September 1, 2012

Teachers College Columbia University

Student Teacher Feedback Survey 2011-2012

AUTHORED BY: OFFICE OF ACCREDITATION AND ASSESSMENT

TABLE OF CONTENTS

SURVEY INSTRUMENT AND ADMINISTRATION

The Student Teacher Feedback Survey (STF) questionnaire was developed in 2006 by the Office of Accreditation and Assessment. Its purpose is to provide feedback 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. In 2011-12, we combined the fall and spring questionnaires into one. Student teachers were given unlimited access to the online survey to complete the survey or to make changes to earlier responses.

The instrument is comprised of 50 Likert-type items, five open-ended questions, and several background questions. A four-point response scale ranging from 1 (strongly disagree) to 4 (strongly agree) is used for all Likert-type items; a "don't know or not applicable" option is also offered. The instrument is organized around four themes central to the student teaching experience: program set-up for student teaching, key players, program curriculum, and host school environment.

The STF 2011-2012 survey was administered electronically to 547 student teachers in March 2012. Each student teacher received two identical questionnaires, and was invited to provide feedback on two placements. The unit of analysis is a completed questionnaire. A total of 150 questionnaires were completed (out of the 1094 sent), resulting in a response rate of 14%. The response rates of the combined fall and spring surveys for the last three academic years are presented in Table 1 below.

Table 1: STF Response Rates by Program

	2009-10			2010-11			2011-12		
PROGRAM	Surveys Completed	Surveys Sent Out	Response Rate	Surveys Completed	Surveys Sent Out	Response Rate	Surveys Completed	Surveys Sent Out	Response Rate
Applied Behavior Analysis	7	39	18%	2	57	4%	4	78	5%
Art and Art Education	19	56	34%	23	45	51%	14	44	32%
Bilingual/Bicultural Education	6	14	43%	5	13	38%	0	8	0%
Blindness and Visual Impairment	1	1	100%	2	2	100%	2	8	25%
Deaf and Hard of Hearing	7	14	50%	7	15	47%	6	16	38%
Early Childhood/Special Education[1]	21	63	33%	28	100	28%	30	156	19%
Elementary Inclusive Education[2]	46	135	34%	39	132	30%	8	146	6%
Intellectual Disabilities/Autism	12	51	24%	16	53	30%	11	98	11%
Literacy Specialist	0	0	0%	0	1	0%	0	0	0%
Mathematics Education	39	80	49%	25	92	27%	5	58	7%
Music and Music Education	12	29	41%	15	34	44%	4	40	10%
Physical Education	1	3	33%	1	5	20%	0	4	0%
Science Education	5	19	26%	7	30	23%	5	40	13%
Teaching of ASL	1	4	25%	4	15	27%	2	12	17%
Teaching of English	73	168	43%	57	210	27%	31	184	17%

[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

	2009-10			2010-11			2011-12		
PROGRAM	Surveys Completed	Surveys Sent Out	Response Rate	Surveys Completed	Surveys Sent Out	Response Rate	Surveys Completed	Surveys Sent Out	Response Rate
Teaching of Social Studies	5	86	6%	19	79	24%	22	106	21%
TR@TC	0	0	0%	1	9	11%	5	40	13%
Technology Specialist	9	6	*	4	10	40%	1	10	10%
TESOL	36	31	*	15	40	38%	0	46	0%
Other(unspecified)	5	0	0%	0	0	0%	0	4	0%
All Programs	**305**	**799**	**38%**	**270**	**942**	**29%**	**150**	**1098**	**14%**

* There is a discrepancy between respondents' self-reported information and the information from the Registrar's Office.

Organized around the four themes of student teaching set-up, key players, program curriculum, and school environment, this report begins each section with quantitative results for the 2011-12 academic year. Results of the previous two years (2009-2010 and 2010-2011) are provided for comparison. The quantitative results are followed by a summary of issues brought up by student teachers in the comments. Only comments from the 2011-12 are included. Not all comments appear in the report. The selected comments help to explain and put in context student teachers' ratings of the questionnaire items or contain pertinent issues in the student teaching experience not covered in the questionnaire items. Issues mentioned by more than one student teacher are incorporated into the summary and may not appear in its entirety in the report.

THEME 1: STUDENT TEACHING SET-UP

Requirements Information—Availability and Accuracy

Consistent with the past three years, most respondents received accurate information about student teaching (91%) requirements and about teacher certification requirements (76%).

Table 2: Information about Student Teaching and Teacher Certification Requirements

Item	Statement	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q2.	I received accurate information about student teaching requirements and expectations.	3.3	3.3	3.3	3%	6%	53%	38%	145
Q5.	I received accurate information about teacher certification requirements.	3.2	3.0	2.9	10%	14%	54%	22%	141

For information about student teaching requirements and expectations, respondents relied primarily on program faculty/student teaching coordinator (72%), followed by OTE student teaching handbook (60%) and college supervisor (55%).

Table 3: Sources of Information about Student Teaching Requirements

Survey Year	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
2011-12	150	**60%**	27%	28%	37%	39%	**72%**	**55%**	14%	41%	0%
2010-11	270	**52%**	28%	21%	42%	46%	**71%**	42%	9%	**49%**	3%
2009-10	302	**64%**	29%	25%	41%	41%	**74%**	40%	7%	**52%**	2%

For information about teacher certification requirements, respondents appeared to rely on more sources: program faculty/student teaching coordinator (46%), followed by OTE student teaching handbook (43%), OTE staff (39%), fellow student teachers (33%), and New York State website (32%).

Table 4: Sources of Information about Teacher Certification Requirements

Survey Year	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
2011-12	150	**43%**	**39%**	28%	15%	26%	**46%**	26%	32%	33%	0%
2010-11	270	**39%**	**34%**	31%	27%	30%	**43%**	21%	31%	**34%**	7%
2009-10	289	**42%**	**41%**	33%	21%	22%	**47%**	21%	31%	37%	5%

Student teachers from eight programs provided written feedback about information they received about teacher certification and graduation requirements, and student teaching expectations. Student

teachers who attended workshops and information sessions organized by OTE generally found them to be informative and useful. In some cases, the scheduling conflicts prevented student teachers from attending. When left to obtain information on their own, many student teachers found information received from OTE and their programs lacking and inconsistent. They felt more communication and partnership between OTE and the programs was needed.

The respondents suggested OTE and the programs provide a list of certification and graduation requirements and deadlines at the beginning of each semester; regularly inform student teachers about their individual progress toward meeting certification requirements; provide information on reciprocity agreements with other states; and hold information sessions "as working sessions where the paperwork was actually filled out together, with a TC veteran looking over our shoulders reassuring us and confirming that forms were filled out correctly."

- *Whenever I speak to someone at the Office of Teacher Education, they are always able to answer my questions. They are knowledgeable about various teaching certifications and the courses/tests/hours that are necessary to accomplish certification.*

- *I attended the OTE workshop on classroom management and found it really helpful, but somehow I feel that the program should take some responsibility in explicitly addressing this issue.*

- *I think that the people who work in Office of Teacher Education are incredibly nice and were very helpful any time I called or came into the office, but I don't think there is enough communication between OTE and the teacher education programs at TC. There are a lot of things NY teachers have to do in order to get their NY state license (like take certification exams, fill out online applications on the TEACH website, etc.) and this was not made clear to me at the beginning of my program. I had to find out a lot of that information on my own and, even then, I got calls from the City and State Departments of Education, telling me that I had missed a step or two and would not be able to get my license until I completed those steps.*

- *I do not think that my program knows anything about teacher certification. My advisor directed me to the Office of Teacher Education, but OTE directed me back to my advisor. There needs to be better communication about who is responsible for telling students information. It was a massive headache trying to figure out what I needed to become certified in New York State.*

- *The inaccurate information—or lack of information—I received was not necessarily the fault of the Office of Teacher Education, but of my program. I did not learn that I needed college credits in _____ until midway through the spring semester. Preparing for and taking the CLEPS therefore added a HUGE stress to an already chaotic semester. Somehow, this gap needs to be addressed as many other students in my program ran into a similar issue. Students should know coming into the program whether or not they need additional college credits.*

- *I found the New York State (NYS) requirements complicated and confusing. Teachers College's support was helpful but could have been more so. Particularly, there is no feedback from NYS as to whether you are completing requirements correctly.*

