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Teachers College Columbia University

Student Teacher Feedback Survey 2010-2011

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SURVEY INSTRUMENT AND ADMINISTRATION

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

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

The STF 2010-11 survey was administered electronically to 448 and 494 student teachers, who completed their student teaching in Fall 2010, and Spring 2011, respectively. Although it is not true of everyone, most student teachers have their first placement in fall and their second placement the following spring; it's, thus, likely that respondents filled out the survey more than once. Therefore, the unit of analysis is a completed survey, not respondents.

A total of 270 completed surveys were received—133 for fall and 137 for spring, resulting in a response rate of 29%. One hundred and fifty-nine (59%) completed surveys were about first placements, while 111(41%) completed surveys were about student teachers' second, third, or fourth placements.

The response rates of the combined fall and spring results for the 2008-09, 2009-10, and 2010-11 surveys are presented in Table 1.

Table 1: Response Rates of 2008-09, 2009-10, and 2010-11 by Program

PROGRAM	2008-09			2009-10			2010-11		
	Surveys Received	Surveys Sent	Response Rate	Surveys Received	Surveys Sent	Response Rate	Surveys Received	Surveys Sent	Response Rate
Applied Behavior Analysis	2	27	7%	7	39	18%	2	57	4%
Art and Art Education	5	14	36%	19	56	34%	23	45	51%
Bilingual/Bicultural Education	3	13	23%	6	14	43%	5	13	38%
Blindness and Visual Impairment	0	0	0	1	1	100%	2	2	100%
Deaf and Hard of Hearing	2	6	33%	7	14	50%	7	15	47%
Early Childhood/Special Education ¹	18	40	45%	21	63	33%	28	100	28%
Elementary Inclusive Education ²	21	76	28%	46	135	34%	39	132	30%
Intellectual Disabilities/Autism	7	35	20%	12	51	24%	16	53	30%
Mathematics Education	5	11	45%	39	80	49%	25	92	27%
Music and Music Education	7	17	41%	12	29	41%	15	34	44%
Physical Education	0	0	0	1	3	33%	1	5	20%
Science Education	12	20	60%	5	19	26%	7	30	23%
Teaching of ASL	1	2	50%	1	4	25%	4	15	27%
Teaching of English	21	67	31%	73	168	43%	57	210	27%
Teaching of Social Studies	37	95	39%	18	56	32%	19	79	24%

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

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

Technology Specialist	4	4	100%	1	1	100%	4	10	40%
TESOL	16*	26	62%	10	20	50%	15	40	38%
Other (unspecified)	8			0			0	0	0%
All Programs	296	688	43%	133	405	33%	270	942	29%

Organized around the four themes mentioned above, this report begins each theme section with the quantitative results, followed by a summary of theme-related comments. Comments are written responses to open-ended questions, organized, again, around the four themes. The purpose of these comments is to enrich and explain the quantitative results, using the words of the respondents. Wherever possible, respondents' words are paraphrased or quoted. In this report, attention is placed on specific comments rather than general ones because the former informs, in a more concrete way, what is or is not working, and why, or how. Examples of specific comments are: (1) "My cooperating teacher was extremely generous in inviting me into her classrooms and giving me a high degree of responsibility." (2) "My Teachers College student teaching professor was hard to reach. I often wanted to discuss issues during office hours and his availability was limited." Examples of general comments are: (1) "My advisor was amazing during this whole experience." (2) "My cooperating teacher is a great teacher, but a terrible mentor. No other student teacher should have to work with him."

The quantitative portion reports the combined results of the fall and spring administrations during the 2010-11 academic year. Wherever appropriate, the results of the previous two years (2009-10 and 2008-09) are provided for comparison purposes. However, for student teachers' written comments, only those of the most recent year are reported.

THEME 1: STUDENT TEACHING SET-UP**Requirements Information—Availability and Accuracy**

Consistent with the past two years, more respondents (91%) received accurate information about student teaching requirements than those (73%) about teacher certification requirements.

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

Item	Statement	2008-09 Mean	2009-10 Mean	2010-11 Mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q2.	I received accurate information about student teaching requirements and expectations.	3.2	3.3	3.3	4%	5%	51%	40%	268
Q5.	I received accurate information about teacher certification requirements.	3.0	3.2	3.0	5%	15%	56%	17%	251

Student Teaching Requirements

For information about student teaching requirements and expectations, respondents relied primarily on program faculty/student teaching coordinators (71%), followed by the OTE student teaching handbook (52%), fellow student teachers (49%), program orientation or meetings (46%), college supervisor and program handbook (tied at 42%).

Table 3: Sources of Information about Student Teaching Requirements

Survey Year	n	OTE student teaching handbook	OTE office staff	OTE website	Program handbook	Program orientation / meeting	Program faculty / ST coordinator	College supervisor	NY State website	Fellow student teachers	Other
2010-11	270	52%	28%	21%	42%	46%	71%	42%	9%	49%	3%
2009-10	302	64%	29%	25%	41%	41%	74%	40%	7%	52%	2%
2008-09	133	47%	26%	20%	41%	41%	76%	56%	NA	50%	NA

Teacher Certification Requirements

For information about teacher certification requirements, respondents relied on program faculty/student teaching coordinators (43%), followed by OTE student teaching handbook (39%), fellow student teachers and OTE staff (tied at 34%), OTE and New York State websites (tied at 31%).

Table 4: Sources of Information about Teacher Certification Requirements

Survey Year	n	OTE student teaching handbook	OTE staff	OTE website	Program handbook	Program orientation / meeting	Program faculty / ST coordinator	College supervisor	NY State website	Fellow student teachers	Other
2010-11	270	39%	34%	31%	27%	30%	43%	21%	31%	34%	7%
2009-10	289	42%	41%	33%	21%	22%	47%	21%	31%	37%	5%
2008-09	133	38%	41%	33%	26%	26%	51%	22%	37%	44%	NA

Consistent with comments of the previous two years, many respondents, who provided comments, indicated a great need for their academic programs and OTE “to communicate better,” and to “work together and try to relay the same information” about teacher certification and student teaching requirements.

Seems like everyone in every office has a different answer when it comes to all of the due dates for testing, paperwork, and student teaching hours. Everyone needs to get on one page; it is extremely frustrating being a student teacher and getting three different answers to one question.

There was a discrepancy between how many hours my program said I needed and how many hours the OTE said I needed.

Please provide more support in the process of fulfilling certification requirements. Oftentimes, when I have asked questions about certification in my program office, I have been directed to the Office of Teacher Education. When I have gone to the Office of Teacher Education, I have been re-directed to my program office. Thus, I have found it difficult, frustrating, and stressful to clarify certification requirements.

Student teachers requested “more check-ins,” such as reminder emails about which forms to fill out, from OTE, or from their Program, because they were overwhelmed by the amount of information given at the beginning of the semester. Even for those who read through the packet, they had forgotten, by the end of semester, which forms needed to be completed.

Not Teachers College's fault, I am just really busy and cannot avail myself of the teacher education office. I wish some of the advice could come in our student teaching seminar, or that we are all REQUIRED to come for an hour or two of orientation. It is easy to slip through the cracks here.

Comments indicated that student teachers seemed less clear about teacher certification than with requirements for student teaching. Of particular difficulty was getting information on teacher certification outside the state of New York; student teachers who “are not going the traditional way” need more help. Some “did not realize the process for getting certified and the process for graduating are actually two different processes.” Some reported receiving very little information, and “still have no idea what is required for state certification.” They expressed the need for more support in the certification process.

I heard a lot about certification through word-of-mouth. While the student checklist is awesome, it does not account for certain certification requirements like Language, Math, History, Science etc.

Here are some suggestions from student teachers on how to make information on teacher certification and student teaching requirements clearer: Holding an orientation/meeting with student-teachers about becoming certified; providing a brochure that “clearly spells out the steps for certification would be helpful”; providing “a step-by-step guide to everything”; pairing “new student teachers with students who recently completed student teaching at the same school or with the same teacher in order to provide suggestions, recommendations, ...”; providing “a more streamlined communication system for requirements and a digital hours form”; arranging for “a representative (to) visit the class and provide a brief overview regarding the requirements and important dates”.

Make sure you (OTE) contact all the programs and the student teachers, so that everyone is aware of the requirements. Possibly (arrange) a mini-orientation session with each seminar class. There were students in my program who were very confused and were always asking others for help.

Be more centralized, and disseminate information in a more accessible way for people trying to get certified in different programs.

Program Set-Up for Student Teaching

Quantitative Results

Most (73-92%) respondents agreed or strongly agreed that completing paperwork for student teaching was straightforward; the placement process allowed them to start student teaching on time; their cooperating teacher, or host school, knew about their placement before the starting date; they knew who to go to with questions; they felt supported by their program or the college during student teaching, and that the student teaching seminar discussions were helpful. Just under three-quarters (73%) agreed or strongly agreed the course workload was reasonable during student teaching.

Table 5: Program Set-up for Student Teaching

Item	Statement	2008-09 mean	2009-10 mean	2010-11 mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q9.	Completing paperwork for student teaching was straightforward.	3.1	3.2	3.2	1%	10%	63%	26%	269
Q10.	My program's placement process allowed me to start my student teaching on time.	3.4	3.5	3.3	3%	4%	49%	42%	267
Q11	My cooperating teacher, or host school, knew about my placement before the starting date.	3.3	3.6	3.3	4%	5%	44%	47%	263
Q12.	I knew who to go to if I had questions about student teaching.	3.3	3.4	3.3	1%	7%	51%	41%	268
Q13.	My student teaching seminar discussions were helpful in my student teaching.	3.1	3.1	3.2	6%	13%	43%	38%	260
Q14.	The course workload was reasonable during my student teaching.	2.7	2.7	2.9	10%	16%	52%	21%	267
Q15.	I felt supported by my program/college during student teaching.	3.0	3.1	3.1	4%	14%	45%	37%	262

Qualitative Results

Placement Process

Respondents, who provided comments, reported that meeting the principal or the cooperating teacher before starting their placement helped to create “a foundation for a very positive relationship that continued to develop” while they were there. Others emphasized that “it is extremely important that whenever possible, the host school and cooperating teacher know that they will have a student teacher, well in advance of the placement,” and “what kind of expectations there are for the student teacher within that classroom”; co-teachers in the same classroom, who are not participating as cooperating teachers, need to be informed as well. Respondents asked for more help in being placed at a host school; it is inherently a difficult thing to do, and especially so for those who are from out of town and from overseas.

Respondents voiced concerns of the way cooperating teachers were selected. They would like more input and guidance in choosing a cooperating teacher. They requested that the Program meet with cooperating teachers before placing student teachers.

I love that my program let me choose the type of student teaching experience I wanted to have.

My program was very well designed that I could see, and also apply what I learned in class during my student teaching in the field. It was an amazing experience.

It would have helped if we had more guidance or assistance when looking for student teaching placements. Having to find placements for ourselves was stressful.

More attention should be made to the placements. It is incredibly obvious that some of the placements are with teachers that do not provide adequate instruction or mentorship...

Please, meet with cooperating teachers before you place student teachers at schools. Have an interview process for cooperating teachers as well because some of them are not the best to work with!!!

I would never recommend this teacher as a cooperating teacher for next year's TC students. This was her first time having a student teacher, so, if she ever took on another one, she should be required to take a preparation course or seminar on how to effectively mentor a student teacher. The process by which my department decided this woman to be my cooperating teacher was not right. Unlike other departments, it was our job as TC students to fully vent our choice and figure

out if they would be good. With no experience in identifying who would be a good cooperating teacher, I was lost and therefore picked someone who ended up not mentoring me properly.

I felt the process of getting placed is somewhat disorganized. I also felt that the professor I dealt with was condescending and not the least bit understanding.

Respondents' suggestions include informing student teachers, in advance, of where the placement is; being asked if they would be willing to accept a placement that would require them to stay on beyond the end of the Teachers College semester; interviewing prospective cooperating teachers.

It would be better to find out earlier where our placement is. I shared my placement with a student-teacher from (another institution), and she got to go to professional development seminars with my CT over the summer. That would have been great for me, if my CT knew about me and I knew about her in advance.

