Student Teacher Feedback Survey

2013–2014

Full Report

Office of Accreditation and Assessment
Teachers College Columbia University

STUDENT TEACHER FEEDBACK SURVEY

2013-2014 REPORT

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Executive Summary

The two-fold purpose of the Fall 2013 and Spring 2014 Student Teacher Feedback (STF) Surveys is to provide information to program faculty on the preparation process for teacher performance assessments that New York State will require by end of the 2013-2014 academic year, as well as to meet external accreditation requirements.

The instrument is organized around the following categories: planning instruction and assessment; instructing and engaging students in learning; assessing student learning; classroom language; cooperating teachers; field supervisors; and *self-assessment and classroom engagement* - a set of miscellaneous items surveying candidates' self-assessment, awareness of their impact on K-12 learners, and their K-12 classroom environment.

About three-quarters of the questionnaire is designed to measure candidates' perception of how well academic coursework, seminar or fieldwork classes, and the student teaching experience (working with cooperating teachers) - three major components of a teacher education program - have prepared them for student teaching tasks. Candidates rated their level of preparedness in 37 student teaching tasks against the backdrop of three programmatic contexts: academic curriculum and courses, attending seminar or fieldwork classes, and working with their cooperating teachers.

The Fall 2013 and Spring 2014 STF surveys were administered around the eleventh week of each semester, using Qualtrics, an online survey program. The response rate is 30% for both semesters.

Candidates reported feeling most prepared in the following student teaching tasks:

- Respond positively to appropriate behavior.
- Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.
- Respond fairly to all students.
- Select tasks/activities that enhance active student engagement in lessons.
- Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.
- Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.
- Explain content clearly, and reinforce content in multiple ways, such as the use of written and oral presentation, non-verbal communication, diagrams, and computer technology.

Candidates reported feeling least prepared in the following student teaching tasks:

- Explain how I will support students with varying levels of language abilities.
- Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.
- Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.
- Use appropriate disciplinary approaches.
- Identify what my students need in reading, writing, listening, or speaking to fulfill the content objectives of my planned lessons.
- Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.
- Intervene to manage disruptive behavior.

The following table shows, by semester term and by context, the student teaching tasks that candidates felt the most and the least prepared in. The "O" indicates a task that candidates felt very prepared in; the "X" indicates a task that candidates felt least prepared in; and "—"indicates a task that candidates felt moderately prepared in.

Table: Level of Preparedness of Teaching Tasks, by Context and Semester Term

	My Academic Coursework		My Seminar or Fieldwork Classes		Working with my Cooperating Teacher(s)	
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
Respond positively to appropriate behavior.	O	O	O	O	O	O
Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.	O	O	O	O	O	O
Respond fairly to all students.	O	O	O	O	O	_
Select tasks/activities that enhance active student engagement in lessons.	O	O	O	O	O	_
Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.	O	O	O	O	O	_
Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.	O	_	O	_	O	O
Explain content clearly, and reinforce content in multiple ways, such as the use of written and oral presentation, non-verbal communication, diagrams, and computer technology.	O	O	_	O	_	O
Use learner-centered activities and assignments that give students multiple opportunities to respond.	O	_	O	O	_	_
Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning.	_	O	O	O	_	O
Evaluate my strengths, as well as areas for improvement, in my classroom teaching.	_	_	O	O	O	O
Plan lessons that build connections, from my students' prior knowledge to new knowledge.	_	O	_	_	O	_
Adjust or improve my lessons based on what I observe my students can or cannot do.	_	_	_	O	_	O
Plan lessons that align with local, state, and national standards.	_	O	O	_	_	X
Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction.	O	_	_	_	_	_
Elicit and build on student responses during the time of instruction to deepen and further learning.	_	_	_	_	O	_
Teach in urban schools with diverse student populations.	X	_	_	_	_	O
Use instructional materials that include a wide range of increasing complexity to address different student needs, and to scaffold learning.	O	_	_	_	X	_
Plan lessons that contain multiple informal and/or formal assessment strategies.	_	O	_	_	X	_
Identify strategies on how to best group students in a classroom, based on my instructional goals.	_	X	X	X	O	O
Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments.	X	X	X	_	_	O

	My Academic Coursework		My Seminar or Fieldwork Classes		Working with my Cooperating Teacher(s)	
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
Assess the extent to which my lessons achieved the learning goals.	_	X	_	_	_	_
Select materials, strategies, or activities to accommodate my students' diverse learning needs (including students with IEPs, English Language Learners, and high-performing students).	_	_	_	X	_	_
Plan lessons that align my lesson objectives to the learning tasks/activities I select AND to how I will assess student learning.	_	_	_	_	_	X
Explain how my lesson plans will have a positive impact on student learning.	_	_	_	_	_	X
Continuously monitor how well students understand what they are learning during instruction.	X	_	X	_	_	_
Design assessments that require students to demonstrate (orally, written, or in other ways) their understanding of the concepts, processes, or skills that have been taught.	_	_	X	_	X	_
Explain how my assessments of student learning will inform the next steps in instruction.	X	_	_	X	X	_
Identify and use essential language or terms that students need in order to access texts AND to express their developing understanding of newly-learned content.	_	X	_	X	_	X
Intervene to manage disruptive behavior.	X	X	X	X	_	_
Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.	X	_	X	_	X	X
Identify what my students need in reading, writing, listening, or speaking to fulfill the content objectives of my planned lessons.	_	X	_	X	X	X
Use appropriate disciplinary approaches.	X	X	X	X	X	X
Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.	X	X	X	X	X	X
Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.	X	X	X	X	X	X
Explain how I will support students with varying levels of language abilities.	X	X	X	X	X	X

Cooperating teachers and field supervisors are critical to the success of candidates' student teaching experience. Half of the candidates described the working relationship with cooperating teachers as *very good*. Over one-third reported that cooperating teachers model effective teaching strategies, provide tools they could use, and provide constructive feedback *most of the time.* Over half of the candidates described the working relationship with field/college supervisors as *very good*. Over one-third reported that field supervisors provide tools they could use, meet them to discuss their performance, and provide constructive feedback *most of the time*.

Introduction

Background

The New York State Education Department (NYSED) and the New York State Board of Regents require qualified candidates planning to apply for initial teaching certification, on or after May 1, 2014, to take the edTPA, in addition to three other teacher certification examinations. The edTPA is "a student-centered multiple measure assessment of teaching. It is designed to be educative and predicting of effective teaching and student learning" (NY State Teacher Certification Examinations website, 2014).

The Student Teacher Feedback Survey (STF) was created in 2006 to meet external accreditation requirements and to provide feedback to faculty. In Fall 2012, the STF questionnaire underwent an overhaul, shifting its emphasis to edTPA-related student teaching tasks. As a result, no survey was conducted in Fall 2012. After a review of multiple sources of edTPA literature, 37 edTPA-based, close-ended items were developed.

The edTPA, is a preservice assessment process designed and developed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). edTPA assesses readiness to teach and "includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students" (edTPA website, 2013).

This report summarizes the combined results of the Fall 2013 and Spring 2014 survey administrations.

Survey Instrument

The Student Teacher Feedback Survey (STF) instrument is comprised of 44 Likert-type items (37 of which are edTPA-related) , and seven open-ended questions. A major portion of the survey (37 out of 44 items) is developed to measure candidates' perception of how well academic coursework, seminar or fieldwork classes, and working with cooperating teachers (that is, the student teaching experience) - the three major components of their program - have prepared them for student teaching tasks.

The instrument is organized roughly around edTPA's dimensions of teaching: planning instruction and assessment; instructing and engaging students in learning; assessing student learning. It also includes questions on candidate self-assessment, candidate awareness of their impact on learners and the K-12 classroom environment, cooperating teachers, and field supervisors. Five-point response scales were used for close-ended items. A "not applicable" option is offered for all but four items. A copy of the instrument can be found in Appendix B.

Response Rate

The STF Fall 2013 and Spring 2014 surveys were launched online, via Qualtrics, to 419 and 396 candidates, at the end of November 2013 and in early April 2014, respectively. Candidates had the option of re-entering the online survey multiple times to complete it or to make changes to earlier responses. Five reminders in Fall, and six in Spring, were sent to non-respondents. For email addresses that 'bounced,' the survey was sent to candidates' alternate email addresses. Of 419 candidates in the fall administration, 126 responded, partially or completely, giving a response rate of 30%. Of 396 candidates in the spring administration, 120 responded, partially or completely, giving a response rate of also 30%.

The response rates of STF surveys conducted in 2011-12, Spring 2013, and 2013-14 are presented, by Program, in the following table. No survey was conducted in Fall 2012.

Table: Response Rates by Program

	2011-12			Spring 2013			2013-14		
PROGRAM	Completed Surveys	Surveys Sent Out	Response Rate	Completed Surveys	Surveys Sent Out	Response Rate	Completed Surveys	Surveys Sent Out	Response Rate
Applied Behavior Analysis	4	78	5%	1	20	5%	6	82	**7%**
Art and Art Education	14	44	32%	8	20	40%	9	38	**24%**
Bilingual Bicultural Education	0	8	0%	2	4	50%	8	25	**32%**
Blindness and Visual Impairment	2	8	25%	0	1	0%	0	0	**0%**
Deaf and Hard of Hearing	6	16	38%	4	10	40%	12	18	**67%**
Early Childhood/Special Education[1]	30	156	19%	20	45	44%	28	88	**32%**
Elementary Inclusive Education[2]	8	146	6%	23	64	36%	31	155	**20%**
Gifted Education	0	0	0%	2	5	40%	1	3	**33%**
Intellectual Disabilities/Autism	11	98	11%	12	33	36%	24	51	**47%**
Mathematics Education	5	58	7%	12	18	67%	10	36	**28%**
Music and Music Education	4	40	10%	5	30	17%	11	24	**46%**
Physical Education	0	4	0%	0	1	0%	1	2	**50%**
Science Education	5	40	13%	7	41	17%	6	20	**30%**
Secondary Inclusive Ed	0	0	0%	0	0	0%	0	1	**0%**
TCSOL	0	0	0%	0	0	0%	0	2	**0%**
Teaching of ASL	2	12	17%	2	6	33%	0	5	**0%**
Teaching of English	31	184	17%	30	64	47%	46	95	**48%**
Teaching of Social Studies	22	106	21%	14	38	37%	27	77	**35%**
Teaching Residents @TC	5	40	13%	11	24	46%	8	36	**22%**
Technology Specialist	1	10	10%	0	2	0%	3	10	**30%**
TESOL	0	46	0%	6	16	38%	5	23	**22%**
TESOL (Japan)	0	0	0%	0	0	0%	9	23	**39%**
Unknown	0	4	0%	0	0	0%	1	1	**100%**
All Programs	**150**	**1098**	**14%**	**159**	**437**	**36%**	**246**	**815**	**30%**

Overview of Report

This report is organized around five sections. Sections 1-4 cover each of the four teaching dimensions of planning instruction and assessment, instructing and engaging students in learning, assessing student learning, self-assessment and classroom engagement, respectively. Candidates were asked to rate how well academic coursework, seminar or fieldwork classes, and working with cooperating teachers prepared them for student teaching tasks. In each section, the report includes findings of the top three tasks which candidates feel the most and least prepared in; a chart displaying the percentage of respondents who felt “more than adequately” or “very well” prepared; and comments by candidates.

