Student Teacher Feedback Survey 2006-2007
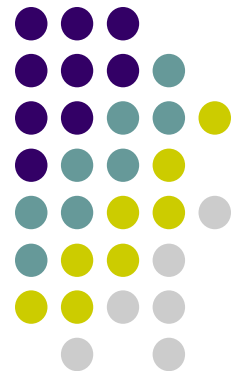
Office of Assessment and Accreditation

Teachers College Columbia University

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SURVEY INSTRUMENT, ADMINISTRATION, AND DATA ANALYSIS

The Student Teacher Feedback Survey was piloted in the fall of 2006. An e-mail with a link to the web survey and several follow up e-mails were sent to all student teachers who were in their placements at the time. Data summaries for all respondents and for individual programs with more than 10 respondents were shared with teacher education faculty (at TEPC meeting), program coordinators, and coordinators of student teaching experiences in all initial certification programs. Based on the comments and suggestions received from the faculty, several items were changed or added. The revised survey was administered in April 2007. To increase the response rate, five programs opted to have the survey administered in-class during the student teaching seminar. All other student teachers received an e-mail with a link to the web survey which was followed up with three reminders approximately two weeks apart. The response rates for fall 2006 and spring 2007 are presented in the table below.

PROGRAM	Fall 2006			Spring 2007			Combined 2006-07		
	RESPONSE	DATASET	PERCENT	RESPONSE	DATASET	PERCENT	RESPONSE	DATASET	PERCENT
Applied Behavior Analysis	14	48	29%	3	26	12%	17	74	23%
Art and Art Education*	7	22	32%	21	21	100%	28	43	65%
Bilingual/Bicultural Education*	3	10	30%	10	10	100%	13	20	65%
Blindness and Visual Impairment	0	0	0%	1	1	100%	1	1	100%
Deaf and Hard of Hearing*	7	19	37%	16	19	84%	23	38	61%
Early Childhood/Special Education	8	18	44%	11	35	31%	19	53	36%
Inclusive Elementary Education*	25	72	35%	46	62	74%	61	111	55%
Learning Disabilities	3	8	38%	6	6	100%	9	14	64%
Mathematics Education	3	7	43%	12	29	41%	15	36	42%
Mental Retardation/Autism	2	6	33%	2	8	25%	4	14	29%
Music and Music Education	6	12	50%	11	12	92%	17	24	71%
Physical Education	0	1	0%	1	1	100%	1	2	50%
Science Education	0	1	0%	6	12	50%	6	13	46%
Teaching of ASL	3	3	100%	3	7	43%	6	10	60%
Teaching of English	21	56	38%	18	45	40%	39	101	39%
Teaching of Social Studies	17	34	50%	8	33	24%	25	67	37%
Technology Specialist	1	4	25%	2	3	67%	3	7	43%
TESOL*	2	14	14%	15	15	100%	17	29	59%
Unspecified	11						11		
	133	335	40%	192	345	56%	325	680	48%

*in-class administration in spring 2007

The May 2007 Student Teacher Feedback Survey instrument was organized around four themes: Program Setup for Student Teaching/ Internship, Key Players, Program Curriculum, and School Environment. Unlike its pilot study version, the May 2007 Student Teacher Feedback Survey was not anonymous. As a result, a few optional questions regarding identity of cooperating teachers and supervisors were no longer necessary, and were thus dropped. Based mostly on faculty feedback, several items were revised and several were added; one item was deleted. Almost all of these changes were made under the Program Curriculum theme. An open-ended question related to each of the four main themes was added to provide respondents an opportunity to elaborate or clarify their responses to the Likert-type questions. A fifth open-ended question solicited student teachers' opinions about the

survey instrument and administration. The survey instrument was comprised of a total of 54 closed-ended items and five open-ended questions.

Quantitative results were calculated by computing descriptive statistics using SPSS version 15.0. Mean, sample size, and frequency of item category response were determined for each Likert-scale item of the survey. Results for the spring 2007 semester included responses from every completed survey across all programs. Combined 2006 and 2007 data included all completed surveys, however descriptive statistics were run only for survey items that were constant across the two versions of the survey. Hence, several survey items from combined 2006 and 2007 data do not have descriptive statistics reported indicating that they were included only in the latest version of the survey.

NVivo 7 software was used to code and analyze student teachers' responses to the four open-ended questions of the survey. A coding scheme developed in the course of the student teacher focus group study and fall 2006 administration of the survey, was used to code respondents' comments. Several codes were added to the scheme to reflect new information. Reports were generated for each code detailing the individual open-ended item comments and were analyzed for major trends and sub-themes which emerged in the qualitative data.

This report is organized around four themes: Program Setup for Student Teaching/ Internship, Key Players, Program Curriculum, and School Environment. Each section starts with the descriptive statistics for the relevant Likert-scale items for the spring 2007 survey administration and for the combined 2006-07 data. Qualitative results are used to confirm, explain, or expand on the quantitative data. Actual quotes from the open-ended responses were used to illustrate the findings.

THEME 1: STUDENT TEACHING SET-UP

Requirements Information—Availability and Accuracy

In spring 2007, over 90% of respondents reported to have received accurate information about student teaching requirements, and 82% reported to have received accurate information about certification requirements.

		2007	**strongly disagree**	**disagree**	**agree**	**strongly agree**	**N**	**2006-07**	**strongly disagree**	**disagree**	**agree**	**strongly agree**	**N**
Q1.	I received accurate information about student teaching requirements and expectations.	3.2	10	8	111	58	187	3.1	14	21	196	85	316
		%	5%	4%	59%	31%	100%	%	4%	7%	62%	27%	100%
Q4.	I received accurate information about teacher certification requirements.	3.0	1	2	4	2	9	2.9	11	49	189	45	294
		%	5%	12%	62%	20%	100%	%	4%	17%	64%	15%	100%

Respondents relied primarily on program faculty/student teaching coordinators and fellow student teachers for information about student teaching requirements. There is an increase in the use of OTE as a source of information in the spring semester compared to the fall semester.

Q2. What were your information sources about student teaching requirements and expectations?									
	OTE student teaching handbook	OTE office staff	OTE website	Program handbook	Program orientation / meeting	Program faculty / ST coordinator	College supervisor	Fellow student teachers	Other
Fall 2006	50	19	14	51	83	82	65	78	5
	38%	14%	11%	38%	62%	62%	49%	59%	4%
Spring 2007	86	54	36	55	75	134	92	113	9
	45%	28%	19%	29%	39%	70%	48%	59%	5%

For information about certification requirements, respondents turned to fellow student teachers, NYSED website, and OTE staff. There is an increase in the use of OTE as a source of information in the spring semester compared to the fall semester.

