

**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: (_____) _____ E-mail: _____

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: (_____) _____ E-mail: _____

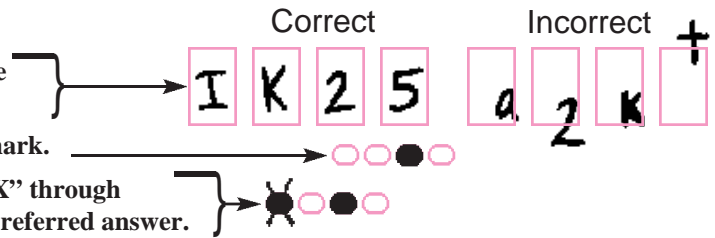
**Conducted for: University at Albany – SUNY
Stanford University**

**Conducted by: Mathematica Policy Research, Inc.
P.O. Box 2393
Princeton, NJ 08543-2393**

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. Have you already been a full-time public school teacher (teacher of record) anywhere?

- Yes No

A4. At any time during your summer program 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. In what year did/will you obtain your first undergraduate degree?

A6. What is/was your undergraduate major and minor?
MARK ALL THAT APPLY

- | | Major | Minor |
|--|-----------------------|-----------------------|
| a. Ethnic or Global Studies (e.g., African-American or Latin-American Studies) | <input type="radio"/> | <input type="radio"/> |
| b. Business or Professional studies (e.g., Agriculture, Architecture, Law) | <input type="radio"/> | <input type="radio"/> |
| c. Arts (e.g., Fine Arts, Drama, Music, Design) | <input type="radio"/> | <input type="radio"/> |
| d. English (e.g., English Literature or Composition, Communications or Journalism) | <input type="radio"/> | <input type="radio"/> |
| e. Foreign Languages | <input type="radio"/> | <input type="radio"/> |
| f. Mathematics (e.g., Mathematics or Statistics) | <input type="radio"/> | <input type="radio"/> |
| g. Engineering or Computer Science | <input type="radio"/> | <input type="radio"/> |
| h. Physics | <input type="radio"/> | <input type="radio"/> |
| i. Biology | <input type="radio"/> | <input type="radio"/> |

A6 is continued on next page

A6. (Continued) What is/was your undergraduate major and minor? MARK ALL THAT APPLY

	<input type="checkbox"/>	<input type="checkbox"/>	Minor
	<input type="checkbox"/>	<input type="checkbox"/>	Major
j. Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	
k. Geology or Earth Science	<input type="checkbox"/>	<input type="checkbox"/>	
l. Psychology	<input type="checkbox"/>	<input type="checkbox"/>	
m. Other Social Sciences (e.g., Economics, Sociology, Anthropology, Political Science, International Relations)	<input type="checkbox"/>	<input type="checkbox"/>	
n. Other Humanities (e.g., History, Philosophy, Religious Studies)	<input type="checkbox"/>	<input type="checkbox"/>	
o. General Studies or Other Interdisciplinary Studies (e.g., Liberal Studies)	<input type="checkbox"/>	<input type="checkbox"/>	
p. Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>	
q. Elementary Education	<input type="checkbox"/>	<input type="checkbox"/>	
r. Secondary Education	<input type="checkbox"/>	<input type="checkbox"/>	
s. Math Education	<input type="checkbox"/>	<input type="checkbox"/>	
t. English Education	<input type="checkbox"/>	<input type="checkbox"/>	
u. Science Education	<input type="checkbox"/>	<input type="checkbox"/>	
v. Reading Education	<input type="checkbox"/>	<input type="checkbox"/>	
w. Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>	
x. Other Subject-Specific Education (e.g., social studies education, arts education) ..	<input type="checkbox"/>	<input type="checkbox"/>	
y. Special Education	<input type="checkbox"/>	<input type="checkbox"/>	
z. Other Education (e.g., Counseling or Guidance)	<input type="checkbox"/>	<input type="checkbox"/>	

A7. Are any of your credits towards your undergraduate degree from a 2-year college or community college? MARK ONLY ONE

- Yes No

A8. 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 _____

A9. 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

A10. For how long have you done each of the following? MARK ONE IN EACH ROW

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

If so, in what field did you work?

