Student Teaching Evaluative Report
2017-2018

National Center for Urban Education
College of Education – Illinois State University
773.522.1780
www.ncue.illinoisstate.edu
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM DESCRIPTION</td>
<td>3</td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>Participants</td>
<td>4</td>
</tr>
<tr>
<td>Measures</td>
<td>5</td>
</tr>
<tr>
<td>OVERALL FINDINGS</td>
<td>6</td>
</tr>
<tr>
<td>Urban Teaching Intentions and Multicultural Attitudes</td>
<td>6</td>
</tr>
<tr>
<td>Teaching Efficacy Subscales</td>
<td>6</td>
</tr>
<tr>
<td>Community Environment</td>
<td>6</td>
</tr>
<tr>
<td>PROGRAM COMPARISONS OF TEACHING ATTITUDES</td>
<td>7</td>
</tr>
<tr>
<td>Urban Teaching Intentions Aggregate</td>
<td>7</td>
</tr>
<tr>
<td>Urban Teaching Intentions Items</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Multicultural Attitudes Aggregate</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Multicultural Attitudes Items</td>
<td>8</td>
</tr>
<tr>
<td>PROGRAM COMPARISONS OF TEACHER PREPARATION</td>
<td>9</td>
</tr>
<tr>
<td>Planning and Preparation Aggregate</td>
<td>9</td>
</tr>
<tr>
<td>Planning and Preparation Items</td>
<td>9</td>
</tr>
<tr>
<td>Instruction Aggregate</td>
<td>10</td>
</tr>
<tr>
<td>Instruction Items</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Environment Aggregate</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Environment Items</td>
<td>12</td>
</tr>
<tr>
<td>Professional Responsibilities Aggregate</td>
<td>13</td>
</tr>
<tr>
<td>Professional Responsibilities Items</td>
<td>13</td>
</tr>
<tr>
<td>PROGRAM COMPARISONS OF COMMUNITY EXPERIENCE</td>
<td>14</td>
</tr>
<tr>
<td>Community Commitment Aggregate</td>
<td>14</td>
</tr>
<tr>
<td>Community Commitment Items</td>
<td>14</td>
</tr>
<tr>
<td>Community Safety Aggregate</td>
<td>15</td>
</tr>
<tr>
<td>Community Safety Items</td>
<td>15</td>
</tr>
<tr>
<td>COMMUNITY ATTITUDES AMONG CHICAGO RESIDENTS</td>
<td>16</td>
</tr>
<tr>
<td>Community Commitment Aggregate</td>
<td>16</td>
</tr>
<tr>
<td>Community Safety Aggregate</td>
<td>16</td>
</tr>
<tr>
<td>MENTORSHIP EXPERIENCE</td>
<td>17</td>
</tr>
<tr>
<td>FORMATIVE FEEDBACK</td>
<td>20</td>
</tr>
<tr>
<td>QUALITATIVE COMMENTS – STUDENTS</td>
<td>20</td>
</tr>
<tr>
<td>COOPERATING TEACHER/MENTOR PERSPECTIVES</td>
<td>23</td>
</tr>
<tr>
<td>Mentors’ Background</td>
<td>23</td>
</tr>
<tr>
<td>Mentors’ Qualitative Comments</td>
<td>25</td>
</tr>
</tbody>
</table>
PROGRAM DESCRIPTION
Illinois State University (ISU), located in Normal, Illinois, is the largest preparer of teachers in the State of Illinois. Eighty-seven percent of Illinois public school districts employ at least one ISU alum and one out of seven teachers in the state is an ISU graduate.

In 2005, Illinois State University began a partnership with Chicago Public Schools (CPS) through the collaborative work of the Chicago Teacher Education Pipeline™ (CTEP), centered on a common goal – to prepare the highest quality teachers for the students that need them the most. This initiative developed programs, which place teacher candidates in traditional semester-long partnership schools, yearlong Professional Development Schools, and field base placements for Special Education students—building bridges between university preparation and on-the-job, community-based teaching and learning. In 2015, the Decatur Teacher Education Pipeline (DTEP) was established to replicate the Chicago model in Decatur, Illinois. As the work has expanded across the state, a new organization was founded to serve all of ISU’s urban teacher preparation programs, the National Center for Urban Education (NCUE).