Q5. What were your information sources about teacher certification requirements?									
	OTE student teaching handbook	OTE staff	OTE website	Program handbook	Program orientation / meeting[1]	Program faculty / ST coordinator	College supervisor	NY State website	Fellow student teachers	Other
Fall 2006	38	41	28	42		52	29	56	55	10
	29%	31%	21%	32%		39%	22%	42%	41%	8%
Spring 2007	75	99	57	38	48	82	50	84	92	12
	39%	52%	30%	20%	25%	43%	26%	44%	48%	6%

[1] Not included in the fall 2006 survey

Respondents' comments (over 25) suggest that student teachers would like to see roles and expectations for student teachers and cooperating teachers to be more clearly defined and communicated. About two-thirds of the 25 respondents expressed criticism about the way the roles and expectations were defined by their programs.

It would be nice to have more guidelines for CT expectations because from my own experience and classmates' experiences, the support of the CT varied greatly.

Program Set-Up for Student Teaching/Internship

In spring 2007, the program placement process allowed for a timely start of student teaching for 90% of respondents; in 93% of placements, host schools/teachers were informed about placements prior to the starting date. Over 80% of respondents found paperwork straightforward, knew who to go to with questions, and found student teaching seminar discussions helpful in their student teaching. On the other hand, heavy course workload was of concern for almost half of respondents (46%). Overall, about three out of each four respondents felt supported by their programs.

		2007	strongly disagree	disagree	agree	strongly agree	N	2006-07	strongly disagree	disagree	agree	strongly agree	N
Q7.	Completing paperwork for student teaching was straightforward.	3.0	8	25	101	49	183	3.0	16	49	157	94	316
			4%	14%	55%	27%	100%		5%	16%	50%	30%	100%
Q8.	The placement process in my program allowed me to start my student teaching on time.	3.3	6	13	87	76	182						
			3%	7%	48%	42%	100%						
Q9.	My cooperating teacher, or host school, knew about my placement before the starting date.	3.4	6	7	72	97	182	3.4	21	19	95	171	306
			3%	4%	40%	53%	100%		7%	6%	31%	56%	100%
Q10.	I knew who to go to if I had questions about student teaching.	3.3	5	18	80	80	183	3.3	13	35	123	143	314
			3%	10%	44%	44%	100%		4%	11%	39%	46%	100%
Q11.	My student teaching seminar discussions were helpful in my student teaching.	3.1	10	23	83	60	176						
			6%	13%	47%	34%	100%						
Q12.	The course workload was reasonable during my student teaching.	2.5	35	50	68	30	183						
			19%	27%	37%	16%	100%						
Q13.	I felt supported by my program/college during student teaching.	3.0	13	31	81	53	178						
			7%	17%	46%	30%	100%						

Nearly 60 respondents commented on the overall organization of student teaching experiences; proportions of positive comments and criticisms were about equal. The overall experience was seen as organized if the expectation and requirements were defined and communicated to the key players, and a support structure was in place to attend to student teachers' needs and concerns. Critical comments referred to a lack of information about requirements or expectations, or a lack of guidance and quality control on part of the program.

I felt my experiences were well organized—my cooperating teachers knew I was coming and were ready.

I felt that I finally had a placement which made me feel comfortable and empowered. The organization of it was personal, accurate, and considerate in placement strategy.

Truthfully, it was pretty unorganized. The information I originally received regarding the required student hours (from the student teacher coordinator in my dept) was different from what they actually expected.

Both quantitative and qualitative data suggest that the majority of respondents started their placements on time and had no problems initiating contact with host schools or cooperating teachers. About two-thirds of the 20 comments related to paperwork were negative confirming the quantitative finding (see Q7 above). Respondents felt that deadlines for paperwork and exams were either not communicated, or were confusing and misleading.

It was organized. I was given enough time to visit schools for possible placement for the semester.

I was able to meet my CT before being assigned to the class and the match was a good fit.

Often, information was shared through students. Not enough written/verbal communication from professors!

During the semester, there were lots of mixed messages about assignments, requirements, expectations, etc. and it would have been nice if there had been a more unified front of written/syllabus/faculty/supervisor/co-teachers' communications and if things would have been clearer to understand and implement.

Respondents' comments about the support they received from the program and about quality control were mixed. Student teachers were likely to feel supported when there was a defined support structure and when there were people available to help in case of problems or questions. Many student teachers felt that they received adequate guidance during their placement. Conversely, student teachers who felt unsupported or inadequately supported by their programs would have liked to see more than one person available to help them, more program guidance, and more program follow up after they were placed.

My program supported me when I needed to change schools early in the semester because my cooperating teacher was not fulfilling any of his responsibilities.

X is so wonderful and she was also so organized. I felt like I could go to her at any time for help or questions.

Program felt as though once they had placed us they had done their job and did not have to mediate any problems that arose between me and my cooperating teacher.

Before X came along, there was no one to turn to. She definitely has been helpful to the … program. However, more than 1 person should know about the most up to date requirements and specifications of the … program and certification.

Confirming the quantitative results (see Q12 above), 42 of 44 comments related to workload were negative. Only two respondents said that the workload was reasonable during their student teaching experience. Most respondents felt that the workload coupled with their student teaching placement required a great deal of time. Many respondents claimed to have felt stressed, overwhelmed, or pressured to get all of the coursework and student teaching requirements completed.

It was challenging to balance graduate coursework and student teaching responsibilities.

While the work was all relevant, there were too many different assignments—it made it stressful to focus on the work and student teaching duties.

Approximately one-quarter of the negative comments indicated that the excessive workload detracted from student teacher's performance in the classroom. Many student teachers felt that so much time and energy was spent on their course assignments that they were not able to be as effective as they would have liked in the classroom.

With the … [project] I felt that I couldn't devote fully to either student teaching or the … [project]—it was too much.

I thought the B project, though very helpful, was a bit overwhelming to carry out while student teaching. There were a lot of requirements and this distracted me from my teaching.

A few respondents suggested that the timing of the final assignments should be altered so that the due dates did not correspond to the end of the student teaching placement. That way, student teachers would not be so crunched for time completing placement requirements and course assignments.

I think the end projects in core could have been less in degree or spread out. We didn't have the time to really devote as much as we wanted to student teaching.

I feel that the heavy load of work due in the last 2 weeks of the semester takes away from the experience of the last few weeks of teaching.

