

**EXAMINING TEACHER PREPARATION:
DOES THE PATHWAY MAKE A DIFFERENCE?
SURVEY OF PROGRAM GRADUATES, Year 1**

ABOUT THE SURVEY

This survey is being conducted in several teacher education programs across New York City by a team of researchers from the University at Albany and Stanford University. We are surveying approximately 5000 new and prospective teachers as part of this research. The survey solicits prospective teachers' experiences and views concerning their professional preparation, their subject matter preparation, and their future plans. The purpose of this study is to gain a better understanding of what features of teacher preparation are particularly important for teachers once they enter the classroom. Your participation is important so that we can better understand the pathway you are taking towards becoming a teacher. The study will inform local, state and national policy makers in the area of teacher education.

PROTECTING YOUR PRIVACY

All of the information you provide will be used only for the purposes of the study and will be reported only in summary form with the responses from other participants. This survey represents the first part of a three-year study. We would like to conduct a follow up survey with you in one year and another in two years. For this purpose only, please provide the following contact information. Thank you.

Name: _____

Permanent Address: _____

Phone Number: (_____) _____

Please also provide the name of someone we can contact who would know how to reach you in the event the contact information you list above changes.

Name: _____

Permanent Address: _____

Phone Number: (_____) _____

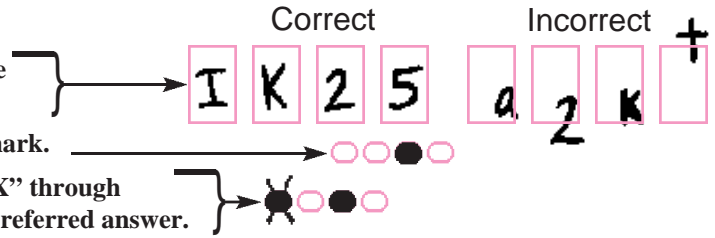
**Conducted for: University at Albany – SUNY
Stanford University**

**Conducted by: Mathematica Policy Research, Inc.
P.O. Box 2393
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INSTRUCTIONS:

This form is designed to be read by optical scanning equipment, so it is important that you follow these directions:

- Print legibly using a **blue** or **black** ink pen.
- **Do not use** pencil or felt tip markers.
- When entering letters or numbers, enter one per box and stay within the box.
- Fill in the bubbles completely with a dark mark.
- If you wish to change an answer, place an "X" through the first mark, and mark the oval for your preferred answer.



SECTION A: BACKGROUND INFORMATION

A1. When you entered your current program did you already hold a teaching certificate?

- Yes No

If yes, in what areas are you certified?

MARK ALL THAT APPLY

Professional/Permanent
Initial/Provisional

- Childhood Education (Birth-Grade 2) (Grades 1-6)
- Special Education (All grades)
- English (Grades 7-12)
- Language other than English (7-12)
- Mathematics (7-12)
- Biology (7-12)
- Chemistry (7-12)
- Earth Science (7-12)
- Physics (7-12)
- Social Studies (7-12)
- English to Speakers of Other Languages
- Other _____

A2. Which of the following certification areas are you currently pursuing?

MARK ALL THAT APPLY

Professional/Permanent
Initial/Provisional

- Early Childhood Education (Birth-Grade 2)
- Childhood Education (Grades 1-6)
- Generalist In Middle Childhood (5-9)
- Students with Disabilities (Birth-2) (1-6)
- Students with Disabilities (5-9) (7-12)
- English Language Arts (5-9) (7-12)
- Language other than English (5-9) (7-12)
- Mathematics (5-9) (7-12)
- Biology (5-9) (7-12)
- Chemistry (5-9) (7-12)
- Earth Science (5-9) (7-12)
- Physics (5-9) (7-12)
- Social Studies (5-9) (7-12)
- English to Speakers of Other Languages
- Other _____

A3. Do you plan to be or have you already been a full-time public school teacher (teacher of record) anywhere before obtaining your initial/provisional certification?

- Yes No

A4. At any time while enrolled have you also... MARK ONE IN EACH ROW

	Yes	No
a. Worked full-time (35 or more hours per week) for pay, including working as a teacher?	<input type="radio"/>	<input type="radio"/>
b. Worked part-time (less than 35 hours per week) for pay, including working as a teacher?	<input type="radio"/>	<input type="radio"/>
c. Had the primary care-giving responsibilities for children under 5 years old or older adults in need of care?	<input type="radio"/>	<input type="radio"/>

A5. Have you attended your preparation program...?