Figure 1: Respondents' Mean Ratings of Program Set-up for Student Teaching by School Year

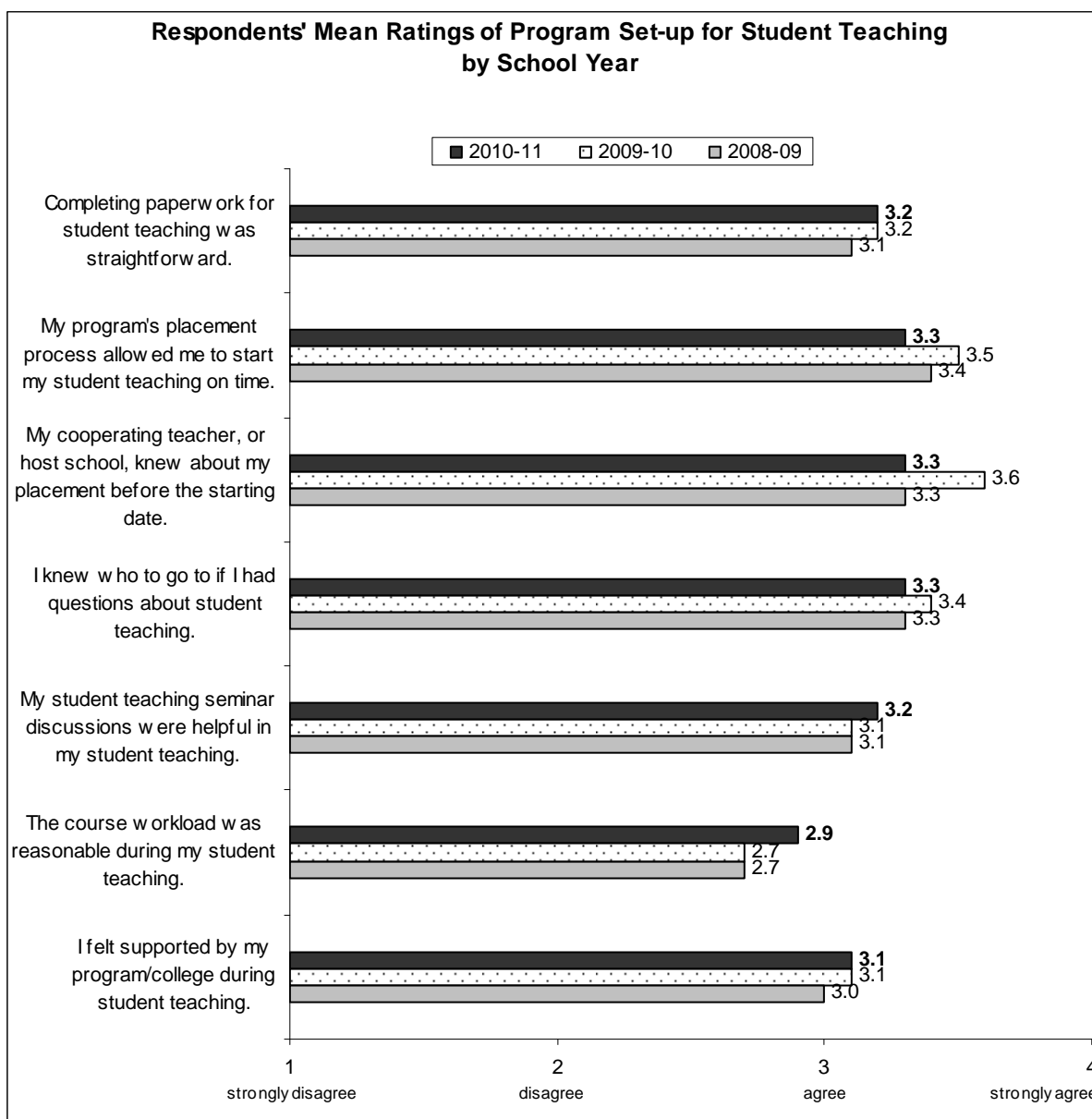
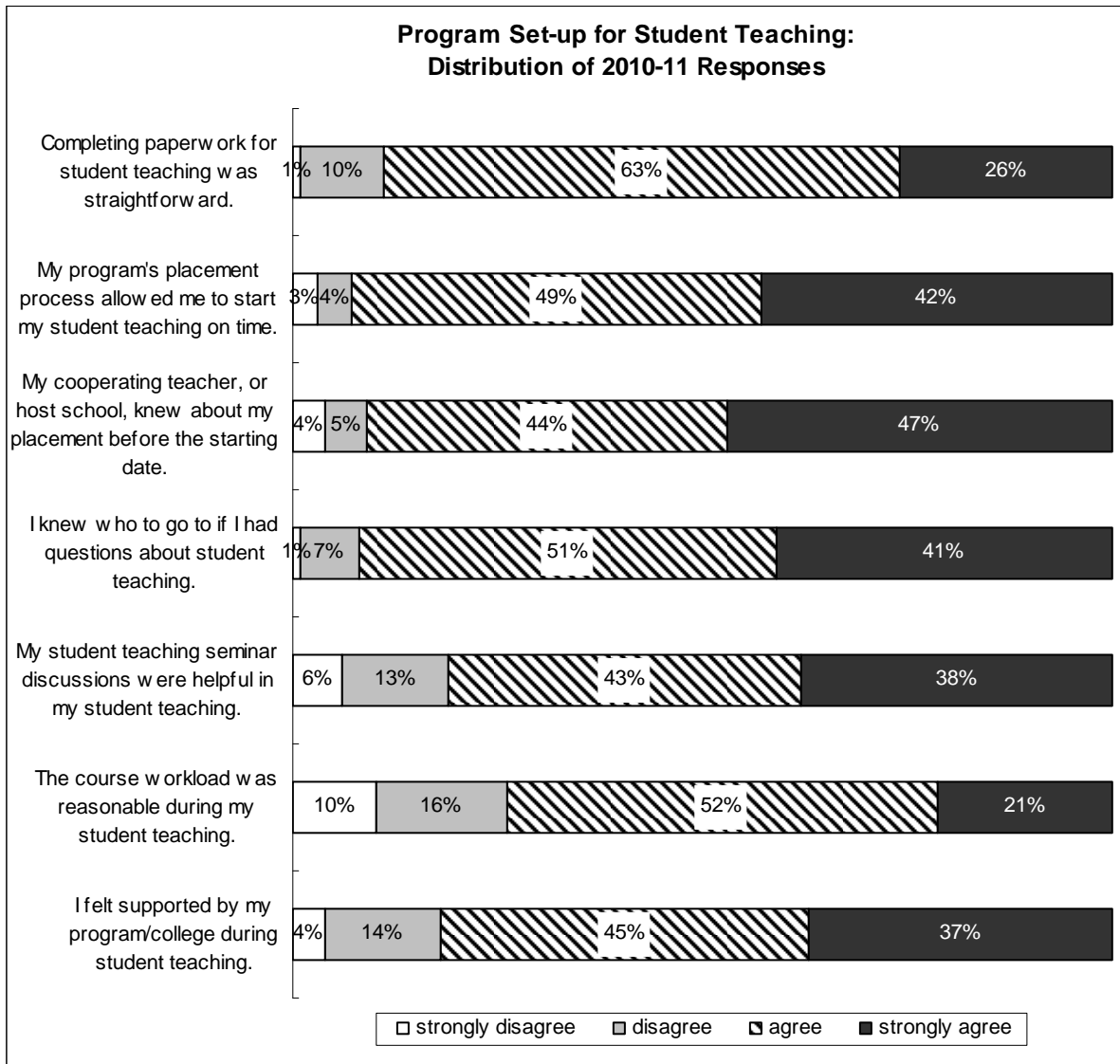


Figure 2: Program Set-up for Student Teaching: Distribution of 2010-11 Responses



Student Teaching Seminar

Respondents, who provided comments, had a mix of feedback about the seminar class. The seminar class was useful when the content focused on actual strategies to support student teachers in the challenges they faced in the classrooms; and if what was discussed directly helped them to be better teachers. It was “a good place” to share experiences, but that is not sufficient to make the seminar class worth attending. A few respondents felt it was “a waste of time” and that they “would have done fine without it.” Scheduling seminar classes to begin at 3:20 p.m. made it difficult for many student teachers who were just getting out at that time from their placement schools. Being commuters, “there was little opportunity for (student teachers) to come to the seminar class due to this scheduling.”

Seminar instructors are great. It is unfortunate that we cannot share our student teaching experiences with our peers more often; but, once a week for 2 hours is enough, given the time commitment and responsibilities of student teaching. One thing that I think would have been helpful was if we had more support from our seminar instructors, in terms of just getting into the general experience of teaching.

I wish that my student teaching seminar had provided more opportunities for us as student teachers to challenge ourselves and to link our student teaching work with theories and standards, and to think critically about our role in the classroom. I feel that more of these opportunities could have guided us as student teachers in learning as much as possible from our student teaching experiences.

I learned through student teaching, and the seminar seemed more like a group therapy session than anything else.

The seminar was a waste of my time. We never discussed about our placements and spent time doing math problems rather than discussing useful tips. There was no need to meet every week. Have the seminar meet every other week as it is not helpful.

Workload

Comments related to course workload have been largely consistent for the last three years: it is “overwhelming,” and it detracts from the student teaching experience. This year, all respondents, who provided comments on the course workload, agreed that it was “demanding.” One respondent wrote that having classes and student teaching at the same time is not a good idea, and that “you do not actually experience teaching when you go three times a week. I do not like how this is set up at all. I actually started to dislike teaching through this experience, when last year I loved it.”

The “extensive” amount of course work detracted student teachers from preparing and dedicating time and effort to teaching, which they felt should have been the first priority. To turn in course work assignments towards the end of the semester was problematic because it tended to occur at the same time when responsibilities in student teaching were increasing. While respondents agreed the content topics were “worthy of discussion and examination,” they observed that many projects “required too much time, effort, and thought/creativity,” and were “worth so little,” in terms of grade points. Some projects were “exactly the same--an endless, repetitive, and redundant list of questions,” and these “took (respondents) away from the students, teaching, and planning.”

A more reasonable course load for the student teaching Course would have helped us spend more time in preparing lessons and practicing what we will actually be doing in the real world, rather than collecting data for in-depth case studies and research reports that did little to benefit us as future teachers.

Having classes and student teaching at the same time is crap. When I did my two student teaching placements in my undergrad at Vanderbilt University, we ONLY focused on student teaching. It was our only class/assignment/requirement for the semester and I learned so much more from that experience. Knowing that half of my classmates do not know anything about HOW to teach, it is weird to put them in classrooms when they also have 5 other classes to attend. Going three times a week is worthless.

We were given a lot more work than I could usually complete on time, but professors were usually understanding; especially knowing that we had student teaching, as well.

It is overwhelming to student teach and carry a full course load at the same time. It is almost impossible to take full advantage of learning opportunities in one's courses and in the field, while juggling both simultaneously. Fortunately, I was able to stretch the program to a year and a half rather than attempting to finish in one calendar year and that made my Phase II teaching experience much more valuable and enjoyable.

The (Program's) student-teaching course assigned unreasonable amounts of work. Much of my time that I could have used to prepare better lessons were instead devoted to completing class assignments that did not contribute to my growth as a teacher.

The course work required too many layers of assignment tasks to possibly be organically connected to the very large and profound experience of student teaching.

Support during Student Teaching

Most respondents, who provided comments about the support they received, or did not receive, during student teaching, had positive feedback. They encountered problems, and had received help and advice from supervisors, student teaching coordinator, advisors, and seminar instructors, who “demonstrated complete dedication and were always available, helpful, supportive and possessed ‘lightness’ and good cheer,” as one respondent wrote. Responding “promptly and helpfully” to student teachers’ calls, emails, and questions is one essential way of supporting the student teacher.

However, not all student teachers felt supported. One wrote that “there is no recourse or people to go to.” Another felt the program “should pay more attention to placements and student teachers’ development.” No one advised student teachers against “taking a full 18-credit course load in addition to ... doing BOTH student teaching placements this semester.”

Everyone I worked with through Teachers College was wonderful and extremely supportive as the student teaching experience deteriorated.

My supervisor was a wonderful seasoned teacher to talk with. She offered advice and was always available for me to call or email. I really appreciated her flexibility and patience when we were having trouble figuring out a good time for her last visit.

If you do not go exactly the way the program coordinator wants you to, you are going to have a lot of problems!

It is incredibly obvious that some of the placements are with teachers that do not provide adequate instruction or mentorship, and there is no recourse or people to go to.

I was not discouraged from taking a full 18-credit course load in addition to my doing BOTH student teaching placements this semester. My cooperating teachers were shocked to learn this; in most schools, they said, student teaching counts as 15 credits, and the follow-up seminar for 3. I understand that it was my decision to enroll in this fashion, but no one advised me otherwise. In fact, most of my fellow classmates are doing the same thing! I think I could have maximized my involvement in both my courses and student teaching experiences had I spaced it out differently, with the proper guidance.

THEME 2: KEY PLAYERS**Cooperating Teachers****Quantitative Results**

Most respondents (77-91%) agreed or strongly agreed their cooperating teachers made them feel welcomed, treated them with respect, modeled effective teaching strategies, offered information or tools for teaching, were willing to let them take charge of the class, and provided constructive feedback on their teaching. Most student teachers reported having good working relationships with cooperating teachers. Slightly over three-quarters of respondents reported meeting regularly with cooperating teachers, and 78% would recommend their cooperating teachers to future student teachers.

