



Student Teacher Feedback Survey

2012-2013 Report

TEACHERS COLLEGE COLUMBIA UNIVERSITY

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Student Teacher Feedback Survey 2012-2013 Report

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EXECUTIVE SUMMARY

The 2013 Student Teacher Feedback Survey aims to provide information to program faculty on the preparation process for teacher performance assessments that New York State will require by end of the 2013-14 academic year.

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 student self-assessment, awareness of their impact on learners, and their K-12 classroom environment.

A large part of the Student Teacher Feedback (STF) Survey is designed to measure student teachers' perception of how well three major components of their program - academic coursework, seminar/fieldwork classes, and working with cooperating teachers (student teaching experience) - have prepared them for student teaching tasks.

The STF Spring 2013 survey was administered electronically, via SurveyMonkey, to 437 student teachers in early April 2013. Five reminders were sent to non-respondents. Of 437 student teachers, 159 responded, partially or completely, giving a response rate of 36%.

Cooperating Teachers

Fifty-eight percent of student teachers described the working relationship with their cooperating teachers as *very good*.

About 40 percent of student teachers reported their cooperating teachers *very often* model effective teaching strategies, let them take charge of class, provide tools they could use, meet them to discuss their performance, and provide constructive feedback.

Field/College Supervisors

Forty-four percent of student teachers described the working relationship with their field/college supervisors as *very good*.

About one-third of student teachers reported their field/college supervisors *very often* provide tools they could use (33%), meet them to discuss their performance (30%), and provide constructive feedback (36%).

Three Major Components of Program

1) Academic Coursework

The tasks which the greatest number of student teachers felt *highly prepared* for by academic coursework are:

- Respond positively to appropriate behavior.
- Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning.
- Respond fairly to all students.
- Select tasks/activities that enhance active student engagement in lessons.
- Use learner-centered activities and assignments that give students multiple opportunities to respond.

The tasks which the most number of student teachers felt *poorly or not prepared* for by academic coursework are:

- Intervene to manage disruptive behavior.
- Use appropriate disciplinary approaches.
- Identify strategies on how to best group students in a classroom, based on my instructional goals.
- Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments.
- Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.

2) Seminar/Fieldwork Classes

The tasks which the greatest number of student teachers felt *highly prepared* for by seminar/fieldwork classes are:

- Respond positively to appropriate behavior.
- Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning.
- Evaluate my strengths, as well as areas for development, in my classroom teaching.
- Respond fairly to all students.
- Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.

The tasks which the most number of student teachers felt *poorly or not prepared* for by seminar/fieldwork classes are:

- Intervene to manage disruptive behavior.
- Use appropriate disciplinary approaches.
- Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards.
- Explain how I will support students with varying levels of language abilities.
- Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments.

3) Working with Cooperating Teachers

The tasks which the greatest number of student teachers felt *highly prepared* for by working with cooperating teachers are:

- Respond positively to appropriate behavior.
- Evaluate my strengths, as well as areas for development, in my classroom teaching.
- Respond fairly to all students.
- Select tasks/activities that enhance active student engagement in lessons.
- Adjust or improve my lessons based on what I observe my students can or cannot do.

The tasks which the most number of student teachers felt *poorly or not prepared* for by working with cooperating teachers are:

- Explain how I will support students with varying levels of language abilities.
- Select materials, strategies, or activities to accommodate my students' diverse learning needs (including students with IEPs, English Language Learners, and high-performing students).
- Use appropriate disciplinary approaches.
- 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.

INTRODUCTION

Background

In early Fall 2012, the Student Teacher Feedback Survey (STF) questionnaire underwent a major revision; the STF instrument was revised to incorporate items that provide information to program faculty on the preparation process for teacher performance assessments that New York State will require by end of the 2013-14 academic year. Specifically, 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, formerly TPA (Teacher Performance Assessment), 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).

In March 2013, the Provost's office organized an edTPA workshop and SCALE (Stanford Center for Assessment, Learning and Equity) faculty and staff provided training. The STF questionnaire was revised a second time after the training.

The second revision resulted in a complete overhaul of items from both the first revision (of Fall 2012) and the previous year's 2011-12 version. The content of about 15% of items from the original instrument was retained; these were mainly related to cooperating teachers and field supervisors. This report summarizes only the results of the Spring 2013 administration.

Survey Instrument

The 2013 Student Teacher Feedback Survey (STF) instrument is comprised of 44 Likert-type items, and seven open-ended questions. A large part of the survey (37 out of 44 items) is designed to measure student teachers' perception of how well three major components of their program - academic coursework, seminar/fieldwork classes, and working with cooperating teachers (student teaching experience) - have prepared them for student teaching tasks.

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 student self-assessment, awareness of their impact on learners, and their K-12 classroom environment.

Several five-point response scales were used for Likert-type items: “not prepared (1)” to “highly prepared (5)”; “never (1)” to “very often (5)”; “very poor (1)” to “very good (5)”; and “very little (1)” to “beyond what I expected (5).” 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 Spring 2013 survey was launched online, via SurveyMonkey, to 437 student teachers in early April 2013. Student teachers were given the option of returning to the online survey as often as needed to complete the survey or to make changes to earlier responses. Five reminders were sent to non-respondents. For student teachers with email addresses that ‘bounced,’ the survey was sent to their second email addresses. Of 437 student teachers, 159 responded, partially or completely, giving a response rate of 36%.

Table: Response Rates by Program

The response rates of the combined fall and spring surveys for the last two academic years, and of Spring 2013, by Program, are presented in the following table.

PROGRAM	2010-11			2011-12			Spring 2013		
	Surveys Completed	Surveys Sent Out	Response Rate	Surveys Completed	Surveys Sent Out	Response Rate	Surveys Completed	Surveys Sent Out	Response Rate
Applied Behavior Analysis	2	57	4%	4	78	5%	1	20	5%
Art and Art Education	23	45	51%	14	44	32%	8	20	40%
Bilingual/Bicultural Education	5	13	38%	0	8	0%	2	4	50%
Blindness and Visual Impairment	2	2	100%	2	8	25%	0	1	0%
Deaf and Hard of Hearing	7	15	47%	6	16	38%	4	10	40%
Early Childhood/Special Education[1]	28	100	28%	30	156	19%	20	45	44%
Elementary Inclusive Education[2]	39	132	30%	8	146	6%	23	64	36%
Gifted Education	0	0	0%	0	0	0%	2	5	40%
Intellectual Disabilities/Autism	16	53	30%	11	98	11%	12	33	36%
Literacy Specialist	0	1	0%	0	0	0%	0	0	0%
Mathematics Education	25	92	27%	5	58	7%	12	18	67%
Music and Music Education	15	34	44%	4	40	10%	5	30	17%
Physical Education	1	5	20%	0	4	0%	0	1	0%
Science Education	7	30	23%	5	40	13%	7	41	17%
Teaching of ASL	4	15	27%	2	12	17%	2	6	33%
Teaching of English	57	210	27%	31	184	17%	30	64	47%
Teaching of Social Studies	19	79	24%	22	106	21%	14	38	37%
Teaching Residents @TC	1	9	11%	5	40	13%	11	24	46%
Technology Specialist	4	10	40%	1	10	10%	0	2	0%
TESOL	15	40	38%	0	46	0%	6	16	38%
Other(unspecified)	0	0	0%	0	4	0%	0	0	0%
All Programs	270	942	29%	150	1098	14%	159	437	36%

Overview of Report

Under every category, two 'strengths' and two 'areas for development' are chosen for each of these major components of a program: (i) academic coursework, (ii) seminar/fieldwork classes, and (iii) working with cooperating teachers (that is, the student teaching experience). A chart, showing the percentage of respondents feeling *highly or adequately prepared* for all the student teaching tasks in the category, is provided. Comments by student teachers anchor the end of each category. A table showing the means and percentage ratings of closed-ended statements is provided in Appendix A.

CATEGORY 1: PLANNING INSTRUCTION AND ASSESSMENT

Student teachers were asked how well did they feel academic coursework, seminar and/or fieldwork classes, and working with their cooperating teachers have prepared them for student teaching tasks. The following 'strengths' and 'areas for development' are based, respectively, on ratings by the largest number of respondents who felt adequately or highly prepared, and by those who felt poorly or not prepared.

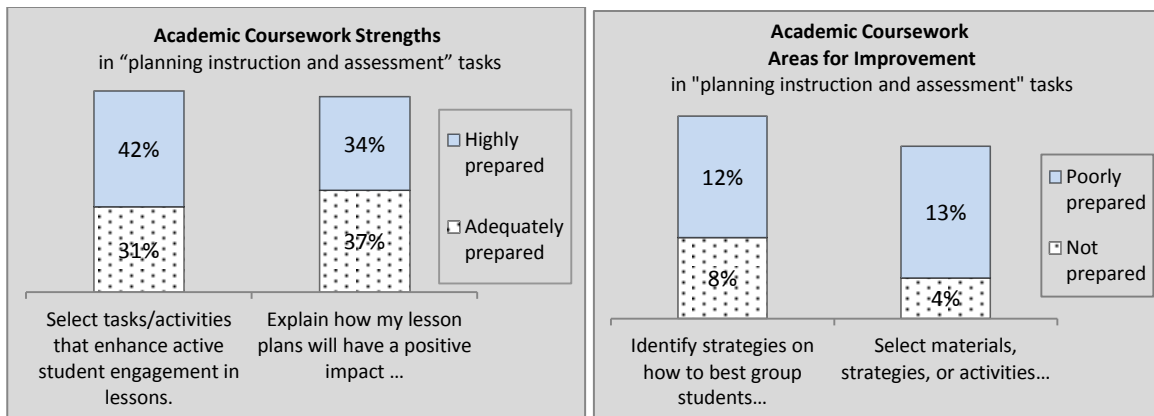
Academic Coursework

Areas in which students felt highly or adequately prepared

- Select tasks/activities that enhance active student engagement in lessons (73% of respondents).
- Explain how my lesson plans will have a positive impact on student learning (71% of respondents).

Areas in which students felt poorly or not prepared

- Identify strategies on how to best group students in a classroom, based on my instructional goals (21% of respondents).
- Select materials, strategies, or activities to accommodate my students' diverse learning needs, including students with IEPs, English Language Learners, and high-performing students (17% of respondents).



Seminar or Fieldwork Classes

Areas in which students felt highly or adequately prepared

- Select tasks/activities that enhance active student engagement in lessons (72% of respondents).
- Explain how my lesson plans will have a positive impact on student learning (72% of respondents).

Areas in which students felt poorly or not prepared

- Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs (15% of respondents).
- Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives (14% of respondents).