The Pipeline Immersion Community School (PICS) program involves the typical component of a teacher education program in which a pre-service teacher becomes responsible for guiding, directing, and evaluating the learning activities of a group of pupils, under the guidance and supervision of professionally certified and competent members of the teaching profession over the course of a semester. The Professional Development School (PDS) internship is a yearlong experience that takes place during a pre-service teacher’s senior year in a teacher education program. It seeks to immerse participants within a school’s community by providing classes at the host school with opportunities to observe teaching and practice. During the first semester of the program, participants attend college classes taught by a team of college and local school faculty at the site for two or three days a week. The coursework is aligned with the site’s curriculum and participants are able to apply what they have learned in the school’s classrooms. During the second semester of the program, participants assume responsibility for planning and instruction as student teachers. In this three-phase program, PDS interns are afforded the opportunity to observe and teach in multiple partner communities. This takes place under the supervision and guidance of a school-based mentor teacher and a college-based supervisor.

The Innovative Network of Urban Special Educators, or INFUSE program, offers ISU Special Education students the opportunity to complete both their field base and student teaching semesters in partner districts, enabling students to complete a year-long experience across two separate school sites, often in two different communities.

NCUE currently partners with the five Chicago communities of Little Village, Auburn Gresham, Albany Park, East Garfield Park, and Pilsen, and the city of Decatur. The PICS, PDS, and INFUSE programs are conducted within these partner high-need neighborhoods. These programs provide teacher candidates an opportunity to work in an urban area with an ethnically and culturally distinct population. Program participants are also provided with low-cost, secure housing in their respective neighborhoods. This approach has created a “community within a community” dynamic, as many teacher candidates live together and are able to support each other through the program’s rigors as well as reflect on what they are experiencing every day, both in the schools and in the neighborhood.

In AY 2017-2018, students participated in supplemental professional development. The program allowed students opportunities to learn greater community context in their respective school neighborhoods, participate in reflective seminars, and informally discuss their experience with peers.
METHODOLOGY
In order to evaluate the effects of serving in a PICS assignment (semester-long), an INFUSE placement (year-long), or a PDS internship (year-long), the study was conducted in longitudinal design. Participants completed a pre-program survey at Time 1 and a post-program survey at Time 2.

Participants. During the 2017-2018 academic year, all students participating in the NCUE PICS, INFUSE, and PDS programs were invited to participate in the study. Full data were available for 57 students. Data presented in this report include 25 PICS participants (8 from Fall 2017 and 17 from Spring 2018), 20 INFUSE (11 in Decatur and 9 in Chicago), and 12 PDS participants. Among respondents in Chicago, 17 students taught principally in Little Village, 3 in Auburn Gresham, 12 in Albany Park, 3 in East Garfield Park, and 4 in Pilsen. The figure below depicts the sample demographics.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>21.74</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>46 (81%)</td>
</tr>
<tr>
<td>Men</td>
<td>11 (19%)</td>
</tr>
<tr>
<td><strong>Living in Community Housing</strong></td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td>11 (20%)</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>37 (65%)</td>
</tr>
<tr>
<td>Latino(a)/Hispanic</td>
<td>10 (18%)</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>3 (12%)</td>
</tr>
<tr>
<td>Bi-Racial/Multi-Racial/Other</td>
<td>2 (3%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1 (2%)</td>
</tr>
<tr>
<td><strong>Personal High School Setting</strong></td>
<td></td>
</tr>
<tr>
<td>Suburban</td>
<td>23 (40%)</td>
</tr>
<tr>
<td>Urban</td>
<td>25 (44%)</td>
</tr>
<tr>
<td>Rural</td>
<td>9 (16%)</td>
</tr>
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</table>
Measures. The survey included seven self-report instruments that are described below. All quantitative measures were scored along a seven-point Likert-type scale.

Urban Teaching Intentions. The Urban Teaching Intentions scale was composed of four items developed by the researchers for this study. This instrument was used to assess students’ intentions of teaching in an urban setting upon graduation. Higher scores indicated greater intention to teach in an urban school. The Urban Teaching Intentions scale was found to have alphas of .92 at Time 1 and .91 at Time 2.

Teacher Multicultural Attitudes. Nine items were adapted from Ponterotto, Baluch, Greig, and Rivera, 1998, to measure pre-service teachers’ multicultural awareness and attitudes towards diversity in the classroom. Higher scores indicated more positive endorsements of multiculturalism. The observed alphas for this study were .68 at Time 1 and .73 at Time 2.