- Full-time Mix of full-time and part-time
 Part-time

A6. In what year did/will you obtain your first undergraduate degree?

A7. What is/was your undergraduate major and minor? MARK ALL THAT APPLY

	Major	Minor
a. Early Childhood Education	<input type="radio"/>	<input type="radio"/>
b. Elementary Education	<input type="radio"/>	<input type="radio"/>
c. Secondary Education	<input type="radio"/>	<input type="radio"/>
d. Math Education	<input type="radio"/>	<input type="radio"/>
e. English Education	<input type="radio"/>	<input type="radio"/>
f. Science Education	<input type="radio"/>	<input type="radio"/>

A7 is continued on next page

A7. (Continued) What is/was your undergraduate major and minor? MARK ALL THAT APPLY

	Major	Minor
g. Reading Education	<input type="checkbox"/>	<input type="checkbox"/>
h. Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>
i. Other Subject-Specific Education (e.g., social studies education, arts education).	<input type="checkbox"/>	<input type="checkbox"/>
j. Special Education	<input type="checkbox"/>	<input type="checkbox"/>
k. Other Education (e.g., Counseling or Guidance)	<input type="checkbox"/>	<input type="checkbox"/>
l. Ethnic or Global Studies (e.g., African-American or Latin-American Studies)	<input type="checkbox"/>	<input type="checkbox"/>
m. Business or Professional studies (e.g., Agriculture, Architecture, Law).	<input type="checkbox"/>	<input type="checkbox"/>
n. Arts (e.g., Fine Arts, Drama, Music, Design).	<input type="checkbox"/>	<input type="checkbox"/>
o. English (e.g., English Literature or Composition, Communications or Journalism)	<input type="checkbox"/>	<input type="checkbox"/>
p. Foreign Languages	<input type="checkbox"/>	<input type="checkbox"/>
q. Mathematics (e.g., Mathematics or Statistics)	<input type="checkbox"/>	<input type="checkbox"/>
r. Engineering or Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
s. Physics	<input type="checkbox"/>	<input type="checkbox"/>
t. Biology	<input type="checkbox"/>	<input type="checkbox"/>
u. Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
v. Geology or Earth Science	<input type="checkbox"/>	<input type="checkbox"/>
w. Psychology	<input type="checkbox"/>	<input type="checkbox"/>
x. Other Social Sciences (e.g., Economics, Sociology, Anthropology, Political Science, International Relations).	<input type="checkbox"/>	<input type="checkbox"/>
y. Other Humanities (e.g., History, Philosophy, Religious Studies).	<input type="checkbox"/>	<input type="checkbox"/>
z. General Studies or Other Interdisciplinary Studies (e.g., Liberal Studies).	<input type="checkbox"/>	<input type="checkbox"/>

A8. Are any of your credits towards your undergraduate degree from a 2-year college or community college? MARK ONLY ONE

- Yes No

A9. Are any of your credits towards this teacher preparation program from a 2-year college or community college? MARK ONLY ONE

- Yes No

A10. Are you enrolled in a post-baccalaureate program at this institution?

- Yes No

A11. What was the highest level math course you took in high school? MARK ONLY ONE

- Vocational Advanced algebra
 Pre-algebra Pre-calculus
 Algebra Calculus
 Geometry Other _____

A12. How many college level courses in English (including literature) have you completed? MARK ONLY ONE

- None 5 or 6
 1 or 2 courses 7 or 8
 3 or 4 More than 8

A13. For how long have you done each of the following? MARK ONE IN EACH ROW

	Not at all	Less than 1 year	1 – 2 years	3 – 5 years	6 or more years
a. Taught your own class in a PUBLIC elementary or secondary school full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Taught your own class in a PRIVATE elementary or secondary school full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Taught your own class in a preschool or childcare facility full-time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Substitute taught or taught part-time in either a public or private elementary or secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked in another professional position in the field of education full-time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Worked in a professional position outside the field of education full-time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If so, in what field did you work?

A14. Prior to enrolling in this program, did you ever work with low-income children in an urban setting? MARK ONLY ONE

- Not at all 4 to 8 months
 Less than 1 month 9 or more months
 1 to 3 months

SECTION B: PROGRAM SELECTION

The next set of questions asks about your reasons for choosing your teacher education program or alternative route into teaching.