- *It seems like the expectations of the program, the state, and those of the cooperating teachers are not aligned. There were many different messages floating around, along with outdated information on websites. UPDATE and coordinate!*

- *There was little to no communication between the Office of Teacher Education and my program. My program coordinators and faculty members were not clear on the requirements for certification, which caused many students to learn that they had to take additional undergraduate courses in their last semester at Teachers College.*

- *It would be smoother if the representative from the Office of Teacher Education and the advisors from (my program) had met before the whole group meeting regarding teacher certification so that they could be on the same page. It led to a lot of confusion regarding what classes are required for certification versus graduation from Teachers College.*

- *I was not informed of the Institutional Recommendation Data Form requirement until I found it on the website. I think there should be some sort of status update throughout the semester to inform students of their progress in certification.*
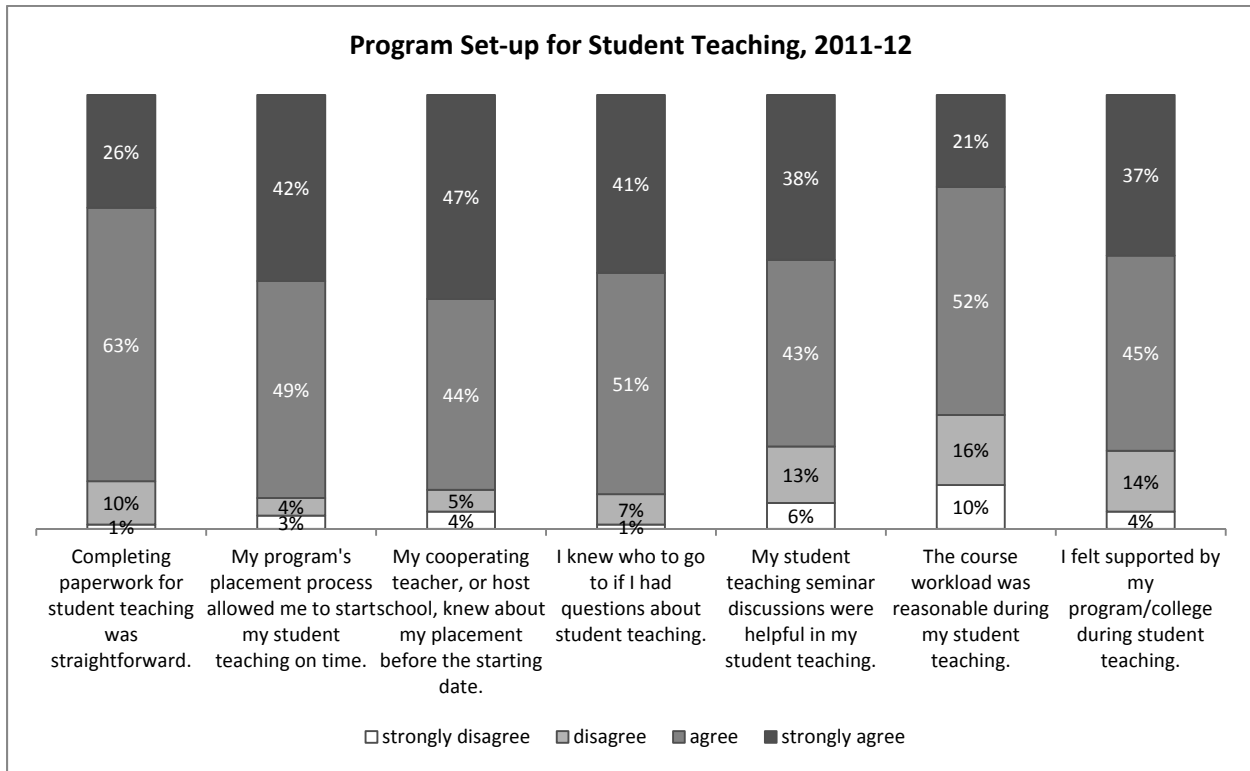
Program Set-Up for Student Teaching

Most respondents (81-93%) 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 if they had questions, that they felt supported by their program or the college during student teaching, and that the student teaching seminar discussions were helpful. Over three-quarters (81%) agreed that the course workload was reasonable during student teaching.

Table 5: Program Set-up for Student Teaching

Item	Statement	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-2012				
					strongly disagree	disagree	agree	strongly agree	n
Q9.	Completing paperwork for student teaching was straightforward.	3.2	3.2	3.2	1%	6%	68%	25%	148
Q10.	My program's placement process allowed me to start my student teaching on time.	3.5	3.3	3.5	3%	10%	48%	40%	146
Q11	My cooperating teacher, or host school, knew about my placement before the starting date.	3.6	3.3	3.6	4%	4%	47%	44%	140
Q12.	I knew who to go to if I had questions about student teaching.	3.4	3.3	3.4	1%	10%	52%	37%	146
Q13.	My student teaching seminar discussions were helpful in my student teaching.	3.1	3.2	3.1	4%	9%	49%	39%	143
Q14.	The course workload was reasonable during my student teaching.	2.7	2.9	2.7	6%	13%	56%	25%	146
Q15.	I felt supported by my program/college during student teaching.	3.1	3.1	3.1	2%	7%	58%	33%	145

Figure 1: Program Set-up for Student Teaching, 2011-12

Program Set-up for Student Teaching, 2011-12

	Completing paperwork for student teaching was straightforward.	My program's placement process allowed me to start student teaching on time.	My cooperating teacher, or host school, knew about my placement before the starting date.	I knew who to go to if I had questions about student teaching.	My student teaching seminar discussions were helpful in my student teaching.	The course workload was reasonable during my student teaching.	I felt supported by my program/college during student teaching.
strongly agree	26%	42%	47%	41%	38%	21%	37%
agree	63%	49%	44%	51%	43%	52%	45%
disagree	10%	4%	5%	7%	13%	16%	14%
strongly disagree	1%	3%	4%	1%	6%	10%	4%

☐ strongly disagree ☐ disagree ■ agree ■ strongly agree

Student teachers from ten programs provided written feedback on how their student teaching experience was organized.

Placement Process. The placement process begins weeks before student teachers enter their placement classrooms. Establishing early contact with the host school, making advance arrangements for cooperating teachers to host student teachers, and regularly updating contacts at host schools are important in ensuring a smooth placement process.

- *Although this placement was not the original placement chosen for me, the TC faculty was very helpful when addressing the issue and finding a placement for me for this semester, and I was able to begin student teaching with my cohort.*

- *… our student teaching assignments came very late and we often were not actually assigned a cooperating teacher, just a school. I do not fault the coordinator for this; he is a graduate student. Graduate students come and go and as a result, there is no institutional memory concerning cooperating teachers and schools. The Program really should hire somebody to do this stuff as part of a full-time job. After all, there were (many) students in the program this year. We are bringing in lots of cash, and … some of this cash should be used to hire someone to improve our student teaching placements.*

- *The administration had absolutely no idea who I was when I first showed up at the school. Teachers College did not provide the appropriate contact at all. Even when I finally got in touch with someone, I waited for over an hour and a half for the administration to put me in my classroom. My cooperating teacher had no idea that I was coming into her class, so she was not prepared to have a student teacher.*

Student teachers would like the programs to put more effort and thought into finding potential host schools and cooperating teachers who are competent and willing to host and mentor student teachers. Schools and cooperating teachers need to be observed and evaluated as part of the placement process. Qualities to consider include how effective, professional and experienced teachers are; how schools are structured; and the number of student teachers in each classroom and in the schools.

- *Programs should look into how the schools work, as well as the number of student teachers who will be at a school. There are more student teachers at my current school than necessary. Additionally, I have not had as much of an opportunity to teach as I thought I would, or as is suggested by my Program.*

- *I was so upset with the lack of effective teaching practice I saw during my experience. In my opinion, Teachers College (TC) students should be set-up with STRONG, effective, and PROFESSIONAL teachers—maybe teachers who actually graduated from TC. If not, then teachers with 5+ years of experience should be considered. I was so disappointed with my placement, and with the fact that there was very little effort put into finding a strong and reputable placement.*

- *My program's idea of what my placement should be and the reality of the placement were in no way aligned. I was supposed to have total control of planning for several classes; but in reality, I had to follow my cooperating teacher's curriculum. This would be fine except for the fact that my program expected me to complete several projects which required that I have total control of planning! So, I was forced to submit projects that really do not showcase my educational philosophy at all; and they will go into my Master's degree portfolio, which is something I am not comfortable with.*

- *The placement process seems arbitrary and/or disorganized. There is no effort made to match student teachers with schools prior to the end of the term, and student teachers are not allowed to make their own placement arrangements. This is absurd when program participants have pre-existing relationships with local school systems.*

To maximize the student teaching experience, it is essential to communicate clearly with cooperating teachers the expectations of their role, and what the programs expect student teachers to accomplish in the placement.