Teaching Efficacy. To assess teaching efficacy, four subscales were developed from the Framework for Teaching domains (Danielson, 1996). These scales included: Planning and Preparation (12 items), Instruction (18 items), Classroom Environment (11 items), and Professional Responsibilities (11 items). Higher scores indicated greater efficacy for each subscale. The Planning and Preparation subscale demonstrated alphas of .87 at Time 1 and .85 at Time 2; the Instruction subscale had alphas of .95 at Time 1 and .94 at Time 2; the Classroom Environment subscale had alphas of .93 at Time 1 and .92 at Time 2; and the Professional Responsibilities subscale had alphas of .91 at Time 1 and .86 at Time 2.

Community Attitudes. Two instruments were used to gauge participants’ attitudes towards their community of residence (Little Village, Auburn Gresham, Albany Park, East Garfield Park, or Pilsen). Five items were developed by the researchers to assess how well participants adapted and how much of a connection they felt to the community. This scale, Community Commitment, had alphas of .84 at Time 1 and .83 at Time 2. Higher scores indicated greater commitment and pride towards the community. The second scale, Community Safety, comprised five items adapted from O’Brien and Wilson (2011) to assess how safe participants perceived their community to be, using the domains of social cohesion and social control. The Community Safety scale had alphas of .88 at Time 1 and .91 at Time 2. Higher scores indicated a more positive perception of the community’s safety.

Mentorship Experience. This scale was developed to measure participants’ satisfaction with their mentor/cooperating teacher. The scale comprised of fifteen items and was assessed only at Time 2. The observed alpha for this scale was .98. Mentor teachers also provided feedback on their mentees’ level of preparation at both time periods.

Professional Development. A mixed-method instrument was developed to assess participants’ feedback regarding the Professional Development (PD) series offered to each group of students. Higher scores on items indicated positivity towards PD providers and sessions. This instrument also included open-ended sections to allow participants to provide qualitative feedback.

Qualitative Feedback. An open-ended section allowed participants to provide qualitative feedback.
OVERALL FINDINGS

A series of paired-samples t-tests were conducted for each of the scales to determine the aggregate changes in scores, regardless of program/semester. It was expected that participants’ scores on these scales would increase significantly over the time they spent working in NCUE partner communities. These analyses were conducted on the full data set of all program participants (N = 57). The figures below depict the results.

Urban Teaching Intentions and Multicultural Attitudes

Urban Teaching Intentions slightly decreased over time. However, this decrease was non-significant. A highly significant increase in Teacher Multicultural Attitudes was found, t(50) = 4.01, p < .001, d = .57. These scales had high scores at both Time 1 and Time 2, indicating that participants had positive attitudes regarding urban teaching intentions and multiculturalism in schools throughout their experience.

Teaching Efficacy Subscales

All four of the Teaching Efficacy subscales demonstrated highly significant increases over time: Planning and Preparation, t(49) = 6.60, p < .001, d = .95; Instruction, t(49) = 6.44, p < .001, d = .95; Classroom Environment, t(50) = 8.20, p < .001, d = 1.26; and Professional Responsibilities, t(49) = 4.70, p < .001, d = .68.

Community Environment

Community Commitment, t(49) = 4.27, p = .00, d = .61, and Community Safety, t(49) = 4.34, p = .00, d = .62, demonstrated significant increases over time.
PROGRAM COMPARISONS OF TEACHING ATTITUDES

A series of Wilcoxon Sign-Rank Tests were conducted for the attitudinal scales of Urban Teaching Intentions and Teacher Multicultural Attitudes, separated by program. The following figures present the observed changes in scale scores and individual items for PDS interns, PICS students, and INFUSE students. In the aggregate charts, INFUSE participants are grouped by location (Chicago and Decatur). In the items charts, all programs are collapsed. Sample sizes for the aggregate charts are: INFUSE Decatur \((n = 11)\), INFUSE Chicago \((n = 9)\), PICS \((n = 25)\), PDS \((n = 12)\). Sample sizes for the items charts are \(n = 57\).

### Urban Teaching Intentions Aggregate

**Urban Teaching Intentions** slightly increased over time for PDS and INFUSE (Chicago) students, and slightly decreased overtime for PICS and INFUSE (Decatur) students. These changes, however, were all non-significant. Thus, none of the programs had significant impacts on changes in *Urban Teaching Intentions over time.*

### Urban Teaching Intentions Items

- **I want to teach in (Chicago/Decatur) Public Schools.**
  - Time 1: 5.65
  - Time 2: 5.58

- **I would like to teach in a school with at-risk, low-achieving students.**
  - Time 1: 5.98
  - Time 2: 6.18

- **I plan to work in low income, high need urban communities.**
  - Time 1: 6.05
  - Time 2: 5.98

- **I will pursue my career in an urban setting.**
  - Time 1: 6.08
  - Time 2: 5.96
The Teacher Multicultural Attitudes scale demonstrated increases over time for all programs. However, these increases were significant only for PICS ($Z = 2.26, p = .02, r = .49$) and INFUSE (Decatur), $Z = .55, p = .01, r = .18$. Scores for all groups were very high at both time periods, indicating that participants had positive attitudes regarding multiculturalism in schools throughout their experience.