Working with Cooperating Teachers

Areas in which students felt highly or adequately prepared

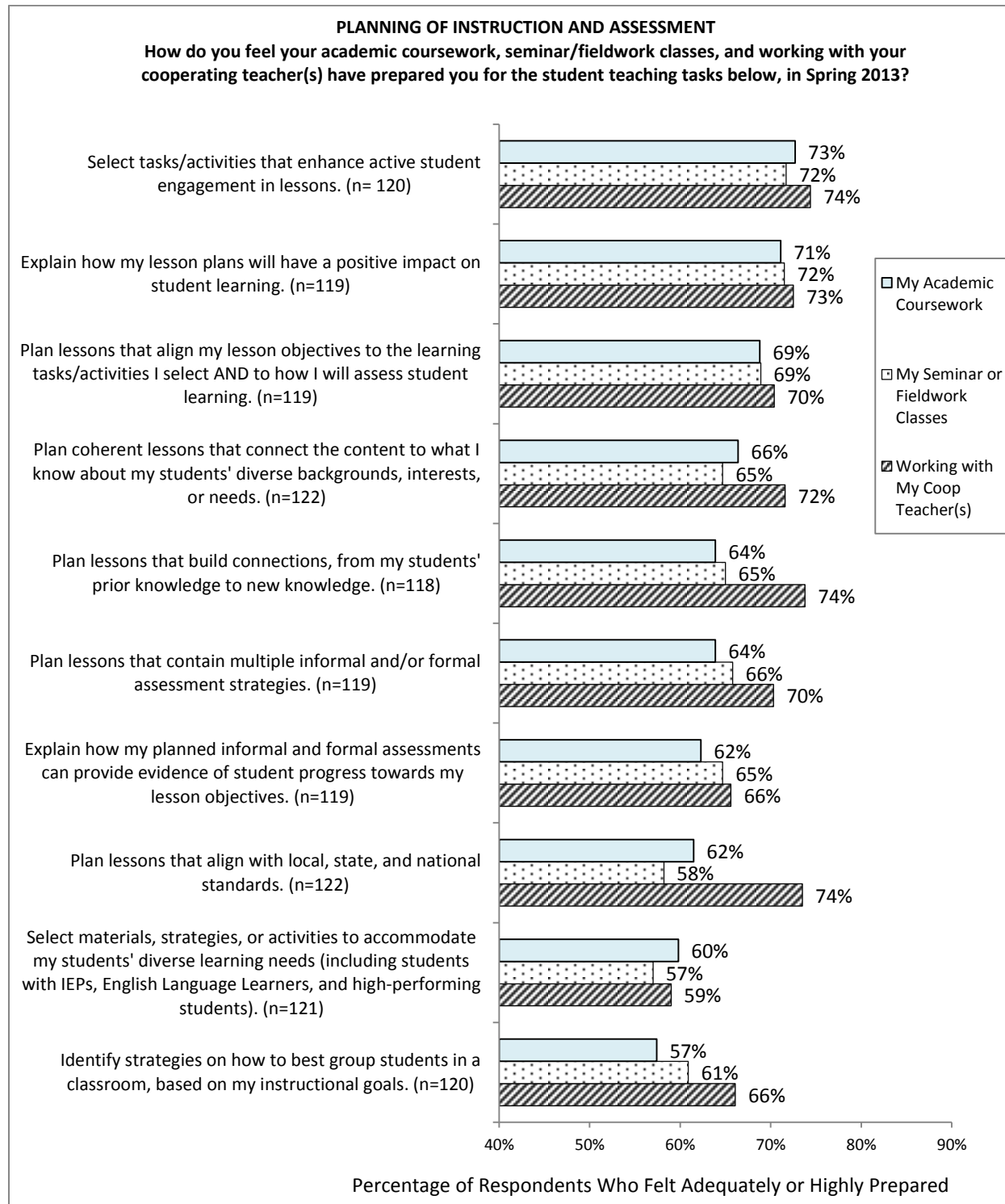
- Select tasks/activities that enhance active student engagement in lessons (74% of respondents).
- Plan lessons that build connections, from my students' prior knowledge to new knowledge (74% of respondents).

Areas in which students felt poorly or not prepared

- Select materials, strategies, or activities to accommodate my students' diverse learning needs (including students with IEPs, English Language Learners, and high-performing students) (18% of respondents).
- Identify strategies on how to best group students in a classroom, based on my instructional goals (16% of respondents).

Chart

The following chart shows, for each student teaching task, the percentage of respondents who felt adequately or highly prepared by the academic courses they took in their programs, by the seminar or fieldwork classes they attended, and by working with cooperating teacher(s) at the placement school site. The items are shown in descending order based on *academic coursework* ratings.



Comments

Student teachers, representing seven programs, made the following comments about *planning instruction and assessment*.

- *My academic coursework and seminar classes have allowed me to fully understand and appreciate the importance of developmentally appropriate practice, and inquiry as a driving force for curriculum. In addition, I learnt many ways to help students become active learners, by respecting and using their interests and background knowledge.*
- *My cooperating teacher only provided me with negative feedback and this has greatly impacted the way I feel about the entire field of education. I have no confidence and do not know where to go from here because I have only heard what was wrong about my practice.*
- *In view of the fact that many of us do not have an education background, I believe that my program overall could devote more attention to creating lesson plans.*
- *This is my first semester student teaching... I have had no formal education training ... My first semester at TC taught me practically nothing about instruction and curriculum; and the class that was supposed to focus on this area gave me no useful information that I could take with me when I began my placement. I am teaching in a classroom, and I walked in on the first day with no idea of how to write a lesson plan. At no point during the fall semester was I taught how to write a unit plan, let alone a lesson plan. That is not acceptable, in my opinion, for a program intended to teach teachers how to teach!*
- *I think that more time should be spent on planning and working on different activities and ways to relate to the students' everyday lives, prior knowledge, and diverse learning needs.*
- *I think that the ___ course, which prepares us for student teaching, should be more focused. Rather than creating "random" lesson plans, we should create lessons that are consecutive. I did not complete my unit plan until the semester of student teaching was over, and this really took away from my student teaching focus. In the student teaching seminar, I really felt like the expectations were constantly changing and the professor was not consistent. I also would have liked to have seen more preparation for students with IEP's. This course tended to focus on students that would "get it." I did however like the fact that everyone in the class had a chance to contribute to feedback to each lesson.*
- *I think that our methods course should consist of more in class practice with lesson planning and more teacher modeling.*

CATEGORY 2: INSTRUCTING AND ENGAGING STUDENTS IN LEARNING

Student teachers were asked how well did they feel academic coursework, seminar and/or fieldwork classes, and working with their cooperating teachers have prepared them for student teaching tasks. The following ‘strengths’ and ‘areas for development’ are based, respectively, on ratings by the largest number of respondents who felt adequately or highly prepared, and by those who felt poorly or not prepared.

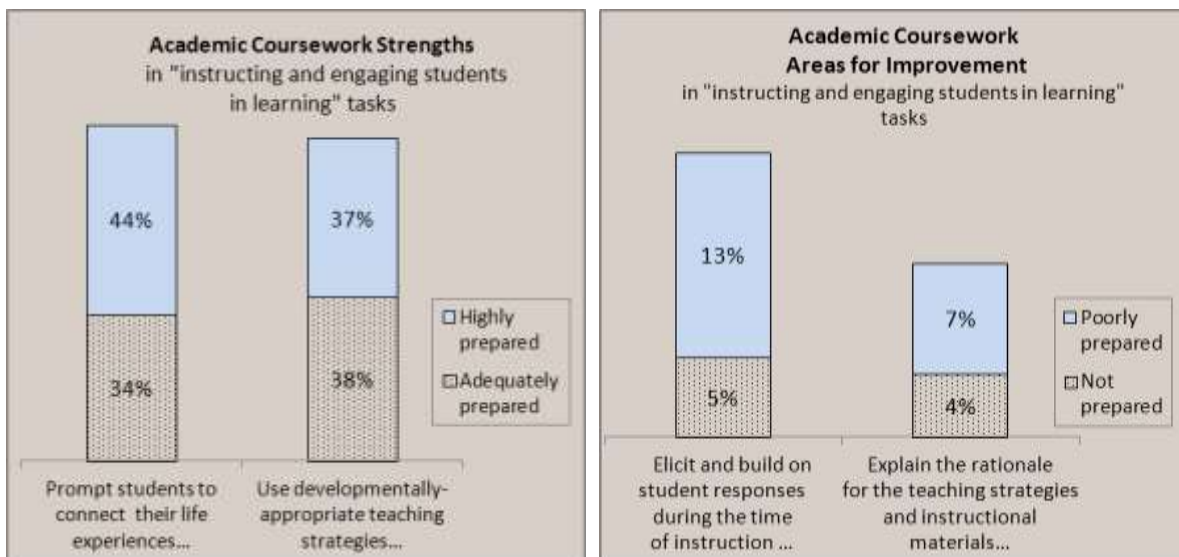
Academic Coursework

Areas in which students felt highly or adequately prepared

- Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning (78% of respondents).
- Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose (75% of respondents).

Areas in which students felt poorly or not prepared

- Elicit and build on student responses during the time of instruction to deepen and further learning (18% of respondents).
- Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction (10% of respondents).



Seminar or Fieldwork Classes

Areas in which students felt highly or adequately prepared

- Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose (75% of respondents).
- Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students (75% of respondents).

Areas in which students felt poorly or not prepared

- Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction (12% of respondents).
- 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 (11% of respondents).

Working with Cooperating Teachers

Areas in which students felt highly or adequately prepared

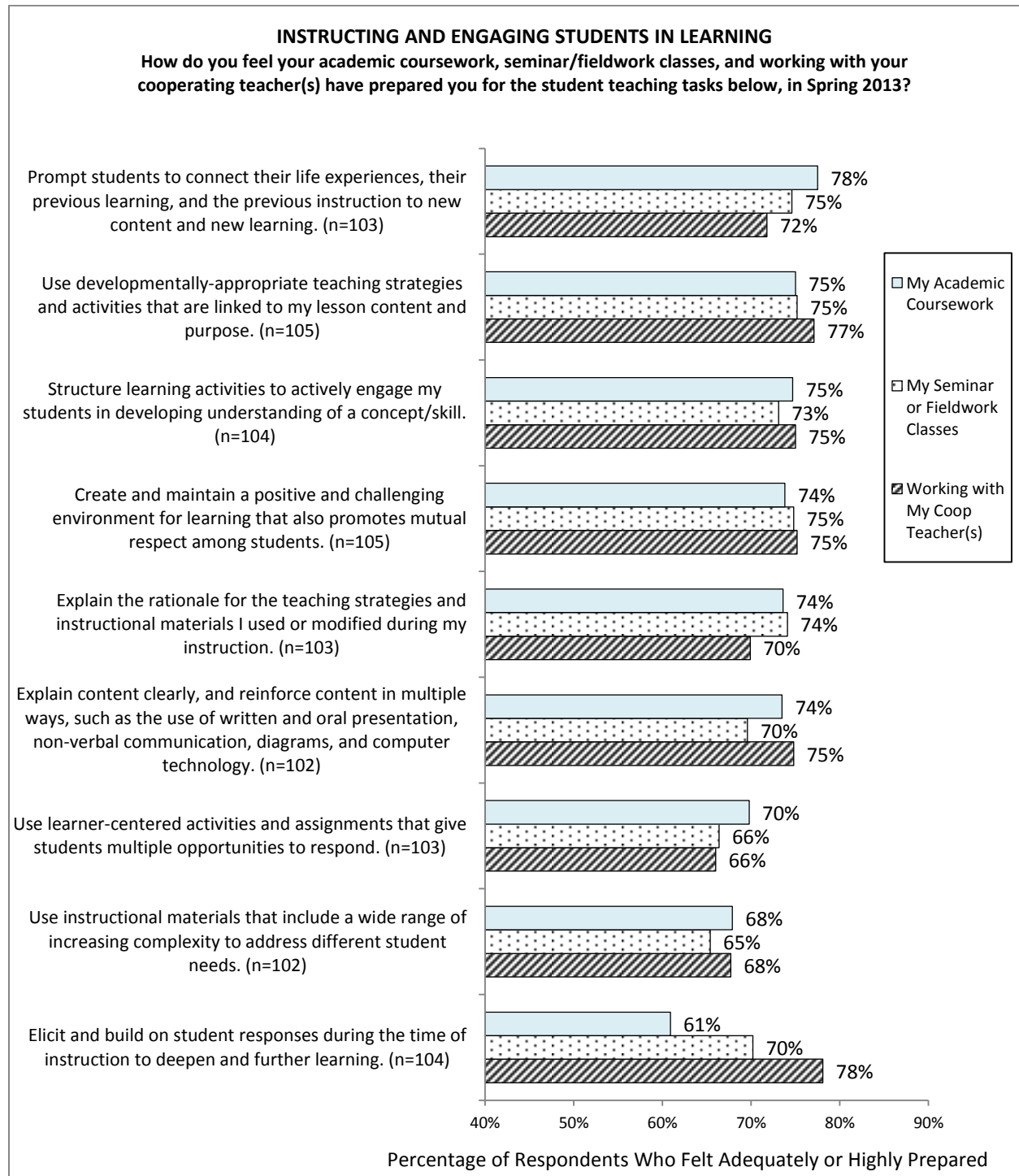
- Elicit and build on student responses during the time of instruction to deepen and further learning (78% of respondents).
- Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose (77% of respondents).