Table 6: Cooperating Teachers

Item	Statement	2008-09 mean	2009-10 mean	2010-11 mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q17.	I felt welcomed by my cooperating teacher.	3.2	3.5	3.5	4%	6%	31%	59%	265
Q18.	My cooperating teacher treated me with respect.	3.3	3.6	3.5	4%	5%	30%	61%	266
Q19.	I had a good working relationship with my cooperating teacher.	3.3	3.5	3.5	3%	6%	29%	62%	263
Q20.	My cooperating teacher modeled effective teaching strategies.	3.1	3.4	3.3	5%	11%	33%	52%	264
Q21.	My cooperating teacher provided me with information or tools I could use in my teaching.	3.2	3.4	3.3	4%	10%	32%	53%	262
Q22.	My cooperating teacher was willing to let me take charge of the class.	3.2	3.4	3.4	5%	10%	31%	54%	264
Q23.	I met regularly with my cooperating teacher to discuss my performance.	3.0	3.2	3.1	6%	18%	34%	43%	262
Q24.	My cooperating teacher provided constructive feedback on my performance.	3.0	3.2	3.2	7%	9%	38%	45%	265
Q25.	I would recommend my cooperating teacher to future student teachers.	3.1	3.3	3.3	10%	11%	22%	56%	254

Qualitative Results

The open-ended question on cooperating teachers received the most number of comments—79 out of 270 survey respondents (29%) elaborated on their experience with cooperating teachers. As in the last two years, respondents' comments indicated the pivotal role of cooperating teachers, as well as the tremendous impact they have on the student teaching experience. Respondents' feedback on cooperating teachers need to be taken seriously as cooperating teachers could either inspire student teachers to go on to be great teachers, or cause them to lose confidence, and worse yet, to consider leaving the teaching profession.

Respondents tended to be less descriptive about experiences with cooperating teachers who were "fabulous," "most amazing," "terrific," and "the best". They are described as "generous and supportive." Other respondents have mixed feelings; they observed that some cooperating teachers are effective for either only Phase 1 or Phase 2 student teachers, but not for both groups. Invariably however, respondents tended to provide more concrete details in less-than-ideal experiences; and from these, inferences can be made of the qualities that make an effective cooperating teacher.

Respondents need cooperating teachers who give them opportunities to take over the class; who give them "flexibility in writing lessons"; and with whom they can "seriously discuss pedagogical issues and [their] progress." Respondents appreciate cooperating teachers who offered constructive and positive feedback, "frequent advice and modeled a number of useful management techniques"; who know what the expectations and requirements are of student teachers; who are "well-organized or prepared"; who

provide “an excellent model of precisely executed classroom management”; who give them “a high degree of responsibility, ” and who were not so “rigid and structured” about their own teaching methods that student teachers could not try out other methods.

Figure 3: Respondents' Mean Ratings of Cooperating Teachers by School Year

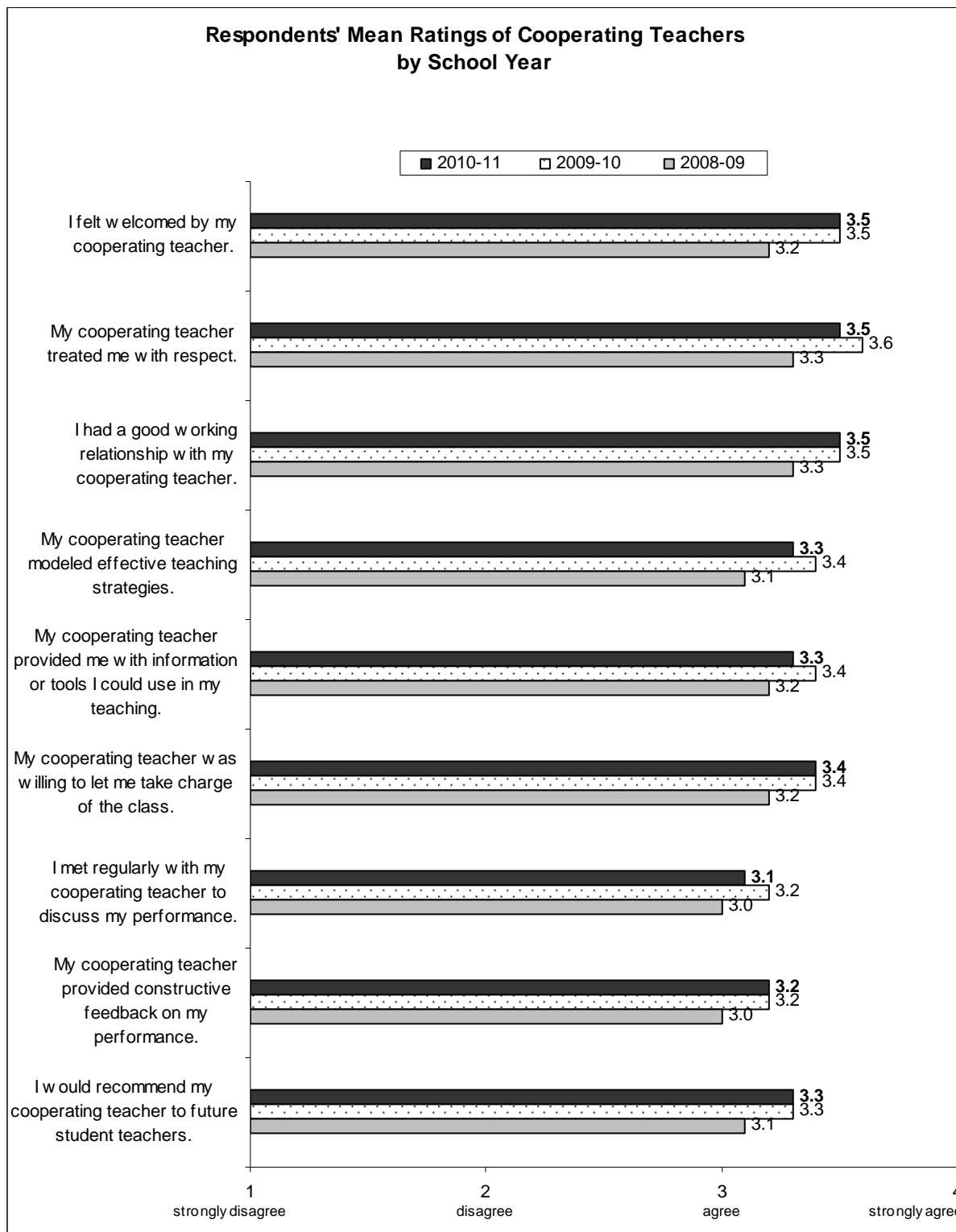
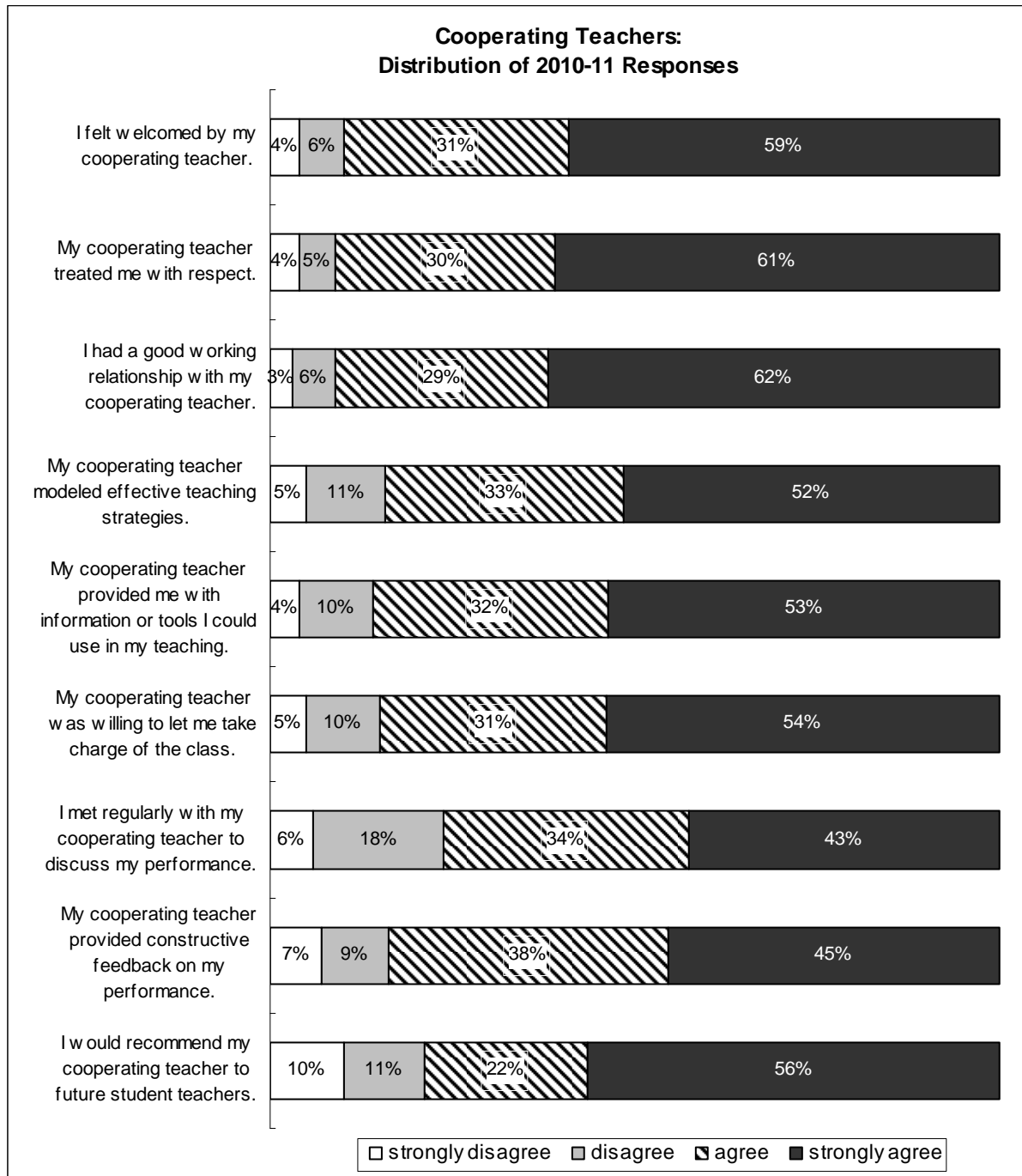


Figure 4: Cooperating Teachers: Distribution of 2010-11 Responses



Even though cooperating teachers may be “super nice” and very good teachers, student teachers would not necessarily recommend them because these qualities alone are not sufficient to make one an effective mentor.

My cooperating teacher is an exceptional educator. She has risen to an unofficial leadership role at the Bank Street School as an educator who has an exceptional knowledge and understanding of her students over their entire educational career--from pre-school to 8th grade. She lives and breathes a development-based, child-centered approach to education.

She was generous and supportive—I was involved in every single class and was not just a visitor, but an equal.

My cooperating teacher was willing to allow me to work with and teach the students, but it seemed like she was more comfortable having me do her lesson plans and her teaching methods. This was okay for a phase 1 placement, but I am not sure she would be comfortable with a phase-2 student teacher.

My Spring student teaching experience tested my resolve, and seriously made me consider whether i can teach because it was clear that my cooperating teacher didn't quite believe in me. I needed more mentoring and more opportunities to try things out without feeling like my lack of perfection was a serious problem.

My cooperating teacher, _____, is not a model of teaching at all. In fact, he is a prime example of what one SHOULD NOT do when teaching adolescents. More to the point, his comments regarding students were inappropriate, off-color and extremely offensive.

My cooperating teacher was awful. She was a mean and completely irresponsible teacher. Honestly, if I was not a student teacher there, I would have spoken with the supervisor to get her in trouble for the types of things she was doing in the classroom. She never had lesson plans, she never had PLANS. Period! She would sit and throw crayons at the children for the most part. She did not like me, and she took it out on me in every way. She would tell me to do things that I was already doing, and then when I would do them, she would get angry with me for doing them. When she said anything to me, I would ask for her to provide examples, and she could not provide examples. I did not trust her at all. I watched her blatantly lie to her supervisor about things she was doing in the classroom, and lessons that I taught. I would NEVER EVER recommend this woman for another student teacher. If anything, I feel like she should not be rewarded, as other cooperating teachers are rewarded, because I have had wonderful cooperating teachers and they put in a lot of work. She did not do anything at all. It was a pure disappointment since I am graduating in May and this was my final opportunity to see a good teacher at work.