### Teacher Multicultural Attitudes Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find teaching a culturally diverse group of students rewarding.</td>
<td>6.84</td>
<td>6.75</td>
</tr>
<tr>
<td>Teaching methods should take into account and address the needs of a culturally diverse student group.</td>
<td>6.84</td>
<td>6.82</td>
</tr>
<tr>
<td>Teachers have the responsibility to be aware of their students' cultural backgrounds.</td>
<td>6.82</td>
<td>6.82</td>
</tr>
<tr>
<td>I am able to help students from low income backgrounds who are below grade level.</td>
<td>6.69</td>
<td>6.61</td>
</tr>
<tr>
<td>I can learn a great deal from students with culturally different backgrounds.</td>
<td>6.97</td>
<td>6.95</td>
</tr>
<tr>
<td>Teachers have the responsibility to be aware of their students' cultural backgrounds.</td>
<td>6.94</td>
<td>6.97</td>
</tr>
<tr>
<td>In order to be an effective teacher, one needs to be critically aware of one’s own cultural identity and background.</td>
<td>6.86</td>
<td>6.84</td>
</tr>
<tr>
<td>In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.</td>
<td>6.72</td>
<td>6.61</td>
</tr>
<tr>
<td>I am prepared to teach students who have culturally different backgrounds from my own.</td>
<td>6.40</td>
<td>6.31</td>
</tr>
</tbody>
</table>
PROGRAM COMPARISONS OF TEACHER PREPARATION

Participants’ perceptions of their preparation to serve as in-service teachers were measured at the onset (Time 1) and at the completion (Time 2) of their respective assignments (PDS, PICS, or INFUSE). As indicated, the Teaching Efficacy measure included four subscales developed from the Danielson Framework for Teaching. A series of Wilcoxon Sign-Rank Tests were conducted for each of the four subscales: Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities.

The figures below present the observed changes in Teaching Efficacy subscale scores and individual items for PDS interns, PICS students, and INFUSE students. In the aggregate charts, INFUSE participants are grouped by location (Chicago and Decatur). In the items charts, all programs are collapsed. Sample sizes for the aggregate charts are: INFUSE Decatur (n = 11), INFUSE Chicago (n = 9), PICS (n = 25), PDS (n = 12). Sample sizes for the items charts are N = 57.

Planning and Preparation Aggregate

Scores on this subscale significantly increased over time for all programs – PDS (Z = 2.35, p = .02, r = .68), PICS (Z = 2.88, p = .00, r = .63), INFUSE (Chicago; Z = 2.32, p = .02, r = .96) and INFUSE (Decatur), (Z = 2.67, p = .01, r = .89). Participants were significantly more prepared in teaching competencies at the conclusion of all programs, compared to pre-program levels.

Planning and Preparation Items

1 Please note that the Planning and Preparation Item chart continues on the next page
PDS (Z = 2.43, p = .02, r = .70), PICS (Z = 3.28, p < .01, r = .73), and INFUSE (Decatur; Z = 2.67, p = .01, r = .89) participants demonstrated significant increases on the Instruction subscale over time, while INFUSE (Chicago) participants demonstrated a non-significant increase over time. This finding indicates that PDS, PICS and INFUSE (Decatur) participants were more prepared and confident in their instructional skills at the end of the program.
Effectively communicate with your students?

Use questioning and discussion techniques with your students?

Actively engage students in learning?

Implement Response to Intervention (RTI)?

Encourage critical thinking among your students?

Assist students to be creative?

Facilitate group discussion in the classroom?

Conduct inquiry based learning?

Make instruction meaningful to your students’ lives?

Use technology for online learning projects?

Identify and use community resources to make your instruction relevant to students’ interests and culture?

Use authentic, real world issues in your teaching?

Engage students to maintain and increase attendance?

Demonstrate flexibility and responsiveness to student needs in your instruction?

Use both formal and informal performance based assessment?

Support the literacy development of students performing below grade level?