Areas in which students felt poorly or not prepared

- Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students (13% of respondents).
- Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction (13% of respondents).

Chart

The following chart shows, for each student teaching task, the percentage of respondents who felt adequately or highly prepared by the academic courses they took in their programs, by the seminar or fieldwork classes they attended, and by working with cooperating teacher(s) at the placement school site. The items are shown in descending order based on *academic coursework* ratings.



Comments

Student teachers made the following comments about *instructing and engaging students in learning*.

- *I feel strongly that my program did not adequately support the learning of classroom management and strategies for instruction and engagement of students.*
- *I thought that many of the questions regarding 'my academic coursework' were low. However I had the opportunity to participate in an edTPA pilot study. I not only found its value to be questionable, but it also made us sacrifice the second half of our graduate portfolio.*
- *While, my program assisted me in developing multiple ways to encourage student learning, my cooperating teacher did not.*
- *(My program) excelled in this area, but again my mentor is not aligned with the ideals of this program.*

CATEGORY 3: ASSESSING STUDENT LEARNING

Student teachers were asked how well did they feel academic coursework, seminar and/or fieldwork classes, and working with their cooperating teachers have prepared them for student teaching tasks. The following 'strengths' and 'areas for development' are based, respectively, on ratings by the largest number of respondents who felt adequately or highly prepared, and by those who felt poorly or not prepared.

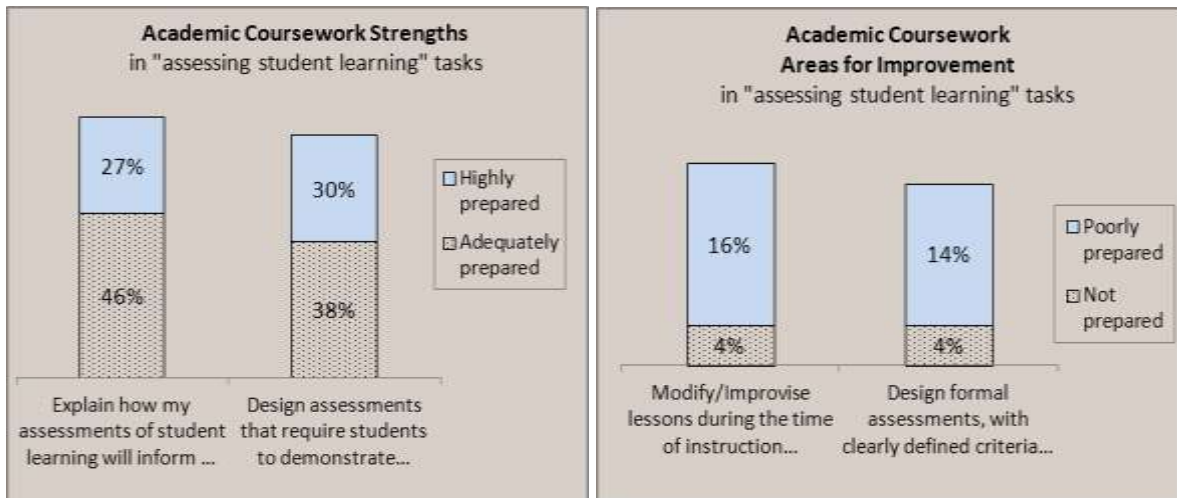
Academic Coursework

Areas in which students felt highly or adequately prepared

- Explain how my assessments of student learning will inform the next steps in instruction (72% of respondents).
- 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 (68% of respondents).

Areas in which students felt poorly or not prepared

- Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments (20% of respondents).
- Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards (18% of respondents).



Seminar or Fieldwork Classes

Areas in which students felt highly or adequately prepared

- Explain how my assessments of student learning will inform the next steps in instruction (71% of respondents).
- 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 (67% of respondents).

Areas in which students felt poorly or not prepared

- Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards (21% of respondents).
- Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments (18% of respondents).

Working with Cooperating Teachers

Areas in which students felt highly or adequately prepared

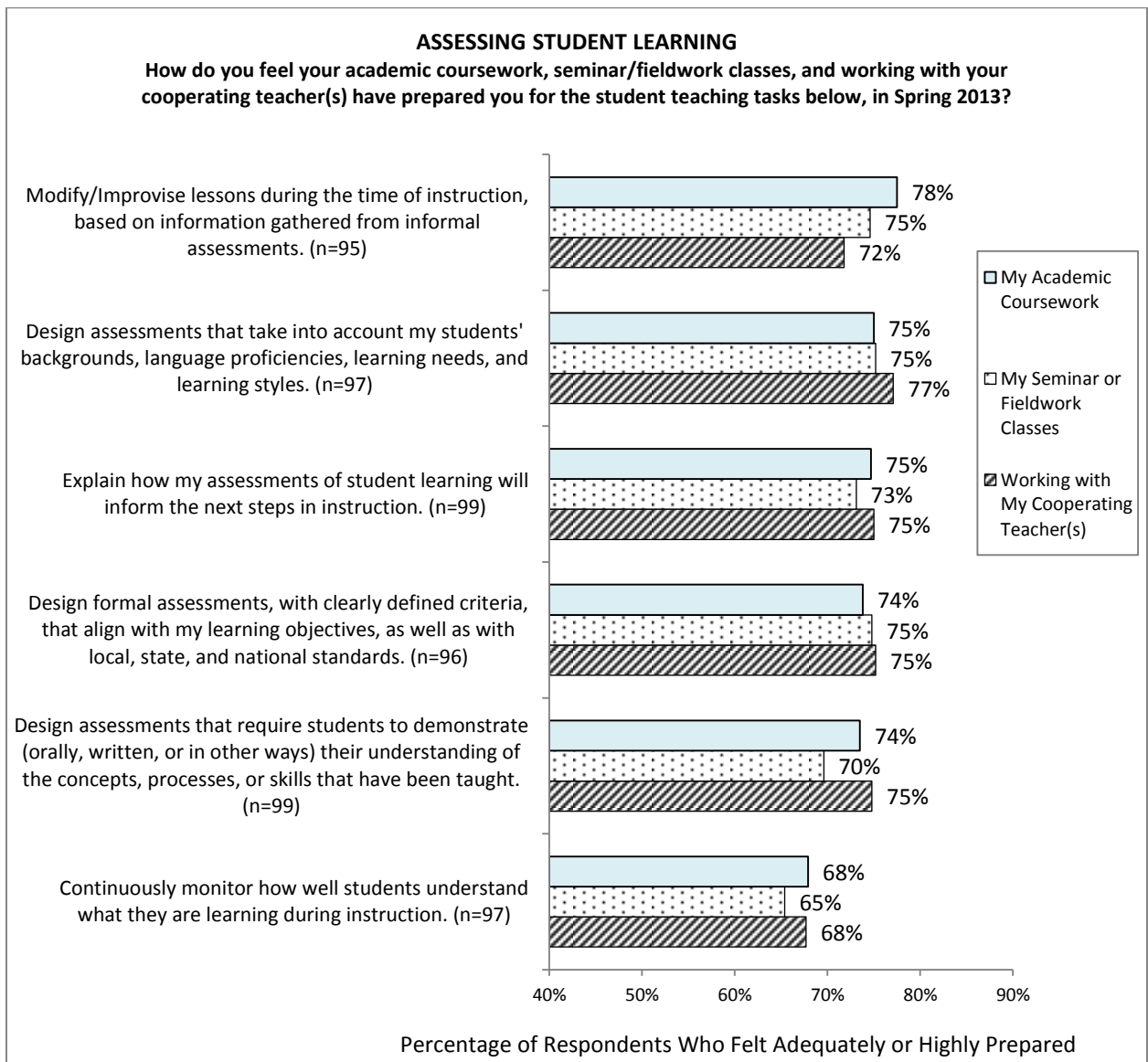
- Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments (71% of respondents).
- Continuously monitor how well students understand what they are learning during instruction (70% of respondents).

Areas in which students felt poorly or not prepared

- Design formal assessments, with clearly defined criteria, that align with my learning objectives, as well as with local, state, and national standards (17% of respondents).
- Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles (17% of respondents).

Chart

The following chart shows, for each student teaching task, the percentage of respondents who felt adequately or highly prepared by the academic courses they took in their programs, by the seminar or fieldwork classes they attended, and by working with cooperating teacher(s) at the placement school site. The items are shown in descending order based on *academic coursework* ratings.



Comments

Student teachers, representing four programs, made the following comments about *assessing student learning*.

- *I found that most of the time we talk about assessment in academic coursework rather than practical. We never saw an example of what it would actually look like in a classroom setting.*
- *I found it helpful to take a course in Second Language Assessment at the same time as a Methodology course in 7-12 Student Teaching.*
- *I think that the "Assessment of Student Learning" was well aligned with my coursework and my seminar. However my student teaching experience had no part in my development in this area.*

CATEGORY 4: CLASSROOM LANGUAGE

Student teachers were asked how well did they feel academic coursework, seminar and/or fieldwork classes, and working with their cooperating teachers have prepared them for student teaching tasks. The following 'strengths' and 'areas for development' are based, respectively, on ratings by the largest number of respondents who felt adequately or highly prepared, and by those who felt poorly or not prepared.

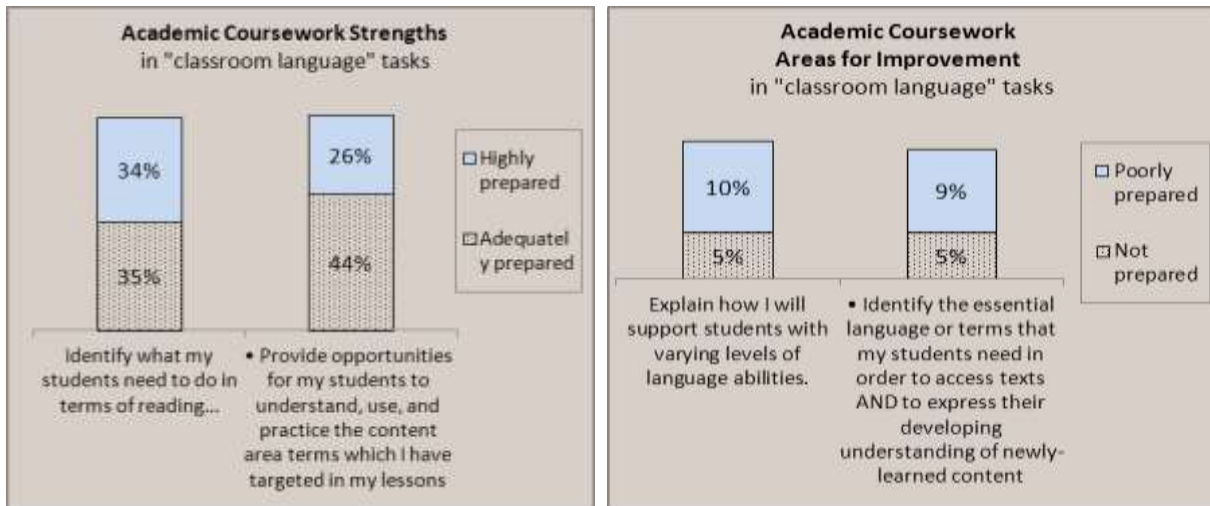
Academic Coursework

Areas in which students felt highly or adequately prepared

- Identify what my students need to do in terms of reading/writing/listening/speaking in order to fulfill the content objectives of my planned lessons (70% of respondents).
- Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons (70% of respondents).