Section 5 covers cooperating teachers and field supervisors. Candidates were asked to rate how often they received various supports from cooperating teachers and field supervisors, and how good was the working relationship with them. Bar charts are presented, followed by comments and suggestions by candidates.

A table showing the means and percentage ratings of all the closed-ended items is provided in Appendix A.

Section 1: Planning Instruction and Assessment

Strengths and Areas for Improvement

In "planning instruction and assessment" tasks, candidates feel most prepared in:

- Planning coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.
- Selecting of tasks/activities that enhance active student engagement in lessons.
- Planning of lessons that align with local, state, and national standards.

And least prepared in:

- Explaining how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.
- Planning lessons that contain multiple informal or formal assessment strategies.
- Planning lessons that align my lesson objectives to the learning tasks/activities I select AND to how I will assess student learning.

The following table displays relative strengths and areas for development in planning of instruction and assessment tasks. These strengths and areas for development are based on the three highest and the three lowest mean ratings, respectively. It shows the information by context (that is, academic coursework, seminar or fieldwork classes, and working with cooperating teachers) and by semester.

Table: Candidates' level of preparedness in 'planning instruction and assessment' tasks, by context and by semester term

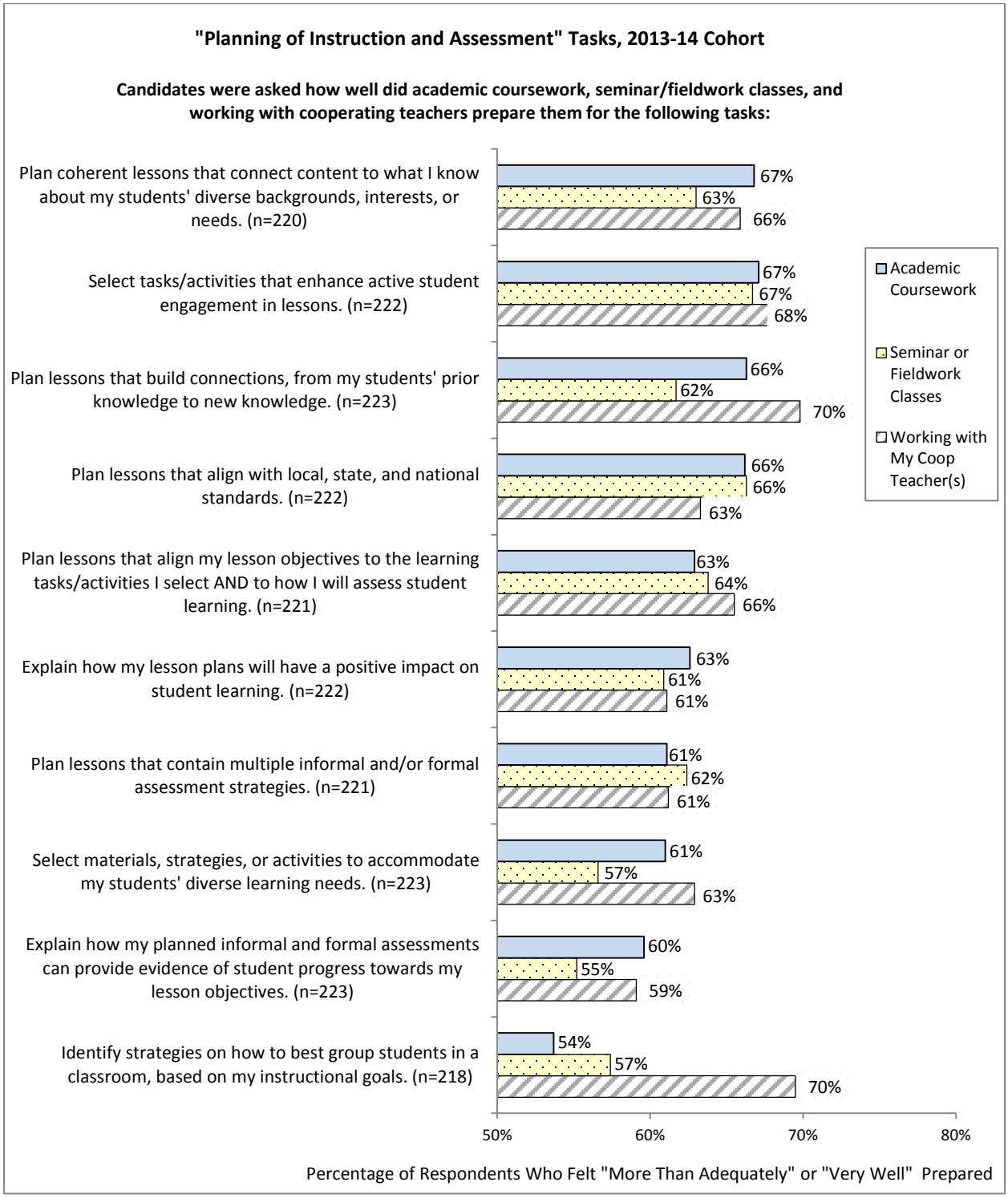
Planning Instruction and Assessment	My Academic Coursework		My Seminar or Fieldwork Classes		My Cooperating Teacher	
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.	O*	O	O	O	O	O
Select tasks/activities that enhance active student engagement in lessons.	O	O	O	O	O	O
Plan lessons that align with local, state, and national standards.	_	O	O	O	_	_
Plan lessons that build connections, from my students' prior knowledge to new knowledge.	O	_	_	_	O	_
Explain how my lesson plans will have a positive impact on student learning.	_	_	_	_	X	X
Select materials, strategies, or activities to accommodate my students' diverse learning needs (including students with IEPs, English Language Learners, and high-performing students).	_	X	_	X	X	_
Plan lessons that align my lesson objectives to the learning tasks/activities I select AND to how I will assess student learning.	_	X	_	X	_	X
Plan lessons that contain multiple informal and/or formal assessment strategies.	X	_	X	_	X	_
Identify strategies on how to best group students in a classroom, based on my instructional goals.	X	X	X	X	_	O
Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.	X	_	X	_	X	X

* Key:

O = Top three tasks candidates feel most prepared for, during that specific semester
X = Top three tasks candidates feel **least** prepared for, during that specific semester
"--" Dash = Tasks that are in-between

Chart

The following chart shows the percentage of respondents who felt "more than adequately" or "very well" prepared for each task. The tasks are presented in descending order based on *academic coursework* ratings.



Comments: Planning of Instruction and Assessment

Candidates, representing nine programs, made 27 comments about *planning of instruction and assessment.* The following comments are selected for their informative and/or actionable content.

- I would have liked more time to be spent in classes going over the actual planning of lessons, and some strategies to help us string lessons together with assessments. I also would have liked a bit more time on aligning our lesson plans to standards.
- I did not feel as if 'Assessment' was addressed enough and as such, I still feel weak in this area. I also need further preparation in the areas of how best to group students and how to plan for both challenging and supporting students.
- I have found that I learnt how to plan and assess in either phase 1 class or in my 'imagined' school contexts which we set up for unit planning in academic coursework. I think that this does not prepare us to plan and assess for all classrooms and all learners.
- I felt more confident in my lesson planning abilities after student teaching and because of my classes this semester. I have seen my lessons improve as I continued to teach. However, I still struggle with creating interesting and effective assessments to help me see that my students are learning. I look forward to spending more time on this throughout the rest of the semester and in the spring.
- My cooperating teacher did not show me any lesson plans, and as such I did not know what the lesson objectives were at any point. While some of my classes, such as 'Methods', helped me tremendously, it was my supervisor who gave me the most useful and critical feedback this semester.
- I do not think that my academic coursework taught me about informal or formal assessments. Thus I still feel somewhat nervous with writing objectives as it was not covered in any of my courses. Furthermore, I felt as if we hardly touched upon writing a good lesson plan. Thus, students were left to their own devices to figure out how to accomplish this task.
- I felt as if I needed more instruction on assessment. It seems as if it is always included in the lesson rubric but is actually never formally discussed in class. I believe that understanding how to assess, and when to assess, are two aspects which would be very useful to me.
- I would suggest that courses in the beginning of the program provided a review session or some type of workshop. It should be for more than one class session and directly focus on lesson planning.
- … We were never taught in our academic coursework how to generate language objectives in depth before edTPA. I believe that we received very little guidance for this high risk teaching certification and exam (edTPA) in contrast to other students.
- … The courses which I have taken at Teachers College so far were mostly focused on 'Teaching Pedagogy'. This has also been very helpful. However, I wish there was a class which focused on learning about the different teaching methods such as Kodaly, Orff, Suzuki, or Dalcroze.
- I think that the area of assessment is the weakest, and that further discussions in academic and seminar courses would be helpful.
- The teaching strategies I learned were very limited to worksheets in my student teaching placement. In addition, all formal assessments were done on paperwork completed by the students.
- I put a lot of time and consideration into the sample lesson plans which I made for class. I did not feel that I had nearly as much time or opportunity to make my real lessons effective. I think that my cooperating teacher made it worse with her focus on time constraints and content coverage.
- I think that more direct instruction in academic coursework is needed in the areas of how the lesson plan will have a positive impact on student learning, student prior knowledge, engagement, and standards.

Section 2: Instructing and Engaging Students in Learning

Strengths and Areas for Improvement

In 'instructing and engaging students in learning' tasks, candidates feel most prepared in:

- Creating and maintaining a positive and challenging environment for learning that also promotes mutual respect among students.
- Using developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.
- Explaining content clearly, and reinforce content in multiple ways, such as the use of written and oral presentation, non-verbal communication, diagrams, and computer technology.

And least prepared in:

- Structuring learning activities to actively engage students in developing both cogent questioning skills and understanding of a concept/skill.
- Eliciting and building on student responses during the time of instruction to deepen and further learning.
- Using instructional materials that include a wide range of increasing complexity to address different student needs, and to scaffold learning.

The following table displays relative strengths and areas for development in 'instructing and engaging students in learning' tasks. These strengths and areas for development are based on the three highest and the three lowest mean ratings, respectively. It shows the information by context (that is, academic coursework, seminar or fieldwork classes, and working with cooperating teachers) and by semester.