Implement Universal Design for Learning (UDL)?
Scores on the *Classroom Environment* subscale increased significantly over time for all programs – PDS ($Z = 2.94, p < .01, r = .85$), PICS ($Z = 3.18, p < .01, r = .69$), INFUSE (Chicago; $Z = 2.20, p = .03, r = .73$), and INFUSE (Decatur; $Z = 2.67, p = .01, r = .89$). This indicates that students from all programs gained a significant amount of confidence related to managing the classroom over the course of their participation.

### Classroom Environment Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish equity in the classroom?</td>
<td>5.98</td>
<td>6.56</td>
</tr>
<tr>
<td>Effectively organize the physical space of your classroom?</td>
<td>6.12</td>
<td>6.66</td>
</tr>
<tr>
<td>Get your students to help create the effective classroom rules and procedures?</td>
<td>5.88</td>
<td>6.46</td>
</tr>
<tr>
<td>Help your students analyzes the socio-economic conditions of their lives and communities?</td>
<td>5.25</td>
<td>6.12</td>
</tr>
<tr>
<td>Motivate your students to achieve?</td>
<td>6.21</td>
<td>6.61</td>
</tr>
<tr>
<td>Encourage positive social interaction in your classroom?</td>
<td>6.14</td>
<td>6.67</td>
</tr>
<tr>
<td>Maintain student discipline?</td>
<td>5.23</td>
<td>6.28</td>
</tr>
<tr>
<td>Manage disruptive student behavior?</td>
<td>5.35</td>
<td>6.35</td>
</tr>
<tr>
<td>Manage classroom procedures?</td>
<td>5.91</td>
<td>6.59</td>
</tr>
<tr>
<td>Establish a culture of learning in the classroom?</td>
<td>6.11</td>
<td>6.65</td>
</tr>
<tr>
<td>Create an environment of respect in your classroom?</td>
<td>6.19</td>
<td>6.80</td>
</tr>
</tbody>
</table>
Scores on the Professional Responsibilities subscale increased for all programs. However, these increases were statistically significant only for PICS ($Z = 2.42, p = .02, r = .54$) and INFUSE (Decatur; $Z = 2.31, p = .02, r = .77$) participants.

**Professional Responsibilities Items**

- I am knowledgeable of the Illinois State Teaching and Learning Standards.
- I plan to attend professional teacher education conferences/conventions.
- I read journals, books, and periodicals to improve the quality of my teaching.
- I apply the latest research to assist my teaching.
- I can effectively work with school administrators.
- I share my work and exchange ideas with colleagues.
- I am confident in my ability to participate in the professional community of my school.
- I can work with parents to coordinate homework to enhance student learning.
- I can effectively communicate with my students' families.
- I am able to maintain accurate student records.
- I regularly reflect on my teaching to improve instruction in the future.
PROGRAM COMPARISONS OF COMMUNITY EXPERIENCE

A series of Wilcoxon Sign-Rank Tests were conducted for the community attitude scales: Community Commitment and Community Safety, separated by program. It was expected that PDS interns and INFUSE students would present a larger growth in scores from Time 1 (beginning of their assignment) to Time 2 (end of their assignment) in comparison to the PICS.

The following figures present the observed changes in scale scores and individual items for PDS interns, PICS students, and INFUSE students. In the aggregate charts, INFUSE participants are grouped by location (Chicago and Decatur). In the items charts, all programs are collapsed. Sample sizes for the aggregate charts are: INFUSE Decatur (n = 11), INFUSE Chicago (n = 9), PICS (n = 25), PDS (n = 12). Sample sizes for the items charts are N = 57.

Community Commitment Aggregate

Significant increases in scores for the Community Commitment subscale were found for PDS (Z = 2.51, p = .01, r = .72) and PICS (Z = 3.48, p < .01, r = .78) participants. No other changes were statistically significant.

Community Commitment Items

I know how and where to access community resources outside of school to support my teaching.

I understand the cultural norms of this community and have learned to adapt accordingly.

I feel like part of the community, like I belong here.

I am proud to tell others that I work in this community.

I would accept almost any class or school assignment in order to keep working in this community.
Significant increases in scores for the Community Safety subscale were found for PICS ($Z = 2.52, p = .01, r = .56$) and INFUSE Chicago ($Z = 2.20, p = .03, r = .73$) participants. Slight non-significant increases were observed for PDS and INFUSE (Decatur) students.