Areas in which students felt poorly or not prepared

- Explain how I will support students with varying levels of language abilities (16% of respondents).
- Identify the essential language or terms that my students need in order to access texts AND to express their developing understanding of newly-learned content (15% of respondents).



Seminar or Fieldwork Classes

Areas in which students felt highly or adequately prepared

- Identify what my students need to do in terms of reading/writing/listening/speaking in order to fulfill the content objectives of my planned lessons (71% of respondents).
- Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons (69% of respondents).

Areas in which students felt poorly or not prepared

- Explain how I will support students with varying levels of language abilities (18% of respondents).
- Identify the essential language or terms that my students need in order to access texts AND to express their developing understanding of newly-learned content (14% of respondents).

Working with Cooperating Teachers

Areas in which students felt highly or adequately prepared

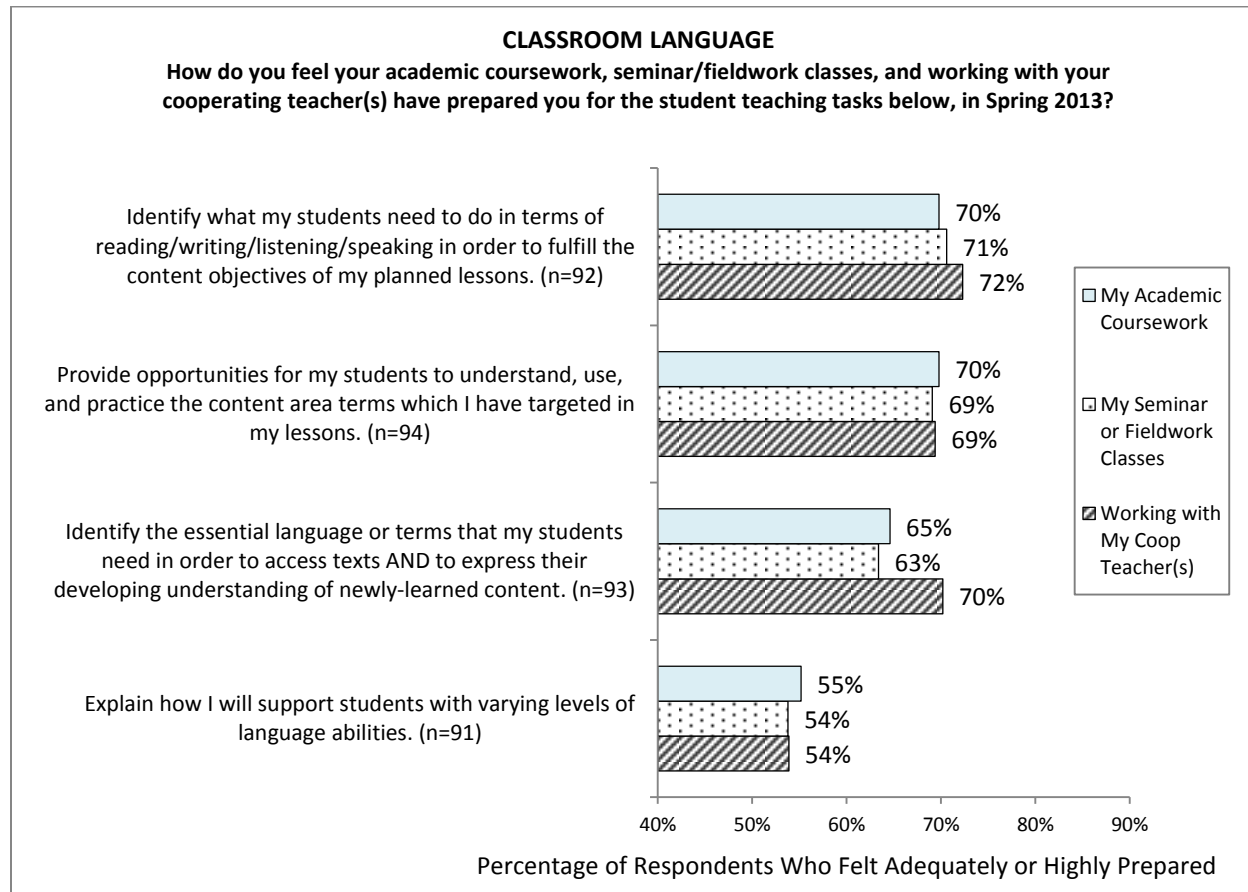
- Identify what my students need to do in terms of reading/writing/listening/speaking in order to fulfill the content objectives of my planned lessons (72% of respondents).
- Identify the essential language or terms that my students need in order to access texts AND to express their developing understanding of newly-learned content (70% of respondents).

Areas in which students felt poorly or not prepared

- Explain how I will support students with varying levels of language abilities (28% of respondents).
- Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons (14% of respondents).

Chart

The following chart shows, for each student teaching task, the percentage of respondents who felt adequately or highly prepared by the academic courses they took in their programs, by the seminar or fieldwork classes they attended, and by working with cooperating teacher(s) at the placement school site. The items are shown in descending order based on *academic coursework* ratings.



Comments

Student teachers made the following comments about *classroom language*.

- *I think that more time was needed to learn how to support students with varying levels of language abilities.*
- *My core academic coursework provided me with a wonderful foundation for developing my pedagogical content knowledge with respect to teaching English Language Learners. However, my student teaching seminars did not adequately draw on this developing knowledge to move from theory to practice.*

CATEGORY 5: SELF-ASSESSMENT AND CLASSROOM ENGAGEMENT

Student teachers were asked how well did they feel academic coursework, seminar and/or fieldwork classes, and working with their cooperating teachers have prepared them for student teaching tasks. The following ‘strengths’ and ‘areas for development’ are based, respectively, on ratings by the largest number of respondents who felt adequately or highly prepared, and by those who felt poorly or not prepared.

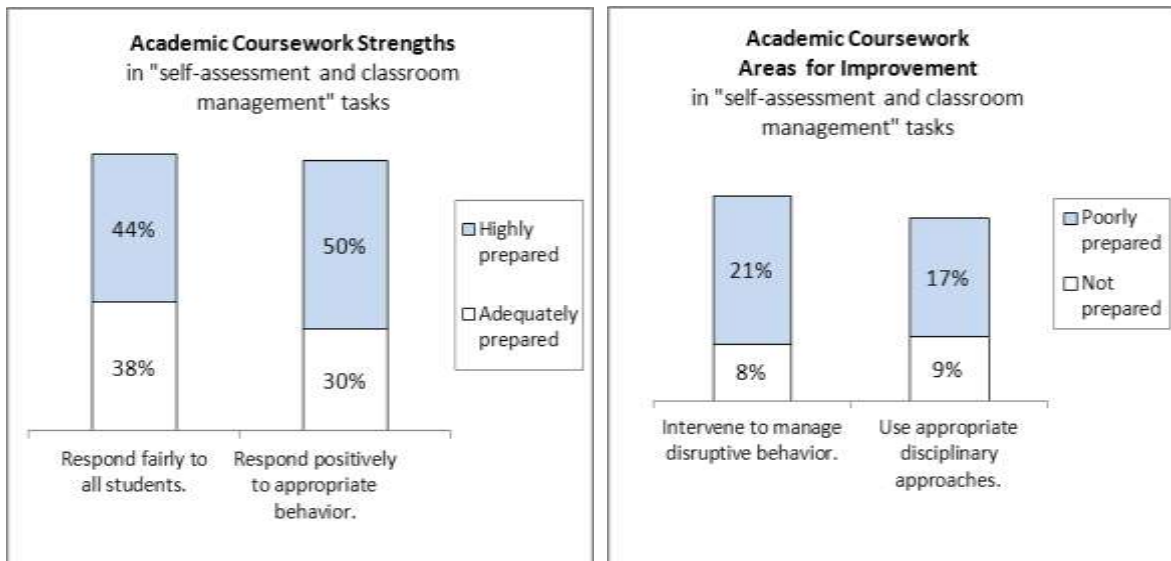
Academic Coursework

Areas in which students felt highly or adequately prepared

- Respond fairly to all students (82% of respondents).
- Respond positively to appropriate behavior (80% of respondents).

Areas in which students felt poorly or not prepared

- Intervene to manage disruptive behavior (28% of respondents).
- Use appropriate disciplinary approaches (26% of respondents).



Seminar or Fieldwork Classes

Areas in which students felt highly or adequately prepared

- Respond fairly to all students (78% of respondents).
- Respond positively to appropriate behavior (76% of respondents).

Areas in which students felt poorly or not prepared

- Intervene to manage disruptive behavior (24% of respondents).
- Use appropriate disciplinary approaches (21% of respondents).

Working with Cooperating Teachers

Areas in which students felt highly or adequately prepared

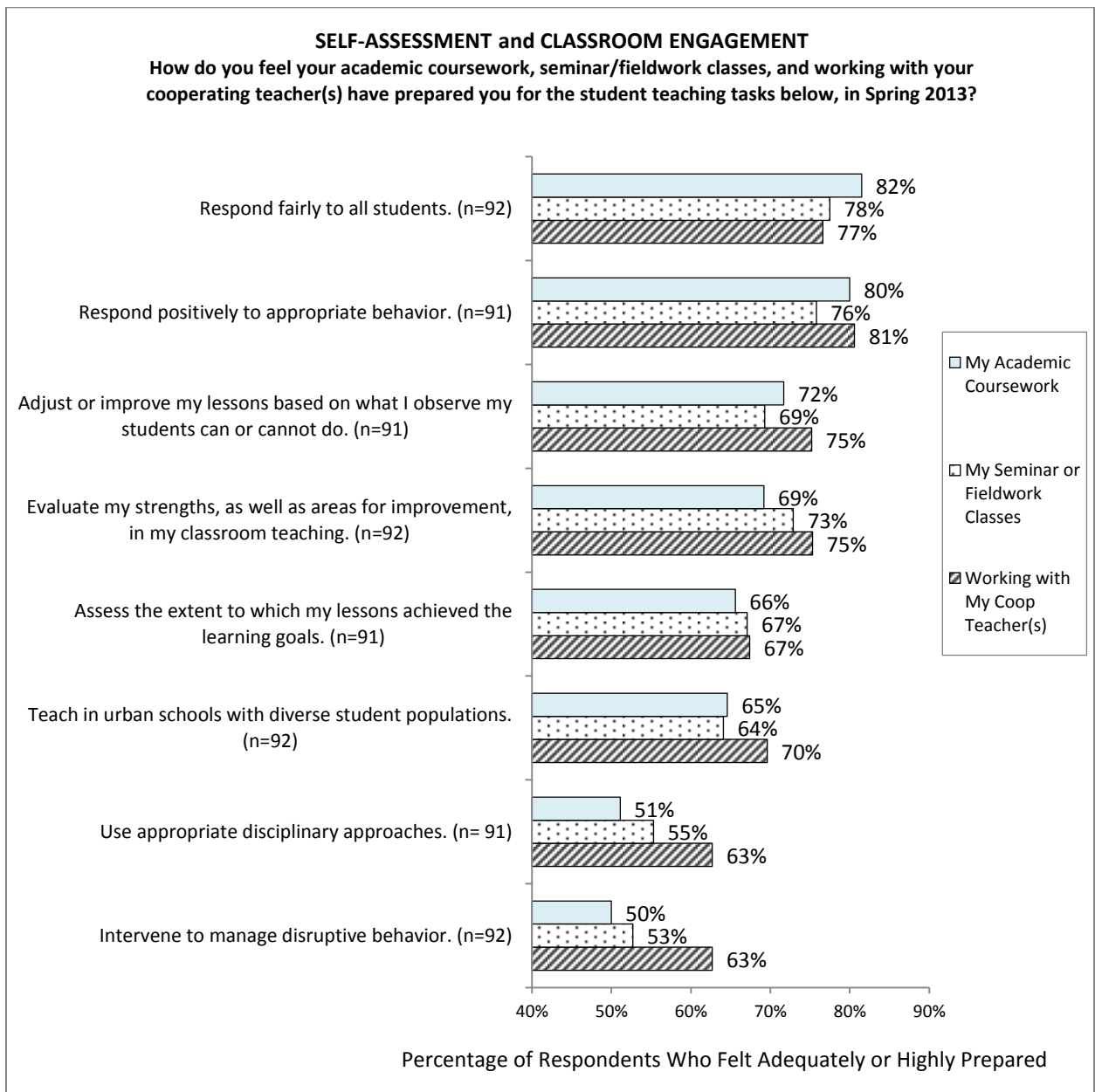
- Respond positively to appropriate behavior (81% of respondents).
- Respond fairly to all students (77% of respondents).

