Some of them are listed below.

I think that the big thing I would say, is that during my first placement, in a failing urban school, there was very little preparation for working with these students, knowing how to deal with teaching and their extreme social situations at the same time.

(I) feel that Teachers College students are "groomed" to fill the specific niche of elite public New York City schools. I would have liked to be better informed for the broader reality of the education scene.

I think the program should discuss more strategies about teacher-student relationships in regards to positive and effective classroom management. So many student teachers felt frustrated with certain situations in regards to working with students and were not given "many" strategies to try in the classroom.

I wish courses asked students to create more lesson plans for different material. Courses should introduce more ideas to build our teaching strategy toolbox and allow us to discuss teaching strategies with one another. Write out lesson plans. What would this activity look like in a classroom?

I wish there was more modeling of good pedagogy and teaching instruction practices in everything from seminar, methods and content courses.

THEME 4: SCHOOL ENVIRONMENT

More than three-quarters (76-88%) of respondents agreed or strongly agreed that they were introduced to and felt welcomed by the school administrators, teachers, or parents. They felt that the host school environment was conducive to their learning and that there was good communication between their host school and TC. As a result, 89% would recommend their host school to future student teachers.

Table 10: School Environment

Item	Statement	2007-08 mean	2008-09 mean	2009-10 mean	2009-10				
					strongly disagree	disagree	agree	strongly agree	n
Q48.	I was introduced to the school administrators, teachers, or parents.	3.1	3.0	3.2	4%	16%	36%	44%	261
Q49.	School administrators or teachers encouraged me to attend school activities and meetings.	3.0	2.9	3.0	9%	23%	32%	36%	258
Q50.	I felt welcomed by school administrators.	3.1	3.0	3.1	5%	18%	38%	40%	259
Q51.	I felt welcomed by other teachers.	3.2	3.1	3.3	3%	10%	40%	48%	261
Q52.	The environment of my host school was conductive to my learning and growing as a teacher.	3.2	3.1	3.3	4%	8%	39%	50%	260
Q53.	I would recommend my host school to future student teachers.	3.2	3.1	3.4	4%	8%	35%	54%	260
Q54.	As far as I can tell, there was communication between TC and my host school.	2.9	2.8	3.0	8%	16%	42%	34%	250

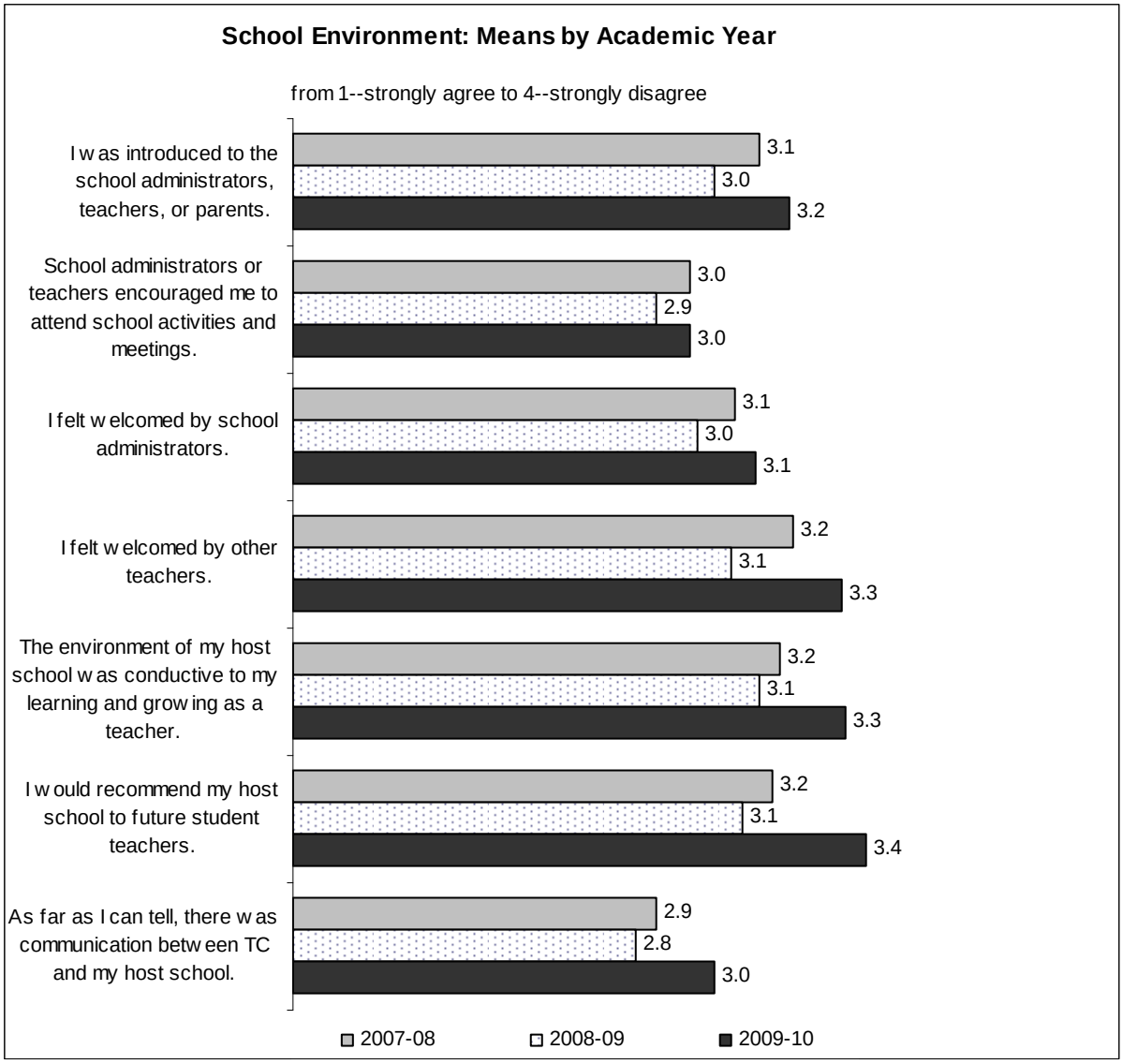
Majority of respondents, who were satisfied with their host schools, commented on how the principals and assistant principals made them feel welcomed and supported. These administrators introduced themselves to student teachers, showed interest in their progress, encouraged student teachers to get involved in all aspects of the school, and were informative, friendly and professional.