B1. How important was each of the following when you were considering which teacher education program or alternative route into teaching to pursue? MARK ONE IN EACH ROW

		Very Important	Important	Somewhat Important	Not very Important	Not a Consideration
a. Low tuition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of financial aid or stipend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to sustain a steady income while in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Short preparation time required before having your own classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Short length of program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Length of student teaching or internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you prefer:						
<input type="radio"/> short length <input type="radio"/> long length						
g. Flexibility of classes (e.g., evening, weekends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. When program is offered (e.g., summer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Location of student teaching or internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Location of preparation coursework (e.g., college/university campus).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Previous affiliation at university/college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Ease of program completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Program mission or philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Racial/ethnic composition of student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Cohort structure (e.g., people go through the program as a group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Strong reputation of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Positive program reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Intellectual challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Flexible timeline for program completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Support for future job placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Continued help from program after graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Access to teaching job in the type of school you want to teach in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Overall atmosphere or quality of the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B1. (Continued) How important was each of the following when you were considering which teacher education program or alternative route into teaching to pursue? MARK ONE IN EACH ROW

		Very Important	Important	Somewhat Important	Not very Important	Not a Consideration
x. Admissions requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Collegial atmosphere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Ease of transition from a non-teaching career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B2. Please write the letters corresponding to your top three reasons from the list in B1 for choosing your teacher education program or alternative route into teaching.

**B3. Please indicate each of the programs to which you applied and to which you were accepted.
MARK ALL THAT APPLY**

	Accepted
	Applied

Traditional Certification Program at:

- a. Adelphi University
- b. Bank Street College of Education.
- c. CUNY Brooklyn College
- d. CUNY City College
- e. CUNY Hunter College
- f. CUNY Lehman College
- g. CUNY Medgar Evers
- h. CUNY Staten Island
- i. CUNY Queens College.
- j. CUNY York College.
- k. College of New Rochelle
- l. Columbia University-Teachers College
- m. Fordham University
- n. Hofstra University.
- o. Iona College (New Rochelle)
- p. Long Island University (Brooklyn).
- q. Long Island University (C.W. Post)
- r. Mercy College.
- s. New York University
- t. Pace University.
- u. St. Johns University
- v. SUNY Albany
- w. SUNY Stony Brook
- x. Other (please write the number
applied to and the number accepted at)

Alternative Program:

- aa. Teach For America
- bb. Teaching Fellows
- cc. Teaching Opportunity Program
- dd. Teacher Opportunity Corps.
- ee. Peace Corps Fellows.
- ff. Other (please write the number
applied to and the number accepted at)

B4. Are you currently enrolled, or have you been enrolled in an Aesthetic Education sequence in conjunction with the Lincoln Center Institute?

- Yes No

End of Section B

SECTION C: PROGRAM CHARACTERISTICS

In this section, please respond to questions about your general experiences in your program, both in classes and in your field experiences.

Program Mission and Coherence

**C1. To what extent do you agree or disagree with the following statements about your program?
MARK ONE IN EACH ROW**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. My program articulates a clear vision of teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teaching for social justice is central to my program's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My program places a lot of emphasis on teaching in urban schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My program emphasizes strong preparation in one or more subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching for democracy is central to my program's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My program lacks a sense of coherence among courses and between courses and field experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The criteria by which I am evaluated as a student teacher are consistent with what I am taught in my methods courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I hear similar views about teaching and learning across courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I feel part of a larger group of people who all share common values with respect to teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I have gotten to know the other students in my program well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. What I learn in methods courses reflects what I observe in my field experiences or in my own classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My instructors are knowledgeable about the program as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program Faculty

**C2. To what extent do you agree or disagree with the following statements about faculty?
MARK ONE IN EACH ROW**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Program Faculty...					
a. Enable me to evaluate and reflect on my practice to improve instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teach in ways quite different from the practices they advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Know little about the realities of contemporary schools and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Often are available to meet outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Give assignments that connect my school experiences with coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Know who I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Demonstrate caring about whether or not I am learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Are excellent teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Are knowledgeable about teaching and content areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Are committed to teacher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation about Learners

C3. In your program, prior to becoming a full-time classroom teacher, how much opportunity have you had to do the following? MARK ONE IN EACH ROW