Three quarters of the comments about the student teaching seminar were positive. Respondents noted that seminar discussions and readings were helpful and enhanced their student teaching experience. Such seminars were well-organized, made students feel free to openly share their experiences in the classrooms, and covered topics important in student teaching. Very few of the comments were about the actual discussions in the seminar, which was the focus of the survey item about student teaching seminar. The majority of the comments were about the performance of the seminar instructor. Effective seminar instructors were described as well-organized, able to provide suggestions for teaching experiences, and comfortable speaking openly about their experiences in the classroom. Conversely, seminar instructors who were disorganized, spoke more about themselves or own experiences, and made student teachers feel uncomfortable speaking honestly and openly were at the center of the negative comments.

The student teaching seminar was very helpful, especially with the issues of classroom management, job hunting, etc.

Our seminar class was very supportive to the student teaching experience. I was able to apply philosophies taught in X and subject classes to my teaching.

The seminar instructor is great! She does a terrific job informing us with news and other relevant teaching strategies.

Also, in my seminar, I felt like my seminar instructor, most of it was her observations about HER teaching, rather than a forum for us to deal with and discuss our own classrooms. It didn't seem the place for HER to discuss what's going on in her room, seeing as it was OUR seminar.

I did not find the student teaching seminar to be useful. It was highly disorganized. I also did not feel comfortable discussing anything with the instructor.

Many respondents felt there should be some screening procedure in place to make sure that the cooperating teachers they were placed with were capable and willing to work with a student teacher. Furthermore, since so much of the experience is dependent upon the quality of the relationship between the cooperating teacher and the student teacher, some respondents felt that there should be a way to hold cooperating teachers accountable if they did not facilitate a positive experience.

Need to weed out the bad teachers. Student teachers cannot be put in (a) bad place because the CT gives them a hard time.

Last semester, I learned a lot, but only by observing. My CT was very resistant to having me teach. You should ask CT's: are you willing to hand over your classroom to student teachers.

Overall, thirty-one respondent commented on the selection of cooperating teachers, even though there was not a survey item on this theme. Student teachers were more satisfied when they believed they were carefully matched with a cooperating teacher, especially an experienced cooperating teacher. Student teachers were less satisfied if they were paired with a cooperating teacher who was relatively new and inexperienced.

X puts tremendous effort into making sure we are placed with care. While it may not always be a perfect match, she tries very hard to find the best place for us. Each of my placements were good experiences because of this.

THEME 2: KEY PLAYERS

Learning Opportunities

In spring 2007, between 82% and 88% of respondents agreed that they had adequate opportunities to observe experienced teachers, apply theory to practice, try things out, and take over the class during student teaching. These numbers are slightly higher than those in fall 2006 probably because the majority (79%) of spring semester respondents were completing their second or third placements and had more opportunities to take charge of the classroom.

		2007	strongly disagree	disagree	agree	strongly agree	N	2006-07	strongly disagree	disagree	agree	strongly agree	N
Q14.	I had adequate opportunities to take over the class during student teaching.	3.3	4	18	73	87	182	3.3	15	41	103	153	312
			2%	10%	40%	48%	100%		5%	13%	33%	49%	100%
Q15.	I had adequate opportunities to apply theory to practice.	3.1	10	23	92	56	181	3.1	19	54	131	108	312
			6%	13%	51%	31%	100%		6%	17%	42%	35%	100%
Q16.	I had adequate opportunities to try things out during student teaching.	3.1	7	26	85	65	183	3.1	18	52	128	117	315
			4%	14%	46%	36%	100%		6%	17%	41%	37%	100%
Q17.	I had adequate opportunities to observe experienced teacher(s).	3.3	3	24	66	90	183	3.3	13	40	111	152	316
			2%	13%	36%	49%	100%		4%	13%	35%	48%	100%

Comments related to learning opportunities were relatively few compared to comments made about other areas of the student teaching experience: there were 22 comments about opportunities to teach (14 positive), 12 about opportunities to try things out during student teaching (10 negative), and seven about opportunities to observe experienced teachers (5 positive).

Availability of learning opportunities to a large degree depended on cooperating teachers. Respondents reported having more opportunities to teach and learn when cooperating teachers were supportive, experienced, helpful, and facilitated those opportunities. Conversely, respondents had little or no such opportunities when cooperating teachers were "resistant" to let them teach, had "many control issues," or were inexperienced. Sometimes opportunities to teach or to try things out were limited because cooperating teachers were very busy, time was limited, or cooperating teachers had "own work load to fulfill." Opportunities to teach and learn were also hampered when there was more than one student teacher in the same placement.

I had an amazing CT this time compared to my first one. I taught at least half the classes each day and got a lot of real experience.

Since in my placement there were three student teachers present, it was difficult to find a balance and connection with the (K-12 learners). I did appreciate that I could learn so much from my 2 CTs as well as student teachers but felt that sometimes I did not have a voice.

I feel constrained to try out my teaching plans or some new ideas since time is limited and my CT has her own work load to fulfill.

He gave me many opportunities to teach. However, he himself did not always demonstrate effective teaching strategies or instruction.

I really did not have many opportunities to teach alone. My teacher made up lesson plans on the spot for his classes, and I had no input.

Sometimes you weren't sure how much initiative we could take in the classroom because we were warned to go with the flow.

College (Field) Supervisor

In spring 2007, over 90% of respondents reported to have had good working relationships with their supervisors. Most respondents reported that their supervisors were easy to reach (92%), regularly met with student teachers (81%), spaced out observations (82%), provided useful information and tools (87%), and gave constructive feedback (88%). A lower number (77%) of respondents felt that supervisors were effective in communicating with cooperating teachers. Eighty-four percent of respondents would recommend their supervisors to future student teachers.