Table: Candidates' level of preparedness in 'instructing and engaging students in learning' tasks, by context and by semester term

Instructing and Engaging Students in Learning	My Academic Coursework		My Seminar or Fieldwork Classes		My Cooperating Teacher(s)	
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.	O*	O	O	O	O	O
Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.	O	_	O	_	O	O
Explain content clearly, and reinforce content in multiple ways, such as the use of written and oral presentation, non-verbal communication, diagrams, and computer technology.	_	O	_	O	_	O
Use learner-centered activities and assignments that give students multiple opportunities to respond.	O	X	O	_	X	X
Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning.	X	O	_	O	_	_
Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction.	_	X	_	_	X	_
Use instructional materials that include a wide range of increasing complexity to address different student needs, and to scaffold learning.	_	_	X	X	X	X
Elicit and build on student responses during the time of instruction to deepen and further learning.	X	X	X	X	O	_
Structure learning activities to actively engage students in developing both cogent questioning skills and understanding of a concept/skill.	X	_	X	X	_	X

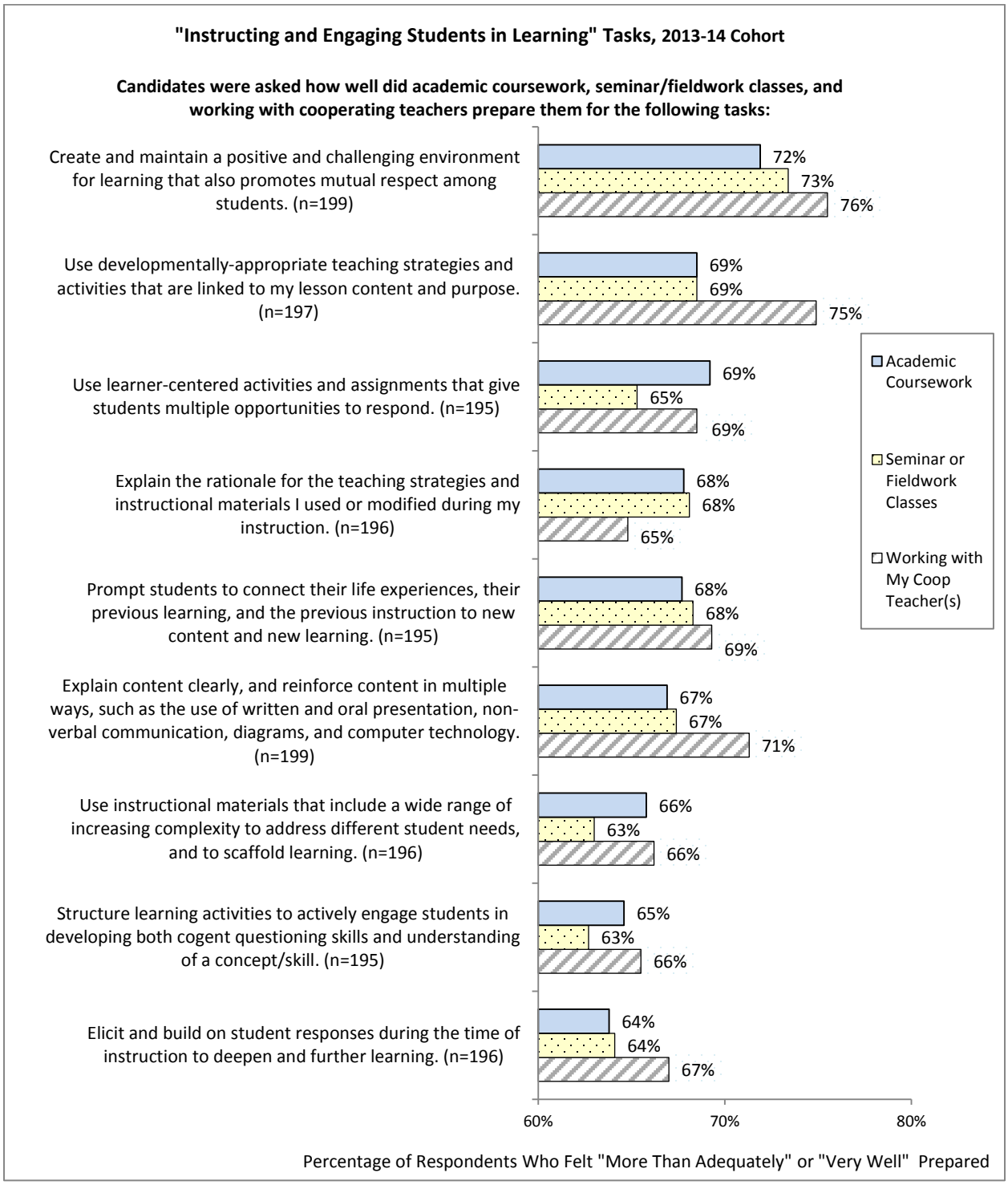
* Key:

O = Top three tasks candidates feel most prepared for, during that specific semester

X = Top three tasks candidates feel **least** prepared for, during that specific semester
"--" Dash = Tasks that are in-between

Chart

The following chart shows the percentage of respondents who felt “more than adequately" or "very well" prepared for each task. The tasks are presented in descending order based on *academic coursework* ratings.



Comments: Instructing and Engaging Students in Learning

Candidates, representing nine programs, made 19 comments about *instructing and engaging students in learning.* The following comments are selected for their informative and/or actionable content.

- I would have liked to spend some more time on differentiating my lesson plans for the needs of different students.
- I found that the level of depth needed in order to truly engage and challenge students was never really addressed in the courses. It is mentioned, but not emphasized in a way that conveys how intricate it actually is. Additionally, I think that a lot more emphasis could be placed on the necessity for explicitness in instruction.
- I found that a lot of information about engaging student learning was taught in my academic coursework, but implementing it in the student teaching placement was difficult to accomplish—however, practice makes perfect.
- I wish that my courses focused more on building on students' responses. I feel unprepared to fully manage class discussions, in particular, when students get off topic, or when they answer incorrectly. I am still uncertain as to how to manage such situations. Similarly, I feel unprepared to successfully facilitate discussions with younger students. Their answers might be all over the place, and it is likely that every student will want to contribute. Thus I feel unequipped to deal with this. I only had one course that went over how to make real-world connections, however I definitely wish that I had more experience and practice accomplishing this. I wish that my courses taught me how to gauge student experiences, and use those experiences to design instruction. I found that we did not talk about group discussions and how to facilitate it in any of my classes. Thus, I feel ill-equipped to create assignments that give students multiple opportunities to respond. I wish that my class had introduced me to a way to design formal and informal assessments.
- I believe that the work which I have done in my classes, as well as during the workshops, has helped me in the instruction and engagement of students. However, it is my view that the best preparation which I received was at my student teaching placement.
- My seminar, academic, and fieldwork coursework focused primarily on theories of learning and creating equitable environments for learning. In addition, I felt that they offered little to no practical guidance on day-to-day teaching and teaching practices. I think that this type of learning came primarily from my cooperating teacher.
- I found that my seminar this semester was helpful in "Instructing and Engaging Students in Learning". However, I felt that my methods course was less than adequate in preparing me.
- I think that academic coursework and seminar classes are very helpful. However, I learn the most from my actual teaching experience and collaborating with my cooperating teacher.
- I felt as if my cooperating teacher did not wish to mentor me through the teaching process, or spend time explaining any of her lesson plans/rationale to me. I think that she would have preferred me to simply mimic her teaching style, which in my opinion focused too much attention on students with behavioral issues. I think that this teaching style reinforced negative behavior in the classroom, which mostly attention was seeking. Furthermore, I felt that this was unfair to students who were well behaved, as they were not being fully challenged.
- My cooperating teacher was less of a mentor and more of a warning. It is my opinion that she was a daily example of what not to do.
- I felt that everything I learned about instructing and engaging students I learned from my incredible cooperating teacher. However, (through) the seminar, I heard about other people's experiences. My classes were amazing in helping me develop my own philosophies.
- I had lots of prior knowledge in this area which has enabled me to continue on the path required by the state for certification. However, I feel that many learning opportunities were missed because of the edTPA work. I think that it has kind of ruined my experience at Teachers College.

Section 3: Assessing Student Learning and Classroom Language

Strengths and Areas for Improvement

In 'assessing student learning and classroom language' tasks, candidates feel most prepared in:

- Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons.
- Continuously monitor how well students understand what they are learning during instruction.
- Design assessments that require students to demonstrate (orally, written, or in other ways) their understanding of the concepts, processes, or skills that have been taught.

And least prepared in:

- Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.
- Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.
- Explain how I will support students with varying levels of language abilities.

The following table displays relative strengths and areas for development in *'assessing student learning and classroom language'* tasks. These strengths and areas for development are based on the three highest and the three lowest mean ratings, respectively. It shows the information by context (that is, academic coursework, seminar or fieldwork classes, and working with cooperating teachers) and by semester.

Table: Candidates' level of preparedness in 'assessing student learning and classroom language' tasks, by context and by semester term

Assessing Student Learning and Classroom Language	My Academic Coursework		My Seminar or Fieldwork Classes		My Cooperating Teacher(s)	
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons.	O	O	O	O	O	O
Continuously monitor how well students understand what they are learning during instruction.	_	O	_	_	O	O
Design assessments that require students to demonstrate (orally, written, or in other ways) their understanding of the concepts, processes, or skills that have been taught.	_	O	_	O	_	_
Explain how my assessments of student learning will inform the next steps in instruction.	_	_	_	_	_	_
Identify what my students need in reading, writing, listening, or speaking to fulfill the content objectives of my planned lessons.	O	_	O	X	_	_
Identify and use essential language or terms that students need in order to access texts AND to express their developing understanding of newly-learned content.	O	_	O	X	O	_
Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments.	X	_	X	O	_	O
Explain how I will support students with varying levels of language abilities.	_	X	_	X	X	X
Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.	X	X	X	_	X	X