- *My student teaching experience could have been enhanced by more transparent expectations for the work I was expected to undertake while at my residency placement. Much of my frustration as a student teacher was based in the fact that my program had these high expectations for my trajectory as a maturing teaching professional in a teaching context that was not conducive to my growth in all the areas targeted by the program. Much of my energy was placed into navigating space for me to spread my wings and get some floor time in the classroom. I really would have liked to have more time developing my craft as a teacher interacting with an entire class. Instead, I have had ample time to develop my teaching in the context of one-on-one tutoring and small-group instruction, with a sprinkling of whole-class instruction opportunities. I think that prior to student teacher placement schools (staff and administration) should be made aware of the kinds of experiences that the program desires its (student teachers) to have. Schools which consent should also be held accountable for creating a space in which the student teacher may truly develop into a teaching professional. The learning should not happen incidentally.*

- *There were some issues concerning the expectations of student teachers and the treatment of student teachers in my school. I will say that my cooperating teacher was not part of this, but it made the experience overall very challenging and somewhat upsetting.*

Student Teaching Seminars. Student teaching seminars are perceived as helpful when seminar leaders establish an open forum for discussions and create a classroom community in which student teachers can share and learn from each other's experiences. Effective student teaching seminars equip student teachers with tools and strategies to meet challenges in the classroom.

- *Classes for student teaching were held in a professional manner where we learned about various assessments and classroom management techniques, along with being provided with a time to talk more casually about our placements and any troubles that we may have.*

- *The seminar contained a lot of unnecessary assignments, many of which were unclear. With student teaching, I was unable to complete most of them. Expectations were unclear; class discussions often revolved into venting sessions and made no attempt to connect theory to practice. Rather, many students, and even the coordinator, suggested many times abandoning the theories we had studied.*

Course Workload and Assignments. Many student teachers found their course workload to be too heavy and detracting from (their) "ability to maximize teaching opportunities." While they appreciated the effort that the programs made to balance coursework with student teaching requirements, student teachers felt that any coursework in addition to student teaching was often overwhelming.

- *While the course workload was objectively reasonable, it became unreasonable as I discovered that the assignments were incompatible with my student teaching placement. I found myself creating unit lesson plans that were effectively useless on top of my actual preparation for class.*

- *I felt that there were too many 'busy work' projects that were unnecessary during the student teaching process. While the projects had value, there was too much emphasis put on them when the practical experience in the field should have been the primary, and almost sole, focus of the semesters.*

- *I feel that the work we did in class did not support student teaching. The increased hypothetical planning actually made student teaching harder.*

- *The course workload is unmanageable when coupled with student teaching, especially in Phase II. I don't think that the (Program) should have recommended completing the program in one year. It has been extremely overwhelming for me and many others. I don't think the one-year timeline is reasonable, or possible, without losing your sanity.*

- *It was completely unrealistic to take six classes for 11 credits while I was student teaching four days a week from 8am-4pm. This semester was nearly impossible. More classes should be done in the summer or in semesters when not student teaching.*

THEME 2: KEY PLAYERS
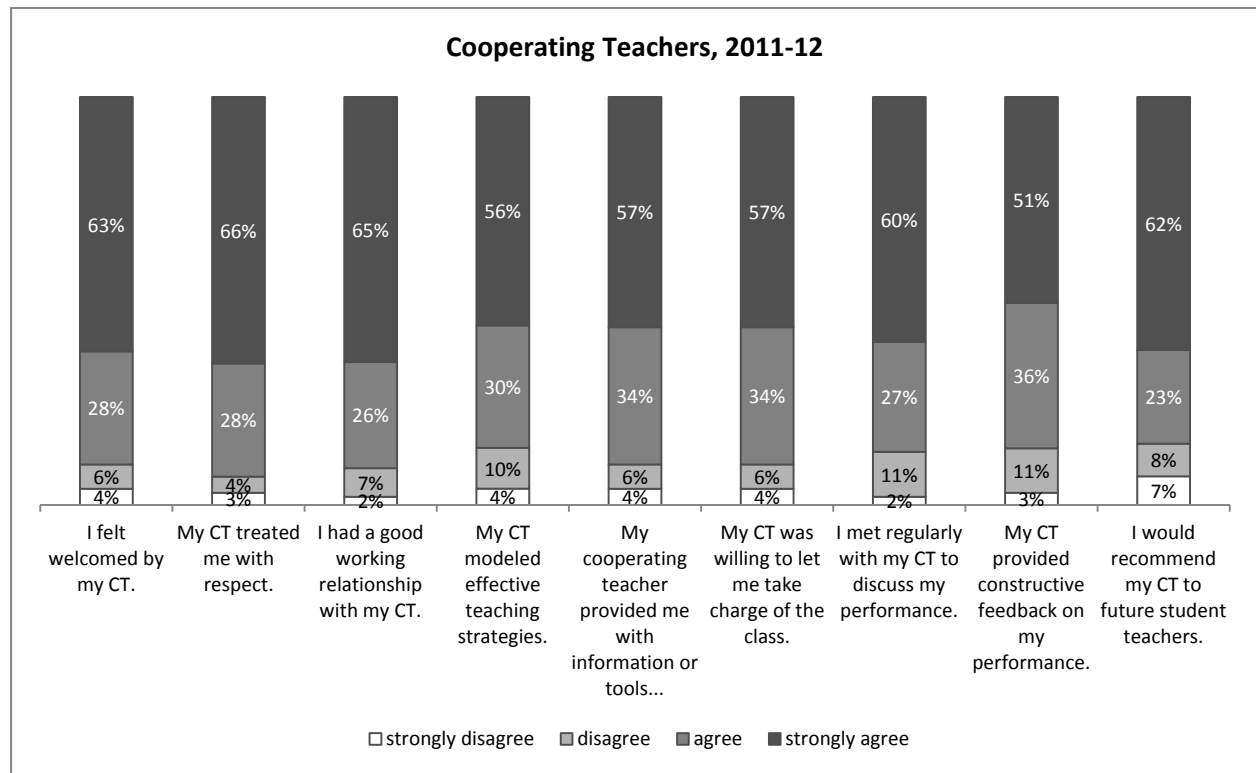
Cooperating Teachers

Most respondents (80-94%) 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. Most student teachers reported having good working relationships with cooperating teachers. Over three-quarters of respondents (80%) reported meeting regularly with cooperating teachers, and 85% would recommend their cooperating teachers to future student teachers.

Table 6: Cooperating Teachers

Item	Statement	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q17.	I felt welcomed by my cooperating teacher.	3.5	3.5	3.5	4%	6%	28%	63%	145
Q18.	My cooperating teacher treated me with respect.	3.6	3.5	3.6	3%	4%	28%	66%	145
Q19.	I had a good working relationship with my cooperating teacher.	3.5	3.5	3.5	2%	7%	26%	65%	145
Q20.	My cooperating teacher modeled effective teaching strategies.	3.4	3.3	3.4	4%	10%	30%	56%	146
Q21.	My cooperating teacher provided me with information or tools I could use in my teaching.	3.4	3.3	3.4	4%	6%	34%	57%	145
Q22.	My cooperating teacher was willing to let me take charge of the class.	3.4	3.4	3.5	2%	11%	27%	60%	145
Q23.	I met regularly with my cooperating teacher to discuss my performance.	3.2	3.1	3.3	3%	16%	31%	49%	142
Q24.	My cooperating teacher provided constructive feedback on my performance.	3.2	3.2	3.4	3%	11%	36%	51%	144
Q25.	I would recommend my cooperating teacher to future student teachers.	3.3	3.3	3.4	7%	8%	23%	62%	140

Student teachers from ten programs provided written feedback about cooperating teachers, K12 students, and the learning opportunities they had and did not have. Their feedback shows that effective cooperating teachers give student teachers ample opportunities to lead classes; encourage them to be independent and get involved in the classroom; provide constructive criticism throughout the student teaching experience; are open to new ideas and techniques that student teachers want to try out; and are "there" when student teachers need help.