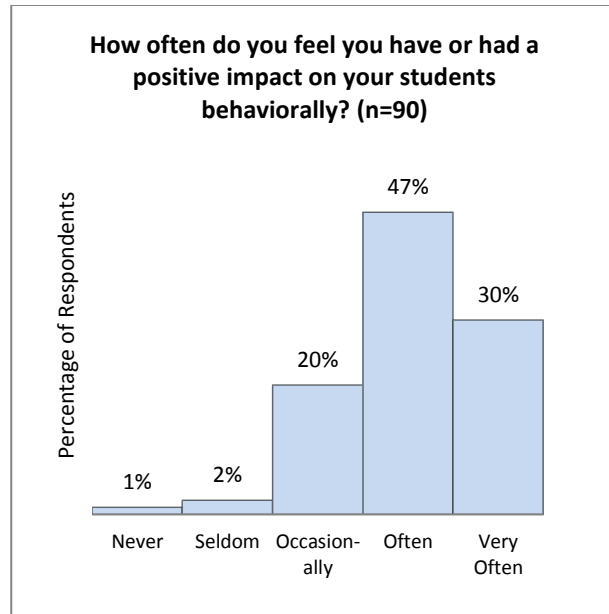
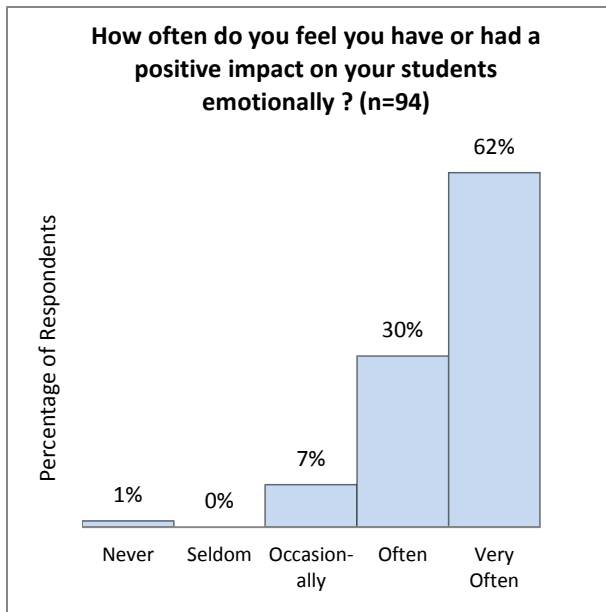
Areas in which students felt poorly or not prepared

- Use appropriate disciplinary approaches (18% of respondents).
- Teach in urban schools with diverse student populations (12% of respondents).

Chart

The following chart shows, for each student teaching task, the percentage of respondents who felt adequately or highly prepared by the academic courses they took in their programs, by the seminar or fieldwork classes they attended, and by working with cooperating teacher(s) at the placement school site. The items are shown in descending order based on *academic coursework* ratings.

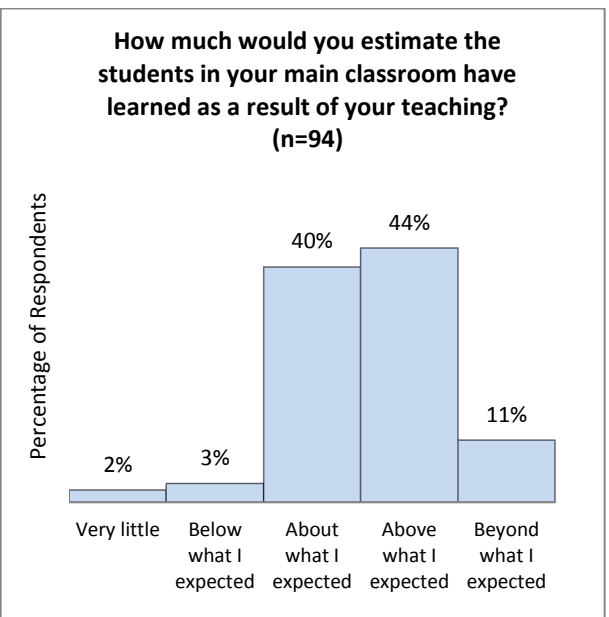
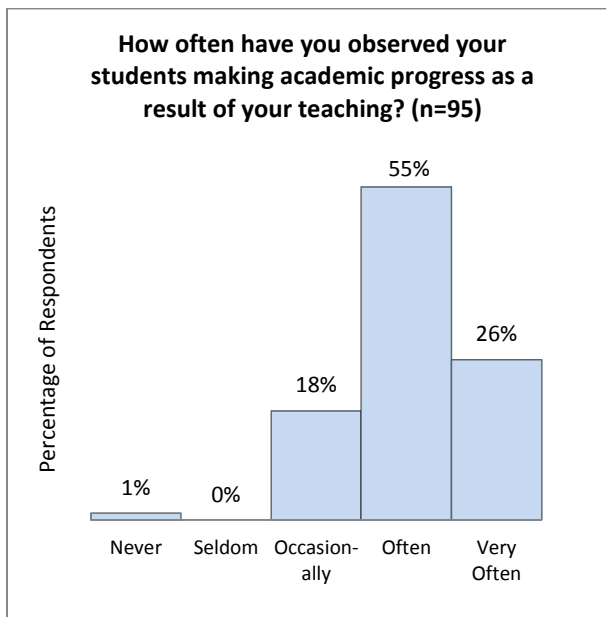




Comments

Student teachers shared the following comments when asked, “How often do you feel you have or had a positive impact on your students?”

- *It's always very hard to be accepted by students. They know you are student teacher, so they don't treat you as a teacher. They have a pre-setting that you cannot help them.*
- *I had students come to me during off periods to confide in me.*
- *The students respect me and they seek my feedback / help on their assignments.*

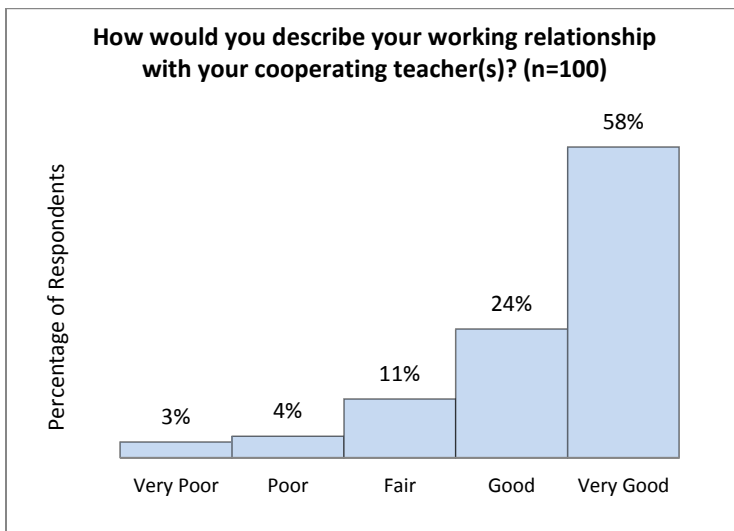
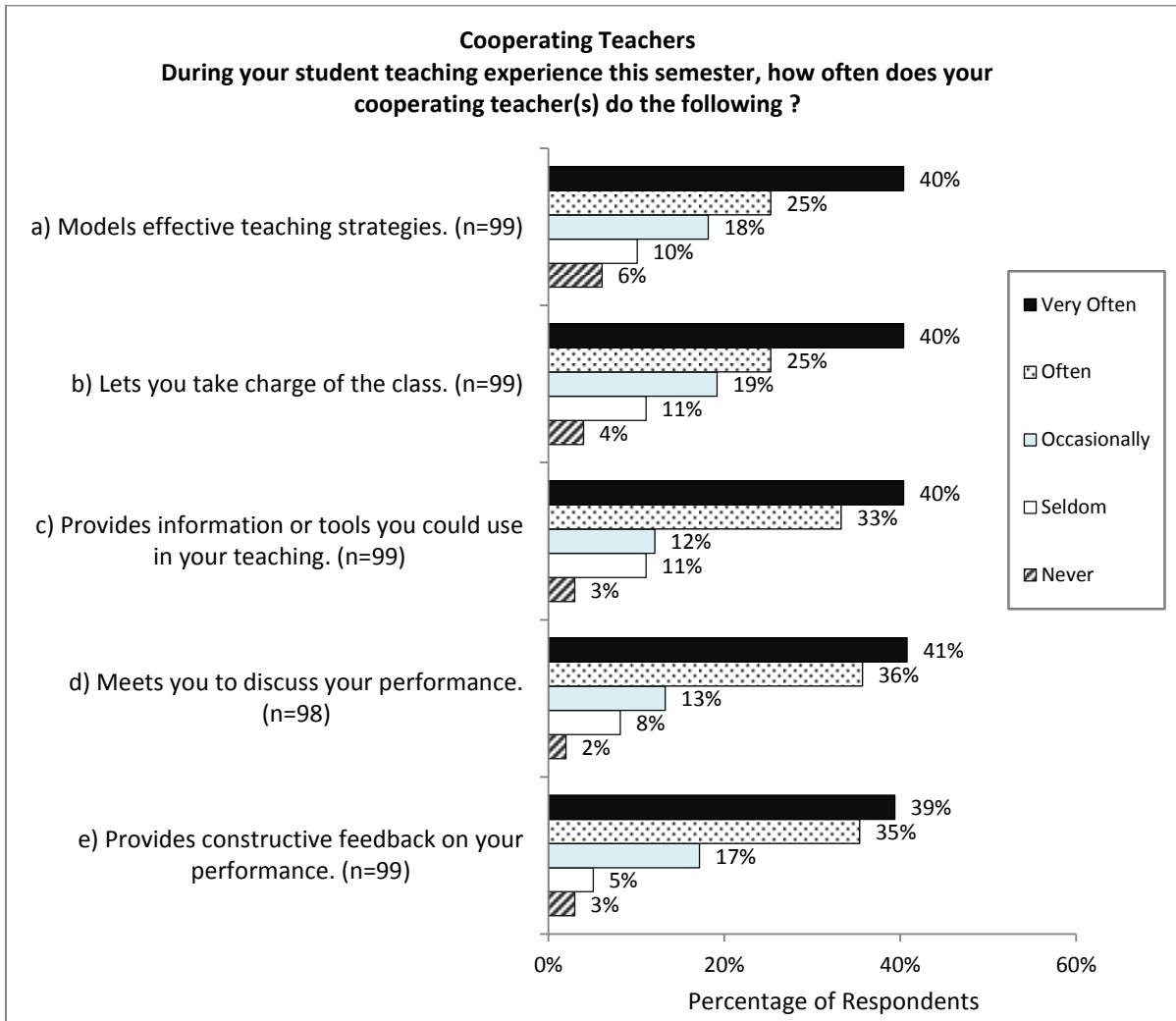


Student teachers wrote the following comments when asked, “How often have you observed your students making academic progress as a result of your teaching?”