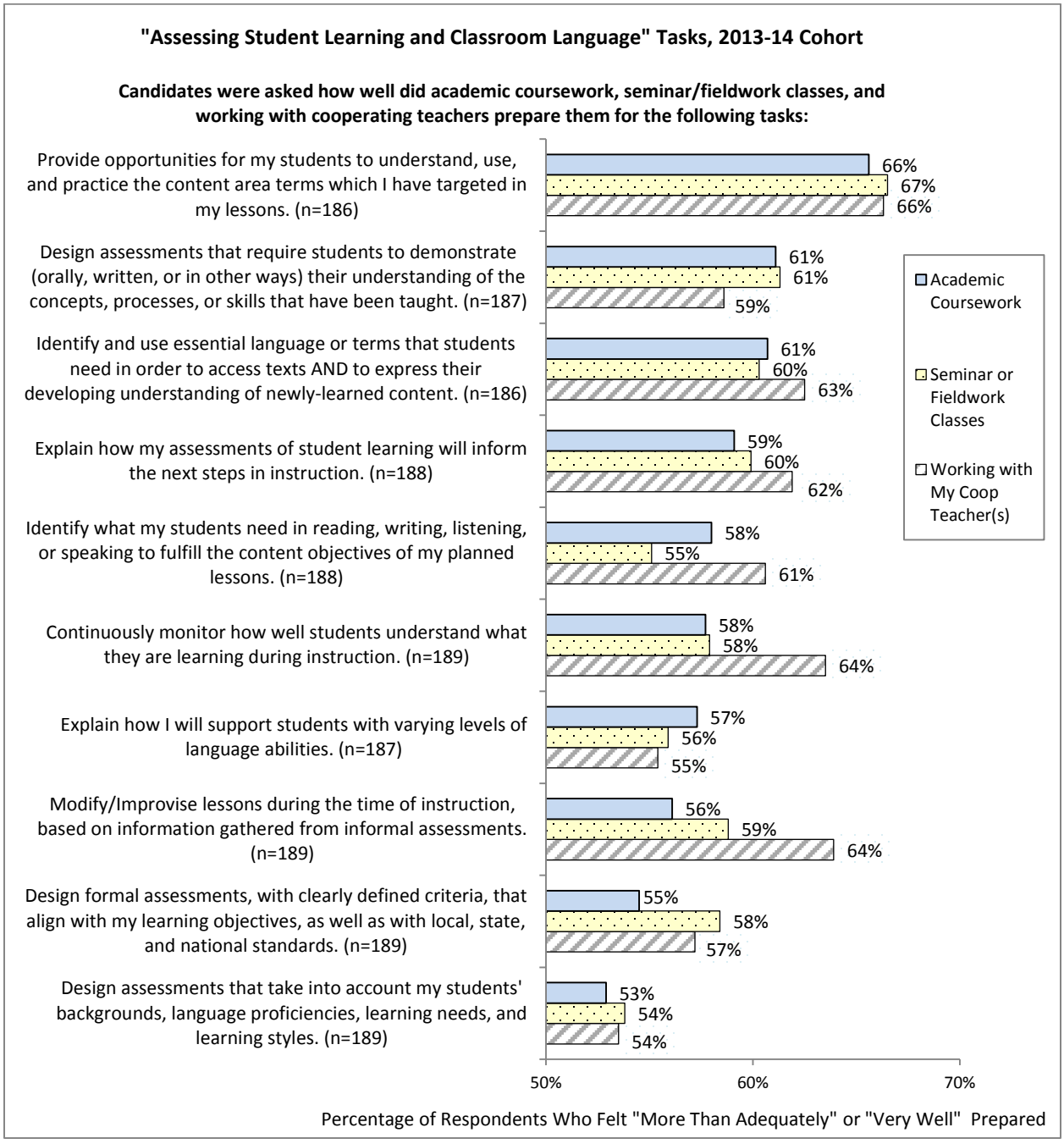
Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.	X	X	X	_	X	X

* Key:

O = Top three tasks candidates feel most prepared for, during that specific semester
X = Top three tasks candidates feel **least** prepared for, during that specific semester
"--" Dash = Tasks that are in-between

Chart

The following chart shows the percentage of respondents who felt "more than adequately" or "very well" prepared for each task. The tasks are presented in descending order based on *academic coursework* ratings.



Comments: Assessing Student Learning and Classroom Language

Candidates, representing fifteen programs, made 22 comments about assessing student learning and classroom language. The following comments are selected for their informative and/or actionable content.

- I am curious about what some strategies are which I might use to assess my students during the lesson and adapt accordingly.
- I felt as if the topic of “Assessment” was only addressed in depth in my math methods course and briefly in my seminar course. In addition, all other academic and fieldwork classes failed to mention it entirely and as such, I learned almost everything I know about assessment from my cooperating teacher during the student teaching process.
- My experience was gained mostly through student-teaching placement. However I believe that coursework was relevant in helping to design formal assessment plans.
- I can honestly say that “Assessment” is one of the areas in which I feel the least confident. I feel extremely unprepared in the field of assessments both in my seminar as well as in my academic coursework because the topic of creating assessments was rarely touched on. Mostly, I feel unprepared to improvise during lessons, based on class discussions. I really wish that my professors went over assessments in areas such as how to know when to modify, creating an appropriate formal assessment, using the assessment to guide further teaching instruction, etc.
- I did not feel prepared in this area at all since no time was given to this topic during the academic coursework. I found that everything focused on designing the lesson and not assessing the learning.
- I did learn a great deal from my phase 1 placement on how to formally and informally assess students' work. However I think that classes and related coursework could spend more time on assessment.
- I found that many of the theoretical courses allowed me to gain a greater appreciation and a greater level of creativity when constructing assessments.
- I think that more case work should be done. For example, bringing student work, evaluating and getting feedback for the progression of the next lesson.
- I wish that my program provided more information on teaching English Language Learner students. Although this is not something particular to my program, it was a huge part of the assessments required for a teaching certificate and I felt severely underprepared.
- I do not believe that practicing teachers understand either the rationale for edTPA or what it requires. This created an environment where they did not understand that the focus of edTPA is from the perspective of an individual focus learner, and not the entire class. This leads to issues where lessons have to be modified, keeping in mind the assessment of a focus learner and not the entire class. I have tried to balance the two tasks of keeping the entire class engaged while taking the focus learner towards his objectives, and this process was personally very rewarding.
- I believe that my cooperating teacher's use of computer-generated multiple-choice and loosely-formatted seminar discussions seemed like an inadequate method of summative assessments. Thus, I am still unsure on how to effectively assess student learning.
- In the other categories I had prior knowledge on the skills surveyed, and did not need much to get to an adequate level. However, I did not have as much prior knowledge on New York assessment and I did not find any classes helpful in this category.
- We never talk about designing assessments in seminar; therefore I was not able to design any during my placement as they were already in place. However, the theories we learn in other (academic) classes and my observations in my placement has helped me to get a sense of how to design an assessment.
- My student teaching placement did not rely on 'formal assessments’. Rather, they rely heavily on anecdotal records and 'snap shots' of the children throughout their day. Sometimes these unstructured forms of evaluating children's work were helpful; however, I believe that they did not always guide you in the best direction regarding how to structure the following lesson. What I found worked was monitoring children's participation during the lesson, and observing the areas that they need help.
- I felt as if learning to work with students who speak different languages was mostly covered or discussed in academic coursework. However it was not addressed through student teaching placement.
- This semester's seminar was drastically more helpful than last semester. I believe that it was helpful to have a professor teach these courses rather than a doctoral student.
- (Classroom language was) directly addressed the most in academic coursework, indirectly learned through observing and collaborating with cooperating teacher.
- I would have liked some suggestions of “basic" language that should be used in the classroom.
- I felt that the placement of struggling readers in my AP class made it difficult for me to utilize classroom language often.

Section 4: Self-Assessment and Classroom Engagement

Strengths and Areas for Improvement

In 'self-assessment and classroom engagement' tasks, candidates feel most prepared in:

- Respond positively to appropriate behavior.
- Respond fairly to all students.
- Adjust or improve my lessons based on what I observe my students can or cannot do.

And least prepared in:

- Use appropriate disciplinary approaches.
- Intervene to manage disruptive behavior.
- Assess the extent to which my lessons achieved the learning goals.

The following table displays relative strengths and areas for development in 'self-assessment and classroom engagement' tasks. These strengths and areas for development are based on the three highest and the three lowest mean ratings, respectively. It shows the information by context (that is, academic coursework, seminar or fieldwork classes, and working with cooperating teachers) and by semester.

Table: Candidates' level of preparedness in 'self-assessment and classroom engagement' tasks, by context and by semester term

Self-Assessment and Classroom Engagement	My Academic Coursework		My Seminar or Fieldwork Classes		My Cooperating Teacher(s)	
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
Respond positively to appropriate behavior.	O	O	O	O	O	O
Respond fairly to all students.	O	O	O	O	O	_
Adjust or improve my lessons based on what I observe my students can or cannot do.	_	O	_	O	_	O
Evaluate my strengths, as well as areas for improvement, in my classroom teaching.	O	_	O	_	O	_
Teach in urban schools with diverse student populations.	X	_	X	_	X	O
Assess the extent to which my lessons achieved the learning goals.	_	X	_	X	_	X
Intervene to manage disruptive behavior.	X	X	X	X	X	X
Use appropriate disciplinary approaches.	X	X	X	X	X	X

* Key:

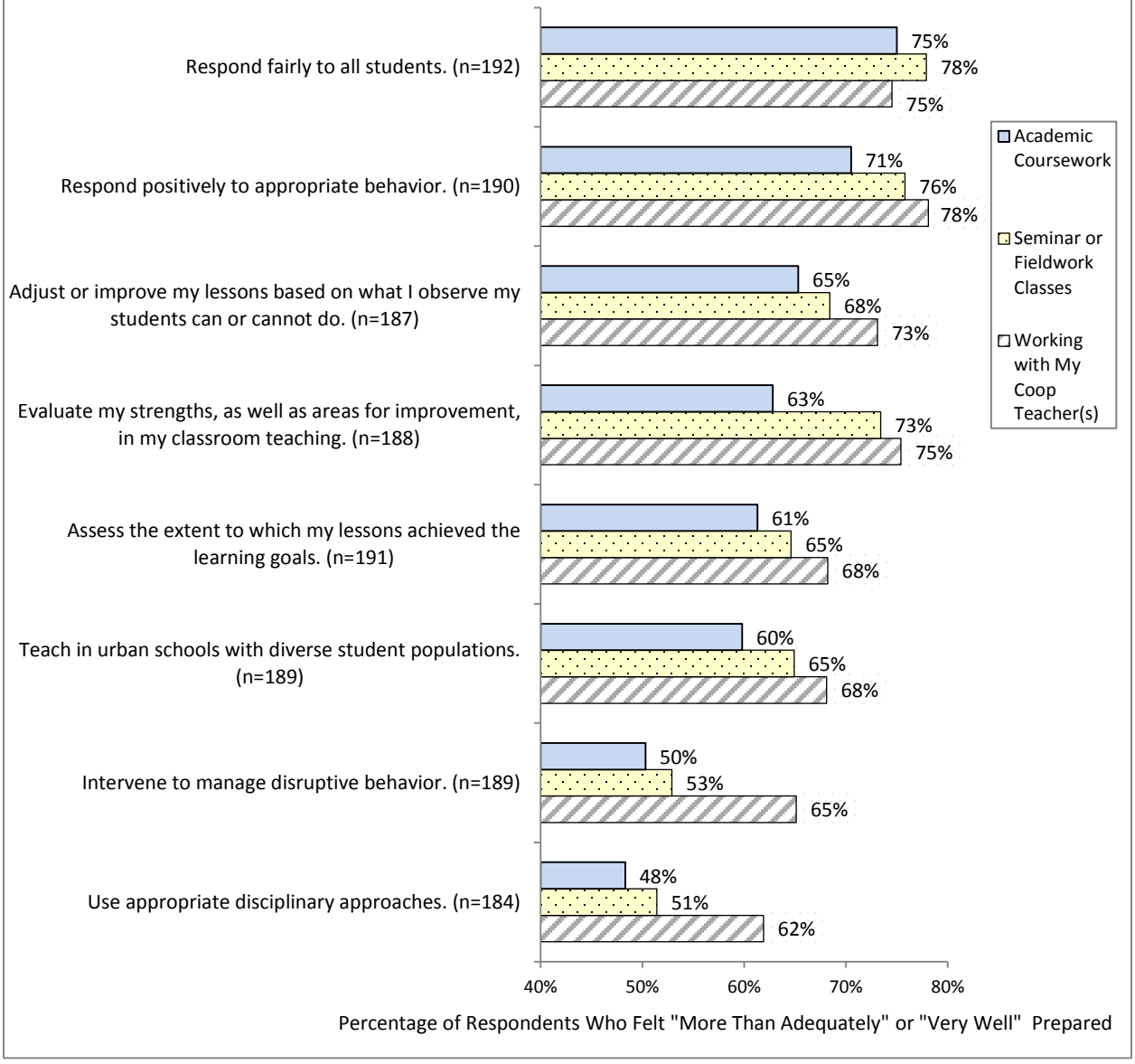
O = Top three tasks candidates feel most prepared for, during that specific semester
X = Top three tasks candidates feel **least** prepared for, during that specific semester
"--" Dash = Tasks that are in-between