Figure 2: Cooperating Teachers, 2011-12

Cooperating Teachers, 2011-12

	I felt welcomed by my CT.	My CT treated me with respect.	I had a good working relationship with my CT.	My CT modeled effective teaching strategies.	My cooperating teacher provided me with information or tools...	My CT was willing to let me take charge of the class.	I met regularly with my CT to discuss my performance.	My CT provided constructive feedback on my performance.	I would recommend my CT to future student teachers.
strongly agree	63%	66%	65%	56%	57%	57%	60%	51%	62%
agree	28%	28%	26%	30%	34%	34%	27%	36%	23%
disagree	6%	4%	7%	10%	6%	6%	11%	11%	8%
strongly disagree	4%	3%	2%	4%	4%	4%	2%	3%	7%

☐ strongly disagree ☐ disagree ◼ agree ◼ strongly agree

- *Working with my cooperating teacher was the high point of my time here at Teachers College. She was professional, personable, brilliant, and welcomed me into the classroom. She critiqued my lesson planning daily and then did a debriefing afterward, giving me immediate feedback and helping me to think through issues more completely than I had on my own.*

- *My cooperating teacher … gave me many opportunities for teaching, co-team teaching, and planning. She had a practical plan for gradual release of responsibility for me as her student teacher.*

- *My cooperating teacher during my first placement was fantastic. I was able to have 2 periods a day to teach entirely on my own. He was supportive, gave me constant feedback, and worked with me to plan my lessons. However, I probably did not observe a wide enough variety of teachers during this placement.*

- *I would not recommend this cooperating teacher for future student teaching positions. My cooperating teacher and aides were horrible. They made no effort to adapt the curriculum to meet the specific needs of their children. They would just "dumb down" a standardized kindergarten curriculum, even though most of the students were above that level. They were not supportive during my lessons and failed to provide constructive feedback. Also, their behavior management strategy was abusive, both physically and verbally.*

- *In my opinion, my cooperating teacher … was mean and condescending. He constantly yelled at students, called their work 'garbage' and was dictatorial and horrible. I felt that he should*

not be allowed to teach or be the host of a student teacher. I strongly feel he should be prevented from hosting student teachers in future.

- *… I would not recommend any TC student be placed with my cooperating teacher. I found him unprofessional at times, unreceptive to pedagogy that was too "progressive," or not his own, and unable to keep himself from interjecting his opinion during my lessons.*

- *I felt that my cooperating teacher was very set in her teaching style and only wanted a student teacher to do mindless tasks. I was rarely involved in daily planning. During prep periods, I was left alone while my cooperating teachers would tend to other business. I only implemented whole group lessons when I was being formally observed.*

- *I felt that the way my cooperating teacher taught was incredibly teacher-centered, rather than student-centered; and it made it hard to try out methods from my Teachers College classes, such as group work or discussions.*

Learning Opportunities

Most respondents (79-90%) 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.
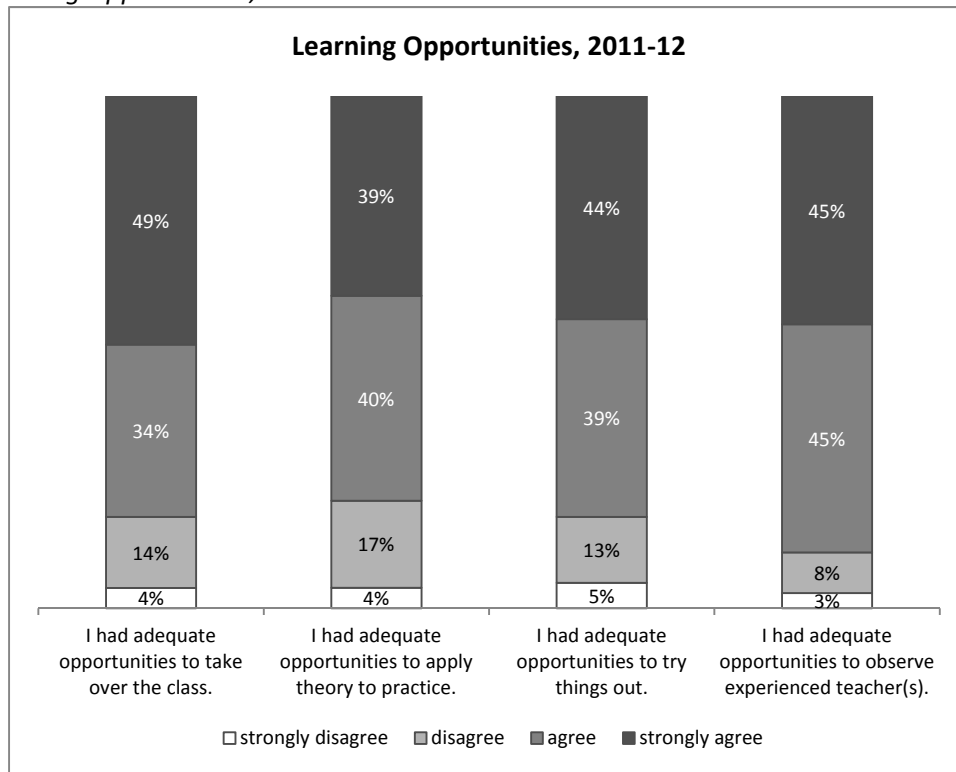
Table 7: Learning Opportunities

Item	Statement	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q30	I had adequate opportunities to take over the class.	3.4	3.3	3.3	4%	14%	34%	49%	145
Q31.	I had adequate opportunities to apply theory to practice.	3.2	3.3	3.2	4%	17%	40%	39%	142
Q32.	I had adequate opportunities to try things out.	3.2	3.2	3.2	5%	13%	39%	44%	142
Q33.	I had adequate opportunities to observe experienced teacher(s).	3.4	3.3	3.3	3%	8%	45%	45%	143

The adequacy of learning opportunities depends largely on cooperating teachers' willingness and trust to allow student teachers to take over classes. But it also depends on opportunities to observe experienced teachers as well as on a host school's philosophy, culture, expectations and policies.

- *While I learned a great deal from my cooperating teacher through observation and constructive feedback, I was given very few opportunities to teach. I only taught about 2 periods a week as opposed to 4 periods a day as I was told I would be doing. I do not entirely fault my cooperating teacher for this. Much of this has to do with the structure of the school where I am placed.*

- *Although my cooperating teacher was great, she was not with the K12 students all day. There were many cluster teachers throughout the day that were horrible and did not benefit my experience in any way. I was not able to take over any of their lessons, nor did I learn from their teaching practices.*

Figure 3: Learning Opportunities, 2011-12

Learning Opportunities, 2011-12

	I had adequate opportunities to take over the class.	I had adequate opportunities to apply theory to practice.	I had adequate opportunities to try things out.	I had adequate opportunities to observe experienced teacher(s).
strongly agree	49%	39%	44%	45%
agree	34%	40%	39%	45%
disagree	14%	17%	13%	8%
strongly disagree	4%	4%	5%	3%

□ strongly disagree   ▢ disagree   ▨ agree   ■ strongly agree

- *There is no real opportunity to apply theory to practice. As a student teacher, you are bombed with expectations in regard to school culture. Meeting standards of the workplace takes precedence over applying theory. Then, once you are adjusted to the school climate, you cannot think clearly about the theory anymore. I wish I could explain this better, but I hope my 'strongly disagree' rating says something.*

- *I like my cooperating teacher as a person, but I thought we spent way too much energy on Regents preparation. The curriculum was, in fact, almost all Regents preparation, even though it was a standard Global History class. I do not exactly blame her for going that route given external pressures, but I would have tried to prepare them for the exam in a more engaging and/or logically progressing fashion.*

- *The curriculum and lessons for the second semester were already planned, so there was not much opportunity to try out different lessons. Most of the lessons I wrote were designed within fairly narrow parameters set by my cooperating teacher.*