Teachers and staff showed support by being friendly and offering advice and suggestions. They treated student teachers with respect and considered them as part of the faculty. Teachers shared resources, allowed student teachers to observe their classrooms, and invited them to join them at lunch time.

> *The principal made me feel welcome from the very first day and made it clear that she trusted me to take over my cooperating teacher's classes. She let me sit in on Leadership Meetings and let me help manage an after-school activity (French Club). The other teachers made me feel extremely welcome by greeting and talking to me every morning and even inviting me out on Fridays for staff outings. Overall, there is a great positive environment at _____ and I would recommend it as a site for any student teacher.*
>
> *The principals and assistant principals were very welcoming to me and listened to my input at staff development sessions and meetings. I was invited to attend the district technology meeting and was commended by the assistant principal for my role in bringing a Holocaust survivor speaker to the middle school.*
>
> *I can't say enough about my placement school. In just about every way, I feel that it should serve as a model for schools everywhere: friendly, enthusiastic, caring teachers and staff; small class sizes; a culture of "kindness" and service; a warm, welcoming feel; high expectations paired with maximum support and nurturing.*
>
> *The school is an excellent school; the dual language model they use is great. They are very committed to dual language education and have sufficient resources to do so effectively (there is a Smart Board in EVERY classroom!!). Initially, the principal was very hard to get in touch with, but she was very welcoming once I arrived. The other school staff and faculty were very friendly,*

helpful, and welcoming. The students are amazing and offer a range of language levels and proficiency, making it a great setting for a bilingual education teacher.

Figure 13: School Environment: Means by Academic Year



Student teachers who were not satisfied with host schools felt that school environment was either too lax or too rigid. Ineffective administrators did not have control over the schools and teachers rarely interacted with each other or their interaction was limited to complaints about their work and students. Student teachers felt unwelcome and isolated.