Chart

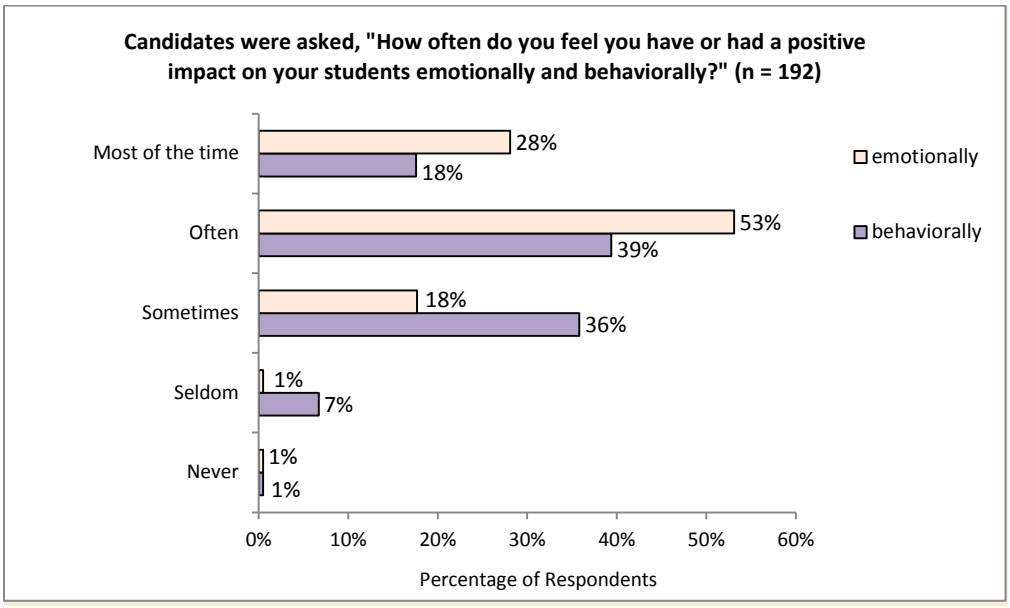
The following chart shows the percentage of respondents who felt "more than adequately" or "very well" prepared for each task. The tasks are presented in descending order based on *academic coursework* ratings.

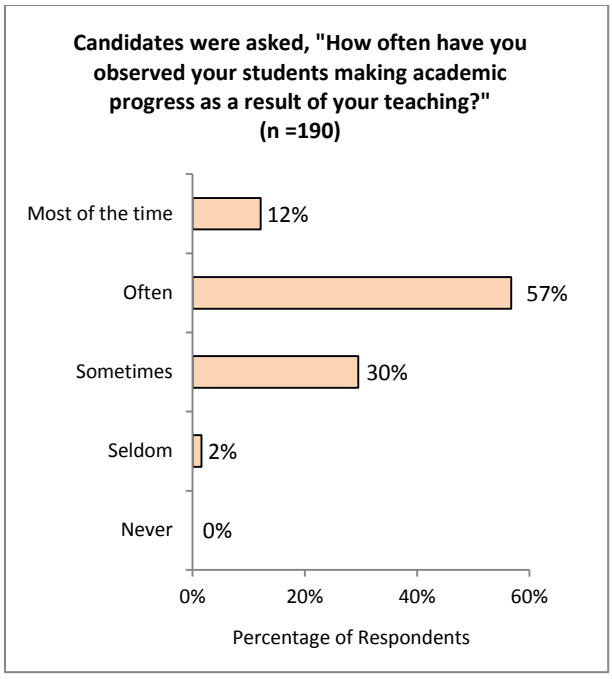
"Self-Assessment and Classroom Engagement" Tasks, 2013-14 Cohort

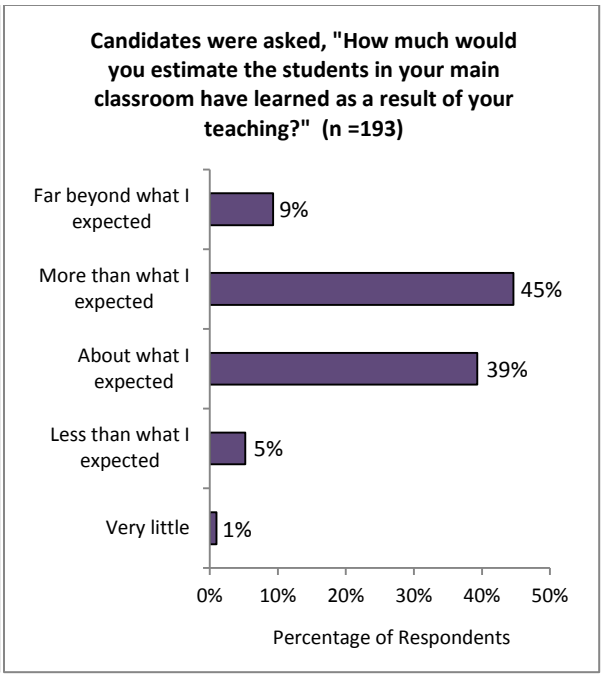
Candidates were asked how well did academic coursework, seminar/fieldwork classes, and working with cooperating teachers prepare them for the following tasks:



Candidates' Self-assessment of Impact on Student Learning Charts







Comments: Self-assessment and Classroom Engagement

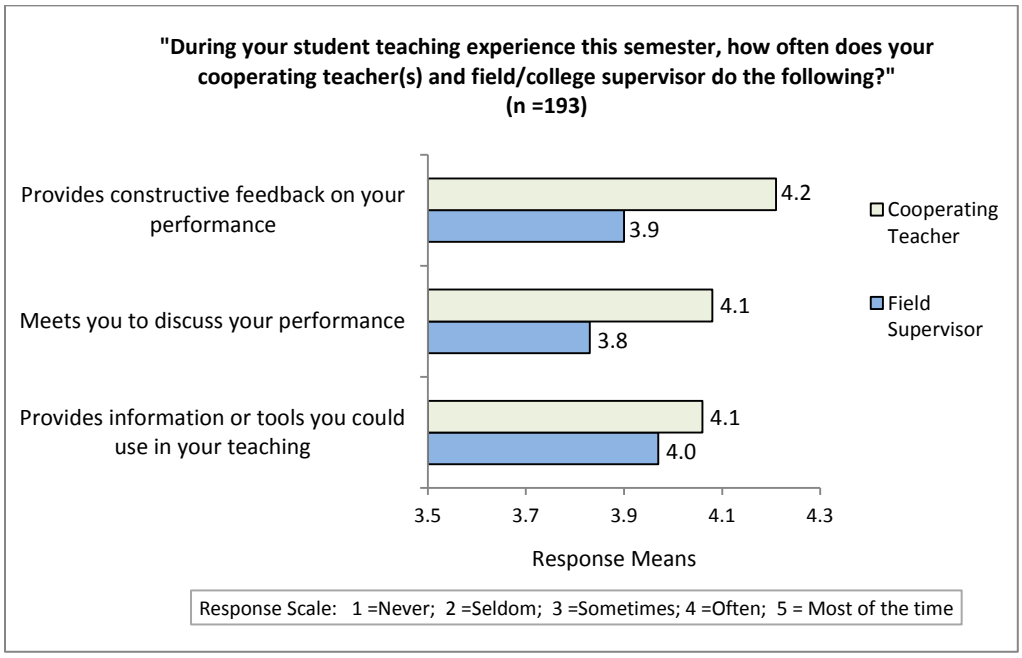
Candidates, representing seven programs, made 15 comments about *self-assessment and classroom engagement*. The following comments are selected for their informative and/or actionable content.

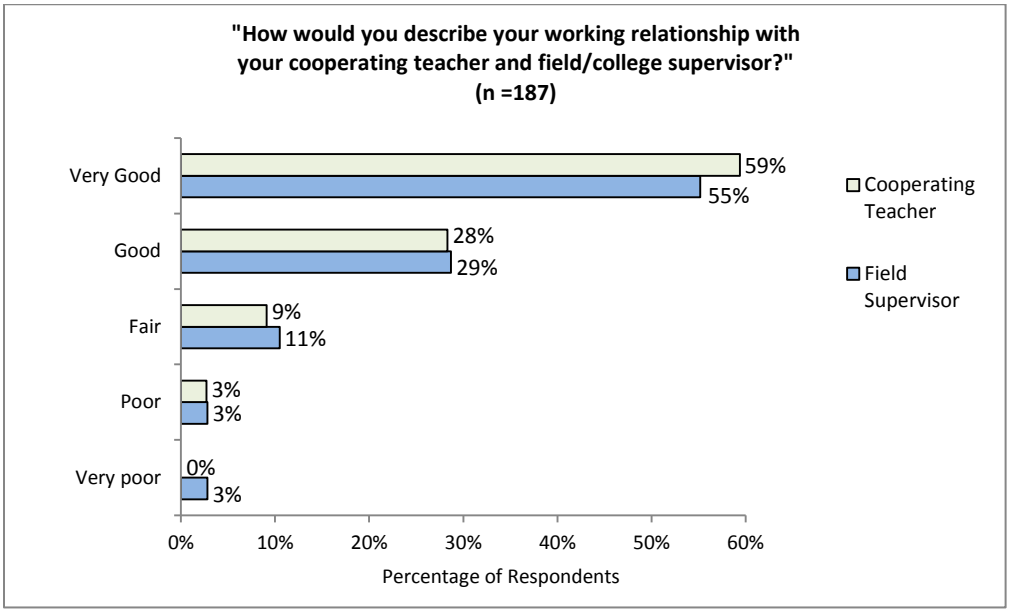
- I would like to learn more about classroom management and how to control disruptive students, such as preventing them from distracting others.
- I think that the program needs to do more to teach appropriate, tangible classroom management skills.
- I believe that these experiences come directly from the student teaching experience, with some guidance from academic coursework.
- As I did my first student teaching at an elementary school, classroom engagement was extremely important. My attitude and mood showed in my teaching, and everything just carried out throughout the classroom. I learned how important it was for the teacher to be really into the activities, and to give off a positive and fun classroom vibe so that the students can really catch on.
- I feel confident in intervening individual scenarios; however this was not the case with whole classroom management. In addition, I was unsure what actions I could take in my placement school, and I did not know how to squash bad behavior during a lesson.
- I gave my students good positive reinforcement when they showed good behavior, listen and was attentive.
- I think that six weeks is not enough time for an experience. I feel that one placement in public school for twelve weeks is better.
- Working with my cooperating teacher I was able to focus on my own improvement. However, during the academic and seminar classes the discussions were usually not as individually focused.
- I think that there should be more emphasis placed on ways to discipline a class.
- I feel especially confident in is my ability to self-reflect on my lessons. I have been instructed well to self-reflect on my lessons, in recognizing my own weaknesses in teaching, and making improvements. But, I wish my courses taught me how to determine whether or not all objectives have been met.
- I felt that my cooperating teacher did not like to delegate teaching responsibility, but told me how and what to teach - exactly her way. Other than the edTPA lessons, all other lessons which I taught were under her control.
- It felt as if I definitely had my work cut out for me in this placement. The behavior of my class was often out of my control because my cooperating teacher had never established it.
- I felt that my teaching role model went well. I was asked a lot of questions, and I replied with a good positive attitude. I believe that it was my responsible to make sure that they understood the learning material.