College (Field) Supervisors

Most respondents (81-96%) agreed that 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 and having good working relationships with supervisors. Over three-quarters (81%) agreed that their supervisors communicated effectively with cooperating teachers, and 86% would recommend their supervisors to future student teachers.
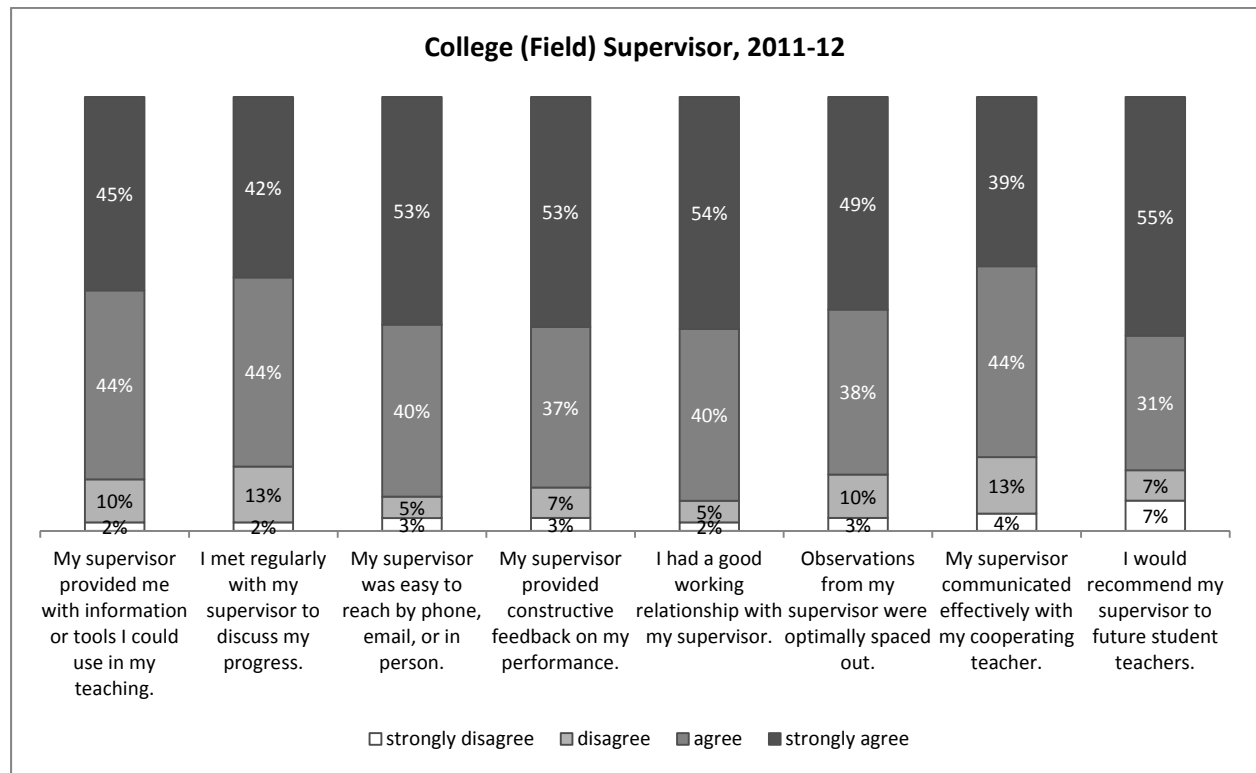
Table 8: College (Field) Supervisors

Item	Statement	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q35.	My supervisor provided me with information or tools I could use in my teaching.	3.3	3.3	3.3	1%	7%	52%	40%	142
Q36.	I met regularly with my supervisor to discuss my progress.	3.2	3.2	3.2	1%	13%	48%	38%	143
Q37.	My supervisor was easy to reach by phone, email, or in person.	3.5	3.4	3.4	2%	7%	43%	49%	139
Q38.	My supervisor provided constructive feedback on my performance.	3.4	3.4	3.4	2%	9%	35%	53%	141
Q39.	I had a good working relationship with my supervisor.	3.5	3.4	3.5	2%	2%	43%	53%	141
Q40.	Observations from my supervisor were optimally spaced out.	3.3	3.3	3.2	4%	10%	45%	41%	142
Q41.	My supervisor communicated effectively with my cooperating teacher.	3.0	3.1	3.2	6%	13%	41%	40%	129
Q42.	I would recommend my supervisor to future student teachers.	3.3	3.3	3.3	6%	9%	33%	53%	141

Student teachers from ten programs provided comments about their supervisors. Most student teachers had effective supervisors who were conscientious, supportive, encouraging, understanding, and available.

- *(My supervisor) has so much on her plate but still makes time to come and see all of her student teachers MORE than required by TC. She provides wonderful feedback on lessons and units and is always available for discussions.*

- *(My supervisor) was amazingly supportive and helpful. I could go to her at any time with questions and she was very responsive. I felt comfortable trying out new strategies knowing I had her support. I would highly recommend her to EVERYONE.*

- *My supervisor is excellent, giving me a lot of constructive feedback that I can apply now and/or consider when I have my own classroom.*

- *There were times when I felt like (my supervisor) was harping on the negatives; but by the end, I realized that he chose to focus on areas for improvement rather than discuss stuff he thought I did well, in order to maximize the use of our time. However, I am not sure that this is workable for everyone, so I hesitate when saying whether I would recommend him to others.*

- *(My supervisor) offered much advice from her own teaching experience, as well as tools for further developing my craft. She was also incredibly supportive during some very difficult periods in my student teaching experience.*

Figure 4: College (Field) Supervisors, 2011-12

College (Field) Supervisor, 2011-12

(chart bars, left to right)

My supervisor provided me with information or tools I could use in my teaching. — 2%, 10%, 44%, 45%

I met regularly with my supervisor to discuss my progress. — 2%, 13%, 44%, 42%

My supervisor was easy to reach by phone, email, or in person. — 3%, 5%, 40%, 53%

My supervisor provided constructive feedback on my performance. — 3%, 7%, 37%, 53%

I had a good working relationship with my supervisor. — 2%, 5%, 40%, 54%

Observations from my supervisor were optimally spaced out. — 3%, 10%, 38%, 49%

My supervisor communicated effectively with my cooperating teacher. — 4%, 13%, 44%, 39%

I would recommend my supervisor to future student teachers. — 7%, 7%, 31%, 55%

□ strongly disagree　■ disagree　■ agree　■ strongly agree

- *(My supervisor's) feedback seems outdated. Some is good, but she is harsh and asks you to do unrealistic things to 'improve' lessons. A supervisor should be practical to the constraints of the school and the stress levels of the student teacher.*

- *… Communication was a bit of a problem. She was a little inflexible in her communication style. Our communication was often interrupted by "technical" difficulties.*

- *My observations were also scheduled in a way that served to facilitate her schedule, with very little consideration for my preferences (i.e., the days and periods when I would be teaching or engaging in a teaching activity on which I could use some feedback).*

Relationships with K-12 Students

Almost all respondents (97-99%) 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	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q26.	I was able to form positive relationships with my students.	3.8	3.7	3.7	0%	1%	26%	73%	146
Q27.	I was able to manage the behavior of my students effectively.	3.4	3.4	3.4	1%	1%	57%	41%	145

Item	Statement	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q28.	My students were receptive to my teaching style.	3.5	3.5	3.5	0%	3%	48%	50%	141
Q29.	My students demonstrated academic progress during my student teaching tenure.	3.5	3.5	3.4	0%	3%	52%	45%	130