		2007	strongly disagree	disagree	agree	strongly agree	N	2006-07	strongly disagree	disagree	agree	strongly agree	N
Q18.	My supervisor provided me with information or tools I could use in my teaching.	3.3	8	16	68	89	181	3.2	19	34	120	141	314
			4%	9%	38%	49%	100%		6%	11%	38%	45%	100%
Q19.	I met regularly with my supervisor to discuss my progress.	3.2	6	28	77	68	179	3.1	13	59	115	123	310
			3%	16%	43%	38%	100%		4%	19%	37%	40%	100%
Q20.	My supervisor was easy to reach by phone, email, or in person.	3.4	4	11	66	99	180	3.4	12	26	106	169	313
			2%	6%	37%	55%	100%		4%	8%	34%	54%	100%
Q21.	My supervisor provided constructive feedback on my performance.	3.4	7	16	58	102	183	3.3	22	27	99	168	316
			4%	9%	32%	56%	100%		7%	9%	31%	53%	100%
Q22.	I had a good working relationship with my supervisor.	3.4	4	12	66	100	182	3.4	15	20	111	168	314
			2%	7%	36%	55%	100%		5%	6%	35%	54%	100%
Q23.	Observations from my supervisor were optimally spaced out.	3.2	6	28	69	76	179	3.2	17	40	120	129	306
			3%	16%	39%	42%	100%		6%	13%	39%	42%	100%
Q24.	My supervisor communicated effectively with my cooperating teacher.	3.1	10	29	70	62	171	3.0	27	42	119	102	290
			6%	17%	41%	36%	100%		9%	14%	41%	35%	100%
Q25.	I would recommend my supervisor to future student teachers.	3.3	11	18	52	99	180	3.3	31	26	86	165	308
			6%	10%	29%	55%	100%		10%	8%	28%	54%	100%

About 104 respondents made comments about college/field supervisors; of these comments 74 were positive, one mixed, and 29 negative.

According to respondents, effective supervisors were experienced, professional, available, thoughtful, supportive, and welcoming. They cared about student teachers' professional growth, as well as about their personal lives. They had good communications skills, gave explicit guidelines, and made expectations clear to student teachers, cooperating teachers, and school personnel. Effective supervisors were understanding about the teaching experience, encouraged student teachers to be confident in their teaching style, and stayed in contact with the host schools. They provided information which helped student teachers to enhance their teaching skills and to shape their understanding of how theory could be applied to practice.

My supervisor was excellent. She had great communication skills—she basically told me everything she knew, was easy to get a hold of, etc...

My supervisor was wonderful and provided most of the support during my student teaching experience. Whereas sometimes I felt like nobody cared about my growth as a teacher and/or couldn't answer specific advice about how to deal with certain classroom situations, (my supervisor) really gave me the support I needed. She showed me, and everybody else, that she

really cared about us on an individual level. I don't know what I would have done without her guidance and support.

Conversely, ineffective supervisors were inexperienced, irresponsible, intimidating, insensitive and hard to talk to. They had little or no teaching experience, "did not really understand the realities of being in a classroom," and made unrealistic suggestions. They rarely or never met with student teachers to discuss their performance in the classroom, made very few observations, and made "gross generalizations (which are an) inaccurate assessment strategy." In conflict situations, they took cooperating teachers' side, made inappropriate comments, or "instigated anger and problems" between student teachers and cooperating teachers.

Supervisor was very inconsiderate—did not accommodate my schedule, came unannounced, made inappropriate comments (trying to instigate anger and problems with my CT and me), and very little helpful constructive criticism.

My supervisors were not really helpful. They made a few observations and then made gross generalizations—inaccurate assessment strategy.

My supervisor who observed me in the classroom this semester was not responsible or supportive at all. She forgot about one of my observations and asked to switch the date of another observation three times. When she did observe me, she provided very little positive feedback and focused solely on what she thought were problems with the way the lessons were constructed. She made quick and incorrect judgments about me and my students and when I tried to correct her and explain myself, she did not listen to me. One of the times she observed me, she started marking up my lesson plan when I gave it to her 5 minutes before I was going to teach it. She started crossing things out and writing all over the lesson plan right in front of me and told me what she thought was wrong with it. She did not provide any suggestions on how to change or fix it and all of this occurred 5 minutes before I taught the lesson. Overall, she focused in on what she perceived to be negative aspects of the lesson itself and did not provide feedback on how I taught it or how I interacted with students. She was not supportive at all.

As indicated by a significant proportion of comments, student teachers appreciated and sought constructive feedback from their field supervisors. Effective supervisors gave helpful and constructive feedback that student teachers could take and use in the next lesson. On the other hand, some supervisors gave general feedback which was not helpful.

I think my supervisor and CT were really wonderful. They gave me constructive feedback which helped me to create effective lesson plans for my students. Both of them encouraged me to have confidence in my teaching style and that confidence absolutely helped me to be a good teacher to my students.

My supervisor was also very thoughtful and supportive. I received feedback that I was able to take and use the very next lesson I taught.

My supervisor was also very organized and gave clear expectations. Her feedback was clear and helpful. It was constructive and supportive.

My supervisor was disorganized and unable to use her email for a large part of the semester, creating a disconnect in our relationship. I felt that her feedback did not help me become a better teacher, as the comments were general and not very constructive.

Respondents also reported that it was "counterintuitive" for field supervisors, who were not cognizant of the teaching model being used in classrooms, to base their feedback and criticisms of student teachers' lessons on a different model that was not adopted by the host school. To be able to provide useful feedback and to make an objective assessment, field supervisors needed to know how individual classrooms work, and what was considered "normal and accepted behavior" in these classrooms.

One thing I would recommend with regards to the supervisors is that many of them didn't seem aware of the impact of the "workshop model" on our lesson planning and kept critiquing our structure based on a different kind of lesson than we could make in our classrooms. It seems

counterintuitive to have them give us feedback based on a system that our school/class doesn't use, and for them not to be aware of the one that we DO use.

Cooperating Teacher

In spring 2007, 92% of the respondents reported having had good working relationships with their cooperating teachers. A majority of respondents (90%) felt welcomed and treated with respect by cooperating teachers; 85% to 91% reported cooperating teachers modeled effective teaching strategies, provided tools and information, were willing to let student teachers take charge of the class, met regularly with student teachers, and provided constructive feedback on student teachers' performance. As a result, 86% of respondents would recommend their cooperating teachers to future student teachers. For the comparable statements, ratings for cooperating teachers were slightly higher than those for supervisors.