Section 5: Cooperating Teachers and Field Supervisors

Relationship With, and Support From, Cooperating Teachers and Field Supervisors

The following two charts provide information on the level of support and relationship that candidates felt they received from and had with cooperating teachers and field supervisors.





Comments: Cooperating Teachers

Candidates, representing 12 programs, shared the following comments about cooperating teachers:

- I found my cooperating teacher to be very helpful. She provided good feedback and was not afraid to let me know when I needed to work on something. She made my first experience in the classroom an extremely positive one.
- My cooperating teacher was extremely organized, structured, and personable. He was very easy to get along with, and I admired the respect the students had for him.
- My cooperating teacher was very nice and very willing to let me take over the classroom, which was a great experience for me. He preferred to let me reflect and assess my own practice, which was helpful as well. However, there were times where I would have liked more feedback from his as a veteran teacher. I think that he was very busy with other things going on in his career, as he is interning as an administrator at the high school …, and mentoring all the new teachers at the school. In view of this, he often did not have the time to sit and work with me.
- My cooperating teacher was extremely welcoming from the first day. She had me get involved as soon as the students felt comfortable, as they are the priority. She allowed me to ask her questions, comment on her teaching, and make suggestions without any hesitations. She made it clear that she wanted me to feel equal to her and that student teaching is meant to be a learning experience for me, her, and the students. This attitude I really respected. Once I started solo student teaching, she held her comments for after my instruction so that I would also have a chance to reflect on my teaching. We even co-taught together on a few occasions which worked amazingly, as we cooperated very well together, and respected each other's ideas.
- My cooperating teacher was very positive, and she had a great understanding of her role as a cooperating teacher and our teaching relationship.
- My cooperating teacher was amazing in assisting me in the classroom. She always encouraged me to speak with her if there were any questions. She provided time to discuss with me about my lessons or to explain her teaching.
- I found my cooperating teacher to be amazing. She was very supportive, and aware of what I need to accomplish for my program requirements. In addition, she also pushed me to learn and work on things that fell outside the program requirements, but were essential for learning to be a well-rounded and prepared teacher. She was also very organized, mindful of giving me the right amount of guidance, and open to any questions. I have learned so much from observing her teaching and from working with her on my own lesson plans and teaching.
- My cooperating teacher ___ provided me mostly with negative feedback on a daily basis. I found that his tone was often condescending, and he would often discourage me from teaching. On many occasions, he commented on how I would not make it in the profession, how I should not rely on my lesson plans, or the common core, and how I should show my passion, if I had any. After asking my supervisor to speak to him, the behavior still continued. My cooperating teacher yelled at me because I asked my supervisor to speak to him about his feedback. Two days later he yelled at me again, and told me that he can't say anything negative to me, because he is always walking on eggshells with me. I feel that he should not be assigned any more student teachers.
- I found that the teachers were very accommodating in my experience. However, no one actually prompted a detailed communication about what's expected in class. In addition, I think that student demographics and learning needs should be discussed before starting student teaching.
- My cooperating teacher was very overwhelmed this term and I often felt that I was a burden in her classroom - even though I was constantly making copies, organizing papers, grading essays, recording grades, and doing other tasks which she requested.
- My cooperating teacher was very flexible, thus, I was able to teach the class how I wanted. There was very little structure in place, and I believe that if I had not felt as confident or experienced as I had, then I would have found the experience very poor. My professors and coursework, however, provided me with enough knowledge to create my own structure in the classroom. I would like to point out that my cooperating teacher on a personal level was very pleasant, but on a professional level she was adequate or less than adequate.
- I think that the relationship between Teachers College and the cooperating teachers should be more transparent.
- My cooperating teacher was supportive in teaching me rigorous, academic based instruction to kindergarten children. However, I believe that she was working under a very unsupportive school administration that does not take into consideration developmentally appropriate practices for kindergarten children with special needs. I believe that the principal does not believe in choice time, and that classrooms are not provided with age-appropriate learning materials such as wooden blocks, magnet tiles, or uniflex cubes. In addition, there were few sensory options for my class in which all students were diagnosed with autism and needed those sorts of experiences. My cooperating teacher has taught me much about the harsh realities of teaching in special education, but compared to my peers I feel that the type of teaching strategies I have learned have been restricted to worksheets. I did learn a lot about classroom behavior management, and even though it was not always effective, it is useful to know. Unfortunately, I found that discussions and meetings to discuss lesson plans often focused on deficit based thinking about students' abilities which made this experience incredibly discouraging for me.
- My cooperating teacher was extremely unprofessional in multiple ways with other teachers, students, and rule following. I was uncomfortable carrying out many of the orders I was given, and my concerns were never addressed.

Instead they were immediately expressed to my cooperating teacher, who then made sure that my experience was especially miserable.

- I found my cooperating teachers to be unprofessional. I felt as if I was not welcoming during my time there, and I was made to feel like an outsider. This was an extreme opposite from the student teaching experience I had during my first semester. I also felt as though I was being assessed in a manner which was inconsistent with the integrated co-teaching (ICT) classroom model of teaching. I found this to be unproductive in helping me to improve my practice. Overall, I had a very negative experience with both my cooperating teachers in my placement, and felt extremely disappointed at the end of the semester. I hope that they will not be asked back next year, and have expressed this to my supervisor. Lastly, my cooperating teachers never provided me with an assessment of my work there. I did not receive it until my supervisor got in touch with me about whether I had seen it or not a week later.
- My cooperating teacher's habits and behaviors completely contradicted the lessons I learned at Teachers College. Thus, I felt I was on my own to find some sort of middle ground and I did my best to counteract what I observed as a negative classroom environment.
- My cooperating teacher rarely provided me with any feedback during the entire semester. Although he promised to let me have consistent teaching experience, he constantly felt the need to interject and dominate the conversation. We never talked about my teaching, but he always proudly shared his greatest triumphs. I would have preferred to be given the chance to discover and enact my own educational philosophy rather than listening to his stories. I believe that the program needs to be careful about selecting cooperating teachers and making sure they understand their role in supporting our development. In addition, cooperating teachers should be told up front that they are there to provide specific, constructive feedback, to give us access to consistent teaching experience, and to be a mentor and positive model. I feel that if cooperating teachers do not feel comfortable letting student teachers take complete control over the classroom, or getting the class started and handle any behavioral issues, then they should not be selected as placements.
- My cooperating teacher had eight years of teaching experience; however this was her first time serving as a cooperating teacher. Although I provided her with the student teacher/cooperating teacher handbook, she was sometimes lost about what to do or say to me. We both agreed that it would be helpful if Teachers College could provide a one day workshop for new cooperating teachers.

Comments: Field Supervisors

Candidates, representing 12 programs, shared the following comments about field/college supervisors:

- I was very touched to know that my field supervisor genuinely cared about my learning process. She was always willing to meet up any time of the day for any discussion. She did not make it seem like it was her job to "supervise" me, rather she was very supportive, and helped me in any way possible. I feel like ‘adviser’ would have been a more suitable title, rather than a 'supervisor'.
- (My supervisor) was very helpful and gave fantastic suggestions of ways to try out new things in the classroom based on her own teaching experience.
- My field/college supervisor was always a positive role model for me within my teaching placement, and has made my experience a great one. She gave me constructive criticism when needed and looked to benefit my teaching and the children that I teach. She was always willing to go out of her way to aid me in any way possible.
- My supervisor was extremely welcoming, and invited us to ask questions or visit during office hours regarding any concerns we might have. He was very patient and a good listener, offering suggestions or advice where he could. When he was not sure of how to answer our questions, he would offer to do some research or ask colleagues and get back to us later. His feedback was very helpful as well. Most importantly, he cared about us and was passionate about our work.
- I learned more from (my supervisor) than I did from my cooperating teacher. (My supervisor) provided me with very helpful feedback on my lessons, and he helped me notice the areas where I needed to improve. I feel that (my supervisor) was my mentor for the semester, rather than my cooperating teacher.
- I think very highly of my college supervisor. She is a very helpful woman, and has been a significant educator during my time at Teachers College. Everything I have learned from her has been helpful, resourceful, and effective in the classroom.
- My field supervisor was very supportive, and went above and beyond with advising. In addition, he critiqued my lesson plans in advance, and provided me with supplementary readings to guide my practice.
- My field/college supervisor was incredibly supportive and understanding of the difficulties faced under my particular student teaching placement. She was a great supervisor and has kept my desire to be a teacher strong.
- I found my field/college supervisor to be knowledgeable and understanding. In addition, they were very flexible, and were able to give feedback in person over the phone and by email.
- My supervisor this semester was incredibly helpful, and she asked lots of questions which deepen my thinking. In addition, her comments on my reflections were thoughtful and encouraging.
- My field/college supervisor was very positive and supportive, and she provided me with feedback which was constructive and useful. I felt comfortable discussing and reflecting on my teaching with her.

- The first supervisor that I had was extremely flaky and unavailable. Once I received a different field supervisor things got much better.
- Since Spring semester was dedicated to edTPA, I found that our supervisors did not have enough time to actually look at our teaching content and work.
- My field/college supervisor was a traditional, theoretical educator, who seemed out of touch with the realities of the modern classroom. However, he provided thorough feedback and advice for edTPA.
- I think that my field/college supervisor is a great person. However, I think that if she had less on her plate she would be more available to discuss student teaching. I believe that if I had not gotten her attention, she would not have come to my observations. However, when she was there she was fully concentrated on what I was doing, and provided me with great feedback. She is very knowledgeable and she really did help me a lot, still, I felt like she was a bit too busy.
- My field supervisor was great, very knowledgeable and gave good feedback. However, his schedule was a bit busy.
- Although my supervisor was (a pleasure to work with), my field supervisor was often late to observations and missed what I wanted her/him to observe.
- My field supervisor asked me to write many comments that she will use for her fieldwork evaluation. I felt that this was unfair, because I would be writing the majority of another person's evaluation. I spoke with other students in Phase I, and they were not asked to do this for their supervisors.
- I worked with (name) for both my student teaching semesters. He placed the idea of reflecting after teaching every lesson at a very high level. I was very appreciative toward this method, however I think a different approach toward being reflective towards teaching might also be helpful. Sometimes I felt like I was guessing at what he wanted me to say toward my own teaching.