My middle school cooperating teacher was not very helpful. She gave me her two worst performing classes, and expected me to teach them on my own without any help or assistance from her before class begun. She just left me to "sink or swim." I observed her honors classes on a daily basis and tried to implement those strategies with my regular-level students, but this was never effective. Well in advance before I began, I asked her if I could observe her teaching one regular-level class, so I could see how she did classroom management with the regular-level class. She refused my request, making it seem like she just wanted to drop her worst classes on me, so she wouldn't have to deal with these students for six weeks. Towards the end of the placement, she began giving me feedback, but it was not very constructive. And it was essentially too late for me to gain the trust of the students.

It's a really difficult thing to do with no positive feedback whatsoever. I also feel that she had higher expectations of what I should be doing than did TC--for example, I was told "you should take over two periods." But when I talked to her about it, she said her past student teachers had been at the school all day and used the other periods of the day to observe. I didn't know how I would do lesson planning AND master's classes while also spending all day at my school, but because she said we would observe other teachers together and I thought that would help my teaching, I agreed to spend the whole day there. We never once observed another teacher. ... I would have been a better student teacher, and been able to better learn--if I had had some of the day to myself to plan. ... Based on what I saw of other student teacher's classes through video and unit plans, I feel like I was expected to put in an almost impossible amount of time. I wasn't able to give my TC class work the attention it deserved, and I don't feel that I had any time to sit back and breathe and absorb and change things, based on what I learned. We don't overwhelm our students like this and expect them to learn, so why do we do it to ourselves?

Learning Opportunities

Quantitative Results

Most respondents (81-88%) agreed or strongly agreed they had adequate opportunities to take over the class, to apply theory to practice, to try things out, and to observe experienced teachers.

Table 7: Learning Opportunities

Item	Statement	2008-09 mean	2009-10 mean	2010-11 mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q30	I had adequate opportunities to take over the class.	3.1	3.4	3.3	3%	10%	36%	51%	265
Q31	I had adequate opportunities to apply theory to practice.	2.9	3.2	3.2	2%	13%	42%	44%	261
Q32	I had adequate opportunities to try things out.	2.9	3.2	3.2	5%	14%	38%	43%	265
Q33	I had adequate opportunities to observe experienced teacher(s).	3.2	3.4	3.3	3%	9%	40%	48%	261

Figure 5: Respondents' Mean Ratings of Learning Opportunities by School Year

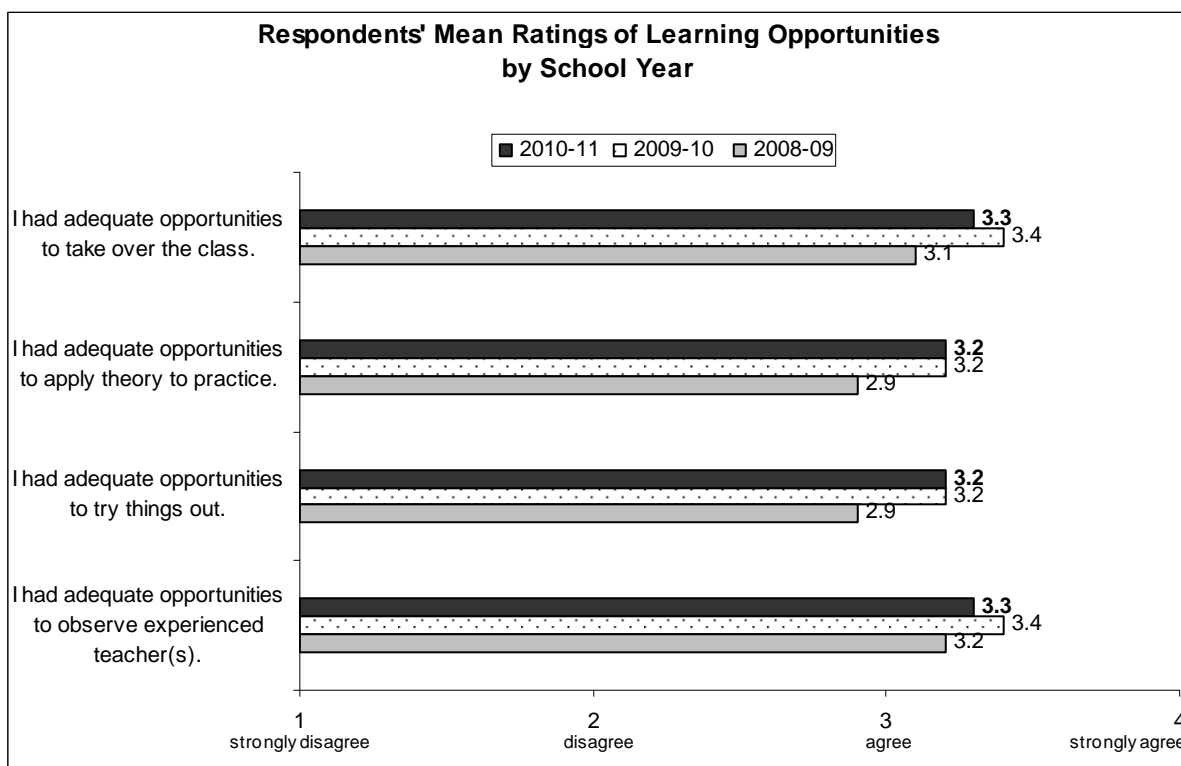
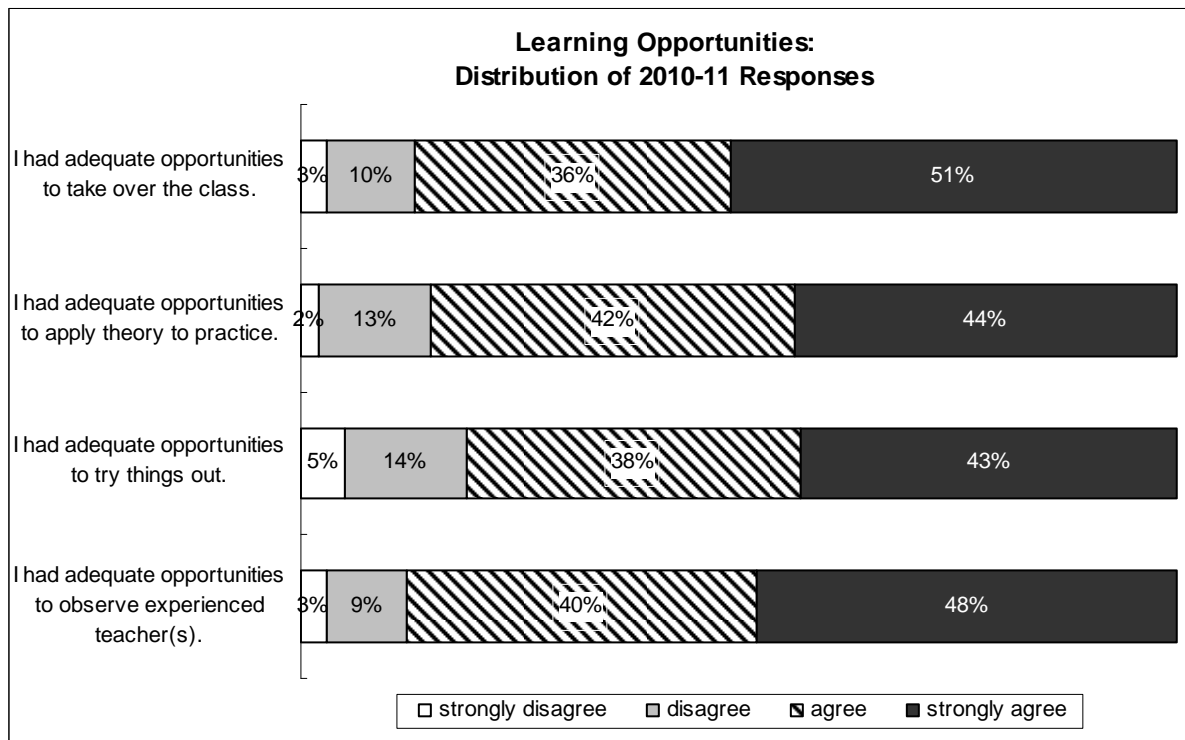


Figure 6: Learning Opportunities: Distribution of 2010-11 Responses



Qualitative Results

As in the last two years, comments indicate that the adequacy of learning opportunities depended on cooperating teachers' willingness to trust student teachers to take over one or more classes. Cooperating teachers varied widely in this area, from 'throwing' student teachers into teaching within two weeks, to being "NOT willing" to let student teachers take over a class. Respondents reported that having to share their placement with one or more other student teachers in the same classroom limited their learning opportunities.

Learning did not always occur in a positive environment; several respondents reported learning from "watching ineffective practices" on what not to do as a teacher in a classroom.

Respondents appreciated being trusted to teach a class, being challenged to perform their best, being encouraged to try different lessons and teaching styles, to experience "several ways of teaching numerous subjects", being allowed to observe other classrooms, having "a chance to experiment and try out [their] own ideas."

My cooperating teacher threw me in. After two weeks, I was the teacher of record.

The student-teacher is learning from negative modeling so that she will not step into the same situation in the future.

While I learned a lot in the program, it was mostly from watching ineffective practices, and reflection upon them as a lesson of what doesn't work.

I would have liked to have been able to try out more of my own lesson ideas in theory, but I also think that being a student teacher is difficult and one cannot always try anything he/she wants. As a student teacher, you are entering another teacher's classroom and need to be respectful of that. I feel I learned a great deal from the experience, but I am still learning after the fact. In retrospect, I may have liked to try out more lessons, but overall my time and experience at my placement was more than adequate.

I didn't find it helpful to share my placement with another student-teacher; it limited my experience.

I think there should only be one student-teacher per class to increase the possibility of teaching. There was one cooperating teacher, one paraprofessional, and two student-teachers in my placement, and that severely limited my opportunities to teach.

I would not say I had adequate opportunities to try new things out. I created original lesson plans but they were not followed through. I basically followed my cooperating teacher's syllabus and tweaked activities to become more of my own, but my original ideas were not supported to be introduced to the students.

With the permission and guidance of my instructors and advisors, I took over my cooperating teacher's classes. My phase 1 experience quickly came to resemble that of a phase 2 experience; and while I greatly benefited from the experience, I felt extremely overwhelmed. Even with all of the classroom 'face-time' I had with students, I feel as though I missed out on important practice in planning lessons and units.