A11. 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

Personal Information

A12. What is your sex?

- Female Male

A13. What is your month of birth?

What is your year of birth?

A14. What is your race/ethnicity? PLEASE MARK ONE

- American Indian or Alaska Native (Alaska Indian, Aleut, Inupiat Yupik)
- Asian (Asian Indian, Chinese, Filipino, Korean, Japanese, Samoan, Vietnamese, other Asian)
- Non-Hispanic Black or African American
- Hispanic
- Native Hawaiian or Other Pacific Islander
- Non-Hispanic White or Caucasian
- Multiracial (please specify)

- Prefer not to answer

A15. Is English your native language?

- Yes No

A16. Do you speak a language other than English fluently?

- Yes No

If so, do you speak: MARK ALL THAT APPLY

- a South-East Asian language (Hindi, Vietnamese, Thai...)
- an Asian language (Chinese, Japanese Korean...)
- Spanish
- a Western European language aside from Spanish (German, French...)
- an Eastern European language (Polish, Russian...)
- an African language
- Another language (please specify)

A17. Please mark the highest level of education attained by your mother, father, or primary guardian.

MARK ONLY ONE

- Less than high school
- GED (High school equivalency diploma)
- High school degree
- Some college
- College degree (bachelor's)
- Post-graduate education

A18. Did you graduate from high school in...?

MARK ONLY ONE

- New York City
If so, which high school? _____
- Suburbs surrounding New York City
- Other urban area in the U.S., including other urban areas in New York State
- Other suburban area in the U.S., including other suburban areas in New York State
- Rural area in the U.S.
- Outside of the U.S.
- Obtained GED

A19. While in this summer program, have you been a financial dependent of your parents?

MARK ONLY ONE

- Yes No Partially

A20. What is your current marital status?

MARK ONLY ONE

- Never married, no domestic partner
- Married
- Living with domestic partner
- Separated
- Divorced
- Widowed

A21. How many children are you legally responsible for?

MARK ONLY ONE

- 0 1 2 3 4 5 6+

A22. Mark your combined family annual income. (Choose the definition of family that best fits your situation: (1) just yourself if you are not financially dependent on your parents and are not married or in similarly committed relationship; (2) you, your parents and any other dependents of your parents if you are financially dependent on your parents; or (3) you and your spouse or domestic partner and any dependents of your spouse or partner.) MARK ONLY ONE

- \$15,000 or less
- \$15,001-\$30,000
- \$30,001-\$50,000
- \$50,001-\$75,000
- \$75,001-\$100,000
- \$100,001-\$150,000
- \$150,001-\$200,000
- More than \$200,000

End of Section A

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?
(note: this refers to how you choose Teaching Fellows, TFA or TOPS, not your university assignment)
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"/>
b. Availability of financial aid or stipend.	<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"/>
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"/>
e. Short length of program	<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"/>
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"/>
h. When program is offered (e.g., summer)	<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"/>
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"/>
k. Ease of program completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Program mission or philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Racial/ethnic composition of student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. 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"/>
o. Strong reputation of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Positive program reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Intellectual challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Flexible timeline for program completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Support for future job placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Continued help from program after graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. 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"/>

B1. (Continued) How important was each of the following when you were considering which teacher education program or alternative route into teaching to pursue?
(note: this refers to how you choose Teaching Fellows, TFA or TOPS, not your university assignment)
MARK ONE IN EACH ROW

	Very Important	Important	Somewhat Important	Not Very Important	Not a Consideration
v. Admissions requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Collegial atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Ease of transition from a non-teaching career	<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. Do not count your university assignment for fall, 2004. MARK ALL THAT APPLY

	Applied	Accepted
Alternative Program:		
a. Teach For America	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching Fellows	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaching Opportunity Program	<input type="checkbox"/>	<input type="checkbox"/>
d. Teacher Opportunity Corps.	<input type="checkbox"/>	<input type="checkbox"/>
e. Peace Corps Fellows.	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please write the number applied to and the number accepted at)	<input type="text"/>	<input type="text"/>

Did you apply to any traditional teacher education programs?