Appendix A

2013-14 Means and Frequency Distribution

Planning of Instruction and Assessment		(1) Not well	(2) Less than adequately	(3) Adequately	(4) More than adequately	(5) Very well	Mean	Count
(1) Plan lessons that align with local, state, and national standards.	My Academic Coursework	2%	7%	25%	32%	34%	3.9	222
	My Seminar or Fieldwork Classes	2%	6%	25%	31%	35%	3.9	219
	My Cooperating Teacher(s)	6%	7%	23%	27%	37%	3.8	218
(2) Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.	My Academic Coursework	1%	5%	27%	29%	38%	4.0	220
	My Seminar or Fieldwork Classes	0%	4%	22%	34%	29%	4.0	218
	My Cooperating Teacher(s)	2%	8%	24%	27%	39%	3.9	214
(3) Identify strategies on how to best group students in a classroom, based on my instructional goals.	My Academic Coursework	1%	12%	33%	30%	24%	3.6	218
	My Seminar or Fieldwork Classes	3%	11%	29%	32%	26%	3.7	216
	My Cooperating Teacher(s)	4%	7%	20%	32%	38%	3.9	216
(4) Select materials, strategies, or activities to accommodate my students' diverse learning needs (including students with IEPs, English Language Learners, and high-performing students).	My Academic Coursework	1%	10%	28%	36%	25%	3.7	223
	My Seminar or Fieldwork Classes	2%	10%	31%	32%	25%	3.7	219
	My Cooperating Teacher(s)	6%	7%	24%	29%	34%	3.8	218
(5) Plan lessons that build connections, from my students' prior knowledge to new knowledge.	My Academic Coursework	2%	5%	26%	33%	34%	3.9	223
	My Seminar or Fieldwork Classes	3%	5%	31%	28%	33%	3.9	222
	My Cooperating Teacher(s)	3%	6%	21%	31%	39%	4.0	222
(6) Select tasks/activities that enhance active student engagement in lessons.	My Academic Coursework	2%	5%	26%	34%	33%	3.9	222
	My Seminar or Fieldwork Classes	3%	3%	28%	34%	33%	3.9	222
	My Cooperating Teacher(s)	4%	7%	22%	27%	41%	3.9	223
(7) Plan lessons that contain multiple informal and/or formal assessment strategies.	My Academic Coursework	2%	7%	30%	31%	30%	3.8	221
	My Seminar or Fieldwork Classes	3%	8%	26%	33%	29%	3.8	221
	My Cooperating Teacher(s)	5%	8%	25%	28%	33%	3.8	222
(8) Plan lessons that align my lesson objectives to the learning tasks/activities I select AND to how I will assess student learning.	My Academic Coursework	3%	8%	27%	34%	29%	3.8	221
	My Seminar or Fieldwork Classes	2%	9%	25%	34%	29%	3.8	221
	My Cooperating Teacher(s)	5%	8%	22%	36%	30%	3.8	220
(9) Explain how my lesson plans will have a positive impact on student learning.	My Academic Coursework	2%	7%	29%	33%	30%	3.8	222
	My Seminar or Fieldwork Classes	2%	7%	31%	31%	30%	3.8	220
	My Cooperating Teacher(s)	5%	8%	25%	29%	33%	3.8	221
(10) Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.	My Academic Coursework	1%	9%	30%	34%	26%	3.7	223
	My Seminar or Fieldwork Classes	1%	11%	32%	29%	27%	3.7	221
	My Cooperating Teacher(s)	6%	10%	25%	32%	27%	3.6	220
(11) Comments about "Planning of Instruction and Assessment"								

Instructing and Engaging Students in Learning		(1) Not well	(2) Less than adequately	(3) Adequately	(4) More than adequately	(5) Very well	Mean	Count
(12) Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.	My Academic Coursework	2%	6%	20%	36%	36%	4.0	199
	My Seminar or Fieldwork Classes	2%	6%	19%	32%	41%	4.1	199
	My Cooperating Teacher(s)	4%	5%	15%	29%	47%	4.1	196
(13) Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.	My Academic Coursework	1%	6%	24%	35%	34%	3.9	197
	My Seminar or Fieldwork Classes	2%	6%	24%	36%	33%	3.9	197
	My Cooperating Teacher(s)	2%	6%	17%	32%	43%	4.1	199
(14) Explain content clearly, and reinforce content in multiple ways, such as the use of written and oral presentation, non-verbal communication, diagrams, and computer technology.	My Academic Coursework	1%	7%	26%	33%	34%	3.9	199
	My Seminar or Fieldwork Classes	3%	6%	24%	32%	35%	3.9	199
	My Cooperating Teacher(s)	3%	7%	19%	31%	40%	4.0	195
(15) Use instructional materials that include a wide range of increasing complexity to address different student needs, and to scaffold learning.	My Academic Coursework	2%	7%	26%	32%	34%	3.9	196
	My Seminar or Fieldwork Classes	2%	10%	25%	33%	30%	3.8	195
	My Cooperating Teacher(s)	5%	9%	20%	36%	30%	3.8	198
(16) Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning.	My Academic Coursework	0%	7%	26%	30%	37%	4.0	195
	My Seminar or Fieldwork Classes	1%	7%	24%	32%	36%	4.0	196
	My Cooperating Teacher(s)	2%	9%	19%	32%	37%	3.9	196
(17) Structure learning activities to actively engage students in developing both cogent questioning skills and understanding of a concept/skill.	My Academic Coursework	2%	7%	27%	32%	32%	3.9	195
	My Seminar or Fieldwork Classes	3%	7%	28%	32%	31%	3.8	196
	My Cooperating Teacher(s)	5%	8%	22%	32%	34%	3.8	197
(18) Use learner-centered activities and assignments that give students multiple opportunities to respond.	My Academic Coursework	1%	8%	22%	33%	36%	4.0	195
	My Seminar or Fieldwork Classes	2%	7%	27%	30%	36%	3.9	196
	My Cooperating Teacher(s)	1%	6%	24%	35%	34%	3.8	197
(19) Elicit and build on student responses during the time of instruction to deepen and further learning.	My Academic Coursework	2%	10%	25%	35%	29%	3.8	196
	My Seminar or Fieldwork Classes	2%	9%	25%	34%	30%	3.8	195
	My Cooperating Teacher(s)	3%	8%	22%	27%	40%	3.9	197
(20) Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction.	My Academic Coursework	3%	7%	22%	37%	31%	3.9	196
	My Seminar or Fieldwork Classes	3%	6%	23%	36%	32%	3.9	194
	My Cooperating Teacher(s)	4%	9%	22%	27%	38%	3.9	196
(21) Comments about "Instructing and Engaging Students in Learning"								

Assessing Student Learning and Classroom Language		(1) Not well	(2) Less than adequately	(3) Adequately	(4) More than adequately	(5) Very well	Mean	Count
(22) Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.	My Academic Coursework	5%	13%	27%	33%	22%	3.5	189
	My Seminar or Fieldwork Classes	5%	14%	23%	34%	24%	3.6	185
	My Cooperating Teacher(s)	8%	11%	24%	31%	26%	3.6	187
(23) Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.	My Academic Coursework	6%	13%	29%	27%	26%	3.5	189
	My Seminar or Fieldwork Classes	5%	11%	29%	30%	24%	3.5	186
	My Cooperating Teacher(s)	9%	14%	24%	26%	28%	3.5	185
(24) Design assessments that require students to demonstrate (orally, written, or in other ways) their understanding of the concepts, processes, or skills that have been taught.	My Academic Coursework	3%	10%	27%	34%	27%	3.7	188
	My Seminar or Fieldwork Classes	4%	11%	24%	33%	29%	3.7	186
	My Cooperating Teacher(s)	4%	10%	27%	29%	30%	3.7	186
(25) Continuously monitor how well students understand what they are learning during instruction.	My Academic Coursework	2%	12%	29%	32%	25%	3.7	189
	My Seminar or Fieldwork Classes	3%	7%	32%	34%	24%	3.7	188
	My Cooperating Teacher(s)	2%	10%	24%	31%	32%	3.8	189
(26) Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments.	My Academic Coursework	4%	13%	28%	31%	25%	3.6	189
	My Seminar or Fieldwork Classes	3%	12%	26%	34%	25%	3.7	187
	My Cooperating Teacher(s)	3%	8%	25%	26%	38%	3.9	188
(27) Explain how my assessments of student learning will inform the next steps in instruction.	My Academic Coursework	3%	11%	27%	33%	26%	3.7	188
	My Seminar or Fieldwork Classes	5%	9%	26%	36%	24%	3.7	187
	My Cooperating Teacher(s)	4%	12%	22%	31%	31%	3.7	189
(28) Comments about "Assessing Student Learning"								
(29) Identify what my students need in reading, writing, listening, or speaking to fulfill the content objectives of my planned lessons.	My Academic Coursework	2%	7%	32%	35%	23%	3.7	188
	My Seminar or Fieldwork Classes	4%	7%	34%	35%	20%	3.6	185
	My Cooperating Teacher(s)	3%	9%	27%	36%	25%	3.7	185
(30) Identify and use essential language or terms that students need in order to access texts AND to express their developing understanding of newly-learned content.	My Academic Coursework	2%	8%	29%	36%	25%	3.7	186
	My Seminar or Fieldwork Classes	4%	8%	28%	35%	26%	3.7	184
	My Cooperating Teacher(s)	4%	7%	27%	35%	27%	3.8	184
(31) Explain how I will support students with varying levels of language abilities.	My Academic Coursework	4%	12%	27%	35%	23%	3.6	187
	My Seminar or Fieldwork Classes	7%	8%	30%	37%	19%	3.5	186
	My Cooperating Teacher(s)	5%	12%	27%	32%	23%	3.6	186
(32) Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons.	My Academic Coursework	1%	5%	28%	34%	31%	3.9	186
	My Seminar or Fieldwork Classes	3%	7%	24%	37%	30%	3.8	185
	My Cooperating Teacher(s)	3%	8%	23%	34%	32%	3.9	187
(33) Comments about “Classroom Language”								