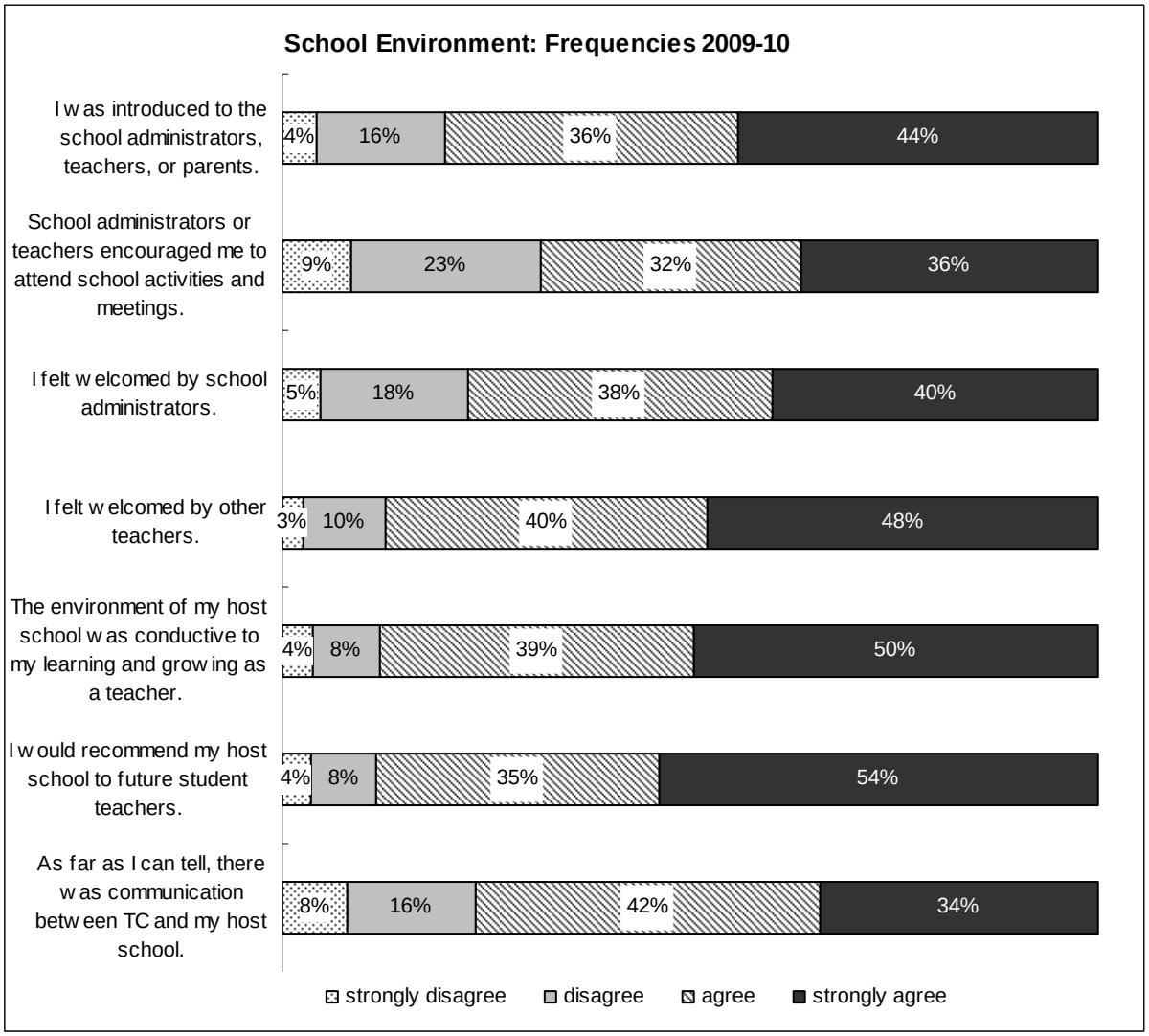
The school in which I am placed is an incredibly chaotic environment. The administration does not have control over the school, and they treat the students with a lack of respect for their dignity and worth as human beings. The school safety officers do not assist with managing the hallways, and students run wild in the halls. Furthermore, the students are often kicked out of classes by their teachers for misbehaving, but there is no system set up for where they should go, so students wander the hallways or disrupt other classes when they are removed from their own classes. Ultimately, the school is very disorganized and lacks system-wide policies about how to handle students. The administrators I have dealt with seem overwhelmed by the situation and do not know how to address the problems.

….. the environment of the school is not one that is conducive to learning. There are lax rules that are rarely enforced. There are no repercussions for negative behavior for the students. I was very uncomfortable in that environment and relied on my relationship with my students to maintain class order.

One administrator made it impossible for me to be a part of the school community. I was not allowed to observe other teachers, do my "shadowing a student" assignment, or teach except when my supervisor was coming to observe me. Also, the other teachers in the school were not particularly friendly or welcoming to me at all.