	Extensive opportunity Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
a. Study stages of child development and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identify and address learning needs and/or difficulties of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Follow a student throughout the course of a day(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop strategies for motivating students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Develop strategies for handling student misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Develop strategies for working with parents and families to better understand students and support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Gain knowledge about the communities of the students you are likely to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Develop curriculum that builds on students' experiences, interests, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Develop specific strategies for teaching English language learners (those with limited English proficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Develop specific strategies for teaching students identified with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Develop strategies for setting classroom norms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Develop strategies to encourage student participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Develop strategies for reflecting on your teaching to make instructional changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Consider the relationship between education and democracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Consider the relationship between education and social justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Develop assessments of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Learn about the Individualized Education Plan (IEP) process and other formal processes and means of obtaining help for children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Teaching

Field experiences are any experiences with PreK-12 students in schools as part of your program, prior to becoming a full-time classroom teacher. For alternative route candidates, this may include pre-service summer field experiences. Student teaching is a type of field experience involving taking partial responsibility for the classroom under the guidance of a full-time classroom teacher.

C4. How much time will you have spent in a PreK-12 classroom(s) as part of field experiences in this program prior to student teaching? MARK ONLY ONE

- None
- 100 hours
- 1 – 10 hours
- 101 – 150 hours
- 11 – 30 hours
- 151 – 200 hours
- 31 – 60 hours
- Greater than 200 hours
- 61 – 99 hours

C5. How much time will you have spent student teaching as part of this program prior to becoming a full-time classroom teacher? MARK ONLY ONE

- None
- 40 – 59 days
- 1 – 20 days
- 60 – 79 days
- 21 – 39 days
- 80 or more days

C6. How much time will you have spent as the student teacher with complete responsibility for classroom instruction as part of this program prior to becoming a full-time classroom teacher? The classroom teacher may have been observing or out of the classroom at the time. MARK ONLY ONE

- None
- 6 – 10 days
- Less than 1 school day
- 11 – 20 days
- 1 – 2 days
- 21 – 30 days
- 3 – 5 days
- More than 30 days

C7. Did you fulfill or do you plan to fulfill student teaching requirements for certification by serving as the full-time classroom teacher? For example, it is possible to do this through a Transitional B Certificate, an Internship Certificate, or other temporary certificates. MARK ONLY ONE

- No
- Yes, as part of the requirement
- Yes, as all of the requirement

C8. Did you have field experiences (including student teaching) in more than one of the following? MARK ONE IN EACH ROW

	Yes	No
a. Grade level	<input type="radio"/>	<input type="radio"/>
b. Subject matter specialty	<input type="radio"/>	<input type="radio"/>
c. School	<input type="radio"/>	<input type="radio"/>
If yes to c, did the schools differ in terms of:		
1. The race/ethnicity of the student population	<input type="radio"/>	<input type="radio"/>
2. The socio-economic status of the student population	<input type="radio"/>	<input type="radio"/>
3. The number of English language learners (students with limited English proficiency) enrolled	<input type="radio"/>	<input type="radio"/>

► **If you have not and will not student teach (for example, if you fulfilled your student teaching requirement as a full-time classroom teacher), skip to question D1.**

C9. Did student teaching correspond to your career teaching plans in terms of the following? If you have had more than one student teaching placement, answer on average. MARK ONE IN EACH ROW

	Yes	No	Partly
a. Grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student population (race/ethnicity, income, academic performance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C10. To what extent do the following statements describe the cooperating teacher and supervisor you had while you were student teaching? If you have had more than one cooperating teacher answer on average. (Your cooperating teacher is the teacher in the classroom in which you conducted your student teaching. Your supervisor is the individual associated with your teacher preparation program who is responsible for overseeing your student teaching experience.) If you did not have a cooperating teacher and/or supervisor, mark "Not Applicable" for questions a-j and answer question k. MARK ONE IN EACH ROW.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. My cooperating teacher is an excellent teacher and a worthy role model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My cooperating teacher rarely gave me useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My cooperating teacher was usually in the room while I taught a lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My cooperating teacher was knowledgeable about my teacher education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My cooperating teacher taught in ways that were quite different from the methods I was learning in my university courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I had useful meetings with my cooperating teacher to discuss my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My supervisor gave me useful feedback on my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My supervisor was available to talk with me when I had questions or concerns about teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My supervisor observed me on a regular basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My cooperating teacher and supervisor held similar ideas about teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My student teaching experience allowed me to try out the strategies and techniques I was learning in my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Section C

SECTION D: FUTURE PLANS

**D1. What are your plans for the next school year?
MARK ONLY ONE**

- Teach in a NYC public school
Which school (if known)?