Self-Assessment and Classroom Engagement		(1) Not well	(2) Less than adequately	(3) Adequately	(4) More than adequately	(5) Very well	Mean	Count
(34) Teach in urban schools with diverse student populations.	My Academic Coursework	2%	10%	29%	36%	24%	3.7	189
	My Seminar or Fieldwork Classes	3%	6%	26%	35%	30%	3.8	188
	My Cooperating Teacher(s)	4%	7%	21%	30%	38%	3.9	188
(35) Respond fairly to all students.	My Academic Coursework	1%	6%	18%	33%	42%	4.1	192
	My Seminar or Fieldwork Classes	1%	4%	17%	35%	43%	4.2	190
	My Cooperating Teacher(s)	6%	8%	12%	31%	43%	4.0	192
(36) Respond positively to appropriate behavior.	My Academic Coursework	1%	8%	21%	30%	41%	4.0	190
	My Seminar or Fieldwork Classes	1%	6%	17%	34%	42%	4.1	190
	My Cooperating Teacher(s)	4%	7%	12%	32%	46%	4.1	192
(37) Intervene to manage disruptive behavior.	My Academic Coursework	10%	16%	23%	30%	20%	3.3	189
	My Seminar or Fieldwork Classes	6%	12%	29%	29%	24%	3.5	189
	My Cooperating Teacher(s)	7%	8%	20%	35%	30%	3.7	192
(38) Use appropriate disciplinary approaches.	My Academic Coursework	10%	17%	25%	27%	22%	3.3	184
	My Seminar or Fieldwork Classes	8%	10%	30%	28%	24%	3.5	183
	My Cooperating Teacher(s)	7%	9%	22%	33%	29%	3.7	189
(39) Assess the extent to which my lessons achieved the learning goals.	My Academic Coursework	3%	9%	27%	37%	24%	3.7	191
	My Seminar or Fieldwork Classes	3%	8%	24%	39%	25%	3.8	189
	My Cooperating Teacher(s)	4%	7%	21%	39%	30%	3.8	192
(40) Evaluate my strengths, as well as areas for improvement, in my classroom teaching.	My Academic Coursework	2%	11%	25%	35%	28%	3.8	188
	My Seminar or Fieldwork Classes	1%	6%	20%	39%	34%	4.0	188
	My Cooperating Teacher(s)	4%	7%	14%	34%	42%	4.0	191
(41) Adjust or improve my lessons based on what I observe my students can or cannot do.	My Academic Coursework	3%	9%	23%	32%	33%	3.8	187
	My Seminar or Fieldwork Classes	2%	5%	25%	34%	34%	4.0	187
	My Cooperating Teacher(s)	4%	6%	17%	34%	39%	4.0	190

	(1) Never	(2) Seldom	(3) Sometimes	(4) Often	(5) Most of the time	Mean	Count
(42a) How often do you feel you have or had a positive impact on your students emotionally?	1%	1%	18%	53%	28%	4.1	192
(42b) How often do you feel you have or had a positive impact on your students behaviorally?	1%	7%	36%	39%	18%	3.7	193
(43) How often have you observed your students making academic progress as a result of your teaching?	0%	2%	30%	57%	12%	3.8	190

	(1) Very little	(2) Less than what I expected	(3) About what I expected	(4) More than what I expected	(5) Far beyond what I expected	Mean	Count
(44) How much would you estimate the students in your main classroom have learned as a result of your teaching?	1%	5%	39%	45%	9%	3.6	193

(45) Comments about "Self-Assessment and Classroom Engagement"

Cooperating Teachers

During your student teaching experience this semester, how often does your cooperating teacher(s) do the following?	(1) Never	(2) Seldom	(3) Sometimes	(4) Often	(5) Most of the time	Mean	Count
46a) Models effective teaching strategies	1%	7%	15%	32%	46%	4.2	193
46b) Lets you take charge of the class	2%	9%	19%	37%	34%	3.9	192
46c) Provides information or tools you could use in your teaching	3%	7%	20%	31%	40%	4.0	193
46d) Meets you to discuss your performance	3%	12%	21%	28%	36%	3.8	193
46e) Provides constructive feedback on your performance	4%	9%	19%	27%	40%	3.9	192

	(1) Very poor	(2) Poor	(3) Fair	(4) Good	(5) Very Good	Mean	Count
(47) How would you describe your working relationship with your cooperating teacher?	3%	3%	11%	29%	55%	4.3	181

48) Comments about your cooperating teacher(s) you would like to add.

Field/College Supervisors

During your student teaching experience this semester, how often does your field/college supervisor do the following?	(1) Never	(2) Seldom	(3) Sometimes	(4) Often	(5) Most of the time	Mean	Count
49a) Provides information or tools you could use in your teaching	3%	5%	19%	30%	43%	4.1	188
49b) Meets you to discuss your performance	0%	5%	23%	31%	42%	4.1	190
49c) Provides constructive feedback on your performance	1%	3%	17%	33%	47%	4.2	191

	(1) Very poor	(2) Poor	(3) Fair	(4) Good	(5) Very Good	Mean	Count
(50) How would you describe your working relationship with your field/college supervisor?	0%	3%	9%	28%	59%	4.4	187

(51) Comments about your field/college supervisor(s) you would like to add.

Appendix B

Student Teacher Feedback Questionnaire Spring 2014

How well are your academic coursework, seminar/field classes, and working with your cooperating teacher(s) preparing you this semester for the student teaching tasks below?

"Academic coursework" refers to the courses you are taking, or have taken at TC, except seminar and fieldwork classes. In your response ratings, think of these courses as a whole. If you wish to elaborate on specific courses, you are welcome to do so in the comment box.

Q1 - 41: **1 = Not well ... 2 = Less than adequately ... 3 = Adequately ... 4 = More than adequately ... 5 = Very well ...** NA= Not applicable

	Planning of Instruction and Assessment	Response Rating
1	Plan lessons that align with local, state, and national standards.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
2	Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
3	Identify strategies on how to best group students in a classroom, based on my instructional goals.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
4	Select materials, strategies, or activities to accommodate my students' diverse learning needs (including students with IEPs, English Language Learners, and high-performing students).	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
5	Plan lessons that build connections, from my students' prior knowledge to new knowledge.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
6	Select tasks/activities that enhance active student engagement in lessons.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
7	Plan lessons that contain multiple informal and/or formal assessment strategies.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
8	Plan lessons that align my lesson objectives to the learning tasks/activities I select AND to how I will assess student learning.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	

	1 = Not well ... 2 = Less than adequately ... 3 = Adequately ... 4 = More than adequately ... 5 = Very well ... NA= Not applicable	Response Rating
9	Explain how my lesson plans will have a positive impact on student learning.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
10	Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
11	Comments about "Planning of Instruction and Assessment"	

Instructing and Engaging Students in Learning

Teaching that's learner-centered focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning prepares the student for future learning.

12	Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
13	Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
14	Explain content clearly, and reinforce content in multiple ways, such as the use of written and oral presentation, non-verbal communication, diagrams, and computer technology.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
15	Use instructional materials that include a wide range of increasing complexity to address different student needs, and to scaffold learning.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
16	Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	

1 = Not well ... 2 = Less than adequately ... 3 = Adequately ... 4 = More than adequately ... 5 = Very well ... NA= Not applicable		Response Rating
17	Structure learning activities to actively engage students in developing both cogent questioning skills and understanding of a concept/skill.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
18	Use learner-centered activities and assignments that give students multiple opportunities to respond.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
19	Elicit and build on student responses during the time of instruction to deepen and further learning.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
20	Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
21	Comments about “Instructing and Engaging Students in Learning”	

Assessing Student Learning and Classroom Language

Assessment can fall into two general categories - formal (graded) and informal (ungraded). Unless specified, "assessments" on this questionnaire refer to both formal and informal assessments.
Examples of formal assessments: Quizzes; Short-answer or problem-solving exam; Essays; Multiple-choice exam; Lab report; Research paper; Oral presentations; Journal; Projects
Examples of informal assessments: Teachers asking and fielding questions during instruction; Discuss answers and do a show of hands to see how many students understand the concepts; Teacher observations of students as they work; Giving students, at the beginning of class, one or two questions over material covered in the previous class session

22	Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
23	Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
24	Design assessments that require students to demonstrate (orally, written, or in other ways) their understanding of the concepts, processes, or skills that have been taught.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	

1 = Not well ... 2 = Less than adequately ... 3 = Adequately ... 4 = More than adequately ... 5 = Very well ... NA= Not applicable		Response Rating
25	Continuously monitor how well students understand what they are learning during instruction.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
26	Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
27	Explain how my assessments of student learning will inform the next steps in instruction.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
28	Comments about "Assessing Student Learning"	
29	Identify what my students need in reading, writing, listening, or speaking to fulfill the content objectives of my planned lessons.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
30	Identify and use essential language or terms that students need in order to access texts AND to express their developing understanding of newly-learned content.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
31	Explain how I will support students with varying levels of language abilities.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
32	Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
33	Comments about “Classroom Language”	

Self-Assessment and Classroom Engagement		
In responding to items in this section, focus on the time when you were teaching or leading a group or a whole class of students in your main classroom.		
	1 = Not well ... 2 = Less than adequately ... 3 = Adequately ... 4 = More than adequately ... 5 = Very well ... NA= Not applicable	Response Rating
34	Teach in urban schools with diverse student populations.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
35	Respond fairly to all students.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
36	Respond positively to appropriate behavior.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
37	Intervene to manage disruptive behavior.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
38	Use appropriate disciplinary approaches.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
39	Assess the extent to which my lessons achieved the learning goals.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
40	Evaluate my strengths, as well as areas for improvement, in my classroom teaching.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	
41	Adjust or improve my lessons based on what I observe my students can or cannot do.	
	My Academic Coursework	
	My Seminar/Fieldwork Classes	
	My Cooperating Teacher(s)	

	Self-Assessment and Classroom Engagement (cont'd)	Response Rating
42	**Q42, 43: 1 = Never ... 2 = Seldom ... 3 = Sometimes ... 4 = Often ... 5 = Most of the time** How often do you feel you have or had a positive impact on your students ...	
	emotionally ?	
	behaviorally?	
43	How often have you observed your students making academic progress as a result of your teaching?	
44	How much would you estimate the students in your main classroom have learned as a result of your teaching?	
	1 = Very little; 2 = Less than what I expected; 3 = About what I expected; 4 = More than what I expected; 5 = Far beyond what I expected	
45	Comments about "Self-Assessment and Classrom Engagement"	

	Cooperating Teachers and Field/College Supervisors	Response Rating
46	**Q46a-e: 1 = Never ... 2 = Seldom ... 3 = Sometimes ... 4 = Often ... 5 = Most of the time** During your student teaching experience this semester, how often does your cooperating teacher(s) do the following?	
a	Models effective teaching strategies	
b	Lets you take charge of the class	
c	Provides information or tools you could use in your teaching	
d	Meets you to discuss your performance	
e	Provides constructive feedback on your performance	
		Response Rating
47	How would you describe your working relationship with your cooperating teacher(s)?	
	Q47: 1 = Very Poor ... 2 = Poor ... 3 = Fair ... 4 = Good ... 5 = Very Good	
48	Comments about your cooperating teacher(s) you would like to add.	

		Response Rating
49	**Q49a-c: 1 = Never ... 2 = Seldom ... 3 = Sometimes ... 4 = Often ... 5 = Most of the time** During your student teaching experience this semester, how often does your field/college supervisor do the following?	
a	Provides information or tools you could use in your teaching	
b	Meets you to discuss your performance	
c	Provides constructive feedback on your performance	
50	How would you describe your working relationship with your field/college supervisor?	
	1 = Very Poor ... 2 = Poor ... 3 = Fair ... 4 = Good ... 5 = Very Good	
51	Comments about your field/college supervisor(s) you would like to add.	