- *It is hard for me to tell if the progress is a result of my teaching when I am teaching only 3 days a week and there are 3 other teachers in the room. What I am sure of is that when I work with children, I see the objectives being met for each lesson and that they are learning. The progress is there and evident. I contribute to it whenever I am in the classroom; however, progress is a result of the combined work of all of us- teachers in the classroom.*
- *I was happy that I turned around the way (the subject matter) was taught in my classroom when I took over the unit. It became an engaged and student-centered inquiry on Latin America. I am very excited about the thinking that came out of the students and the quality of work.*
- *The grades of a majority of students in my classes went up while I was teaching.*
- *It's really difficult to tell within the span of half a semester whether or not students are truly improving in terms of grammar or critical thinking. It might become clearer after their next assessment is turned in.*
- *I have worked with several students who have applied the concepts that I have taught them to their assignments.*

CATEGORY 6: COOPERATING TEACHERS

Charts



Comments

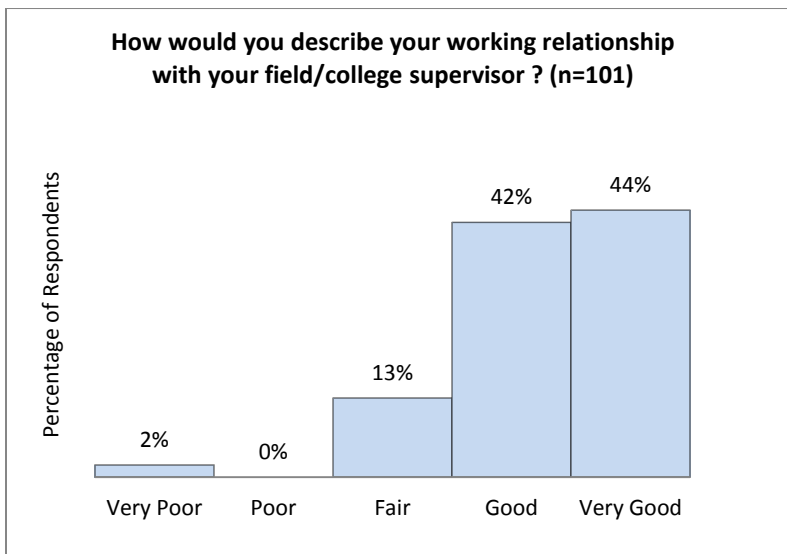
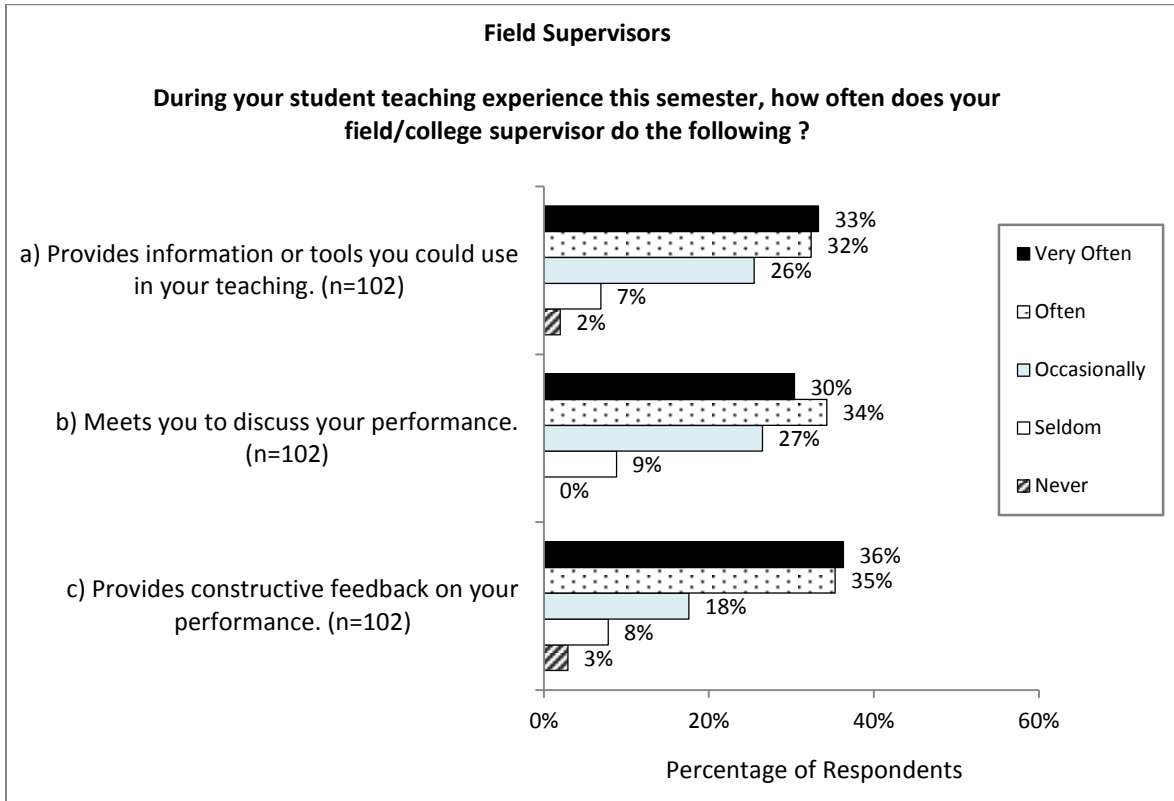
Student teachers, representing eight programs, shared the following comments about cooperating teachers:

- *Since the school I was placed in was a first year school, my cooperating teacher had to attend many workshops and meetings after school. This really hindered our relationship because I rarely had an opportunity to communicate with her.*
- *My Cooperating Teacher was a phenomenal teacher. She has taught me the importance and the art of breaking down curriculum and lessons in a way that reflects and respects students' individual needs and academic levels. She was a great example and would always give me wonderful advice on teaching strategies.*
- *I had a very positive relationship and worked well with my cooperating teacher. However, I felt that I was more of a support to her than she was to me. I also did not often feel inspired in the classroom, although I do recognize her strengths as a teacher. I felt that she was not totally invested in her work. This caused me to lose momentum as well, which made for a frustrating end of the semester.*
- *I think that ___ is not a strong cooperating teacher, because she fails to provide guidance and maintain a classroom environment that provides a point of entry for a student teacher. Much of her pedagogy reflects a teacher-centered and "teaching from the textbook" sort of model and that is not in alignment with the training I want for myself. In addition, she relied heavily on raising her voice and the control she had over the students because of her presence but there was little classroom community and self-direction on the part of the students.*
- *My cooperating teacher gave me the freedom to do what I wanted with my lessons. This was nice, however, I often needed more guidance. I felt like I was given too much freedom in the sense that I need more help planning lessons and better answers to questions about different teaching practices.*
- *I feel I would have benefitted from more experience and practice in making decisions within a classroom. In addition, I also would have appreciated more frequent and constructive feedback. However, overall I feel I was lucky with my placement.*
- *My cooperating teacher was wonderful. She was very hands-off, and allowed you to have your own classroom experience. In addition to working together for planning and such, she was very open and available to providing feedback whenever I needed it.*
- *My cooperating teacher has been a gift to me and my learning. He not only has great skills as a teacher of seventh and eighth graders, but also as a teacher of student teachers. He is amiable, nurturing, humorous, encouraging, validating, energetic, and respectful, not to mention an excellent collaborator. He deserves lauds and honors. It has been a joy and a privilege to work with him.*
- *I found my cooperating teacher to be very open and allowed me to take control of the class. In addition I was able to share any ideas which I may have had for future or current lessons. He was also very supportive and pushed me to spend more time teaching.*

- *I found my cooperating teachers to be incredibly supportive. Since they are Teachers College alumni, we were able to almost seamlessly bridge my student teaching experience to my coursework.*
- *My cooperating teachers were very supportive of me and my work in their classroom. We met to discuss my performance daily, and I always received feedback and constructive criticism!*
- *My cooperating teacher is a great teacher, but needs to work on writing lesson plans for each day and connecting the lessons throughout the week. In addition, it seemed hard for her to give up some of her class in order to let me teach lessons. The structure of the classroom is centered on individual work and little teacher instruction, not the best fit for a student teacher in the first semester.*
- *I found that my cooperating teacher sometimes lacked professionalism with me and the students. I believe that he was under the misconception that I was his personal secretary, during the beginning of my student teaching experience. In my opinion I think that it would be helpful to remind cooperating teachers of what the student teachers roles are on a regular basis, and not just have it printed in the manual.*
- *In my opinion it is very difficult to get students in the frame of mind to learn. However, my cooperating teacher is a great guy, but the school lacks completely in classroom management and disciplinary procedures. We get along very well and he is extremely good at what he does. In addition, the students love him. As a new teacher in this new school, it's been hard for me to establish an orderly classroom. The students are very respectful towards me, but have a lot of trouble settling down to learn and respecting each other.*
- *I would recommend (my cooperating teachers) to anyone because they were a pleasure to work with, and their historical knowledge was extremely impressive. Although they work in a low performing school with very little resources, their students learn not just facts, but are able to understand deep concepts. Their example has been by far my most valuable experience at Teachers College.*
- *I had an intense and very difficult semester. I was regularly put down by my cooperating teacher in front of students. This made my experience very frustrating and difficult. I would have benefited more from constructive criticism and positive feedback, not just negative.*
- *I was extremely disappointed with my placement... I have received absolute zero support from her since day one, which was unfortunate because I certainly needed it. She's not a role model, mentor, or someone to look up to.*
- *(My cooperating teacher's) mind works quickly and, since she has many responsibilities, a student teacher who works with her should be quick on their feet and proactive about asking her to explain the reasoning behind her lesson plans. To work with (my cooperating teacher), you should also have a sense of humor. I have loved working with her, but also understand that our professional personalities mesh well and that not everyone will find her fast pace and willingness to give you freedom in planning and instruction as productive as I have.*
- *My cooperating teacher did not assist me in planning lessons even when asked for input.*

CATEGORY 7: FIELD SUPERVISORS

Charts



Comments

Student teachers, representing seven programs, shared the following comments about field/college supervisors:

- *My supervisor is not the faculty member who usually conducts the weekly classes that are required with student teaching. However I found them to be a great asset in my student teaching.*
- *I liked the professor I was working with, however this past semester has made me never ever want to be a classroom teacher. The experience was so completely terrible.*
- *(My supervisor) is such a great field supervisor. She always provided so much feedback and constructive criticism. I really enjoyed hearing what she had to say and I always took her advice to heart.*
- *My supervisor meant well, but had too much going on in her life to actually take her responsibilities seriously. Also, she had a view of what student teaching meant that differed from mine. I tried to respect as much as possible the culture of the classroom and of the school; however she expected me to assert my views more and impose my agenda on the teacher and classroom. This led to some tension between us, due to the fact that I could not meet all her expectations. Nevertheless I worked hard to provide the children with quality lessons.*
- *I found (my supervisor) to be very nice with me and supportive, however she did not offer any specific feedback. Most of her comments and suggestions were very general and I did not get the sense that she had formulated any concrete goals for evaluating me this semester. She observed me a total of five times and met with me after each observation to discuss the lesson with me.*
- *I thought my supervisor was great. She helped me find additional resources and provided me with productive feedback for all of my lessons.*
- *I rarely met with my field supervisor who provided me with valuable insights. However I think meeting on a regular basis would have probably been more beneficial.*
- *My supervisor was fantastic and really walked me through the entire experience while giving input and advice from her own life and experiences.*
- *My supervisor is very supportive and always pushing me to do more teaching.*
- *(My supervisor) is outstanding, tough, honest, and seemingly omniscient. I'm lucky to have her.*
- *Although my field supervisor's notes on my performance were extensive, they were extremely critical to the point of nit picking on how I pronounced words. Her comments were extremely unhelpful, and made me feel degraded. I dreaded every observation. Furthermore, she seemed to have no desire to have a relationship with my cooperating teacher(s), and therefore in my opinion, as a liaison between Teachers College and my placement, she was inadequate. ... She has only been in New York City for a couple of months and in my opinion does not know the layout or the population. I learned very little from her, and felt defeated after every single observation.*

APPENDIX A

Spring 2013 Means and Frequency Distribution

Planning of Instruction and Assessment		Not prepared (1)	Poorly prepared (2)	Moderately prepared (3)	Adequately prepared (4)	Highly prepared (5)	Mean	n
(3)* Plan lessons that align with local, state, and national standards.	My Academic Coursework	2%	13%	24%	40%	21%	3.7	122
	My Seminar/Fieldwork Classes	3%	9%	30%	39%	20%	3.6	122
	My Cooperating Teacher(s)	5%	7%	14%	32%	41%	4.0	121
(4) Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.	My Academic Coursework	3%	12%	20%	39%	28%	3.8	122
	My Seminar/Fieldwork Classes	3%	12%	21%	31%	34%	3.8	122
	My Cooperating Teacher(s)	6%	9%	14%	29%	42%	3.9	123
(5) Identify strategies on how to best group students in a classroom, based on my instructional goals.	My Academic Coursework	8%	12%	22%	37%	21%	3.5	122
	My Seminar/Fieldwork Classes	6%	6%	28%	39%	22%	3.7	120
	My Cooperating Teacher(s)	5%	11%	18%	26%	40%	3.9	121
(6) 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	4%	13%	23%	35%	25%	3.6	122
	My Seminar/Fieldwork Classes	4%	9%	30%	31%	26%	3.7	121
	My Cooperating Teacher(s)	4%	14%	23%	21%	39%	3.8	122
(7) Plan lessons that build connections, from my students' prior knowledge to new knowledge.	My Academic Coursework	6%	7%	23%	34%	30%	3.8	122
	My Seminar/Fieldwork Classes	4%	10%	21%	35%	30%	3.8	120
	My Cooperating Teacher(s)	5%	7%	14%	28%	46%	4.0	118
(8) Select tasks/ activities that enhance active student engagement in lessons.	My Academic Coursework	3%	4%	20%	31%	42%	4.0	121
	My Seminar/Fieldwork Classes	3%	8%	18%	33%	39%	4.0	120
	My Cooperating Teacher(s)	5%	7%	14%	28%	46%	4.0	121
(9) Plan lessons that contain multiple informal and/or formal assessment strategies.	My Academic Coursework	7%	6%	24%	35%	29%	3.7	119
	My Seminar/Fieldwork Classes	5%	4%	25%	41%	25%	3.8	117
	My Cooperating Teacher(s)	5%	10%	14%	32%	38%	3.9	118
(10) Plan lessons that align my lesson objectives to the learning tasks/ activities I select AND to how I assess student learning.	My Academic Coursework	6%	9%	16%	39%	30%	3.8	122
	My Seminar/Fieldwork Classes	6%	4%	21%	36%	33%	3.9	119
	My Cooperating Teacher(s)	9%	4%	16%	27%	43%	3.9	122
(11) Explain how my lesson plans will have a positive impact on student learning.	My Academic Coursework	7%	7%	16%	37%	34%	3.9	121
	My Seminar/Fieldwork Classes	7%	4%	18%	33%	39%	3.9	119
	My Cooperating Teacher(s)	8%	5%	14%	33%	40%	3.9	120
(12) Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.	My Academic Coursework	6%	9%	23%	30%	33%	3.8	122
	My Seminar/Fieldwork Classes	4%	10%	21%	33%	32%	3.8	119
	My Cooperating Teacher(s)	8%	6%	21%	28%	38%	3.8	122
(13) Comments about "Planning of Instruction and Assessment" questions.								

Instructing and Engaging Students in Learning		Not prepared (1)	Poorly prepared (2)	Moderately prepared (3)	Adequately prepared (4)	Highly prepared (5)	Mean	n
(14) Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.	My Academic Coursework	2%	3%	22%	36%	37%	4.1	107
	My Seminar/Fieldwork Classes	1%	3%	22%	33%	42%	4.1	107
	My Cooperating Teacher(s)	6%	8%	11%	31%	44%	4.0	105
(15) Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.	My Academic Coursework	2%	6%	18%	38%	37%	4.0	108
	My Seminar/Fieldwork Classes	2%	5%	18%	42%	33%	4.0	105
	My Cooperating Teacher(s)	5%	6%	12%	35%	42%	4.0	105
(16) 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	2%	8%	17%	38%	36%	4.0	106
	My Seminar/Fieldwork Classes	3%	8%	20%	33%	36%	3.9	102
	My Cooperating Teacher(s)	4%	3%	18%	30%	45%	4.1	103
(17) Use instructional materials that include a wide range of increasing complexity to address different student needs.	My Academic Coursework	2%	6%	25%	39%	29%	3.9	106
	My Seminar/Fieldwork Classes	4%	7%	24%	35%	31%	3.8	104
	My Cooperating Teacher(s)	6%	6%	21%	31%	36%	3.9	102
(18) Prompt students to connect their life experiences, their previous learning, and the previous instruction to new content and new learning.	My Academic Coursework	1%	8%	13%	34%	44%	4.1	107
	My Seminar/Fieldwork Classes	3%	8%	15%	27%	47%	4.1	106
	My Cooperating Teacher(s)	3%	9%	17%	33%	39%	4.0	103
(19) Structure learning activities to actively engage my students in developing understanding of a concept/skill.	My Academic Coursework	1%	5%	20%	41%	34%	4.0	107
	My Seminar/Fieldwork Classes	2%	7%	18%	34%	39%	4.0	104
	My Cooperating Teacher(s)	5%	5%	15%	31%	44%	4.1	104
(20) Use learner-centered activities and assignments that give students multiple opportunities to respond.	My Academic Coursework	1%	7%	23%	31%	39%	4.0	106
	My Seminar/Fieldwork Classes	2%	8%	24%	28%	39%	3.9	104
	My Cooperating Teacher(s)	4%	7%	23%	24%	42%	3.9	103
(21) Elicit and build on student responses during the time of instruction to deepen and further learning.	My Academic Coursework	5%	13%	21%	35%	26%	3.8	133
	My Seminar/Fieldwork Classes	3%	8%	19%	36%	35%	3.9	104
	My Cooperating Teacher(s)	3%	3%	16%	36%	42%	4.1	105
(22) Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction.	My Academic Coursework	4%	7%	16%	37%	37%	4.0	106
	My Seminar/Fieldwork Classes	4%	8%	14%	36%	39%	4.0	104
	My Cooperating Teacher(s)	4%	9%	18%	27%	43%	4.0	103
(23) Comments about "Instructing and Engaging Students in Learning "questions.								

Assessing Student Learning		Not prepared (1)	Poorly prepared (2)	Moderately prepared (3)	Adequately prepared (4)	Highly prepared (5)	Mean	n
(24) 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	4%	14%	21%	34%	27%	3.6	98
	My Seminar/Fieldwork Classes	3%	18%	19%	31%	29%	3.7	96
	My Cooperating Teacher(s)	6%	11%	20%	33%	30%	3.7	98
(25) Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.	My Academic Coursework	4%	10%	30%	36%	19%	3.6	99
	My Seminar/Fieldwork Classes	3%	13%	31%	26%	27%	3.6	97
	My Cooperating Teacher(s)	7%	10%	25%	31%	28%	3.6	98
(26) 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	2%	9%	21%	38%	30%	3.9	100
	My Seminar/Fieldwork Classes	4%	9%	20%	33%	33%	3.8	99
	My Cooperating Teacher(s)	5%	9%	17%	30%	38%	3.9	99
(27) Continuously monitor how well students understand what they are learning during instruction.	My Academic Coursework	3%	11%	20%	37%	29%	3.8	100
	My Seminar/Fieldwork Classes	3%	10%	22%	34%	31%	3.8	97
	My Cooperating Teacher(s)	4%	8%	18%	30%	39%	3.9	99
(28) Modify/ Improve lessons during the time of instruction, based on information gathered from informal assessments.	My Academic Coursework	4%	16%	17%	38%	24%	3.6	99
	My Seminar/Fieldwork Classes	4%	14%	19%	34%	30%	3.7	95
	My Cooperating Teacher(s)	5%	7%	17%	28%	43%	4.0	98
(29) Explain how my assessments of student learning will inform the next steps in instruction.	My Academic Coursework	4%	10%	14%	46%	27%	3.8	101
	My Seminar/Fieldwork Classes	5%	9%	15%	43%	27%	3.8	99
	My Cooperating Teacher(s)	6%	6%	21%	31%	36%	3.9	100
(30) Comments about "Assessing Student learning "questions.								
Classroom Language								
(31) Identify what my students need to do in terms of reading/ writing/ listening/ speaking in order to fulfill the content objectives of my planned lessons.	My Academic Coursework	2%	7%	21%	35%	34%	3.9	96
	My Seminar/Fieldwork Classes	3%	8%	19%	38%	33%	3.9	92
	My Cooperating Teacher(s)	4%	4%	19%	35%	37%	4.0	94
(32) Identify the essential language or terms that my students need in order to access texts AND to express their developing understanding of newly-learned content.	My Academic Coursework	5%	9%	21%	40%	25%	3.7	96
	My Seminar/Fieldwork Classes	7%	8%	23%	38%	26%	3.7	93
	My Cooperating Teacher(s)	5%	7%	17%	38%	32%	3.8	94
(33) Explain how I will support students with varying levels of language abilities.	My Academic Coursework	5%	10%	29%	38%	18%	3.5	96
	My Seminar/Fieldwork Classes	5%	13%	28%	32%	22%	3.5	93
	My Cooperating Teacher(s)	10%	18%	19%	28%	26%	3.4	91
(34) Provide opportunities for my students to understand, use, and practice the content area terms which I have targeted in my lessons.	My Academic Coursework	2%	4%	24%	44%	26%	3.9	96
	My Seminar/Fieldwork Classes	2%	9%	20%	37%	32%	3.9	94
	My Cooperating Teacher(s)	5%	8%	17%	35%	35%	3.9	95
(35) Comments about "Classroom Language "questions.								