### Community Safety Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>People around this community are willing to help their neighbors.</td>
<td>5.44</td>
<td>6.04</td>
</tr>
<tr>
<td>There are adults in the neighborhood that children can look up to.</td>
<td>5.61</td>
<td>6.28</td>
</tr>
<tr>
<td>If there were a fight in the neighborhood, residents would intervene.</td>
<td>4.84</td>
<td>5.36</td>
</tr>
<tr>
<td>If children in this neighborhood were skipping school and hanging out in a street corner, residents would intervene.</td>
<td>4.67</td>
<td>5.17</td>
</tr>
<tr>
<td>This is a safe community.</td>
<td>5.25</td>
<td>5.82</td>
</tr>
</tbody>
</table>

**Note:** The scale ranges from 1 (Strongly Disagree) to 7 (Strongly Agree).
COMMUNITY ATTITUDES AMONG CHICAGO RESIDENTS

A series of Wilcoxon Sign-Rank Tests were conducted for the community attitude scales: Community Commitment and Community Safety, separated by community of residence, regardless of program. The following figures present the observed changes in scale scores and individual items for residents of Little Village \( (n = 17) \), Auburn Gresham \( (n = 3) \), Albany Park \( (n = 12) \), East Garfield Park \( (n = 3) \) and Pilsen \( (n = 4) \).

**Community Commitment Aggregate**

Statistically significant changes in Community Commitment were found for participants in Little Village \( (Z = 2.64, p < .01, r = .64) \) and Albany Park \( (Z = 2.95, p < .01, r = .72) \). Thus, participants in Little Village and Albany Park, regardless of program, felt significantly more committed to their respective communities at the end of their programs. Community Commitment slightly increased for participants in Auburn Gresham and Pilsen, and slightly decreased for participants in East Garfield Park. These changes, however, were not statistically significant.

**Community Safety Aggregate**

Scores on the Community Safety subscale significant increased over time for participants from Little Village \( (Z = 2.19, p = .03, r = .63) \) and Albany Park \( (Z = 2.29, p = .02, r = .66) \). Thus, participants from Little Village and Albany Park perceived their respective communities to be significantly safer at the end of their program, compared to the beginning. Slight increases over time were found for participants from Auburn Gresham and Pilsen, and a slight decrease was found for East Garfield Park participants. However, these changes were not statistically significant. The change for Pilsen may seem dramatic due to a small sample size.
MENTORSHIP EXPERIENCE

A series of questions were developed to assess participants’ interactions and satisfaction with their mentor/cooperating teacher. The response scale for mentorship experience indicates frequency which ranges from daily to never. The figures below depict the results.

### Frequency of Mentor Observing Student Formally

<table>
<thead>
<tr>
<th>PDS (n = 12)</th>
<th>PICS (n = 20)</th>
<th>INFUSE Chicago (n = 9)</th>
<th>INFUSE Decatur (n = 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
</tr>
<tr>
<td>Several times a week</td>
<td>Several times a week</td>
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<td>Once a week</td>
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<td>Few times a month</td>
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<td>Once a month</td>
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<tr>
<td>Less than once a month</td>
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<td>Less than once a month</td>
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</tr>
</tbody>
</table>

### Frequency of Mentor Observing Student Informally

<table>
<thead>
<tr>
<th>PDS (n = 12)</th>
<th>PICS (n = 20)</th>
<th>INFUSE Chicago (n = 9)</th>
<th>INFUSE Decatur (n = 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
</tr>
<tr>
<td>Several times a week</td>
<td>Several times a week</td>
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<td>Once a week</td>
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<tr>
<td>Few times a month</td>
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<td>Once a month</td>
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<tr>
<td>Less than once a month</td>
<td>Less than once a month</td>
<td>Less than once a month</td>
<td>Less than once a month</td>
</tr>
</tbody>
</table>
### Meeting and Discussing Teaching with Mentor

<table>
<thead>
<tr>
<th>Mentor Teaching the same (or similar) Grade Level</th>
<th>PDS (n = 12)</th>
<th>PICS (n = 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 - Yes (100%); 0 - No (0%)</td>
<td>20 - Yes (100%); 0 - No (0%)</td>
</tr>
<tr>
<td>INFUSE Decatur (n = 11)</td>
<td>9 - Yes (100%); 0 - No (0%)</td>
<td>9 - Yes (100%); 0 - No (0%)</td>
</tr>
</tbody>
</table>