- Teach in a public school outside of NYC
- Teach in a private school in NYC
- Teach in a private school outside of NYC
- Work in a non-teaching job
- Attend graduate school full-time
- Not work and not attend school
- I do not have plans yet

D2. How long do you plan on... ?

- a. Teaching
- Not at all 6 – 10 years
 - 1 – 2 years 11 or more years
 - 3 – 5 years
- b. Teaching in the New York City public school system
- Not at all 6 – 10 years
 - 1 – 2 years 11 or more years
 - 3 – 5 years

**D3. What subject/level do you plan to teach?
MARK ALL THAT APPLY**

- Elementary school
- Middle school mathematics
- Middle school science
- Other middle school subjects
- High school mathematics
- High school science
- Other high school subject
- Childhood special education
- Bilingual or ESL
- Other _____

**D4. In considering where you would prefer to teach,
how do you view each of the following school
characteristics? MARK ONE IN EACH ROW**

	Would strongly prefer this	Would prefer this	Would somewhat prefer this	Neutral	Would prefer not to have this
a. Close proximity to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Small school size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Low achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. High achieving students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Many English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Racial/ethnic diversity of student population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Many students of poverty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Collegial school culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Supportive school leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Faculty mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Good condition of the facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. High salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Ease of hiring process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Choice of grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Curriculum that I like to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Strong reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Beginning teacher support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Friends teaching in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. School in which I have had field experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Good reputation for teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. School that is similar to the one that I attended as a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Mission/vision of the school compatible with my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D5. Please write the letters for each of your top three reasons from the list in D4.

**D6. How much do you agree with each of the following statements about teaching?
MARK ONE IN EACH ROW**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. If I had to do it all over again, in view of my present knowledge I would not become a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. If I had to do it all over again, in view of my present knowledge I would not choose the same teacher preparation program/route into teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am sure teaching will be my life-long career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am not as happy about teaching as I thought I would be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I find (or expect to find) teaching to be very stressful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I feel little loyalty to the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Section D

- ▶ If you are in a program with a focus on Childhood Education continue to question E1
- ▶ If you are in a program with a focus on Special Education continue to question E1
- ▶ If you are in a program with a focus on Mathematics Education skip to question E8
- ▶ If you are in a program with a focus on Science Education skip to question E11
- ▶ If you are not in one of the programs listed above, Please Stop! Hand in your completed survey to the survey administrator.

Thank you for your time, effort, and thoughtful responses!

SECTION EA: CHILDHOOD EDUCATION SUPPLEMENT

Subject Matter Preparation

This section asks you about your subject matter preparation in mathematics and language arts in both your courses and field experiences.

E1. Math: How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
a. Learn about different ways that students solve particular problems . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learn typical difficulties students have with place value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Learn typical difficulties students have with fractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Prove that a solution is valid or that a method works for all similar cases . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Study, critique, or adapt math curriculum materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Study or analyze student math work . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Discuss mathematical ideas or methods with other teachers and/or student teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Study examples of elementary mathematics teaching in the form of videotapes, written cases, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Reflect upon mathematical ideas or procedures in a journal or writing . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Design math lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Develop forms of math assessment . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Learn how to facilitate math learning for students in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Practice what you learned about teaching math in your field experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Develop math lessons that reflect diversity of learning levels and learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Review the topics covered in the New York State Mathematics Exam for 4th graders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Study National or New York State standards for childhood mathematics .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Review New York City mathematics curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E1. (Continued) Math: How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
s. Discuss methods for using student math assessment results to improve your teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Work on math problems to understand the math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Solve math problems for yourself . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E2. Reading: How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
a. Learn about characteristics of emergent readers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learn ways to teach students meta-cognitive strategies for monitoring comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Learn ways to teach decoding skills and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Learn ways to teach word families, structural analysis, prefixes, suffixes, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Learn ways to encourage phonemic awareness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Learn ways to build student interest and motivation to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Learn how to help students make predictions to improve comprehension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Learn how to support older students who are learning to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Learn ways to organize classrooms for students of different reading ability. . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Study, critique, or adapt student curriculum materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Study or analyze student reading proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E2. (Continued) Reading: How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	None	Touched on it briefly	Spent time discussing or doing	Explored in some depth	Extensive opportunity
l. Learn how to activate students' prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Study examples of the teaching of elementary reading in the form of videotapes, written cases, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Listen to an individual child read aloud for the purpose of assessing his/her reading achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Plan a guided reading lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Design reading assessments to use while teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Review the topics covered in the New York State English Language Arts Exam for 4th graders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Study National or New York State Standards for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Review New York City's reading curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Discuss methods for using student reading assessment results to improve your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Study or analyze children's literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E3. Writing: How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	None	Touched on it briefly	Spent time discussing or doing	Explored in some depth	Extensive opportunity
a. Learn how to teach students to revise their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learn how to teach students to organize their ideas prior to writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Practice what you learned about teaching writing in your field experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Study New York State standards for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Review New York City's writing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Learn how to teach students grammar and conventions in the context of writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Learn how to teach students to write in different genres and forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