Yes No

If so, please indicate each of the programs to which you applied and to which you were accepted. Do not count your university assignment for fall, 2004.

Traditional Certification Program at:

g. Adelphi University	<input type="checkbox"/>	<input type="checkbox"/>
h. Bank Street College of Education.	<input type="checkbox"/>	<input type="checkbox"/>
i. CUNY Brooklyn College	<input type="checkbox"/>	<input type="checkbox"/>
j. CUNY City College	<input type="checkbox"/>	<input type="checkbox"/>
k. CUNY Hunter College	<input type="checkbox"/>	<input type="checkbox"/>
l. CUNY Lehman College	<input type="checkbox"/>	<input type="checkbox"/>
m. CUNY Medgar Evers	<input type="checkbox"/>	<input type="checkbox"/>
n. CUNY Staten Island	<input type="checkbox"/>	<input type="checkbox"/>
o. CUNY Queens College.	<input type="checkbox"/>	<input type="checkbox"/>
p. CUNY York College.	<input type="checkbox"/>	<input type="checkbox"/>
q. College of New Rochelle	<input type="checkbox"/>	<input type="checkbox"/>
r. Columbia University-Teachers College	<input type="checkbox"/>	<input type="checkbox"/>
s. Fordham University	<input type="checkbox"/>	<input type="checkbox"/>
t. Hofstra University.	<input type="checkbox"/>	<input type="checkbox"/>
u. Iona College (New Rochelle)	<input type="checkbox"/>	<input type="checkbox"/>
v. Long Island University (Brooklyn).	<input type="checkbox"/>	<input type="checkbox"/>
w. Long Island University (C.W. Post)	<input type="checkbox"/>	<input type="checkbox"/>
x. Mercy College.	<input type="checkbox"/>	<input type="checkbox"/>
aa. New York University	<input type="checkbox"/>	<input type="checkbox"/>
bb. Pace University.	<input type="checkbox"/>	<input type="checkbox"/>
cc. St. Johns University	<input type="checkbox"/>	<input type="checkbox"/>
dd. SUNY Albany	<input type="checkbox"/>	<input type="checkbox"/>
ee. SUNY Stony Brook	<input type="checkbox"/>	<input type="checkbox"/>
ff. Other (please write the number applied to and the number accepted at)	<input type="text"/>	<input type="text"/>

End of Section B

SECTION C: PROGRAM CHARACTERISTICS

In this section, please respond to questions about your general experiences in your program, both in courses and in your field experiences. (For TFA members, courses include courses, learning teams and evening workshops.)

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. 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"/>
h. 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"/>
i. 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"/>
j. What I learn about methods in courses reflects what I observe in my field experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. 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 and course or seminar instructors? MARK ONE IN EACH ROW

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Faculty and Instructors ...					
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"/>

Field Experiences

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.

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

MARK ONLY ONE

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

C5. How much time will you have spent as a teacher with complete responsibility for classroom instruction during your first summer in the program? The classroom teacher may have been observing or out of the classroom at the time. MARK ONLY ONE

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

C6. Did you have field experiences 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"/>

C7. Did your field experience 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"/>