(The principal) did not take much interest in me or take notice of me when I said hello to her in the hallways after that. During my time at my (host school), I felt extremely isolated from everyone else. Many of the other teachers did not speak to me. I only had a relationship with my cooperating teacher. I was sometimes invited to staff and department meetings, but other times, I was not even told that they were being held.

Figure 14: School Environment: Frequencies 2009-10



EXECUTIVE SUMMARY

The Student Teacher Feedback Survey (STF) survey is part of a larger mixed-method study of the student teaching experience at Teachers College. Its purpose is to provide both quantitative and qualitative data to program faculty and the Office of Teacher Education (OTE) about student teachers' experiences and concerns. The STF has been administered every fall and spring since the fall of 2006.

The STF 2009-10 survey was administered to 399 student teachers who completed their student teaching in Fall 2009 and to 400 in Spring 2010. A total of 305 completed surveys were received—169 for fall and 136 for spring. The unit of analysis is a completed survey and not respondents. The response rate is 38%.

Program Set-up for Student Teaching

Majority (84%) of respondents reported receiving accurate information about student teaching requirements and expectations, and 73% about teacher certification requirements. More student teachers reported receiving accurate information about student teaching and certification requirements in 2009-10 than in the previous two years. While program sources (coordinators, supervisors, handbook, and orientation) and fellow student teachers remained primary sources of information about student teaching requirements, there was a steady growth in the number of student teachers who turn to the OTE resources (handbook, staff, and website) for such information. There was also a growing number of students who turn to the OTE resources (handbook, staff, and website) for information about certification requirements. Respondents would have liked to receive information about requirements as early as at the point of admission to the program and would have liked to see more consistency between information provided by OTE and academic programs.

Between 75% and 92% of respondents felt that their programs organized the student teaching placement process well. More respondents in 2009-10 than in the previous two years reported that they were able to start student teaching on time, that paperwork was straightforward, and that their host schools and cooperating teachers were informed in advance about student teaching placements. Consistent with the findings from the previous years, about 37% found the workload to be excessive, irrelevant, and distracting from the actual classroom experience. Stress, fatigue, and lack of sleep were mentioned by a number of respondents.

Key Players

Over three quarters (79-88%) of student teachers agreed that they had adequate opportunities to take over the class, to apply theory to practice, to try things out, and to observe experienced teachers during student teaching. More student teachers reported having adequate learning opportunities, particularly opportunities to take over the class, in 2009-10 that in the previous two years. As expected, the adequacy of learning opportunities depended to a great extent on cooperating teachers' openness and willingness to create such opportunities.

Majority (83-91%) of respondents agreed or strongly agreed their supervisors were easy to reach and talk to, provided them with information and tools for teaching, and gave constructive feedback on student teachers' performance. Student teachers reported having regular meetings with supervisors and having good working relationships with supervisors. Eighty five percent would recommend their supervisors to future student teachers. A lower proportion (71%) of respondents agreed or strongly agreed that supervisors communicated effectively with cooperating teachers. Respondents' comments suggested that in some situations, communication was lacking between cooperating teachers and supervisors or that the two provided conflicting guidance.

Majority (80-90%) of respondents agreed or strongly agreed that their cooperating teachers made them feel welcomed, treated them with respect, modeled effective teaching strategies, offered information or tools for teaching, were willing to let them take charge of the class, and provided constructive feedback on their teaching. Student teachers reported having good working relationships with cooperating teachers and would recommend their cooperating teachers to future student teachers. More respondents agreed or strongly agreed with each of these statements in 2009-10 than in the previous two years.

Overwhelming majority (93-99%) of respondents agreed or strongly agreed that they formed positive relationships with their K-12 students and managed student behavior effectively. They also reported that

K-12 students were receptive to their teaching style and demonstrated academic progress during their tenure. More student teachers in 2009-10 than in the previous two years felt positive about their relationships with K-12 students and their teaching skills, including ability to effectively manage students' behavior.

Program Curriculum

Majority (83-93%) of respondents agreed or strongly agreed that while in the program, they improved their understanding of subject area, learned to develop stimulating lesson and curriculum plans, developed a repertoire of instructional strategies, learned a variety of ways to organize classroom for learning and motivate students to participate in learning activities, and learned to evaluate student progress and performance. They also agreed that that course assignments supported their growth as a teacher. About three quarters (75-79%) of respondents agreed or strongly agreed that while in the program, they learned a variety of ways to teach students with different skill levels in the same classroom, and that the program emphasized teaching in a diverse urban school setting.