➤ If you are in a program with a focus on Childhood Education continue to question E4

➤ If you are in a program with an emphasis on Special Education skip to question E6

E4. Children with Special Needs: How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity	Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
a. Study the development of children with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Study a variety of specific mild to moderate disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observe regular education classrooms that include children with disabilities . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Learn strategies for addressing the needs of students with mild to moderate disabilities in the classroom .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Learn to select appropriate interventions for students who exhibit challenging behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discuss your experiences with special needs children in your student teaching in university courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Learn strategies for adapting instruction for students who have disabilities and who are also members of racial/ethnic minority groups, immigrants, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Study, critique or adapt curriculum materials for special needs students . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Study students' rights as well as laws and policies associated with equal access to education for special needs children (such as IDEA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Study classroom management strategies for addressing special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Study classroom management strategies for addressing students who exhibit challenging behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Learn about identification and referral of students for special education services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E5. Childhood Education Field Experiences: Please answer the following statements about your field experiences and the cooperating teacher you had while you were student teaching. If you had more than one cooperating teacher, answer on average. If you did not have a cooperating teacher mark "Not Applicable" for questions a-h and answer questions i, j, & k. MARK ONE IN EACH ROW

	Not Applicable	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. My cooperating teacher taught mathematics in ways that were quite different from the methods advocated by my course instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My cooperating teacher taught literacy and language arts in ways that were quite different from the methods advocated by my course instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My cooperating teacher had extensive training in the teaching of math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My cooperating teacher had extensive training in the teaching of reading (literacy coach, reading specialist, specialist in reading recovery, MA in literacy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My cooperating teacher had extensive training in the teaching of writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. During my student teaching I had to use the material my cooperating teacher or the school gave me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My cooperating teacher gave me useful feedback about my teaching of mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My cooperating teacher gave me useful feedback about my teaching of reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I had many opportunities to develop my own math lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I had many opportunities to develop my own reading lessons . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I had many opportunities to develop my own writing lessons . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please Stop. Hand in your completed survey to the survey administrator. Thank you for your time, effort and thoughtful responses!

SECTION EB: SPECIAL EDUCATION SUPPLEMENT

**E6. How much opportunity did you have to do the following during this program?
MARK ONE IN EACH ROW**

	Extensive opportunity Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
a. Study the development of children with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Study a variety of specific mild to moderate disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Study a variety of specific severe disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Observe classrooms with children with mild to moderate disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Observe classrooms with children with severe disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Observe regular education classrooms that include children with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Observe experienced special education teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Learn strategies for addressing the needs of students with mild to moderate disabilities in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Learn strategies for addressing the needs of students with severe disabilities in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Learn to select appropriate interventions for students who exhibit challenging behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Discuss your experiences with special needs children in your student teaching in university courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Learn strategies for adapting instruction for students who have disabilities and who are also members of racial/ethnic minority groups, immigrants, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Study, critique or adapt curriculum materials for special needs students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Study examples of effective special education practices in the form of videos, cases, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Develop and modify assessments appropriate for a range of students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Study how to help children develop social skills and integrate into the mainstream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**E6. (Continued) How much opportunity did you have to do the following during this program?
MARK ONE IN EACH ROW**