C8. To what extent do the following statements describe your field experience? If you have had more than one cooperating teacher, answer *on average*. For the purpose of the survey, your cooperating teacher is the teacher in the classroom in which you conducted your field experience. (For TFA members, this is your faculty advisor). 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 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. Someone from my program (other than my peers) 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. Someone from my program (other than my peers) 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. I was observed on a regular basis by someone from my program (other than my peers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My cooperating teacher held similar ideas about teaching and learning to those espoused by my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My field 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. If you could choose where you wanted to teach, how would 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 Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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 plan to focus on Childhood Education/Elementary Education continue to question E1
- ▶ If you plan to focus on Special Education continue to question E1
- ▶ If you plan to focus on Mathematics Education skip to question E9
- ▶ If you plan to focus on Science Education skip to question E12
- ▶ If you are not planning to focus on 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 summer 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 summer 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 summer 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 summer 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 summer 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 plan to focus on Childhood Education/Elementary Education continue to question E4

➤ If you plan to focus 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 summer program? (For TFA members, courses include courses, learning teams and workshops.)
MARK ONE IN EACH ROW

	None	Touched on it briefly	Spent time discussing or doing	Explored in some depth	Extensive opportunity
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 field experience in 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. If you had more than one cooperating teacher, answer on average. Your cooperating teacher is the teacher in the classroom in which you conducted your field experiences. (For TFA members, courses include courses, learning teams and evening workshops; and cooperating teacher refers to your faculty advisor). MARK ONE IN EACH ROW

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
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 knowledge of 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 knowledge of 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 knowledge of 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. Someone from my program (not including peers) 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"/>
j. Someone from my program (not including peers) gave me useful feedback about my teaching of math	<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 math lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. 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"/>
m. 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 summer program? (For TFA members, courses include courses, learning teams, and evening workshops.)
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 field experiences in 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 summer 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. During my summer field experience, I was in:
MARK ONE IN EACH ROW

	All the time	More than 1/2 the time	About 1/2 the time	Less than 1/2 the time	None
a. a self-contained special education classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. a classroom with a majority of children identified with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. a classroom with some children identified with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. a classroom with no children identified with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E8. Special Education Field Experiences: To what extent do you agree or disagree with the following statements with respect to your field experience? If you had more than one cooperating teacher, answer *on average*. Your cooperating teacher is the teacher in the classroom in which you conducted your field experience. (For TFA members, the term cooperating teacher refers to your faculty advisor).
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 knowledge of 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 field experience, 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 a 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 a 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"/>

E8. (Continued) Special Education Field Experiences: To what extent do you agree or disagree with the following statements with respect to your field experience? If you had more than one cooperating teacher, answer *on average*. Your cooperating teacher is the teacher in the classroom in which you conducted your field experience. (For TFA members, the term cooperating teacher refers to your faculty advisor).
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 field experience	<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

E9. For each course, please mark if you took it as a course in high school, college, or university; as part of this summer program; or did not take it. MARK ONE IN EACH ROW

	Did not take		
	Yes, as a course in high school, college, or university		
	Yes, as part of this summer 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"/>

E10. How much opportunity did you have to do each of the following during this summer 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"/>

E10. (Continued) How much opportunity did you have to do each of the following during this summer 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 your peers	<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"/>

E11. Mathematics Education Field Experiences: To what extent do you agree or disagree with the following statements with respect to your field experiences? If you had more than one cooperating teacher, answer on average. Your cooperating teacher is the teacher in the classroom in which you conducted your field experience. (For TFA members, the term cooperating teacher refers to your faculty advisor). 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, 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, 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, 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 field experience 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

E12. For each course, please mark if you took it as a course in high school, college, or university; as part of this summer program; or did not take it.

MARK ONE IN EACH ROW

	Did not take		
	Yes, as a course in high school, college, or university		
	Yes, as part of this summer 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"/>

E13. How much opportunity did you have to do each of the following during this summer 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"/>

E13. (Continued) How much opportunity did you have to do each of the following during this summer 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 your peers	<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. Develop 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"/>

E14. Science Education Field Experiences: To what extent do you agree or disagree with the following statements with respect to your field experiences? If you had more than one cooperating teacher, answer on average. Your cooperating teacher is the teacher in the classroom in which you conducted your field experience. (For TFA members, the term cooperating teacher refers to your faculty advisor). 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 of 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 field experience 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!