College (Field) Supervisors

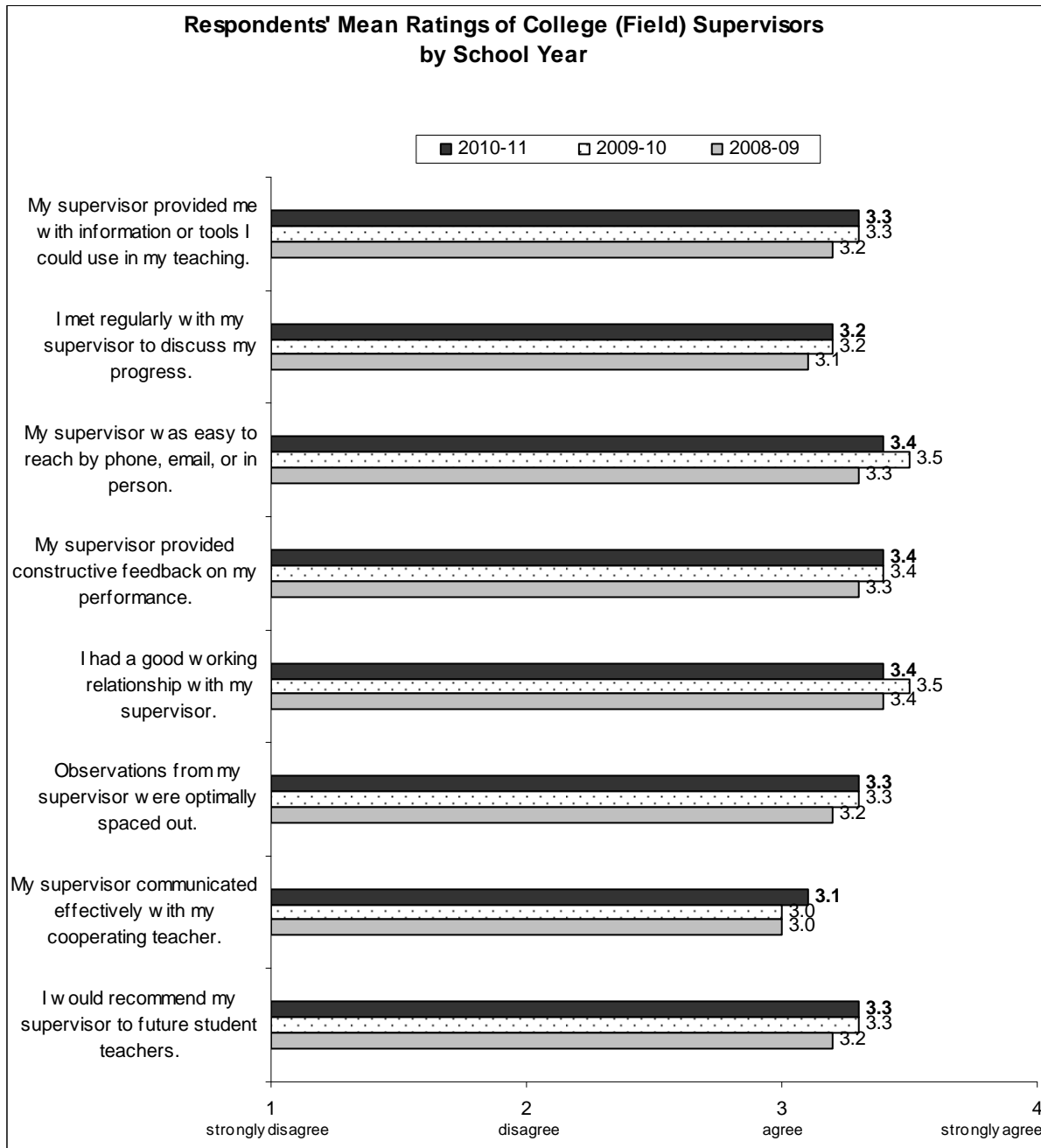
Quantitative Results

Most respondents (83-94%) agreed or strongly agreed their supervisors were easy to reach and talk to, provided them with information and tools for teaching, and gave constructive feedback on student teachers' performance. Student teachers reported having regular meetings with supervisors and having good working relationships with supervisors. Over four-fifths agreed or strongly agreed their supervisors communicated effectively with cooperating teachers, and 86% would recommend their supervisors to future student teachers.

Table 8: College (Field) Supervisors

Item	Statement	2008-09 mean	2009-10 mean	2010-11 mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q35.	My supervisor provided me with information or tools I could use in my teaching.	3.2	3.3	3.3	2%	10%	44%	45%	265
Q36.	I met regularly with my supervisor to discuss my progress.	3.1	3.2	3.2	2%	13%	44%	42%	265
Q37.	My supervisor was easy to reach by phone, email, or in person.	3.3	3.5	3.4	3%	5%	40%	53%	266
Q38.	My supervisor provided constructive feedback on my performance.	3.3	3.4	3.4	3%	7%	37%	53%	265
Q39.	I had a good working relationship with my supervisor.	3.4	3.5	3.4	2%	5%	40%	54%	266
Q40.	Observations from my supervisor were optimally spaced out.	3.2	3.3	3.3	3%	10%	38%	49%	263
Q41.	My supervisor communicated effectively with my cooperating teacher.	3.0	3.0	3.1	4%	13%	44%	39%	234
Q42.	I would recommend my supervisor to future student teachers.	3.2	3.3	3.3	7%	7%	31%	55%	257

Figure 7: Respondents' Mean Ratings of College (Field) Supervisors by School Year



Qualitative Results

Based on the number of comments (23% of survey respondents made comments about supervisors), supervisors are likely the most influential person, after cooperating teachers, to have a major impact in the student teaching experience. Respondents credited supervisors for being “there” when they were needed, for working hard for student teachers, for having a “wonderful enthusiasm for teaching and a great eye for small details that matter a lot,” and for helping them get through the semester.

Most respondents, who provided comments about supervisors, described their supervisors as “supportive,” “dedicated,” “a phenomenal human being,” “a fantastic role model,” “absolutely brilliant,” and “calming, reassuring, and clearly had a large repertoire of experience to draw on with specific,

concrete examples and suggestions for teaching in the classroom." These qualities are undoubtedly desirable. However, as the comments reveal, and consistent with those of the last two years, the most helpful thing a supervisor can do is to give prompt feedback with constructive criticisms and specific suggestions that provide "a helpful balance between acknowledging what went well, and what [student teacher] can do better, with specific examples and strategies to try out." Even among those who acknowledged their supervisors to be "very reliable and responsive," which they "greatly appreciated," student teachers wanted more detailed feedback and "specific suggestions" on how to be a great teacher.

Less than favorable feedback from respondents about supervisors include being "too busy to talk" about student teachers' performance; having a "very off-putting" attitude which makes communication with student teachers and cooperating teachers hard; taking "up to three weeks to send ... an observation report with feedback"; being "frequently late or absent for (student teacher's) observations." Some supervisors combined observations "to fulfill (their) responsibilities," and because they were "stretched too thin"; they had no time to provide guidance, and were "not available to help in any respect." When supervisors did not believe in the methods taught at Teachers College, it made it difficult for student teachers to apply what they have learned into practice.

My supervisor was experienced, dedicated, and very kind. I liked her a lot, and enjoyed meeting with her, but unfortunately I didn't receive constructive feedback that improved and forwarded my thinking and teaching. It was all complimentary, when I knew there were many things I needed to work on, and it would have been helpful to have guidance.

While my supervisor is a very intelligent woman, I did not find her to be effective in the supervisory role. ... I feel that she could have benefited from some sort of protocol regarding topics to focus on and ways to provide constructive feedback. I feel badly not recommending her for the future; perhaps if she had another training session, I would. Again, I know she is an intelligent woman with valid educational experience; I just do not think this translates into her role as supervisor for student teacher

She was tough! She would not let me go even for my final observation, because she was not satisfied with my lesson. Asked me if I was willing to teach another lesson, and I did. I worked hard and did thorough preparation for my final lesson. It went well.

(My supervisor) pushed all of us to work and think in meaningful ways, and he challenged us to challenge ourselves, which helped us to learn so much more in the end. He was flexible and easy going, and always knew what he was talking about. He knew his content and was able to guide us and help us construct our own learning.

(My supervisor) ... always brought a great deal of both materials and content knowledge to meetings. She recommended not only techniques but references for further investigation. In short, she was approachable, very professional and gave excellent feedback.

My supervisor was incredible, giving specific constructive feedback, along with the reasons why her suggestions would benefit my students and improve my teaching skills.

(My supervisor) ... was not afraid to criticize constructively, but also made it clear that her job was to help us learn to teach, not to grade us or put us down. She was really helpful.

My supervisor's suggestions were not very specific - more general, such as "you have the potential to be a great teacher." But very few specific suggestions on how to do this.

My supervisor was somewhat helpful to me, though she did not work well with the other student teachers in the school. I would also say she really did not take a lot of time to look into my specific situation in the school. She was not interested in why I had chosen to do things the way I did. She just thought I should run things in a different way.

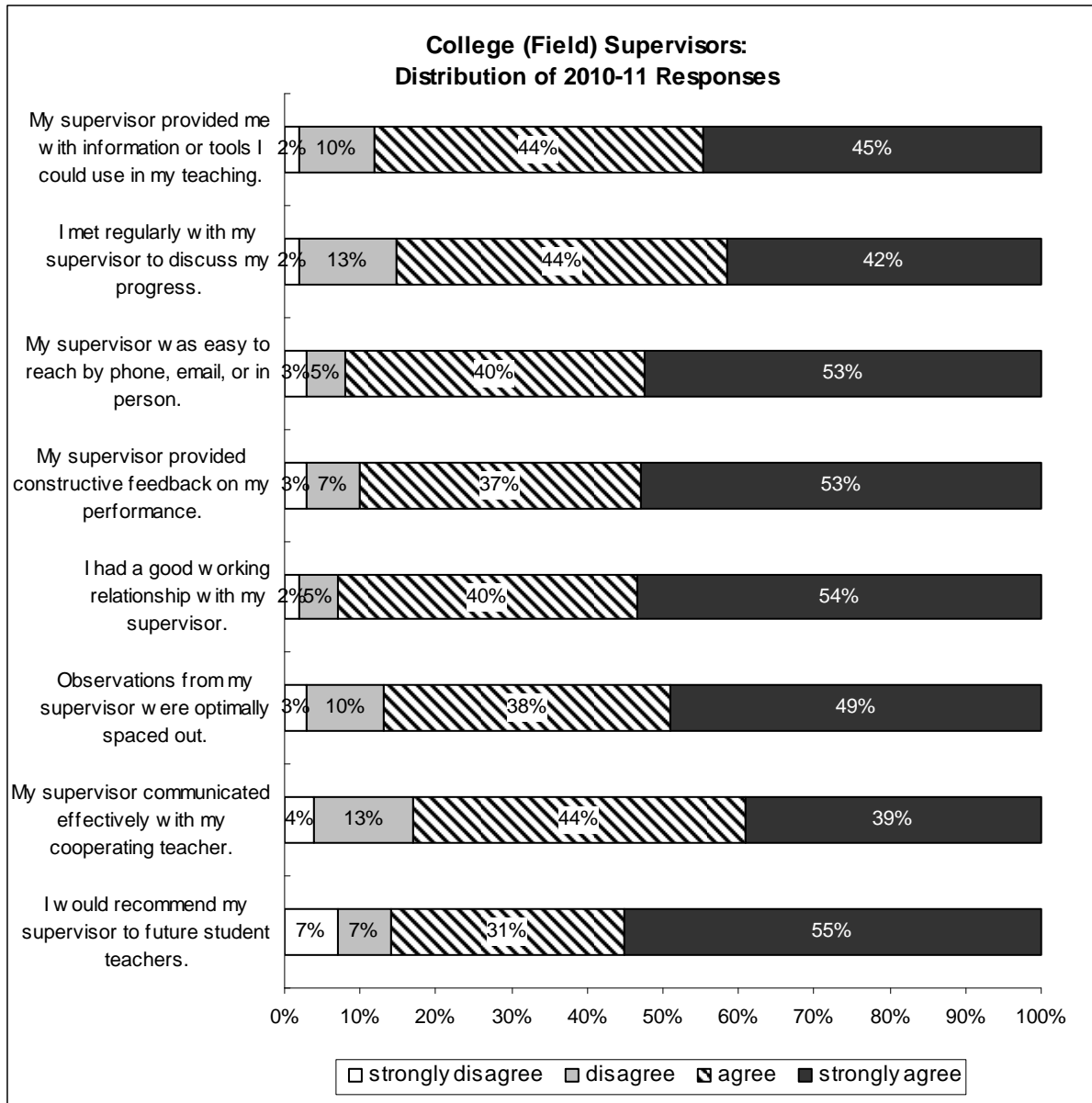
I felt that my supervisor was not fully aware of the role of a supervisor, and was also not fully on-board with the pedagogy of Teachers College or my program. I felt unsupported by her, and did not feel like I could trust her feedback about my teaching.

My supervisor was difficult to communicate with, did not know about modern educational practices, and misinterpreted basic things that occurred in the classroom. In her written

observations, she wrote things that never actually took place or interpreted things incorrectly. I strongly recommend not hiring her again.

My supervisor did not believe in the methods Teachers College (TC) taught. She thought the realities of a public school classroom made these theories impossible to apply. In the future, please try and choose supervisors that believe in TC's philosophy, and give constructive advice.

Figure 8: College (Field) Supervisors: Distribution of 2010-11 Responses



Relationships with K-12 Students

Quantitative Results

An overwhelming majority of respondents (94-99%) agreed or strongly agreed they formed positive relationships with their K-12 students and managed student behavior effectively. They also reported that K-12 students were receptive to their teaching style and demonstrated academic progress during their tenure.