More student teachers in 2009-10 than in the previous two years positively evaluated their program curricula. Most students felt confident about their knowledge and skills and prepared to enter the classroom. Learning to teach in an urban public school environment was important for many respondents. A number of respondents would have liked to see more training in working with students in urban schools, particularly in failing urban schools.

School Environment

More than three-quarters (76-88%) of respondents agreed or strongly agreed that they were introduced to and felt welcomed by the school administrators, teachers, or parents. They felt that the host school environment was conducive to their learning and that there was good communication between their host school and TC. As a result, 89% would recommend their host school to future student teachers.

Student Teacher Feedback Survey

2009-2010

BACKGROUND INFORMATION

1. (P1Q1) Program of study: (drop down menu)
    a. Applied Behavior Analysis
    b. Art and Art Education
    c. Bilingual Education
    d. Blindness and Visual Impairment
    e. Deaf and Hard of Hearing
    f. Early Childhood Education
    g. Early Childhood Special Education
    h. Inclusive Elementary Education
    i. Mathematics Education
    j. Intellectual Disabilities/Autism
    k. Music and Music Education
    l. Physical Education
    m. Severe and Multiple Disabilities Annotated
    n. Teaching Biology
    o. Teaching Chemistry
    p. Teaching Earth Science
    q. Teaching Physics
    r. Teaching of ASL
    s. Teaching of English
    t. TESOL
    u. Teaching of Social Studies
    v. Technology Specialist
    w. Other (please specify) ……

2. (P1Q2) The student teaching placement you are evaluating took place in _____. For student teachers who had two placements during one semester, please evaluate only one placement on this survey. We hope you would consider filling out another survey for the other placement as well. Thank you.
    a. Fall 2009
    b. Spring 2010

3. (P1Q3) The student teaching placement I'm evaluating was my _____ at Teachers College.
    a. First student teaching placement
    b. Second student teaching placement
    c. Third student teaching placement
    d. Fourth student teaching placement

Response Scale:
(1) Strongly Disagree
(2) Disagree
(3) Agree
(4) Strongly Agree
(5) Prefer Not to Answer
(6) Not Relevant

THEME 1: STUDENT TEACHING SET-UP

1. (P1Q4) I received accurate information about student teaching requirements and expectations.

2. (P1Q5) What were your information sources about student teaching requirements and expectations? Please select all that apply.

   (P1Q5_1) ____ Office of Teacher Education student teaching handbook
   (P1Q5_2) ____ Office of Teacher Education staff
   (P1Q5_3) ____ Office of Teacher Education website
   (P1Q5_4) ____ Program handbook
   (P1Q5_5) ____ Program orientation/meeting
   (P1Q5_6) ____ Program faculty/student teaching coordinator
   (P1Q5_7) ____ College supervisor/Fieldwork supervisor
   (P1Q5_8) ____ New York State website
   (P1Q5_9) ____ Fellow student teachers
   (P1Q5_10) ____ Other

3. (P1Q6) If you selected "Other" for question 2, please specify:

4. (P1Q7) I received accurate information about teacher certification requirements.

5. (P1Q8) What were your information sources about teacher certification requirements? Please select all that apply.

   (P1Q8_1) ____ Office of Teacher Education student teaching handbook
   (P1Q8_2) ____ Office of Teacher Education staff
   (P1Q8_3) ____ Office of Teacher Education website
   (P1Q8_4) ____ Program handbook
   (P1Q8_5) ____ Program orientation/meeting
   (P1Q8_6) ____ Program faculty/student teaching coordinator
   (P1Q8_7) ____ College supervisor/Fieldwork supervisor
   (P1Q8_8) ____ New York State website
   (P1Q8_9) ____ Fellow student teachers
   (P1Q8_10)____ Other

6. (P1Q9) If you selected "Other" for question 5, please specify:

   (P1Q10) _text response: Please add any comments or suggestions you would like to make regarding the Office of Teacher Education and School-based Support Services.

7. (P2Q1) Completing paperwork for student teaching was straightforward.

8. (P2Q2) My program's placement process allowed me to start student teaching on time.

9. (P2Q3) My cooperating teacher, or host school, knew about my placement before the starting date.

10. (P2Q4) I knew who to go to if I had questions about student teaching.

11. (P2Q5) My student teaching seminar discussions were helpful in my student teaching.