Figure 5: Relationships with K-12 Students, 2011-12
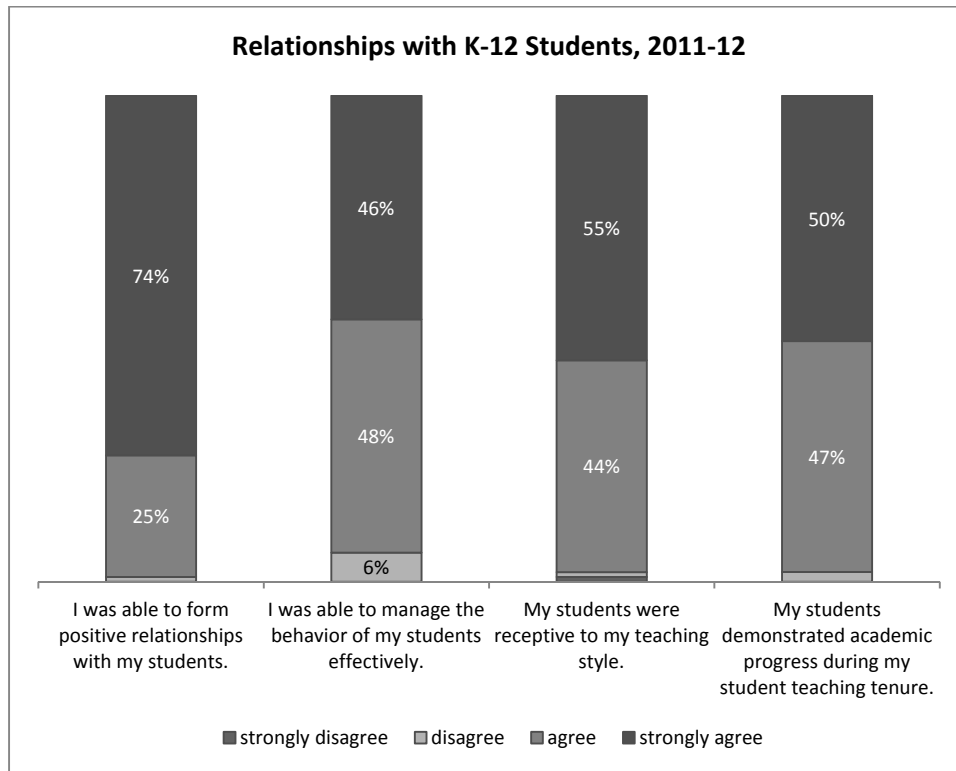
Student teachers' feedback on working with K-12 students is overwhelmingly positive. The one concern that the 2011-12 student teachers, and those of past years' cohorts, raise seems to be the challenge of handling behavioral disruptions in the classroom.

- *The K-12 learners have a wide range of social and emotional needs, which can be challenging, but working with them has been very rewarding.*

- *My cooperating teacher made it all about controlling behavior. The classes were not stimulating, engaging, or useful. Implementing my lessons was difficult since the students were not used to being engaged in class.*

- *There are several classes in which behavior is a real issue, and I still don't feel as though I have a perfect grasp on how to deal with the students who cause disruptions. Part of this, I think, is attributable to the fact that the school does not have an established behavior management plan, so all of the teachers just do what they think is best, and sometimes that doesn't seem to be the most effective method for dealing with the problem.*

THEME 3: PROGRAM CURRICULUM

Most respondents (86-97%) 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. They learned a variety of ways to teach students with different skill levels in the same classroom, to organize the classroom for learning, to motivate students to participate in learning activities, and to evaluate student progress and performance. Course assignments supported their growth as a teacher, and their program emphasized teaching in a diverse urban school setting.
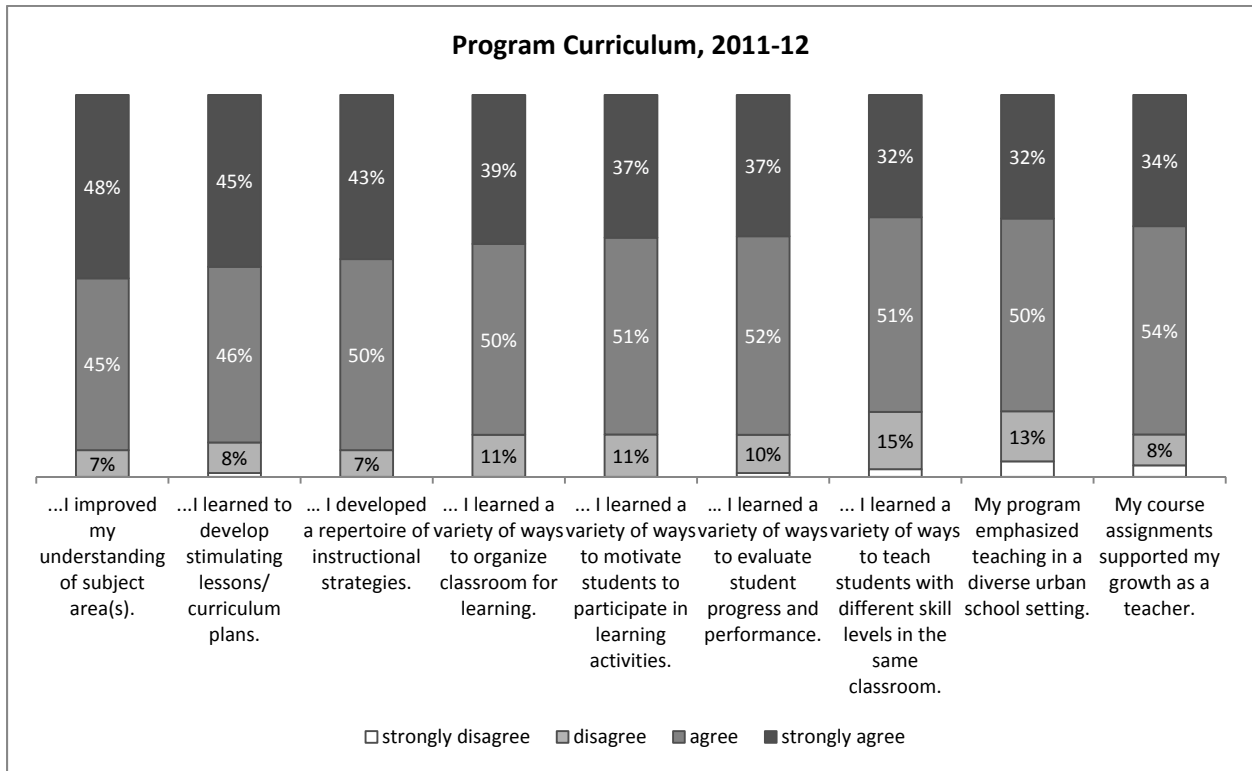
Table 10: Program Curriculum

Item	While in the program, …	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q44.	… I improved my understanding of subject area(s).	3.5	3.4	3.5	1%	2%	44%	53%	142
Q45.	… I learned to develop stimulating lessons/ curriculum plans.	3.4	3.3	3.4	1%	6%	44%	49%	140
Q46.	… I developed a repertoire of instructional strategies.	3.4	3.4	3.5	0%	4%	48%	48%	141
Q47.	… I learned a variety of ways to organize classroom for learning.	3.3	3.3	3.3	1%	9%	49%	42%	139
Q48.	… I learned a variety of ways to motivate students to participate in learning activities.	3.2	3.2	3.3	0%	7%	53%	39%	138
Q49.	… I learned a variety of ways to evaluate student progress and performance.	3.3	3.2	3.2	1%	13%	50%	36%	140
Q50.	… I learned a variety of ways to teach students with different skill levels in the same classroom.	3.1	3.1	3.2	1%	12%	51%	35%	140
Q51.	My program emphasized teaching in a diverse urban school setting.	3.2	3.1	3.2	3%	12%	49%	37%	140
Q52.	My course assignments supported my growth as a teacher.	3.2	3.2	3.2	1%	7%	56%	36%	140

Student teachers from ten programs gave written feedback about program curriculum, particularly as it relates to student teaching experience. Connection between theory and practice is a central issue for both positive and negative comments.

- *The program's curriculum was quite relevant to my student teaching experience. I had many opportunities to evaluate the efficacy of particular strategies and theories within the classroom context—even if incidentally. The interplay between practice and theory was strong. Practice illuminated theory and theory strengthened practice. One area on which I wished the program had placed more emphasis was that of assessment. The program emphasized differentiated learning, but did not really provide direct instruction in the ways in which one could assess within the context of an inclusive classroom.*
- *While I love my program, I wish we did a little more work on practical things like instructional strategies and designing learning activities, particularly in the beginning of our student teaching experiences.*

Figure 6: Program Curriculum, 2011-12

Program Curriculum, 2011-12

Category	strongly agree	agree	disagree	strongly disagree
...I improved my understanding of subject area(s).	48%	45%	7%	
...I learned to develop stimulating lessons/curriculum plans.	45%	46%	8%	
... I developed a repertoire of instructional strategies.	43%	50%	7%	
... I learned a variety of ways to organize classroom for learning.	39%	50%	11%	
... I learned a variety of ways to motivate students to participate in learning activities.	37%	51%	11%	
... I learned a variety of ways to evaluate student progress and performance.	37%	52%	10%	
... I learned a variety of ways to teach students with different skill levels in the same classroom.	32%	51%	15%	
My program emphasized teaching in a diverse urban school setting.	32%	50%	13%	
My course assignments supported my growth as a teacher.	34%	54%	8%	

☐ strongly disagree   ☐ disagree   ▤ agree   ■ strongly agree

Some student teachers found their program curriculum lacking connection between theory and practice. A few student teachers, as have some from past years, suggested that methods classes be taken before student teaching experience, so that they would be better prepared for student teaching.