*2 did not respond

*5 did not respond

### Mentor Teaching the same Academic Subject(s)

<table>
<thead>
<tr>
<th>PDS (n = 12)</th>
<th>PICS (n = 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 - Yes (100%); 0 - No (0%)</td>
<td>20 - Yes (100%); 0 - No (0%)</td>
</tr>
<tr>
<td>INFUSE Decatur (n = 11)</td>
<td>INFUSE Chicago (n = 9)</td>
</tr>
<tr>
<td>9 - Yes (100%); 0 - No (0%)</td>
<td>9 - Yes (100%); 0 - No (0%)</td>
</tr>
</tbody>
</table>

*2 did not respond

*5 did not respond

---

### How would you rate the overall quality of your mentorship experience?

- INFUSE (Decatur)
- INFUSE (Chicago)
- PICS
- PDS

![Bar Chart](chart.png)
At the conclusion of the program (*Time 2*), student respondents provided feedback on aspects of their mentoring experience. The figure below depicts the results for the aggregates of all programs.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>My cooperating teacher helped me to better understand the students in this community.</td>
<td>6.28</td>
</tr>
<tr>
<td>My cooperating teacher helped me learn how to effectively relate to school administrators.</td>
<td>5.8</td>
</tr>
<tr>
<td>My cooperating teacher helped me to become integrated with the social community within the school building.</td>
<td>5.96</td>
</tr>
<tr>
<td>I am very satisfied with the level of support I received from my cooperating teacher.</td>
<td>6.14</td>
</tr>
<tr>
<td>I received meaningful feedback about my teaching from my cooperating teacher.</td>
<td>6.3</td>
</tr>
<tr>
<td>My cooperating teacher helped me to grow as a professional.</td>
<td>6.48</td>
</tr>
<tr>
<td>My cooperating teacher encouraged me to think about the effectiveness of my teaching.</td>
<td>6.34</td>
</tr>
<tr>
<td>My cooperating teacher and I collaborated to plan instruction for our students.</td>
<td>6.34</td>
</tr>
<tr>
<td>I was able to talk openly and honestly with my cooperating teacher about my teaching.</td>
<td>6.34</td>
</tr>
<tr>
<td>My cooperating teacher introduced me to instructional approaches/strategies that I was not aware of before.</td>
<td>6.16</td>
</tr>
<tr>
<td>My cooperating teacher constantly anticipated my needs.</td>
<td>6.12</td>
</tr>
<tr>
<td>I had sufficient contact with my cooperating teacher during my experience.</td>
<td>6.54</td>
</tr>
<tr>
<td>My cooperating teacher provided emotional support.</td>
<td>6.1</td>
</tr>
<tr>
<td>My cooperating teacher and I shared teaching philosophy.</td>
<td>5.88</td>
</tr>
<tr>
<td>My cooperating teacher modeled best practices to observe.</td>
<td>6.2</td>
</tr>
</tbody>
</table>
FORMATIVE FEEDBACK
Student respondents also provided formative feedback regarding program components. At Time 2, participants rated the helpfulness and effectiveness of two programming aspects. The figure below depicts the results, separated by program.

QUALITATIVE COMMENTS – STUDENTS
Student respondents were asked to provide open-ended feedback at the conclusion of the program (Time 2). Responses for the two questions are listed below, separated by program and organized by question.

What were the biggest challenges you faced as a student teacher?

INFUSE – Decatur
- Managing time within the long drive, working with students from a very low-income area.
- The biggest challenge was adjusting to the commute, community, and classroom I was in. All were very different for me and encouraged me to step out of my comfort zone.
- The new classroom was challenging. It was a new classroom, still lots to figure out being a new alternative room.
- Biggest challenges was always behavior management. I feel like ISU needs two classes on behavior. Also, I would like to be supported to take days I needed for interviews! I don’t like to miss school but I also do not want to miss an opportunity for a job!
- Support at home.
- The biggest challenge I faced was teaching large amount of students. At ISU, for my clinicals, I taught a max of 25 students. While student teaching, I had to teach approximately 60 students. So, it was a big challenge to adjust.
- Culturally aware and responsive teaching; learning a new teaching style to meet needs of “severe” students; being a part of the classroom community that is already established.

INFUSE – Chicago
- The biggest challenge that I faced was collaborating with my cooperating teacher because we did not share a similar philosophy. I strayed away from my philosophy slightly so that students would receive set expectations between the two of us.
- Student teaching full-time causing me to be unable to have a job and be financially stable.
- Learning how to communicate with my cooperating teacher and meet all my students’ needs.
- My biggest challenge has been incorporating a variety of response types for my students with communication difficulties.
- Professional development options
- Managing teaching-school-personal life

PICS Students
- I think my biggest area for growth is still effectively keeping students focused (being less lenient and taking more explicit control of the class when students are being disruptive.
- The school I was placed at was my biggest challenge there was weak support from admin and the staff that worked there.
- Balancing my teaching responsibilities with my responsibilities as a student and not getting paid for it.
• My cooperating teacher at my first placement was incredibly negative towards me and the students. That was really hard to deal with. I'm also broke and homeless, so I was staying with someone who was very hard to live with. edTPA is ridiculous and time consuming. I've also been sick since December which is definitely a bummer.