		2007	strongly disagree	disagree	agree	strongly agree	N	2006-07	strongly disagree	disagree	agree	strongly agree	N
Q26.	I felt welcomed by my cooperating teacher.	3.5	5	13	44	120	182	3.4	14	31	77	192	314
			3%	7%	24%	66%	100%		4%	10%	25%	61%	100%
Q27.	My cooperating teacher treated me with respect.	3.5	6	10	47	119	182						
			3%	5%	26%	65%	100%						
Q28.	I had a good working relationship with my cooperating teacher.	3.5	7	9	50	115	181	3.4	19	27	79	188	313
			4%	5%	28%	64%	100%		6%	9%	25%	60%	100%
Q29.	My cooperating teacher modeled effective teaching strategies.	3.4	10	10	57	104	181	3.3	22	20	106	163	311
			6%	6%	31%	57%	100%		7%	6%	34%	52%	100%
Q30.	My cooperating teacher provided me with information or tools I could use in my teaching.	3.4	6	9	67	98	180	3.3	14	27	110	161	312
			3%	5%	37%	54%	100%		4%	9%	35%	52%	100%
Q31.	My cooperating teacher was willing to let me take charge of the class.	3.5	5	13	52	111	181	3.4	15	36	79	179	309
			3%	7%	29%	61%	100%		5%	12%	26%	58%	100%
Q32.	I met regularly with my cooperating teacher to discuss my performance.	3.3	6	21	70	83	180	3.2	15	45	113	138	311
			3%	12%	39%	46%	100%		5%	14%	36%	44%	100%
Q33.	My cooperating teacher provided constructive feedback on my performance.	3.4	6	17	67	93	183	3.3	15	38	106	155	314
			3%	9%	37%	51%	100%		5%	12%	34%	49%	100%
Q34.	I would recommend my cooperating teacher to future student teachers.	3.4	12	12	52	101	177	3.3	30	30	75	171	306
			7%	7%	29%	57%	100%		10%	10%	25%	56%	100%

About 175 respondents made comments about cooperating teachers; of these comments, 135 were positive, 12 mixed, and 28 negative. In agreement with the quantitative data, comments about cooperating teachers were slightly more positive than comments about college/field supervisors.

According to respondents, effective cooperating teachers were helpful, knowledgeable, encouraging, nurturing, and approachable. They made their expectations clear, modeled effective lessons, assisted student teachers with lesson planning, and provided constructive feedback on a regular basis. They "went above and beyond (their) duties to provide" student teachers with "the most information, tools, and experiences for a career in education" and "really took time to teach" student teachers. They treated student teachers equally and not as "help." They made student teachers feel "very comfortable and not scared at all."

My CT went above and beyond her duties to provide me with the most information, tools, and experiences for a career in education.

I worked in a classroom with team teaching which kept lessons fresh and varied for optimal student interest. My students have blossomed under my CTs guidance. This allowed me to see how the BEST is done. I would recommend others to observe/student teach with my CTs because they communicate well and teach wonderfully.

My first cooperating teacher … was a really great teacher who went to great pains to observe me and give me feedback. I got the sense that it was a bit exhausting for him to host a student teacher but he never showed me anything but respect and support.

My CT was very warm and welcoming. She was able to provide me with accurate feedback being that she was a graduate of the program. She expected above average performance from her student teacher.

My cooperating teacher has been a wonderful mentor, giving me full teaching ownership of her students and her classroom. She offered me constructive criticism and advice about my teaching, which I found to be extremely helpful as well as motivating. Being such an experienced teacher herself, I found every moment in her classroom to be invaluable mini-lessons of her wisdom of teaching experience. She fosters classroom community, is creative and open with her students and modeled balanced literacy in all of her lessons and morning meetings.

Conversely, ineffective cooperating teachers were either inexperienced or "burnt out," they were mean, controlling, disrespectful, condescending, or felt threatened, insecure, and defensive. They did not like teaching, did not care about K-12 learners, and did not seem to be interested in mentoring. They did not provide student teachers with learning opportunities and used them to alleviate grading and administrative responsibilities.

My cooperating teacher is a second year teaching fellow. I think that cooperating teachers should have more classroom experience and a level of maturity that would permit them to guide and mentor student teachers, not feel threatened and defensive around them.

Though I did get along with my cooperating teachers, I did not feel like they were interested in playing a mentoring role, something I was hoping for. I sometimes felt that I was a burden on them. Also, I felt that in both placements I did not have enough room to try out my own ideas. I sometimes felt confined when it came to lesson planning.

I flew solo most of the time. My cooperating teacher was not welcoming and I believe saw me as a threat to her classroom authority from the outset. Most of my semester was spent building her trust, which I ultimately achieved. ... She also wanted a student teacher to alleviate her grading and administrative responsibilities. This is not an ideal setup.

My situation with my cooperating teacher was very difficult to me because I did not feel she was a very warm person and felt she was especially negative and defeating. As I am very sensitive it made me very uncomfortable asking her questions and wanting to take over the class in fear that it was not going to be how she wanted it. She was also harsher with the children than I felt comfortable with.

I felt like my CT didn't care about the students. I also feel like she doesn't want to have a student teacher from TC in the room watching her all the time. I had to put a lot of effort into meeting with her and never felt comfortable talking about what my needs were.

A number of respondents reported they learned a lot and enjoyed their student teaching experience despite the fact that their cooperating teachers did not possess the usual qualities and qualifications of a master teacher. Several others reported having very supportive cooperating teachers who were very busy to meet with student teachers, provide feedback or help them in any other way.

My CT was great for me because I felt very empowered in the class. Although he was a little disorganized and did not model all the best practices, I felt great in the class.

Even though I was in a Haitian-Creole Bilingual classroom and my (cooperating teacher) did not speak the language she was still able to provide me with valuable advice and teaching strategies that I could implement in my lessons b/c she was familiar with English Language Learners and how to scaffold instruction. I was very pleased with her observations and suggestions. I felt very comfortable with her and was not afraid to voice concerns and ask for help.

My cooperating teacher was an amazing model to observe and learn from and was more than willing to let me take over aspects of the classroom and fill areas of study. I felt supported by her through this process but did not receive constant feedback. We did not have meetings despite my bringing this up and my CT was so busy that I could not push the issue.

My cooperating teacher was great, but very busy, so I felt that I didn't get as much of a chance to get involved in the classroom as I should have.

I was in a CTT classroom with two young, inexperienced teachers. Nevertheless, I found it formative and enjoying.

I felt from the start that the CT was not too happy with having a student teacher in the classroom, esp. from TC for some reason. I did not tell anyone about the difficulties I initially had there because I wanted to make the best of the situation. I learned a lot but it was very difficult at times with the approach of the way they view student teachers and felt I could have benefited more from a placement that has an affiliation with TC.

Relationships with K-12 Students

In spring 2007, almost all (97%) respondents reported that they had formed positive relationships with their students. This is the highest rated item of the survey. Most (93%) respondents felt that their students were receptive to their teaching styles and demonstrated academic progress during their teaching internship. They were a little more cautious in reporting their ability to manage student behavior effectively (88%).