- *It would have been nice to have more content classes earlier on in the program. ... Indeed, there are no core content classes in my program, yet we have to pass a content exam to get licensed and then teach broad core content classes once we get jobs. In fact, there are very few broad survey classes in my program. The ones that exist dwell too much on pedagogy. Also, we are not allowed to enroll in survey courses at Columbia University because these courses are not above the 3000 level. In sum, the program blocks access to the type of courses that would probably help us most at becoming competent teachers in the current teaching environment.*

- *We occasionally discussed the theories of teaching in a multicultural and/or urban setting, but no attempt was made to connect theory to practice. Similarly, differentiated learning was mentioned, but we did not really gain the tools to implement: we realized that it was important, but we didn't get the "how." That pretty much applies to the whole program: the second the student teachers got into the classroom, everyone forgot about and abandoned the theories because they didn't have a clue how to implement the theories. Actual physical teaching practice—how to talk, how to communicate—was not covered at all.*

- *The curriculum is good, I just think there are too many assignments relating to theoretical unit planning—which isn't practical because you end up creating many lessons for units that you'd probably never be able to actually teach.*

- *There was no carry over between my program and student teaching; at times, it almost did not correlate. For example, a curriculum unit plan was due after I had completed my student teaching, so there were parts of the assignment that I was unable to carry out.*

- *Course assignments highlighted theory but not practice: e.g., being students in a professor's democratic classroom does not give us the tools to create that classroom for ourselves. The program pretty much attempted to cram all of the things helter-skelter into the student teaching seminar. It was too much and too confusing.*

- *I think the program curriculum does need to address the reality of managing a classroom. While nobody likes the term classroom management, myself included, the reality is that we will need these skills (under whatever name we call it) at some point in our careers. I attended the OTE workshop on classroom management and found it really helpful, but somehow I feel that the program should take some responsibility in explicitly addressing this issue.*

THEME 4: SCHOOL ENVIRONMENT

A majority of respondents (87%) were introduced to school administrators, teachers, or parents at their host schools. Between 81% and 90% agreed that they felt welcomed by the school administrators, and other teachers, and the host school environment was conducive to their learning and growing as a teacher. A relatively lower proportion (69%) reported being encouraged to attend school activities and meetings by school administrators or teachers. Over four-fifth (83%) felt there was good communication between their host school and TC. Over three-quarters (77%) would recommend their host school to future student teachers.

Table 11: School Environment

Item	Statement	2009-10 Mean	2010-11 Mean	2011-12 Mean	2011-12				
					strongly disagree	disagree	agree	strongly agree	n
Q54.	I was introduced to the school administrators, teachers, or parents.	3.2	3.2	3.2	4%	9%	54%	33%	143
Q55.	School administrators or teachers encouraged me to attend school activities and meetings.	3.0	3.0	2.9	5%	26%	39%	30%	139
Q56.	I felt welcomed by school administrators.	3.1	3.1	3.1	5%	14%	48%	33%	141
Q57.	I felt welcomed by other teachers.	3.3	3.3	3.3	1%	9%	46%	42%	143
Q58.	The environment of my host school was conductive to my learning and growing as a teacher.	3.3	3.3	3.3	4%	9%	46%	42%	141
Q59.	I would recommend my host school to future student teachers.	3.4	3.4	3.3	4%	9%	46%	42%	139
Q60.	As far as I can tell, there was communication between TC and my host school.	3.0	3.0	3.2	5%	12%	46%	37%	125

Student teachers from nine programs provided written feedback about principals, administrators, teachers, staff, and culture of their host schools. Many student teachers reported feeling well supported by their host schools.

- *The ___ School is also an excellent placement. It's challenging, but the school environment and culture is friendly and I feel very well supported. I know most of the teachers personally, and the assistant principal holds a meeting with all the student teachers each week—which is very helpful.*

- *This school is a gift—the rose growing from the concrete! The entire administration and staff really opened their arms to me. I was encouraged to see many different settings and to take advantage of professional development opportunities. I honestly felt like one of the staff! The physical environment is clean, warm and bright. The students are happy to be there. The curriculum and work undertaken is creative, challenging, and inspirational. This is an AWESOME place for student teachers. Anyone doing her or his student teaching there will have her or his desire to teach confirmed!*

Figure 7: School Environment, 2011-12

School Environment, 2011-12

Statement	strongly disagree	disagree	agree	strongly agree
I was introduced to the school administrators, teachers, or parents.	2%	11%	49%	38%
School administrators or teachers encouraged me to attend school activities and meetings.	4%	26%	39%	31%
I felt welcomed by school administrators.	6%	12%	47%	36%
I felt welcomed by other teachers.	1%	7%	49%	43%
The environment of my host school was conductive to my learning and growing as a teacher.	2%	9%	45%	45%
I would recommend my host school to future student teachers.	5%	7%	39%	49%
As far as I can tell, there was communication between TC and my host school.	5%	17%	49%	29%

Some student teachers had mixed or negative feelings about their placement sites.

- *This is a mixed bag. The school is a great environment. The teachers there are wonderful and it is an engaging place to learn as a student teacher. I would not recommend it to someone who would not expect to work at the school full-time. The courses are double periods, meaning 80 minutes long instead of 40-45 minutes. If you're expected to be there for two classes, that is four periods of class time. That means you are there for the whole day with the way the schedule is created; this is not ideal. It does not give a student teacher time to be a student. There is absolutely no time for doing Teachers College coursework. It is not at all ideal for the students at the host school to have someone who cannot give 100%. I would recommend that the supervisor, cooperating teacher, and student teacher have a complete understanding of the expected time the student teacher will stay at the site, and that it is agreed upon VERY EARLY in the relationship. Otherwise, the student teacher will be overworked and exhausted; this is a guarantee.*

- *The selective admission schools are excellent learning environments to develop as a teacher. However, they do not "play well" with Teachers College's (TC) mission, which suggests there might be a need to revisit TC's role and means of accomplishing it.*

- *One small note: do not place student teachers in this school if they have never been in an urban public school before. While it is completely realistic, it could definitely deter them from the student population.*

- *Teachers are very catty. I felt like I was working my way into a clique or fraternity while socializing with them. Maybe two out of the 20 something faculty members I met, were actually nice to me upon first meeting me.*

- *The program did do its due diligence as far as informing the school's administration of my presence there and providing me with their (i.e., the principal and assistant principal's) contact information. However, the school's administration was not particularly courteous. I was not given a bathroom key, nor directed to the staff bathrooms. I just started using the staff bathrooms this semester. Access to the lunch room was not provided. I basically have to hope that there is a staff member in the staff room if I wish to gain access to microwave my food. Thankfully, the special education department has their own little kitchen area upstairs of which I have been able to take advantage. Additionally, they did not make accommodations for me at staff meetings. I was invited to the first three meetings; and yet at those meetings, they did not have enough supplies for me to be included in the activities. I was also not introduced to the rest of the staff as a student teacher. Toward the end of my first semester, some of the office staff still asked me if I was a student!!!!!!!!!!!!! The school is one which keeps up appearances, but that is fraught with organizational and administrative issues. The school environment is incredibly hostile because of the tension and lack of trust that exist between the administration and teachers. Furthermore, it is possible to go an entire semester without ever seeing the principal!!! I learned a lot during my residency, thanks to the generosity of some AMAZING teachers, including my mentor teacher and the special education team. However, the school is dismal and lacks a sense of community. There is a marked absence of a school stance on disciplinary matters that really compromises the work of teachers and the overall safety of the school. DO NOT place student teachers at this school.*

EXECUTIVE SUMMARY

The Student Teacher Feedback Survey (STF) questionnaire was developed in 2006 by the Office of Accreditation and Assessment. The STF has been administered every fall and spring since the fall of 2006. The STF 2011-12 survey was administered electronically to 547 student teachers in March 2012. Each student teacher received two identical questionnaires, and was invited to provide feedback on two placements. The unit of analysis of the STF survey is a completed questionnaire, not the number of respondents. A total of 150 questionnaires were completed, resulting in a response rate of 14%.