12. (P2Q6) The course workload was reasonable during my student teaching.

13. (P2Q7) I felt supported by my program/college during student teaching.

(P3Q1) _text response: Please add any comments or suggestions you would like to make about the way your program has organized the student teaching experience.

THEME 2: KEY PLAYERS

Cooperating Teacher

14. (P4Q1) I felt welcomed by my cooperating teacher.
15. (P4Q2) My cooperating teacher treated me with respect.
16. (P4Q3) I had a good working relationship with my cooperating teacher.
17. (P4Q4) My cooperating teacher modeled effective teaching strategies.
18. (P4Q5) My cooperating teacher provided me with information or tools I could use in my teaching.
19. (P4Q6) My cooperating teacher was willing to let me take charge of the class.
20. (P4Q7) I met regularly with my cooperating teacher to discuss my performance.
21. (P4Q8) My cooperating teacher provided constructive feedback on my performance.
22. (P4Q9) I would recommend my cooperating teacher to future student teachers.

Relationships with K-12 Students

23. (P4Q10) I was able to form positive relationships with my students.
24. (P4Q11) I was able to manage the behavior of my students effectively.
25. (P4Q12) My students were receptive to my teaching style.
26. (P4Q13) My students demonstrated academic progress during my student teaching tenure.

Learning Opportunities during Student Teaching

27. (P4Q14) During student teaching, I had adequate opportunities to take over the class.
28. (P4Q15) I had adequate opportunities to apply theory to practice.
29. (P4Q16) During student teaching, I had adequate opportunities to try things out.
30. (P4Q17) I had adequate opportunities to observe experienced teacher(s).

(P5Q1)_text response: Please add any comments or suggestions you would like to make regarding your cooperating teacher, your students, and the learning opportunities you had, or did not have, during your student teaching experience.

College Supervisor

31. (P6Q1) My supervisor provided me with information or tools I could use in my teaching.
32. (P6Q2) I met regularly with my supervisor to discuss my progress.
33. (P6Q3) My supervisor was easy to reach by phone, email, or in person.

34. (P6Q4) My supervisor provided constructive feedback on my performance.
35. (P6Q5) I had a good working relationship with my supervisor.
36. (P6Q6) Observations from my supervisor were optimally spaced out.
37. (P6Q7) My supervisor communicated effectively with my cooperating teacher.
38. (P6Q8) I would recommend my supervisor to future student teachers.

    (P7Q1)_text response: Please add any comments or suggestions you would like to make regarding your college/field supervisor, program coordinator, seminar instructor, and program faculty.

THEME 3: PROGRAM CURRICULUM

39. (P8Q1) While in the program, I improved my understanding of subject area.
40. (P8Q2) While in the program, I learned to develop stimulating lessons/curriculum plans.
41. (P8Q3) While in the program, I developed a repertoire of instructional strategies.
42. (P8Q4) While in the program, I learned a variety of ways to organize classroom for learning.
43. (P8Q5) While in the program, I learned a variety of ways to motivate students to participate in learning activities.
44. (P8Q6) While in the program, I learned a variety of ways to evaluate student progress and performance.
45. (P8Q7) While in the program, I learned a variety of ways to teach students with different skill levels in the same classroom.
46. (P8Q8) My program emphasized teaching in a diverse urban school setting.
47. (P8Q9) My course assignments supported my growth as a teacher.

    (P9Q1)_text response: Share your thoughts and observations about your program curriculum, particularly in light of your student teaching experience.

THEME 4: SCHOOL ENVIRONMENT

48. (P10Q1) I was introduced to the school administrators, teachers, or parents.
49. (P10Q2) School administrators or teachers encouraged me to attend school activities and meetings.
50. (P10Q3) I felt welcomed by school administrators.
51. (P10Q4) I felt welcomed by other teachers.

52. (P10Q5) The environment of my host school was conducive to my learning and growing as a teacher.

53. (P10Q6) I would recommend my host school to future student teachers.

54. (P10Q7) As far as I can tell, there was communication between TC and my host school.

(P11Q1) _text response: Please add any comments or suggestions you would like to make about your placement school site (excluding your classroom and cooperating teacher), that is, about your principals, other teachers, staff and students at the school site, and the inside and outside environment of your school.

(P11Q2) _text response: Share your thoughts about this survey with us. We welcome your feedback. Is there anything you would like us to consider including in the next survey?