Table 9: Relationships with K-12 Students

Item	Statement	2008-09 mean	2009-10 mean	2010-11 mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q26.	I was able to form positive relationships with my students.	3.5	3.8	3.7	0%	1%	25%	74%	268
Q27.	I was able to manage the behavior of my students effectively.	3.2	3.4	3.4	0%	6%	48%	46%	265
Q28.	My students were receptive to my teaching style.	3.3	3.5	3.5	1%	1%	44%	55%	264
Q29.	My students demonstrated academic progress during my student teaching tenure.	3.3	3.5	3.5	0%	2%	47%	50%	246

Figure 9: Respondents' Mean Ratings of Relationships with K-12 Students by School Year

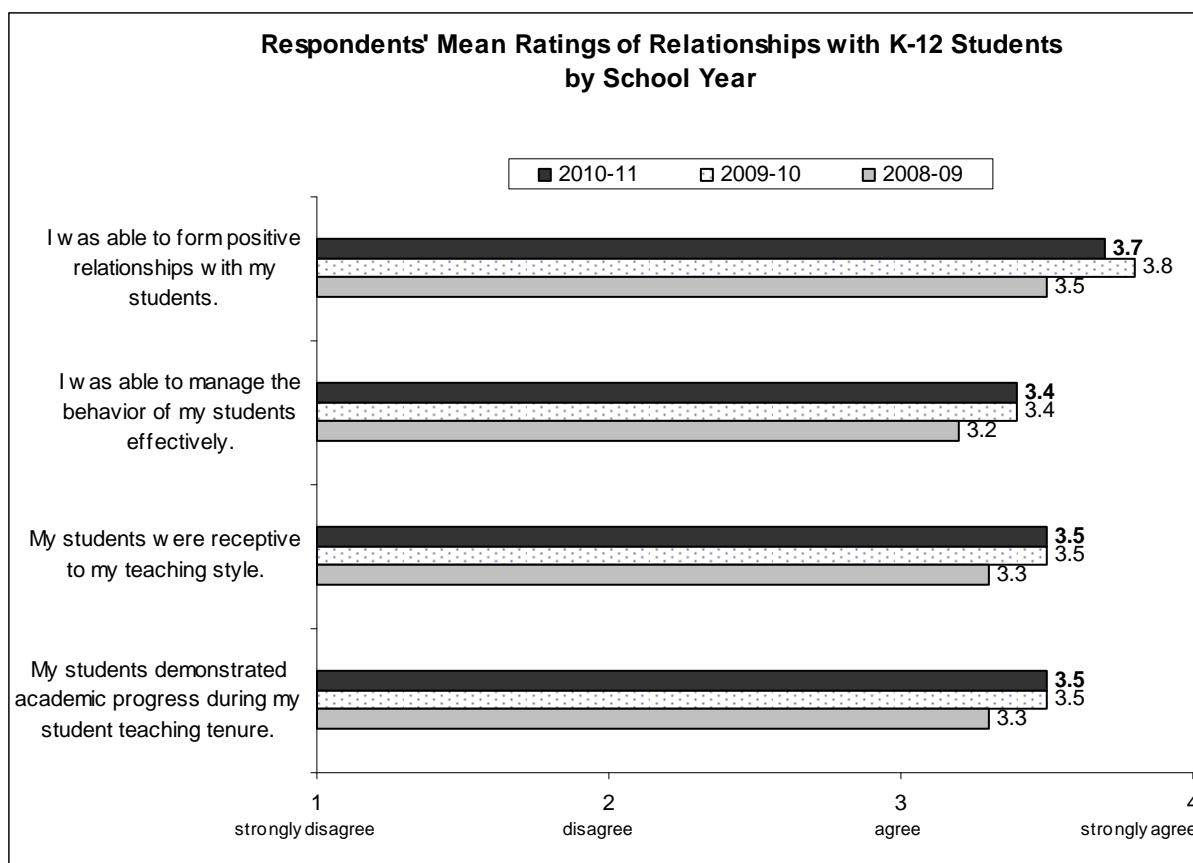
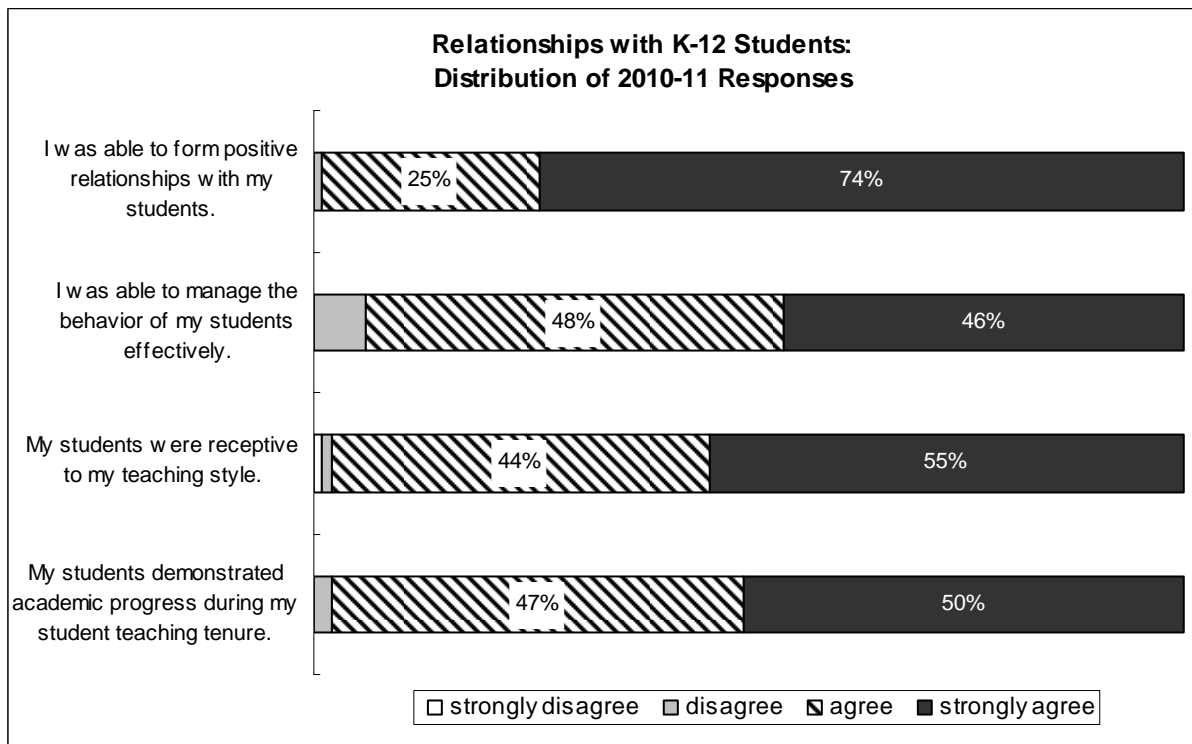


Figure 10: Relationships with K-12 Students: Distribution of 2010-11 Responses



Qualitative Results

Consistent with the last two years, most comments about respondents' relationships with K-12 students were positive. Again, cooperating teachers seemed to exert great influence in the student teacher-K12 learner relationship in the classroom. When cooperating teachers welcomed student teachers, their K-12 students were more likely to do the same. When cooperating teachers treated student teachers as colleagues, and thus conveyed the idea that student teachers were teachers, K-12 learners were more likely to be respectful towards the student teacher.

This year, however, even with supportive cooperating teachers, some respondents noted the difficulty of teaching K-12 students with "lots of discipline and behavior problems."

I learned a lot at this placement, the teachers are encouraging and helpful, and my cooperating teacher was wonderful. It was, however, a very difficult placement, as well. The students are lacking numerous skills--Math skills, student skills, behavioral skills. It made for a very daunting challenge most days (even if the students did want to learn and liked me). So, I would recommend the school placement to people who are ready to take on the challenge of classroom management, and who can be strong in the classroom.

Great cooperating teacher, who was helpful, open, and willing to help me learn. However, due to the student population (very low achieving, lots of discipline and behavior problems), classroom management was a huge problem; one that neither I nor my cooperating teacher had an answer for many days.

It was also tough going into a classroom where most of my students had known my coop for four years (and been taught by her for a year). Even though last semester the culture of the school where I was placed was much colder, I had a fairly easy time of developing relationships with my students because they viewed me as their teacher. It was hard to be seen as The Teacher in this school, when relationships were already kind of solidified. I felt like I was seen more as an intern this semester.

THEME 3: PROGRAM CURRICULUM

Quantitative Results

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

Table 10: Program Curriculum

Item	While in the program, ...	2008-09 mean	2009-10 mean	2010-11 mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q44.	... I improved my understanding of subject area(s).	3.4	3.5	3.4	0%	7%	45%	48%	265
Q45.	... I learned to develop stimulating lessons/ curriculum plans.	3.3	3.4	3.3	1%	8%	46%	45%	260
Q46.	... I developed a repertoire of instructional strategies.	3.3	3.4	3.4	0%	7%	50%	43%	260
Q47.	... I learned a variety of ways to organize classroom for learning.	3.2	3.3	3.3	0%	11%	50%	39%	262
Q48.	... I learned a variety of ways to motivate students to participate in learning activities.	3.2	3.2	3.2	0%	11%	51%	37%	261
Q49.	... I learned a variety of ways to evaluate student progress and performance.	3.1	3.3	3.2	1%	10%	52%	37%	263
Q50.	... I learned a variety of ways to teach students with different skill levels in the same classroom.	2.9	3.1	3.1	2%	15%	51%	32%	259
Q51.	My program emphasized teaching in a diverse urban school setting.	3.0	3.2	3.1	4%	13%	50%	32%	262
Q52.	My course assignments supported my growth as a teacher.	3.1	3.2	3.2	3%	8%	54%	34%	261

Qualitative Results

Respondents, who made comments on program curriculum, particularly as it was related to the student teaching experience, were mostly dissatisfied. They explained they did not learn about differentiation of instruction in the courses, and hence, did not feel prepared for “the realities (exciting and otherwise) of many New York City urban schools.” Many classes “did nothing to help (student teachers) become an effective teacher.” Core classes were not helpful because they were “too long and disconnected from student teaching.” Faculty were “very one-sided and focused solely on aspects that are the most common sense aspects of teaching. There was little to no focus on academic or curricular development.” There was not a “consistent approach to lesson plan writing.” The strategies and knowledge that respondents used were those they had learned “during undergrad.”

Suggestions made included re-constructing the entire program because respondents either learned “nothing,” or learned “the same things over and over again, which is a waste of time”; develop “more courses based on organizing age-appropriate curriculum, and putting into practice the theories of education”; getting rid of Core class requirements that “in no way connected with any practical education teaching matter,” nor with “an employable skill set.”