Program Set-up for Student Teaching

Consistent with the past three years, majority of respondents received accurate information about student teaching (91%) and teacher certification (76%) requirements.

The top three sources of information for student teaching requirements are: program faculty/student teaching coordinator (72%), followed by OTE student teaching handbook (60%) and college supervisor (55%). For information about teacher certification requirements, student teachers relied on program faculty/student teaching coordinator (46%), followed by OTE student teaching handbook (43%), OTE staff (39%), fellow student teachers (33%), and New York State website (32%). According to respondents, there is a need for consistency and accuracy of information about teacher certification and student teaching requirements, particularly within the academic programs.

Most student teachers (81-93%) agreed that student teaching was well-organized. The only statement with which over a quarter of respondents disagreed, referred to the reasonable course workload during student teaching. These student teachers felt the course workload was overwhelming, irrelevant, and unmanageable when coupled with student teaching.

Key Players

Most respondents (80-94%) 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. Most student teachers reported having good working relationships with cooperating teachers. Four out of five respondents (80%) reported meeting regularly with cooperating teachers, and 85% would recommend their cooperating teachers to future student teachers.

Most respondents (81-96%) agreed that their supervisors were easy to reach and talk to, provided them with information and tools for teaching, gave constructive feedback, held regular meetings and had good working relationships with student teachers, and communicated effectively with cooperating teachers. Consistent with the results from previous surveys, 86% of student teachers would recommend their supervisors to future student teachers.

Working with K-12 learners has consistently been a positive area of the student teaching experience for the vast majority of student teachers. Almost all (97-99%) of this year's student teachers indicated that they formed positive relationships with K-12 students and managed student behavior effectively, and that K-12 students were receptive to their teaching style and demonstrated academic progress during their tenure.

Program Curriculum

On average, more student teachers this year (86-97%), as compared to last year's 83-93%, 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, learned to evaluate student progress and performance, that course assignments supported their growth as a teacher, and learned a variety of ways to teach students with different skill levels in the same classroom. Eighty-six percent agreed that their program emphasized teaching in a diverse urban school setting (compared to 82% last year).

School Environment

Most student teachers (81-90%) felt welcomed by school administrators and teachers, were introduced to principals, teachers, or parents, and perceived school environment as conducive to learning and growing as a teacher. Less than three-quarters (69%) reported being encouraged to attend school activities and meetings by school administrators or teachers. Over four-fifths (83%) felt there was good communication between their host school and TC. Over three-quarters (77%), as compared to last year's 88%, would recommend their host school to future student teachers.

APPENDIX: STUDENT TEACHER FEEDBACK QUESTIONNAIRE
2011-2012

1. This is/was my [underline]dropdown box[/underline] student teaching placement.

        (a) First
        (b) Second
        (c) Third
        (d) Other

THEME 1: STUDENT TEACHING SET-UP
Requirements information: Accuracy and Availability

2. I received accurate information about student teaching requirements and expectations.

        (1) Strongly Disagree
        (2) Disagree
        (3) Agree
        (4) Strongly Agree
        (5) Don't know or NA

3. What were your information sources about student teaching requirements and expectations?
   Please select all that apply.

        a. Office of Teacher Education student teaching handbook
        b. Office of Teacher Education staff
        c. Office of Teacher Education website
        d. Program handbook
        e. Program orientation/meeting
        f. Program faculty/student teaching coordinator
        g. College supervisor/Fieldwork supervisor
        h. New York State website
        i. Fellow student teachers
        j. Other

4. If you selected "Other" for question 2, please specify: _____

5. I received accurate information about teacher certification requirements.

6. What were your information sources about teacher certification requirements? Please select all that apply.

        a. Office of Teacher Education student teaching handbook
        b. Office of Teacher Education staff
        c. Office of Teacher Education website
        d. Program handbook
        e. Program orientation/meeting
        f. Program faculty/student teaching coordinator
        g. College supervisor/Fieldwork supervisor
        h. New York State website
        i. Fellow student teachers
        j. Other

7. If you selected "Other" for question 5, please specify: _____

8. Write any comments or suggestions you might have concerning the Office of Teacher Education and School-based Support Services.

Program Set-Up for Student Teaching Internship

Items 9-15 use the response scale:
(1) Strongly Disagree   (2) Disagree   (3) Agree   (4) Strongly Agree   (5) Don't know or NA

9. Completing paperwork for student teaching was straightforward.
10. My program's placement process allowed me to start student teaching on time.
11. My cooperating teacher, or host school, knew about my placement before the starting date.
12. I knew who to go to if I had questions about student teaching.
13. My student teaching seminar discussions were helpful in my student teaching.
14. The course workload was reasonable during my student teaching.
15. I felt supported by my program/college during student teaching.
16. Write any comments or suggestions you might have about the way your program has organized the student teaching experience.

THEME 2: KEY PLAYERS

Items 17-33 use the response scale:
(1) Strongly Disagree   (2) Disagree   (3) Agree   (4) Strongly Agree   (5) Don't know or NA

Cooperating Teacher
17. I felt welcomed by my cooperating teacher.
18. My cooperating teacher treated me with respect.
19. I had a good working relationship with my cooperating teacher.
20. My cooperating teacher modeled effective teaching strategies.
21. My cooperating teacher provided me with information or tools I could use in my teaching.
22. My cooperating teacher was willing to let me take charge of the class.
23. I met regularly with my cooperating teacher to discuss my performance.
24. My cooperating teacher provided constructive feedback on my performance.
25. I would recommend my cooperating teacher to future student teachers.

Relationships with K-12 Students
26. I was able to form positive relationships with my students.
27. I was able to manage the behavior of my students effectively.
28. My students were receptive to my teaching style.
29. My students demonstrated academic progress during my student teaching tenure.

Learning Opportunities during Student Teaching
30. I had adequate opportunities to take over the class.
31. I had adequate opportunities to apply theory to practice.
32. I had adequate opportunities to try things out.
33. I had adequate opportunities to observe experienced teacher(s).
34. Write any comments or suggestions you might have concerning your cooperating teacher, your students, and the learning opportunities you had, or did not have, during your student teaching experience.

College Supervisor
35. My supervisor provided me with information or tools I could use in my teaching.
36. I met regularly with my supervisor to discuss my progress.
37. My supervisor was easy to reach by phone, email, or in person.
38. My supervisor provided constructive feedback on my performance.

39. I had a good working relationship with my supervisor.
40. Observations from my supervisor were optimally spaced out.
41. My supervisor communicated effectively with my cooperating teacher.
42. I would recommend my supervisor to future student teachers.
43. Write any comments or suggestions you might have concerning your college/field supervisor, program coordinator, seminar instructor, and program faculty.

THEME 3: PROGRAM CURRICULUM

Items 44-52 use the response scale:
(1) Strongly Disagree   (2) Disagree   (3) Agree   (4) Strongly Agree   (5) Don't know or NA

44. While in the program, I improved my understanding of subject area.
45. While in the program, I learned to develop stimulating lessons/curriculum plans.
46. While in the program, I developed a repertoire of instructional strategies.
47. While in the program, I learned a variety of ways to organize classroom for learning.
48. While in the program, I learned a variety of ways to motivate students to participate in learning activities.
49. While in the program, I learned a variety of ways to evaluate student progress and performance.
50. While in the program, I learned a variety of ways to teach students with different skill levels in   the same classroom.
51. My program emphasized teaching in a diverse urban school setting.
52. My course assignments supported my growth as a teacher.
53. Write any comments or suggestions you might have concerning your program curriculum, particularly as it is related to your student teaching experience.

THEME 4: SCHOOL ENVIRONMENT

Items 54-60 use the response scale:
(1) Strongly Disagree   (2) Disagree   (3) Agree   (4) Strongly Agree   (5) Don't know or NA

54. I was introduced to the school administrators, teachers, or parents.
55. School administrators or teachers encouraged me to attend school activities and meetings.
56. I felt welcomed by school administrators.
57. I felt welcomed by other teachers.
58. The environment of my host school was conducive to my learning and growing as a teacher.
59. I would recommend my host school to future student teachers.
60. As far as I can tell, there was communication between TC and my host school.
61. Write any comments or suggestions you might have concerning your placement school site, your principals, school staff, other teachers and students, as well as the internal and external environment of your school. Placement school site, as defined here, excludes your classroom, cooperating teacher, and your students.
62. We welcome any comments or suggestions you might have about this survey, its content, and format