	Extensive opportunity Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
q. Learn strategies for working with other teachers, including regular education teachers around the needs of special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Learn strategies for working with angry or distraught parents around the needs of their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Learn strategies for working with the medical community around the needs of special needs students (e.g., diagnoses, medication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Learn strategies for working with families around the needs of their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Study students' rights as well as laws and policies associated with equal access to education for special needs children (such as IDEA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Study classroom management strategies for addressing special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Study classroom management strategies for addressing students who exhibit challenging behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Study the overrepresentation of low-income and racial/ethnic minority students, immigrants, etc., in special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Learn about identification and referral of students for special education services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E7. Special Education Field Experiences: To what extent do you agree or disagree with the following statements with respect to the cooperating teacher you had while you were student teaching and your general student teaching experience? If you've had more than one cooperating teacher, answer *on average*. If you did not have a cooperating teacher, mark "Not Applicable" for questions a-f and answer questions g-l. **MARK ONE IN EACH ROW**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. My cooperating teacher taught students with special needs in ways that were quite different from the methods advocated by my course instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My cooperating teacher had extensive training in special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My cooperating teacher demonstrated a variety of instructional strategies and methods for working with children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. During my student teaching, I had to use the material my cooperating teacher or the school gave me for my special needs students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I had opportunities to observe my cooperating teacher collaborate with other professionals who meet the needs of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I had opportunities to observe my cooperating teacher work with families regarding the needs of their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I had many opportunities to work with children with mild to moderate special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I had many opportunities to put into practice some of the strategies and ideas I was learning in my coursework about special needs students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I had many opportunities to work with children with severe special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E7. (Continued) Special Education Field Experiences: To what extent do you agree or disagree with the following statements with respect to the cooperating teacher you had while you were student teaching and your general student teaching experience? If you've had more than one cooperating teacher, answer *on average*. If you did not have a cooperating teacher, mark "Not Applicable" for questions a-f and answer questions g-l. **MARK ONE IN EACH ROW**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
j. I had opportunities to work with different age groups in my student teaching placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I was able to develop a basic repertoire of strategies to use in the classroom with children with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I had opportunities to observe the IEP process for an individual student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please Stop. Hand in your completed survey to the survey administrator. Thank you for your time, effort and thoughtful responses!

SECTION EC: MATH SUPPLEMENT

Subject Matter Preparation

E8. For each course, please mark if you took it for credit as part of your current teacher education program (include courses taken to fulfill admissions requirements), took it but not as part of your teacher education program, or did not take it. MARK ONE IN EACH ROW

	Did not take		
	Yes, but not as part of my teacher education program		Yes, as part of my teacher education program
a. Abstract Algebra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Algebra for Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Analytic Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Applied Math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Business Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Calculus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill in number of calculus courses <input type="text"/>			
g. Computer Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Data Analysis or Statistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Data Processing Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Differential Equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Discrete Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Finite Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. History or Foundations of Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Math Appreciation or Math in Society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Mathematical Modeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Number Theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Stochastic Processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Technical or Vocational Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Topology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Trigonometry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Math in the context of other subject areas (e.g., math for economists)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E9. How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity			
	Explored in some depth			Spent time discussing or doing
	Touched on it briefly		None	
a. Learn different ways that students solve particular problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learn theoretical concepts and ideas underlying mathematical applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prove that a solution is valid or that a method works for all similar cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Learn hands-on activities for teaching mathematical concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Learn how to facilitate student math learning in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Explore effective uses of technology (calculators or computers) for learning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Explore how to use manipulative materials or models to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Learn about typical difficulties students have with graphing or interpreting graphs of inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Explore how to apply mathematics to real-world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Use representations (e.g., geometric representation, number lines) to show explicitly why a procedure works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Learn specific techniques for teaching Algebra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Learn specific techniques for teaching Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Learn specific techniques for teaching Number Theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Learn specific techniques for teaching Probability and Statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Learn specific techniques for teaching Calculus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Learn about typical difficulties students have with Algebra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Learn about typical difficulties students have with Geometry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Learn about typical difficulties students have with Number Theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Learn about typical difficulties students have with Probability and Statistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E9. (Continued) How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity	Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
t. Learn about typical difficulties students have with Calculus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Study, critique, or adapt math curriculum materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Study or analyze student math work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Discuss mathematical ideas or methods with other teachers and/or student teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Study examples of secondary mathematics teaching in the form of videotapes, written cases, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Design math lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Develop forms of math assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Practice what you learned about teaching math in your field experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Develop math lessons that reflect diversity of learning levels and learning styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. Study National or New York State standards for high school mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd. Discuss methods for using student math assessment results to improve your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E10. Mathematics Education Field Experiences: To what extent do you agree or disagree with the following statements about your field experiences and the cooperating teacher you had while you were student teaching? If you had more than one cooperating teacher, answer on average. If you did not have a cooperating teacher, answer questions a-d and mark "Not Applicable" for questions e-h. MARK ONE IN EACH ROW

	Not Applicable	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. Teachers I observed in my field experiences prior to student teaching, on average, taught mathematics in ways that were quite different from the methods advocated by my course instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers I observed in my field experiences prior to student teaching, on average, had extensive knowledge of the material covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers I observed in my field experiences prior to student teaching, on average, had extensive knowledge of the pedagogical methods for teaching mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had many opportunities to develop my own lessons for math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My cooperating teacher taught mathematics in ways that were quite different from the methods advocated by my course instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My cooperating teacher had extensive knowledge of the material covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My cooperating teacher had extensive knowledge of the pedagogical methods for teaching mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. During my student teaching I had to use the material my cooperating teacher or the school gave me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please Stop. Hand in your completed survey to the survey administrator. Thank you for your time, effort and thoughtful responses!