Figure 11: Respondents' Mean Ratings of Program Curriculum by School Year

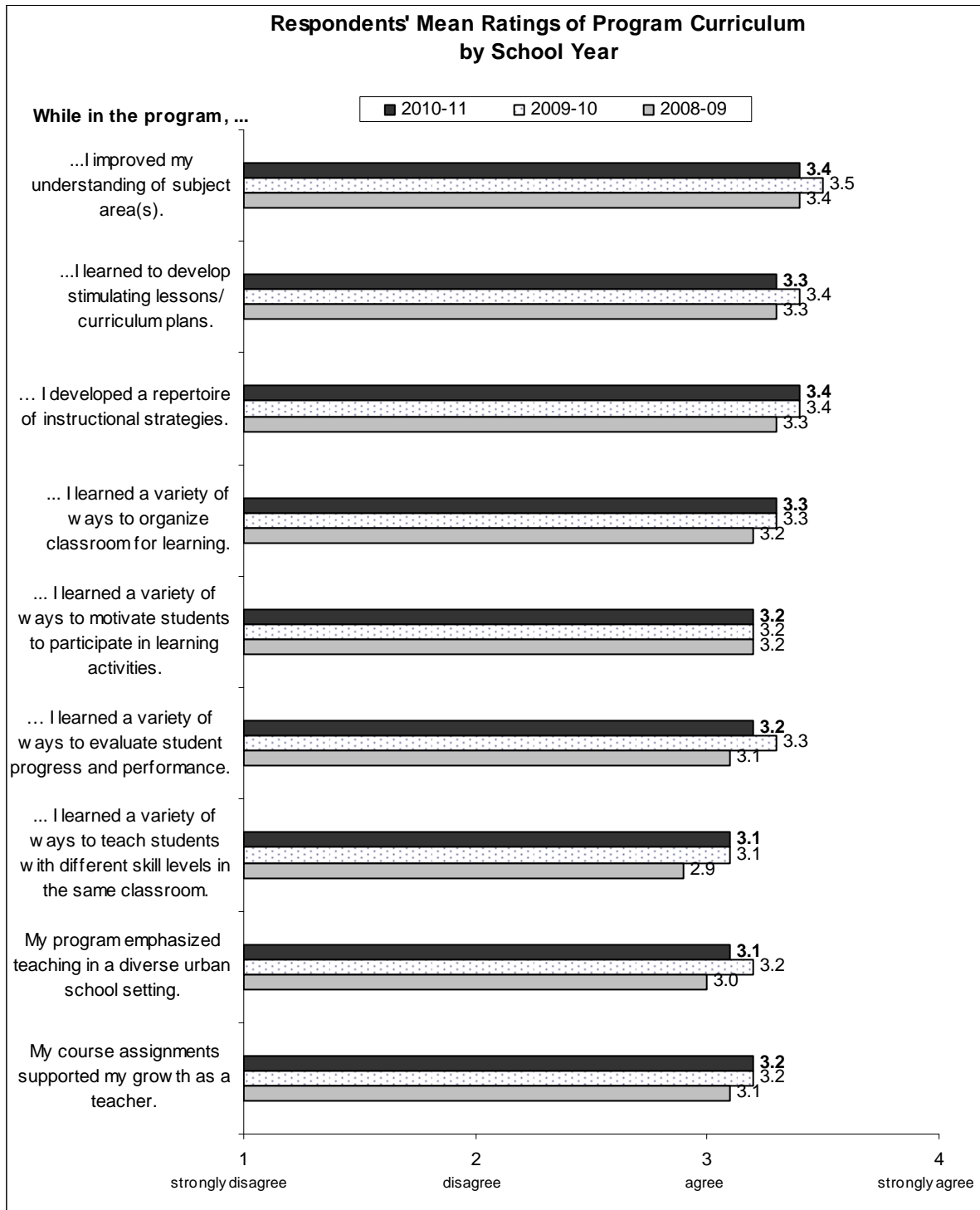
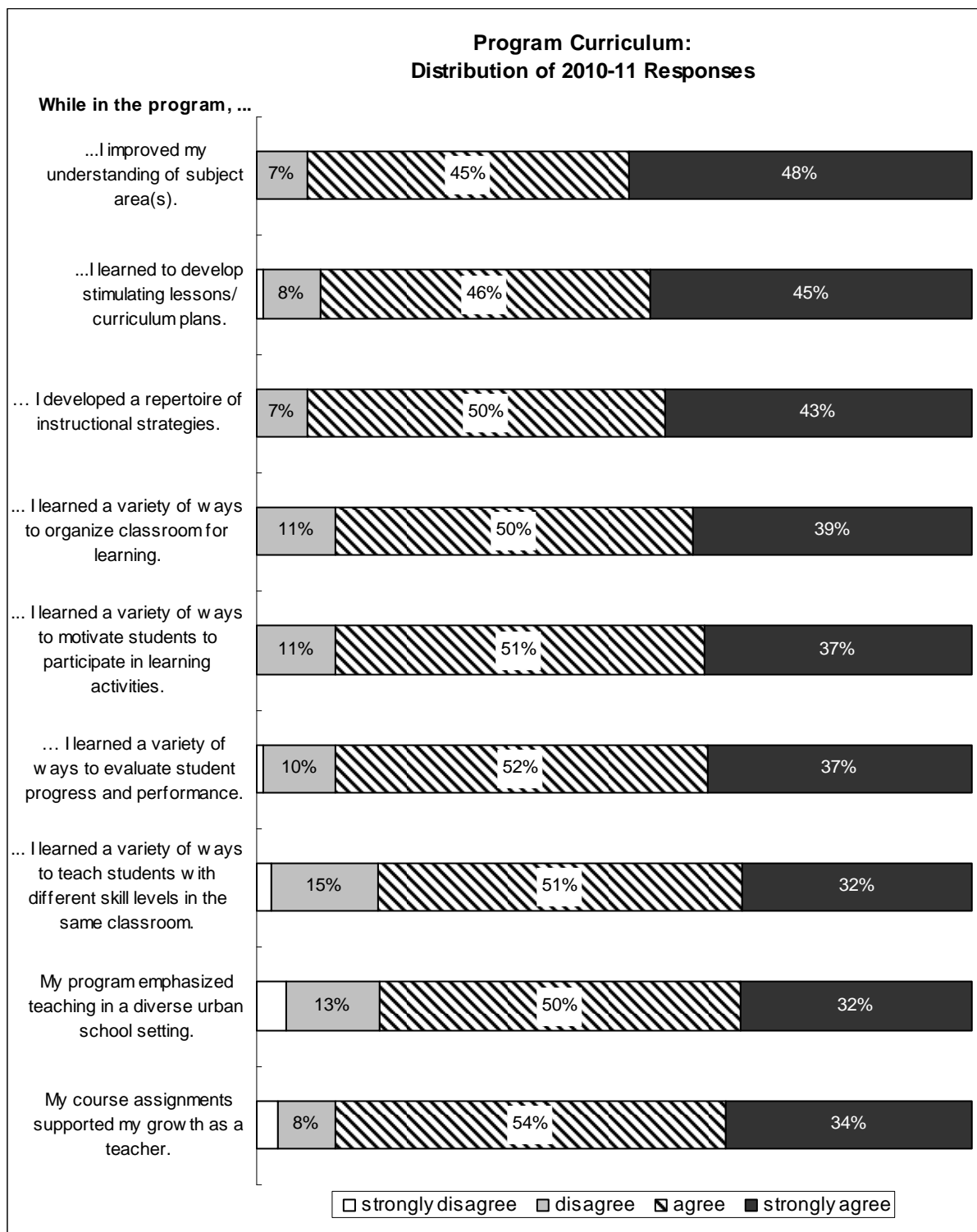


Figure 12: Program Curriculum: Distribution of 2010-11 Responses



While I learned a good amount in this program, it could have easily been boiled down to a summer-long program. There was a lot of overlap between classes.

Methods class should be required during Phase I, not Phase II. It makes no sense to have students take this class to learn how to build lesson plans AFTER we have already been writing them. It is not a smart use of the course.

Reconstruct the whole ___ program. We learn nothing, or the same things over and over again, which is a waste of time. There is no communication between the professors in the department, and it is obvious. Nothing is laid out in a way to build on information from each class. I do not get where these classes fit in together.

I really have not learned anything from Teachers College (TC). I am using all of the knowledge I got from (undergraduate institution). When professors are talking about their own research, or not even teaching material, it is a waste of money and time. I am glad my undergrad taught me things.

I had learned these strategies during undergrad. The student teaching placement/ program served as more of a support and time to share and/or ask advice of peers in similar situations.

Honestly, I believe that I learned much more about how to teach from being in the field and actually teaching, rather than from completing TC coursework.

The coursework had little to do with student teaching. We did not write plans or units to help us build a portfolio.

Honestly, what best aided me in my student teaching efforts this past semester was my experience in the classroom prior to (attending) Teachers College. That experience, coupled with my expansion of knowledge provided by my professors, has helped me grow as a teacher.

Group work assignments ... really put me over the edge. Adult graduate students should not be required to be graded on group work.

THEME 4: SCHOOL ENVIRONMENT

Quantitative Results

Most respondents (87-92%) agreed or strongly agreed they felt welcomed by the school administrators, teachers, or parents; and that the host school environment was conducive to their learning. A slightly lower proportion (70-78%) reported they were encouraged to attend school activities and meetings, and that there was good communication between their host school and TC. Eighty-eight percent would recommend their host school to future student teachers.

Table 10: School Environment

Item	Statement	2008-09 mean	2009-10 mean	2010-11 mean	2010-11				n
					strongly disagree	disagree	agree	strongly agree	
Q54.	I was introduced to the school administrators, teachers, or parents.	3.0	3.2	3.2	2%	11%	49%	38%	262
Q55.	School administrators or teachers encouraged me to attend school activities and meetings.	2.9	3.0	3.0	4%	26%	39%	31%	259
Q56.	I felt welcomed by school administrators.	3.0	3.1	3.1	6%	12%	47%	36%	249
Q57.	I felt welcomed by other teachers.	3.1	3.3	3.3	1%	7%	49%	43%	255
Q58.	The environment of my host school was conducive to my learning and growing as a teacher.	3.1	3.3	3.3	2%	9%	45%	45%	260
Q59.	I would recommend my host school to future student teachers.	3.1	3.4	3.4	5%	7%	39%	49%	259
Q60.	As far as I can tell, there was communication between TC and my host school.	2.8	3.0	3.0	5%	17%	49%	29%	233

Qualitative Results

As in the last two years, it matters greatly how welcomed student teachers felt by the principals, administrators, teachers and staff of the host schools. This year, most of the respondents, who provided comments on the environment of their host schools, had positive feedback.

The school was well-run, and the atmosphere, friendly. Principals were welcoming. "The rapport among the teachers was very strong," inspiring student teachers to get to know and establish relationships with other teachers of other subject areas. The general structure of the school was "very conducive for being able to experiment with teaching styles or taking over classroom responsibilities." Administrators and teachers invited student teachers to get involved in school activities and meetings. Student teachers felt "really needed" being placed in public schools; several reported being "very interested in urban education," and liked their school because it was located in an urban area.

I was welcomed into all facets of the school, from meetings, to picking student of the month, to helping plan a field trip. Other teachers were very generous as well and welcomed me into their classrooms to observe whenever my time permitted.

I was encouraged to attend weekly team and grade level meetings, and I feel I learned a great deal about the 'behind-the-scenes' aspects of teaching.

I found it incredibly beneficial to have met with the principal at my school before starting my placement there. This created a foundation for a very positive relationship that continued to develop while i was at my school. I felt very supported by the principal at my school.

Some had mixed feelings.

I have mixed feelings. I would recommend my placement to a phase one student teacher--I think it would be ideal for phase one--but not to a phase two student teacher. For many reasons, the

environment is more conducive to collaborative planning and teaching--also it is very structured (every ELA teacher uses literature circles and group work is emphasized every day even when teaching whole class novels) so there isn't much room to try out your own ideas or figure out your own style as a teacher, which is really what phase two should be about. On the other hand, because the school is so small, the teachers--while extremely friendly, personable, and nice--are overloaded with teaching and grading (which takes much, much longer with a narrative grading system), so I felt like I had very little support as a student teacher.

The school was very friendly to me, but a complete organizational nightmare. Schedules were the worst; they were not finalized for about two and a half weeks after I arrived, and even then, students were unsure of where to go (some STILL are!) After the schedules settled down, we ended up with one class of ten students, one of twenty, one of thirty, and one class with ONE student. Having to teach a class with one student in it is one of the most ludicrous things I have ever heard; it did not serve either her, her classmates, or her teachers, and was completely avoidable. The only person it DID serve, I think, was the person writing up the schedules. If she did not have to revise them, that made less work for her. Nobody in the administration seemed to care that this was a silly arrangement. I also got the impression that the teachers were generally unhappy with their professional life at the school, which did not help my interest in working at the school or schools like it.

I learned a lot at this placement, the teachers are encouraging and helpful, and my cooperating teacher was wonderful. It was, however, a very difficult placement, as well. The students are lacking numerous skills--Math skills, student skills, behavioral skills. It made for a very daunting challenge most days (even if the students did want to learn and liked me). So, I would recommend the school placement to people who are ready to take on the challenge of classroom management, and who can be strong in the classroom.

The concerns voiced by respondents include schools placing more than one student-teacher in many of their classes; schools being disorganized; principals not wanting student teachers to be at their schools; school staff who were not willing to work with student teachers; principals and teachers having an "antagonistic, rather than collaborative, relationship"; and "stronger communication is needed between the administration at placement sites and TC staff, especially when several students in the same program are placed at the same school."

Administration at this school actively created a difficult working environment for its teachers.

The placement school site, the administration, and vast majority of the teachers with whom I had contact at my host school were a disappointment (not personally, but professional in its ineffectiveness) and stand as examples of how the system fails its students.

The principal explicitly asked that we not teach when she would bring guests into the classroom, yet she had never seen myself or my partner teacher teach. We never met her and were not encouraged to come to any out-of-classroom events. The school, in general, seemed very insular. I would not recommend my placement school to future students.

Administration at placement sites should ensure that they actually have staff who are WILLING to work with student teachers and invite us into their classrooms.