		2007	strongly disagree	disagree	agree	strongly agree	N	2006-07	strongly disagree	disagree	agree	strongly agree	N
Q35.	I was able to form positive relationships with my students.	3.7	3	2	49	128	182	3.7	10	2	73	229	314
			2%	1%	27%	70%	100%		3%	1%	23%	73%	100%
Q36.	I was able to manage the behavior of my students effectively.	3.3	4	16	89	71	180	3.2	12	31	147	121	311
			2%	9%	49%	39%	100%		4%	10%	47%	39%	100%
Q37.	My students were receptive to my teaching style.	3.4	3	8	85	84	180	3.4	10	11	137	151	309
			2%	4%	47%	47%	100%		3%	4%	44%	49%	100%
Q38.	My students demonstrated academic progress during my student teaching tenure.	3.4	2	10	86	78	176	3.4	7	18	136	138	299
			1%	6%	49%	44%	100%		2%	6%	45%	46%	100%

In agreement with the quantitative findings, a majority of the open-ended comments (48 of 53) were positive and only 5 were negative. Many respondents made positive, albeit somewhat general, comments about their students, such as describing students as "wonderful," "welcoming," "genuine," "amazing," "memorable," and "sweet." Others reported enjoying teaching because their students were motivated, excited, and engaged. K-12 students allowed student teachers "to experience how special teaching is" and "made staying in this program and in NY worth it." The few not positive comments related mainly to the challenge of managing student behavior.

I had a group of 12 exceptionally motivated and well behaved (students); they would have behaved well if they were being taught by a rock. Still, they were receptive to my teaching style. I learned a great deal from teaching them.

I was able to connect with the students and encourage them to give of their best. I felt great when I was able to help a student move from a mediocre effort and result, to taking pride in his/her work. Also, most gratifying was seeing a student understand a new concept based on my attempts at teaching.

My school is tough. Students skip a lot of class so it is hard to build classroom community.

Students were difficult to work with many times.

THEME 3: PROGRAM CURRICULUM

In spring 2007, most respondents agreed that they learned a lot while in the program. Over 90% agreed that they improved their understanding of subject areas (92%), learned to develop stimulating lessons and curriculum plans (93%), and developed a repertoire of instructional strategies (90%). Slightly lower proportions of respondents reported that they learned a variety of ways to organize classroom for learning (84%) and to motivate students (89%), learned a variety of ways to evaluate student progress and performance (83%) and to teach students with different skill levels in the same classroom (75%). Eighty-four percent believed that their programs emphasized teaching in a diverse urban school setting; and 82% felt that the course assignments supported their growth as teachers.

	While in the program, …	2007	strongly disagree	disagree	agree	strongly agree	N
Q39.	... I improved my understanding of subject area(s).	3.4	4	10	74	92	180
			2%	6%	41%	51%	100%
Q40.	... I learned to develop stimulating lessons/ curriculum plans.	3.4	4	8	88	82	182
			2%	4%	48%	45%	100%
Q41.	… I developed a repertoire of instructional strategies.	3.3	5	13	92	71	181
			3%	7%	51%	39%	100%
Q42.	... I learned a variety of ways to organize classroom for learning.	3.2	6	24	81	70	181
			3%	13%	45%	39%	100%
Q43.	... I learned a variety of ways to motivate students to participate in learning activities.	3.3	4	17	86	73	180
			2%	9%	48%	41%	100%
Q44.	… I learned a variety of ways to evaluate student progress and performance.	3.1	9	22	95	57	183
			5%	12%	52%	31%	100%
Q45.	... I learned a variety of ways to teach students with different skill levels in the same classroom.	3.0	8	39	86	51	184
			4%	21%	47%	28%	100%
Q46.	My program emphasized teaching in a diverse urban school setting.	3.2	9	20	86	66	181
			5%	11%	48%	36%	100%
Q47.	My course assignments supported my growth as a teacher.	3.0	11	22	100	52	185
			6%	12%	54%	28%	100%

In the open-ended comments, respondents provided overall evaluations of program curriculum, its relevance to student teaching experience and future teaching practice, and criticism and suggestions on how to make program curriculum more effective for student teachers. Of the 141 comments, about equal numbers were positive and negative (57 and 60), and 24 comments were a mix of positive evaluations and criticisms of certain aspects of curriculum.

Respondents' general evaluations of program curriculum and their own preparedness for student teaching (53) differed by program and individual. Over two-thirds commented that they "learned much from the program" and "felt prepared to be in the classroom as a student teacher." These student teachers appreciated "a good mix of methods and content courses" and opportunities to see interconnections between theory and practice. Two respondents felt that their program "was not great but not awful," just "the bare minimum." On the other hand, about one-third felt that their programs did not or not adequately prepare them to enter the classroom as student teachers or prospective teachers.

Curriculum was great—I loved having the theory, mixed with observing teachers, mixed with making art to then student teaching.

I really like my program curriculum. I have found that it gave me a broad perspective on the situation in K-12 schools. Student teaching helped me figure out which courses I would like to take next semester as electives. I think it would be helpful to take some more content area courses. I am specifically interested in math education, and will likely take a course in teaching elementary school math.

I feel that 10% of what I learn in my TC classes is extremely helpful and has prepared me extremely well for life as a teacher. However, I feel that 90% of what we discuss does not help me as a teacher.

In many ways the program left me confused over the purpose and direction, angry about the lack of learning and feeling unsuccessful and ill equipped for assignments.

This is my first semester at TC. I felt ill prepared in my placement not having completed any coursework prior to starting. I don't think we should be allowed to student teach in our first semester.

Sixty-five respondents commented on the relevance and applicability of course content to classroom teaching. As one student teacher noted, "a lot of things in real life are much different than in the theory of teaching." About one-third (21) found program curriculum broad in scope, interesting, and relevant to classroom teaching. However, about half of the comments (32) were critical indicating that respondents would like their programs to "do more to help connect coursework to the student teaching experience."

I feel that my program is wonderfully balanced in providing me with a variety of teaching philosophies and instructional strategies. Every professor and supervisor in my program is quite generous in sharing their professional expertise and I have had ample opportunity to take what I learned in class from my professors and supervisors and apply it to professional practice.

It needs to be way more practical, and applicable. Theory is nice but the way it is taught here, it practically exists in a vacuum. I felt such a huge disconnect between the classes here, and my teaching; and I think that's something both TC, in general, and my program, in particular, need to work on.

Respondents overwhelmingly agreed that they would like to see more focus on how to put theory to practice, on what to do in the classroom they are in, on real-life situations and practical ideas. Some students emphasized importance of specific areas, such as: teaching methods (17), lesson planning (13), classroom management (13), differentiated instruction (9), and assessment (7). Several students mentioned that they learned many of these skills from their cooperating teachers rather than from the program.

Instead of talking about how to focus on this or that, they should actually talk about it. For instance, we barely created lesson plans but talked about how to create them. Also how to create curriculum based on different learners. I would actually like to see a lesson plan be taught that way.