SECTION ED: SCIENCE SUPPLEMENT

Subject Matter Preparation

E11. For each course, please mark if you took it for credit as part of your current teacher education program (include courses taken to fulfill admissions requirements), took it but not as part of your teacher education program, or did not take it. MARK ONE IN EACH ROW

	Did not take		
	Yes, but not as part of my teacher education program		
	Yes, as part of my teacher education program		
a. Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Astronomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Atmospheric Science and Meteorology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Biochemistry and Biophysics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Biology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Biometrics or Biostatistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Biotechnology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Botany	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Cell or Molecular Biology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Chemistry (General).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Ecology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Environmental Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Geology or Earth Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Inorganic Chemistry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Marine Biology or Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Microbiology or Bacteriology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Neuroscience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Organic Chemistry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Physical Science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Physics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Radiation Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Toxicology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Virology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Zoology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E12. How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity			
	Explored in some depth			
	Spent time discussing or doing			
	Touched on it briefly			
	None			
a. Learn hands-on activities for teaching scientific concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learn how to facilitate student learning in small groups, such as lab groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Explore effective uses of technology for teaching scientific concepts and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Explore effective uses of demonstrations or labs for teaching scientific concepts and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Learn about typical difficulties students have with lab work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Learn about typical difficulties students have with graphing or interpreting graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Identify and communicate sources of unavoidable experimental error	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Formulate explanations by using logic and evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Learn specific techniques for teaching Motion and Forces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Learn specific techniques for teaching Electric and Magnetic Phenomenon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Learn specific techniques for teaching Atomic and Molecular Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Learn specific techniques for teaching Chemical Equilibrium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Learn specific techniques for teaching Genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Learn specific techniques for teaching functions and interactions of systems within organisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Learn specific techniques for teaching Ecology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Learn specific techniques for teaching how ecosystems respond to natural and human changes in the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E12. (Continued) How much opportunity did you have to do each of the following during this program? MARK ONE IN EACH ROW

	Extensive opportunity	Explored in some depth	Spent time discussing or doing	Touched on it briefly	None
r. Learn specific techniques for teaching the structure and composition of the atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Learn about typical difficulties students have with understanding how to balance chemical equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Learn about typical difficulties students have with solving simple genetic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Study, critique, or adapt science curriculum materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Study or analyze student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Learn how to use tasks or “discrepant events” to show how preconceptions can be incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Learn how to encourage scientific inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Discuss scientific ideas or methods with other teachers and/or student teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Study examples of secondary science teaching in the form of videotapes, written cases, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Design science lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Developing forms of science assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. Practice what you learned about teaching science in your field experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd. Develop science lessons that reflect diversity of learning levels and learning styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ee. Study National or New York State standards for high school science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ff. Discuss methods for using student science assessment results to improve your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E13. Science Education Field Experiences: To what extent do you agree or disagree with the following statements with respect to field experiences and the cooperating teacher you had while you were student teaching? If you did not have a cooperating teacher, answer questions a-d and mark “Not Applicable” for questions e-h. MARK ONE IN EACH ROW

	Not Applicable	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. Teachers I observed in my field experiences prior to student teaching, on average, taught science in ways that were quite different from the methods advocated by my course instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers I observed in my field experiences prior to student teaching, on average, had extensive knowledge of the material covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers I observed in my field experiences prior to student teaching, on average, had extensive knowledge methods for teaching science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had many opportunities to develop my own science lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My cooperating teacher taught science in ways that were quite different from the methods advocated by my course instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My cooperating teacher had extensive knowledge of the material covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My cooperating teacher had extensive knowledge of the pedagogical methods for teaching science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. During my student teaching I had to use the material my cooperating teacher or the school gave me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please Stop. Hand in your completed survey to the survey administrator. Thank you for your time, effort and thoughtful responses!