Figure 13: Respondents' Mean Ratings of School Environment by School Year

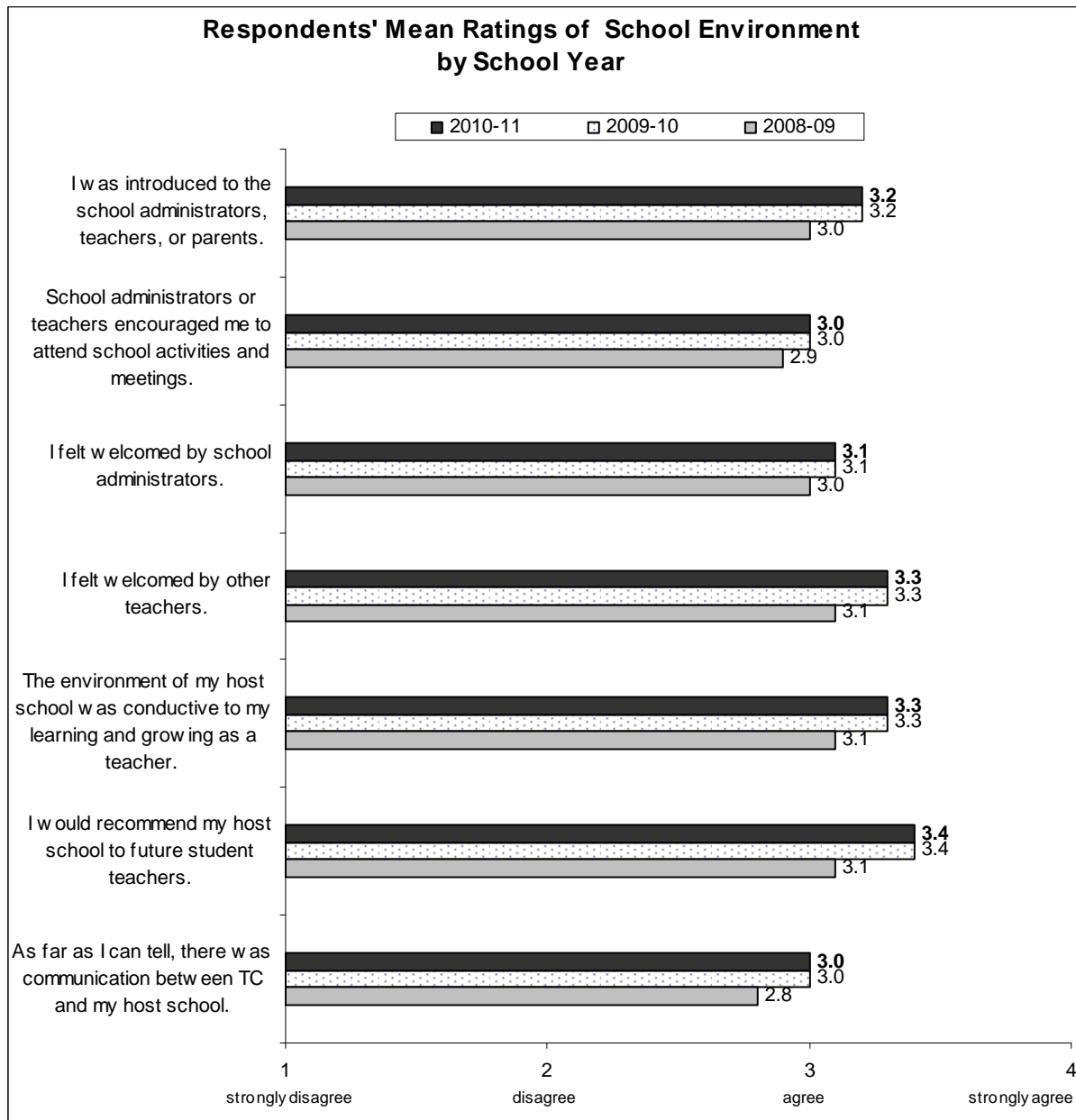
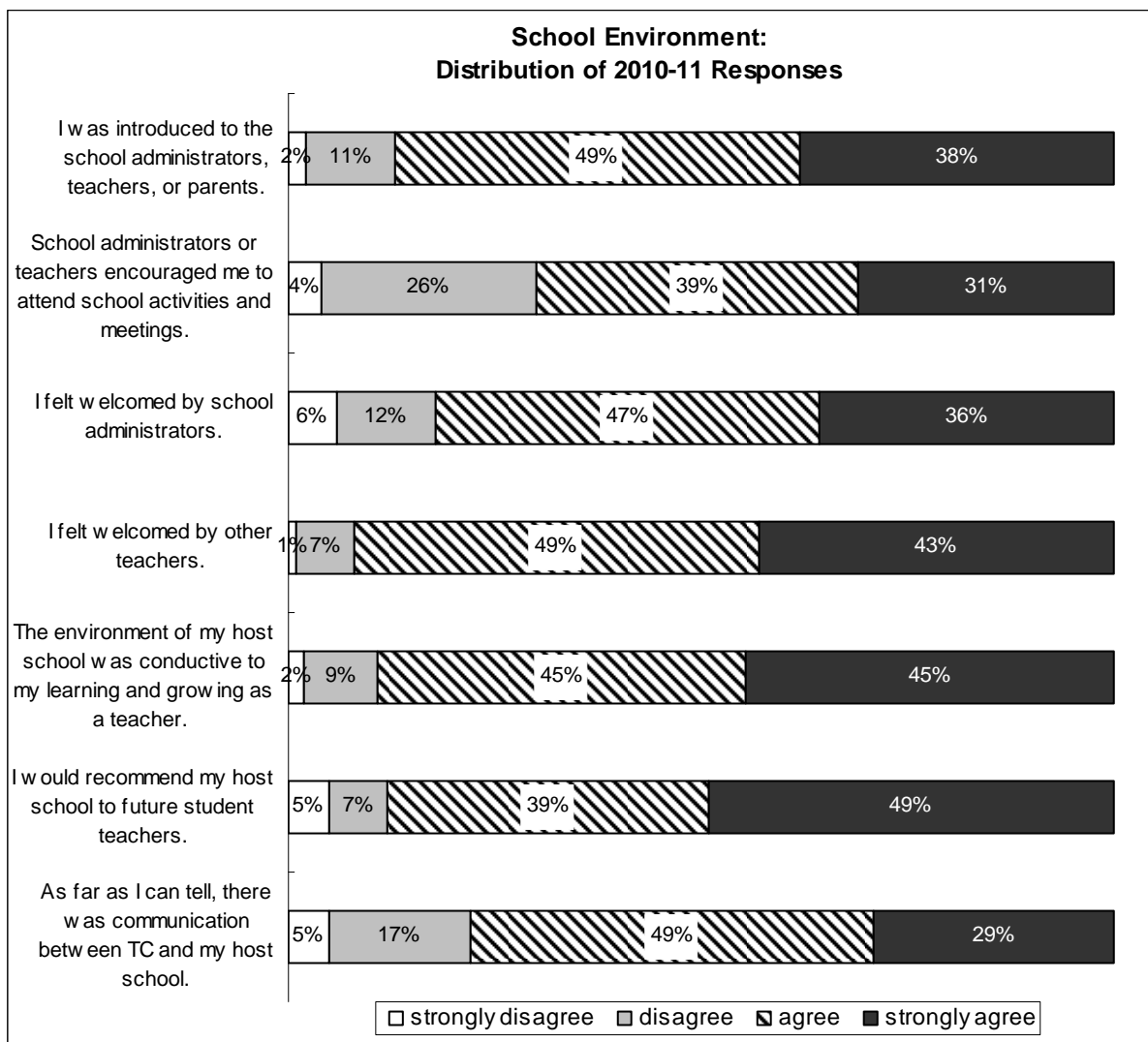


Figure 14: School Environment: Distribution of 2010-11 Responses



EXECUTIVE SUMMARY

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

The STF 2010-11 survey was administered to 448 and 494 student teachers, who completed their student teaching in Fall 2010, and Spring 2011, respectively. A total of 270 completed surveys were received; 133 for fall and 137 for spring, resulting in a response rate of 29%. The unit of analysis is a completed survey and not respondents.

Program Set-up for Student Teaching

Consistent with the past two years, more respondents (91%) received accurate information about student teaching requirements than those (73%) about teacher certification requirements.

The top three sources of accurate information for student teaching requirements are: program faculty (71% of respondents), the Office of Teacher Education handbook (52%), and fellow student teachers (49%). However, for teacher certification requirements, respondents seemed to find it harder to obtain accurate information. While program faculty, the Office of Teacher Education (OTE) handbook, and fellow student teachers were still the best sources, this time, a much lower percentage of respondents (34-43%) were in agreement. More respondents (31%) turned to the New York State and OTE websites to seek accurate information on teacher certification requirements, compared to 9% (New York State website), and 21% (OTE website), for accurate student teaching requirements. Respondents indicated a great need for academic programs and OTE "to communicate better," and to "work together and try to relay the same information" about teacher certification and student teaching requirements.

While most respondents (73-92%) agreed the student teaching set-up was well-organized, they had the lowest level of agreement for "The course workload was reasonable during student teaching." Consistent with the past two years, about a quarter (26%) of respondents found the course workload to be excessive, extensive, irrelevant, and distracting from the actual student teaching classroom experience.

Key Players

On average, student teachers this year gave more positive feedback about cooperating teachers than student teachers two years ago. Most respondents (77-91%) agreed or strongly agreed their cooperating teachers made them feel welcomed, treated them with respect, modeled effective teaching strategies, offered information or tools for teaching, were willing to let them take charge of the classroom, provided constructive feedback, had good working relationships with them, and held regular meetings. Seventy-eight percent would recommend their cooperating teachers to future student teachers.

Cooperating teachers have a major impact on whether, as well as how often, our student teachers get to take over the classroom, to apply theory to practice, to try out various strategies and ideas, and to observe other experienced teachers. On average, more student teachers this year reported having adequate opportunities to carry out these activities than student teachers did two years ago.

Comments elucidate that even though cooperating teachers may be "super nice" and very good teachers, student teachers might not necessarily recommend them because these qualities alone are not sufficient to make one an effective mentor. Student teachers need cooperating teachers who offer constructive and specific feedback, who provide "frequent advice and modeled a number of useful management techniques"; who know what the expectations and requirements are of student teachers; who are "well-organized or prepared"; who give them "a high degree of responsibility," and who are not so "rigid and structured" about their own teaching methods that student teachers could not try out other methods.

For the past three years, on average, student teachers' feedback on supervisors has not varied much. Most respondents (83-94%) agreed or strongly agreed their supervisors were easy to reach and talk to, provided them with information and tools for teaching, gave constructive feedback, held regular meetings and had good working relationships with student teachers, and communicated effectively with cooperating teachers. Eighty-six percent would recommend their supervisors to future student teachers.

Consistent with those of the last two years, respondents' comments reveal the most helpful thing a supervisor can do is to give prompt feedback with constructive criticisms and specific suggestions that provide "a helpful balance between acknowledging what went well, and what [student teacher] can do better, with specific examples and strategies to try out." Even among those who acknowledged their supervisors to be "very reliable and responsive," which they greatly appreciated, student teachers wanted more detailed feedback and "specific suggestions" on how to be a great teacher.

Since this survey was first conducted five years ago, working with K-12 learners has consistently been one of the most positive aspects of our respondents' student teaching experience. Yet, student teachers this year gave more positive feedback about working with their K-12 students than student teachers did two years ago. A vast majority of respondents (94-99%) indicated they formed positive relationships with K-12 students, managed student behavior effectively, that K-12 students were receptive to their teaching style, and demonstrated academic progress during their tenure.

Program Curriculum

On average, student teachers this year gave slightly more positive feedback about academic program curriculum than student teachers did two years ago. Most respondents (83-93%) agreed or strongly agreed that while in the program, they improved their understanding of subject area, learned to develop stimulating lesson and curriculum plans, developed a repertoire of instructional strategies, learned a variety of ways to organize classroom for learning and motivate students to participate in learning activities, learned to evaluate student progress and performance, that course assignments supported their growth as a teacher, and learned a variety of ways to teach students with different skill levels in the same classroom. Eighty-two percent agreed or strongly agreed that the program emphasized teaching in a diverse urban school setting.

Comments shed light on areas where the program curriculum could be improved. Respondents suggested making core classes more connected to student teaching; planning and designing courses in such a way that the content is not repeated; incorporating "differentiation of instruction" in the courses to prepare for urban teaching.

School Environment

On average, student teachers this year gave more positive feedback about the environment in their host schools than student teachers did two years ago.

Most respondents (87-92%) felt welcomed by school administrators and teachers. Student teachers agreed or strongly agreed they were introduced to principals, teachers, or parents; that the host school environment was conducive to their learning. However, fewer respondents (70-78%) agreed or strongly agreed that there was communication between their host school and TC; and that they were encouraged to attend school activities and meetings. Nevertheless, eighty-eight percent would recommend their host school to future student teachers.

Concerns of respondents, revealed through comments, include host schools placing more than one student-teacher in one classroom; principals not wanting student teachers to be at their schools; school staff who were not willing to work with student teachers; and a need for stronger communication between TC staff and faculty and the administrators of host schools.

APPENDIX A
Student Teacher Feedback Survey Instrument
2010-2011

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

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

THEME 1: Requirements information: Accuracy and Availability

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

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

3. What were your information sources about student teaching requirements and expectations?

Please select all that apply.

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

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

5. I received accurate information about teacher certification requirements.

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

- a. Office of Teacher Education student teaching handbook
- b. Office of Teacher Education staff
- c. Office of Teacher Education website

- d. Program handbook
- e. Program orientation/meeting
- f. Program faculty/student teaching coordinator
- g. College supervisor/Fieldwork supervisor
- h. New York State website
- i. Fellow student teachers
- j. Other

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

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

Program Set-Up for Student Teaching Internship

Items 9-15 use the response scale:

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

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

THEME 2: KEY PLAYERS

Items 17-33 use the response scale:

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

Cooperating Teacher

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

Relationships with K-12 Students

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

Learning Opportunities during Student Teaching

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

College Supervisor

Items 35-42 use the response scale:

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

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

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

THEME 3: PROGRAM CURRICULUM

Items 44-52 use the response scale:

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

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

THEME 4: SCHOOL ENVIRONMENT

Items 54-60 use the response scale:

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

- 54. I was introduced to the school administrators, teachers, or parents.

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