The program concentrated on vague generalization about culture rather than teaching methods or really anything important to practice. I wish I had more instruction on disabilities, childhood psychology, and lots of other important areas.

I felt as though we should have spent more time on lesson planning, classroom management styles, differentiation techniques, and the actual teaching of difficult topics instead of hearing why it is important to do these things. We all agree that it is important to differentiate, stop telling us WHY and tell me HOW to do it in a classroom of 28 kids where I am the only adult.

I felt unprepared heading into the classroom. As much as we have named different strategies for teaching sort of in passing, I don't think I really have any idea what most of them are. While this classroom used mostly direct verbal instruction, I don't feel I have much knowledge of other methodologies.

I hope we can have a class for classroom management. I think classroom management was the hardest thing for me as a student teacher.

I'd like to know how to grade when I have all ESL skill levels in my classroom and how to design differentiated tests.

As indicated by the quantitative data, the majority of respondents agreed that their program emphasized teaching in a diverse, urban public school environment (see Q46 above). Still, a few respondents felt that their program did not adequately prepare them for the realities of teaching in NYC public schools.

It was very challenging to attempt lessons that promoted diversity or inspired social justice in a classroom that was a bit disorganized and only focused on math, reading and writing. I'm glad I had this experience, this challenge, but I felt a bit like an outsider in having this experience.

Half of my instructors focused their instruction on teaching at high performing school, which was terribly disheartening for those of us who were placed in struggling schools throughout NYC. For some classes, there was a huge disconnect between the material presented and the classrooms that we were placed in.

In general, TC teacher education classes need to be more responsive to the problem of the Regents, which many teachers face in schools. TC teacher ed classes prepare teachers for a perfect world: class size 20, all students fed and happy and having done their homework, and open curriculum that the teacher can design herself.

Thirteen respondents made comments about course assignments, which either provided respondents with new perspectives on teaching and "deepened my understanding as a teacher," or were described as "busywork" that took away time and energy from student teaching. (See related comments about workload in the section on Program Set-up for Student Teaching/Internship).

It was enlightening to conduct data-driven research on learning and performance of students that correlated with class work. It made aspects of the curriculum come together and become practical in the classroom.

There were some assignments that felt more like "busywork" than actually useful, which took away from the time we could spend digging into our … [project], etc."

Hardly any of the work that I had to do, or the readings I was required to do, or the discussions that were had in class, were helpful to my student teaching experience. The work was a burden on top of student teaching because it was unrelated and time-consuming.

Besides respondents' desire to see stronger connections between coursework and student teaching and more emphasis on certain skills, several respondents made specific recommendations to their programs, such as using live or video-mediated observations of experienced teachers or classroom situations, changing the sequence of specific courses (e.g., having methods or assessment courses prior to student teaching), or encouraging sharing of lesson plans and activities among student teachers.

I think we should be offered more videos of experienced teachers' teaching in classroom or some other forms of examples of good teacher.

The student teaching put our academic work into context. I almost wish I could go back and retake those classes from our first year.

I think the program should emphasize the sharing of lesson plans and activities. Each student writes many lesson plans—there should be a way for teachers to be able to access these plans and materials. Every year there are more students with more ideas, more activities, more creative lessons—why don't share them.

In spring 2007, 88% of respondents felt that their host schools were conducive to their professional growth and were willing to recommend their schools to future student teachers. Over 80% reported that they were introduced to the school administrators, teacher or parents. Although 86% felt welcomed by other teachers, only 77% felt welcomed by school administrators and only 70% felt encouraged to participate in school activities. Three out of every four students reported good communication between their programs and school sites (which means that a quarter of respondents found such communication lacking).

		2007	strongly disagree	disagree	agree	strongly agree	N	2006-07	strongly disagree	disagree	agree	strongly agree	N
Q48.	I was introduced to the school administrators, teachers, or parents.	3.1	8	28	94	55	185	3.4	7	18	136	138	299
			4%	15%	51%	30%	100%		2%	6%	45%	46%	100%
Q49.	School administrators or teachers encouraged me to attend school activities and meetings.	2.9	9	46	79	49	183	2.9	24	71	118	98	311
			5%	25%	43%	27%	100%		8%	23%	38%	32%	100%
Q50.	I felt welcomed by school administrators.	3.0	16	25	78	62	181	3.1	23	38	131	113	305
			9%	14%	43%	34%	100%		8%	12%	43%	37%	100%
Q51.	I felt welcomed by other teachers.	3.3	7	18	81	78	184	3.3	14	34	124	138	310
			4%	10%	44%	42%	100%		5%	11%	40%	45%	100%
Q52.	The school environment was conducive to my learning and growing as a teacher.	3.3	9	13	77	85	184	3.3	14	23	125	148	310
			5%	7%	42%	46%	100%		5%	7%	40%	48%	100%
Q53.	I would recommend my host school to future student teachers.	3.4	7	15	59	100	181	3.4	14	25	94	176	309
			4%	8%	33%	55%	100%		5%	8%	30%	57%	100%
Q54.	As far as I can tell, there was communication between TC and my host school.	3.0	14	31	69	63	177	3.0	26	45	122	103	296
			8%	18%	39%	36%	100%		9%	15%	41%	35%	100%

In agreement with the quantitative findings above, comments about the overall school environment (34 of 38) and about specific characteristics of host schools (about 100 of 120) were positive. Respondents noted a collaborative, supportive, welcoming, and respectful atmosphere in their host schools.

> *I really liked everything having to do with my school—my peers, my students, my co-op, my supervisor.*

> *School was so open to me! All administrators observed me and gave me feedback at some point. Other art teachers opened their classroom to me, as well.*

> *The environment in the school is very close-knit. The faculty were great resources for the … project and I worked well with them.*

> *Outstanding communication between teachers, staff, and principal. It gave a feeling of a close-knot community.*

In agreement with questions Q50 and Q51, comments about teachers were more likely to be positive than comments about administrators. Respondents who gave positive comments mentioned that the administrators were available to them and other teachers, visible within the school and made an effort to get to know student teachers. Conversely, most of the negative comments noted that student teachers had limited interaction with administrators, and saw them as unavailable, ineffective, or disorganized.

It was a great school. The principal … was very active in the school's programs and facilities as well as the staff. It is a very close and collaborative working school.

My principal didn't know who I was for a while and didn't reach out to me.

The administration was not particularly friendly, or particularly visible, which I found both peculiar and a bit professional.

There were only five comments regarding the communication between TC and the host school, however they were all negative. Respondents would like to see more open communication between supervisors and members of host schools, so that student teachers do not get caught in the middle.