Self-Assessment & Classroom Management		Not prepared (1)	Poorly prepared (2)	Moderately prepared (3)	Adequately prepared (4)	Highly prepared (5)	Mean	n
(36) Teach in urban schools with diverse student populations.	My Academic Coursework	3%	7%	26%	32%	32%	3.8	93
	My Seminar/Fieldwork Classes	5%	9%	22%	30%	34%	3.8	92
	My Cooperating Teacher(s)	7%	5%	19%	27%	42%	3.9	92
(37) Respond fairly to all students.	My Academic Coursework	2%	4%	12%	38%	44%	4.2	92
	My Seminar/Fieldwork Classes	3%	5%	14%	32%	45%	4.1	93
	My Cooperating Teacher(s)	5%	3%	15%	25%	52%	4.2	94
(38) Respond positively to appropriate behavior.	My Academic Coursework	2%	4%	13%	30%	50%	4.2	90
	My Seminar/Fieldwork Classes	1%	4%	19%	24%	52%	4.2	91
	My Cooperating Teacher(s)	2%	3%	14%	25%	56%	4.3	93
(39) Intervene to manage disruptive behavior.	My Academic Coursework	8%	21%	22%	22%	28%	3.4	92
	My Seminar/Fieldwork Classes	7%	17%	24%	23%	30%	3.5	93
	My Cooperating Teacher(s)	4%	7%	26%	22%	40%	3.9	94
(40) Use appropriate disciplinary approaches.	My Academic Coursework	9%	17%	23%	27%	24%	3.4	92
	My Seminar/Fieldwork Classes	5%	16%	23%	33%	22%	3.5	94
	My Cooperating Teacher(s)	7%	11%	20%	29%	34%	3.7	91
(41) Assess the extent to which my lessons achieved the learning goals.	My Academic Coursework	2%	11%	22%	36%	30%	3.8	93
	My Seminar/Fieldwork Classes	2%	10%	21%	36%	31%	3.8	91
	My Cooperating Teacher(s)	4%	7%	22%	30%	37%	3.9	92
(42) Evaluate my strengths, as well as areas for improvement, in my classroom teaching.	My Academic Coursework	1%	10%	20%	33%	36%	3.9	94
	My Seminar/Fieldwork Classes	1%	5%	21%	27%	46%	4.1	92
	My Cooperating Teacher(s)	5%	1%	18%	23%	53%	4.2	93
(43) Adjust or improve my lessons based on what I observe my students can or cannot do.	My Academic Coursework	2%	8%	19%	40%	32%	3.9	93
	My Seminar/Fieldwork Classes	2%	7%	22%	33%	36%	4.0	91
	My Cooperating Teacher(s)	3%	3%	18%	29%	46%	4.1	93

Self-Assessment & Classroom Management (con't)	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Very Often (5)	Mean	n
(44a) How often do you feel you have or had a positive impact on your students emotionally?	1%	0%	7%	30%	62%	4.5	94
(44b) How often do you feel you have or had a positive impact on your student behaviorally?	1%	2%	20%	47%	30%	4.0	90
(45) How often have you observed your students making academic progress as a result of your teaching?	1%	0%	18%	55%	26%	4.1	95
	Very little (1)	Below what I expected (2)	About what I expected (3)	Above what I expected (4)	Beyond what I expected (5)	Mean	n
(46) How much would you estimate the students in your main classroom have learned as a result of your teaching?	2%	3%	40%	44%	11%	3.6	94
(47) Comments about "Miscellaneous Section" questions.							
Cooperating Teacher(s)	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Very Often (5)	Mean	n
(48) During your student teaching experience this semester, how often does your cooperating teacher(s) do the following:							
(a) Model effective teaching strategies.	3%	5%	17%	35%	39%	4.0	99
(b) Let you take charge of the class.	2%	8%	13%	36%	41%	4.1	98
(c) Provide information or tools you could use in your teaching.	3%	11%	12%	33%	40%	4.0	99
(d) Meet you to discuss your performance.	4%	11%	19%	25%	40%	3.9	99
(e) Provide constructive feedback on your performance.	6%	10%	18%	25%	40%	3.8	99
	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	n
(49) How would you describe your working relationship with your cooperating teacher(s)?	3%	4%	11%	24%	58%	4.3	100
(50) Comments about your cooperating teacher(s) you would like to add.							
Field/ College Supervisor(s)	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Very Often (5)	Mean	n
(51) 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.	2%	7%	26%	32%	33%	3.9	102
(b) Meets with you to discuss your performance.	0%	9%	27%	34%	30%	3.9	102
(c) Provides constructive feedback on your performance.	3%	8%	18%	35%	36%	3.9	102
	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	n
(52) How would you describe your working relationship with your field/ college supervisor?	2%	0%	13%	42%	44%	4.3	101
(53) Comments about your field/college supervisor(s) you would like to add.							
*Note: Items 1 and 2 are filter questions.							

APPENDIX B

Student Teacher Feedback Spring 2013 Questionnaire

Student Teacher Feedback Survey Spring 2013		
<p>Question: Dear Student Teacher, tell us how well do you feel your academic coursework, your seminar and/or fieldwork classes, and working with your cooperating teacher(s) have prepared you for the student teaching tasks below?</p>		
<p>Academic coursework refers to all courses, 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 comments box.</p>		<p>Ratings: 1 = Not prepared 2 = Poorly prepared 3 = Moderately prepared 4 = Adequately prepared 5 = Highly prepared</p>
	Planning of Instruction and Assessment	Student Response
3*	Plan lessons that align with local, state, and national standards.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
4	Plan coherent lessons that connect the content to what I know about my students' diverse backgrounds, interests, or needs.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
5	Identify strategies on how to best group students in a classroom, based on my instructional goals.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
6	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 or Fieldwork Classes	
	My Cooperating Teacher(s)	
7	Plan lessons that build connections, from my students' prior knowledge to new knowledge.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
8	Select tasks/activities that enhance active student engagement in lessons.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	

	My Cooperating Teacher(s)	
9	Plan lessons that contain multiple informal and/or formal assessment strategies.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
10	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 or Fieldwork Classes	
	My Cooperating Teacher(s)	
11	Explain how my lesson plans will have a positive impact on student learning.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
12	Explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
13	Comments about "Planning of Instruction and Assessment"	
	Instructing and Engaging Students in Learning	
	Learner-centered teaching 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.	1 = Not prepared 2 = Poorly prepared 3 = Moderately prepared 4 = Adequately prepared 5 = Highly prepared
14	Create and maintain a positive and challenging environment for learning that also promotes mutual respect among students.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
15	Use developmentally-appropriate teaching strategies and activities that are linked to my lesson content and purpose.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
16	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 or Fieldwork Classes	

	My Cooperating Teacher(s)	
17	Use instructional materials that include a wide range of increasing complexity to address different student needs.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
18	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 or Fieldwork Classes	
	My Cooperating Teacher(s)	
19	Structure learning activities to actively engage my students in developing understanding of a concept/skill.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
20	Use learner-centered activities and assignments that give students multiple opportunities to respond.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
21	Elicit and build on student responses during the time of instruction to deepen and further learning.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
22	Explain the rationale for the teaching strategies and instructional materials I used or modified during my instruction.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
23	Comments about "Instructing and Engaging Students in Learning"	
	Assessing Student Learning	
	<p>Assessment can fall into two general categories - formal (graded) and informal (ungraded and classroom-based). Unless specified, "assessments" on this questionnaire refer to both formal and informal assessments.</p> <p>Examples of formal assessments: Short-answer or problem- solving exam; Essays; Multiple-choice exam; Lab report; Research paper; Oral presentations</p> <p>Examples of informal assessments:</p> <ul style="list-style-type: none"> • Teachers asking and fielding questions during instruction • Giving students, at the beginning of class, one or two questions over material covered in the previous class session 	<p>1 = Not prepared</p> <p>2 = Poorly prepared</p> <p>3 = Moderately prepared</p> <p>4 = Adequately prepared</p>

· Discuss answers and do a show of hands to see how many understand the concepts		5 = Highly prepared
24	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 or Fieldwork Classes	
	My Cooperating Teacher(s)	
25	Design assessments that take into account my students' backgrounds, language proficiencies, learning needs, and learning styles.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
26	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 or Fieldwork Classes	
	My Cooperating Teacher(s)	
27	Continuously monitor how well students understand what they are learning during instruction.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
28	Modify/Improvise lessons during the time of instruction, based on information gathered from informal assessments.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
29	Explain how my assessments of student learning will inform the next steps in instruction.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
30	Comments about "Assessing Student Learning"	
	Classroom Language	
31	Identify what my students need to do in terms of reading/ writing/ listening/ speaking in order to fulfill the content objectives of my planned lessons.	
	My Academic Coursework	

	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
32	Identify the essential language or terms that my students need in order to access texts AND to express their developing understanding of newly-learned content.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
33	Explain how I will support students with varying levels of language abilities.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
34	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 or Fieldwork Classes	
	My Cooperating Teacher(s)	
35	Comments about "Classroom Language"	
	<p>Dear Student Teacher, 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.</p> <p>Q36-43: How do you feel your academic coursework, your seminar and/or fieldwork classes, and working with your cooperating teacher(s) have prepared you for the student teaching tasks below?</p>	<p>1 = Not prepared 2 = Poorly prepared 3 = Moderately prepared 4 = Adequately prepared 5 = Highly prepared</p>
	Self-Assessment and Classroom Engagement	
36	Teach in urban schools with diverse student populations.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
37	Respond fairly to all students.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
38	Respond positively to appropriate behavior.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
39	Intervene to manage disruptive behavior.	
	My Academic Coursework	

	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
40	Use appropriate disciplinary approaches.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
41	Assess the extent to which my lessons achieved the learning goals.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
42	Evaluate my strengths, as well as areas for improvement, in my classroom teaching.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
43	Adjust or improve my lessons based on what I observe my students can or cannot do.	
	My Academic Coursework	
	My Seminar or Fieldwork Classes	
	My Cooperating Teacher(s)	
44	<p>Q44 and Q45: 1 = Never 2 = Seldom 3 = Occasionally 4 = Often 5 = Very Often</p> <p>How often do you feel you have or had a positive impact on your students ...</p>	Student Response
	emotionally ?	
	behaviorally?	
45	How often have you observed your students making academic progress as a result of your teaching?	
46	<p>Q46: 1 = Very little ... 2 = Below what I expected ... 3 = About what I expected ... 4 = Above what I expected ... 5 = Beyond what I expected</p> <p>How much would you estimate the students in your main classroom have learned as a result of your teaching?</p>	
47	Comments about "Self-Assessment and Classroom Engagement"	
	Cooperating Teacher(s)	
48	<p>Q48a-e: 1 = Never 2 = Seldom 3 = Occasionally 4 = Often 5 = Very Often</p> <p>During your student teaching experience this semester, how often does your cooperating teacher(s) do the following?</p>	
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.	
49	<p>Q49: 1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Very Good</p> <p>How would you describe your working relationship with your cooperating teacher(s)?</p>	
50	Comments about your cooperating teacher(s) you would like to add.	
Field/College Supervisor(s)		
51	<p>Q51a-c: 1 = Never 2 = Seldom 3 = Occasionally..... 4 = Often 5 = Very Often</p> <p>During your student teaching experience this semester, how often does your field/college supervisor do the following?</p>	
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.	
52	<p>Q52: 1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Very Good</p> <p>How would you describe your working relationship with your field/college supervisor?</p>	
53	Comments about your field/college supervisor(s) you would like to add.	