Professor A should be able to have direct contact with CTs. At the … School, the school leader relayed info to CTs. A lot of this info did not get to my CT.

I think that my cooperating teacher needed to communicate more effectively with TC and my supervisor.

In addition, respondents made comments on four other aspects of school environment which were not part of the quantitative part of the survey: overall organization of school, school diversity, school location and safety, school discipline. Two respondents noted that the host school was unorganized. Ten respondents made comments about the diversity of the schools—seven noted that the school environment was diverse and three commented on a lack of diversity in the school. Two respondents had to travel a very long distance and one found the school unsafe due to gang activity. Finally, four respondents commented that there was a lack of discipline in the school.

… It is definitely a school in transition and there are many aspects that I strongly feel like they need to work on/develop as a school, but it seems like they are very aware of the growth that needs to happen. The school seems unorganized often, especially in regard to the daily schedule and this is frustrating for everyone.

It is an excellent location to learn about cooperative learning education in an urban environment, the Hispanic community, bilingual education, and work with small class sizes.

The school is not very diverse, nor is the faculty. Students seem very isolated—which posed a number of unforeseen challenges. I think it would be good for student teachers to have placements in both suburban and urban schools to experience these differences.

Everything about my school site was positive except for the location. I travel 1 ½ hrs one way daily and that's exhausting.

It was a friendly school. I only occasionally felt unsafe due to some of my students being in gangs and carrying things like brass knuckles.

The school needs a better developed discipline system to deal with disruptive students.

CONCLUSIONS AND RECOMMENDATIONS

Theme 1: Student Teaching Set-Up

1. The majority of respondents reported to have received accurate information about student teaching and certification requirements (92% and 80% respectively). These proportions are slightly higher in spring 2007 than in fall 2006. Program faculty/student teaching coordinators and fellow student teachers remain the prevalent sources of information about requirements. Programs need to ensure that all faculty and student teaching coordinators have accurate, complete, and consistent information. In addition, these requirements need to be better communicated to all supervisors and cooperating teachers.

2. There is a significant increase in a number of respondents reporting to have used the Office of Teacher Education as a source of information about requirements. The proportions of students using OTE Handbook, website, and staff to learn about student teaching requirements rose by 7-14% from fall 2006 to spring 2007. The proportions of students using OTE resources to learn about certification requirements rose by 9-21% in the same time period.

3. Over 90% of respondents reported that the placement process allowed them to start student teaching on time and that host schools/cooperating teachers had been informed about placements prior to the starting date. However, a number of students (24%) did not feel supported by their program or college during student teaching. These students would have liked more guidance and more program follow up after they were placed.

4. Over 80% of respondents found student teaching seminars to be helpful in student teaching. It seems that the value of the seminar depended to a large extent on the professional and personal characteristics of seminar instructors. In general, student teachers would like their seminars to be well-structured, focused on their student teaching experiences, and open for sharing ideas and concerns.

5. Heavy course workload was of concern for almost half of respondents (46%). Many respondents claimed to have felt stressed, overwhelmed, or pressured to get all coursework and student teaching requirements completed. A lot of students' comments emphasized that the excessive workload detracted from student teacher's performance in the classroom. Programs may consider:

    a. Reviewing program curriculum, reducing the number of assignments, spacing assignment deadlines evenly over the semester, and aligning the curriculum with the knowledge and skills required for student teaching.

    b. Advising and counseling students on what to expect from their student teaching experience, on how to balance coursework and student teaching responsibilities, and the number of credits and amount of work students can reasonably handle during the student teaching semester.

Theme 2: Key Players

6. The majority of respondents (82-88%) agreed that they had adequate opportunities to observe experience teachers, apply theory to practice, try things out, and take over the class during student teaching. It is not surprising that such opportunities depended on ability and willingness of cooperating teachers to create them. The few who reported that their learning opportunities were limited, cited cooperating teachers' "control issues," inexperience, or lack of time as the main obstacles.

7. Over 90% of respondents reported to have had good working relationships with their supervisors and cooperating teachers, and about 84-86% percent would recommend them to future student teachers. The ratings on the comparable items were slightly higher for cooperating teachers than for supervisors. Both quantitative and qualitative data suggest that student teachers highly value constructive feedback provided by supervisors and cooperating teachers and are disappointed if such feedback is lacking. Both supervisors and cooperating teachers may benefit from training or suggestions in this area.

8. Almost all (97%) respondents reported that they had formed positive relationships with their students. This is the highest rated item of the survey. Most (93%) respondents felt that their students were receptive to their teaching styles and demonstrated academic progress during their teaching internship. They were a little more cautious in reporting their ability to manage student behavior effectively (88%)

Theme 3: Program Curriculum

9. Both quantitative and qualitative data suggest that student teachers had learned a lot while in the program. Over 90% of respondents agreed that they had improved their understanding of subject areas, learned to develop stimulating lessons and curriculum plans, and developed a repertoire of instructional strategies. Between 83 and 89% reported that they had learned a variety of ways to organize classroom for learning, to motivate students, and evaluate student progress and performance. On the other hand, one-fourth (25%) of respondents reported that they had not learned ways to teach student with different skill levels in the same classroom.

10. Many critical comments referred to the relevance and applicability of course content to classroom teaching. Many respondents would like their programs to "do more to help connect coursework to student teaching." They would like to see more focus on how to put theory to practice, on what to do in the classroom they are in, on real-life situations and practical ideas. As one of the respondents put it, "stop telling us WHY and tell me HOW to do it in a classroom of 28 kids where I am the only adult." Many student teachers would like more instruction on teaching methods, lesson planning, classroom management, differentiated instruction, and assessment.

11. Although the majority (84%) of respondents agreed that their program emphasized teaching in a diverse urban public school setting, a number of student teachers felt their programs prepared teachers "for a perfect world: class size 20, all students fed and happy and having done their homework, and open curriculum that the teacher can design herself." A few students commented that many of the theories or skills they were taught at TC were not feasible for implementation in school environments that used scripted curricula. Programs need to study the context of NYC public schools in order to provide students with the relevant knowledge and skills to be effective teachers, even in a scripted curriculum environment.

Theme 4: School Environment

12. Most respondents (88%) agreed that their school environment was conducive to their learning and growing as teachers, and they would recommend their host schools to future student teachers. Feeling welcomed by a community of principals and teachers, feeling a part of the team, and being encouraged to participate in school activities, contributed to student teachers' learning, as well as having a positive student teaching experience. Programs may consider making an introduction or induction into the school community a more formal process in the student teaching placement.