• Differentiating Instruction.

• Teaching precalc - I have never and it's been a while since I've seen the material. Also, classroom management was a journey but I feel w/ the support I've had I improved.

• The biggest challenge was being around teachers who taught content vastly different than I was taught now. One placement showed me new ideas, while other placement was a demonstration of how not to teach.

• Stress. It was an extremely stressful couple of months, but CTEP was amazingly supportive. EdTPA was time consuming and made me doubt myself as a teacher. The biggest challenge was general stress.

• Student behavior, time management, differentiating instruction.

• The biggest challenge I faced as a student teacher was balancing all the personal responsibilities of being a real teacher.

• Building brand new curriculum on my own and feeling lack of support.

• Teaching in a classroom with a CT would had a teaching philosophy that was completely different than mine. Planning whole units by myself.

• One of the biggest challenges I faced was my questioning techniques. After collaborating daily with my CT, she helped me develop this skill throughout the semester.

• Figuring out how to balance students who are acting, while not forgetting the ones doing well, and modifying for my special learners. Being aware of and balancing all levels of learners and personalities is tough and takes time to develop.

• Edtpa and the time it took to complete it while trying to still be a good and effective teacher.

• Adjusting from a college lifestyle to that of a professional was quite an endeavor at first. I had a difficult time finding opportunities to exercise and that drained me initially. Additionally, there are a lot of essays in an AP History class. Grading them in a timely fashion is still a challenge. Still, my time management became better as did my grading ability.

• Ed TPA.

• One of the biggest challenges I faced was managing classroom behaviors and structure of the overall classroom, specifically related to students not wanting to complete work, respect, etc.

• The supervisor.

PDS Interns

• A challenge I faced during student teaching would be finding ways to be creative with my teaching. I found that I frequently get caught up in the premade units designed by my teacher or other curriculum that leaves little room for creativity and uniqueness in designing or lessons. I want to be more creative in my own classroom.

• Managing my time with all the responsibilities.

• My biggest challenge was adjusting to the "behind the scenes" life of a teacher. For example, learning and adjusting to the different testing systems.

• The biggest challenge was being firm with my students/classroom management at the start of the school year. Having a busy schedule with classes and teaching was also a challenge. Both improved greatly by the end of the year.

• The biggest challenges I face this year as a student teacher was being consistent with classroom management routines.

• As a student teacher, my biggest challenge was the implementation of management. While we learned about various outcomes, the implementation and consistency have been most annoying for me.

• As a student teacher the biggest challenge is to balance time with social life and school work. Also to get more involved with administration.

• Teaching at a school with no one else at my grade level to co-plan with and little pre-made curriculum. Taking the time to plan and create lessons, worksheets, power point slides, assessments, etc. in 2 languages was difficult. Behavior management could also be difficult at times. Understanding CPS as someone who lives 3 hours from Chicago.

• My biggest challenge as a student teacher was time management within the classroom instruction. I'm getting better at estimating how much time things will take and keeping track of time. Also, being reflective without being too hard on myself.

• Balancing personal, teacher and student life. Balancing EdTPA and student Teaching. Time management / efficiency in the classroom. Creating my own resources for the majority of subjects I taught which took a very long time and was very stressful because I never knew what I was doing next with no curriculum in place. Also, classroom management with a very difficult class in the classroom.

How could ISU have better prepared/supported you to face these challenges?

INFUSE Decatur

• I feel like ISU can't prepare us for every situation manageable, and these challenges were minute and easy to overcome. ISU prepared me so that my biggest challenges weren't that big at all.

• Classes on trauma-informed teaching. Otherwise I was VERY prepared.

• I think ISU prepared me as much as they could.
• More approaches / resources.
• ISU could help by allowing me to teach larger classes in the community before student teaching.
• Provide more suggestions and scenarios for a new setting. Maybe more meet-ups that focus on culturally responsive teaching, specific classrooms, strategies, etc.

INFUSE Chicago
• The challenge comes down to personality; however, it was a good experience as I will meet others who may have different views than I do.
• Provide a stipend or incentive to move to me city.
• More work with an adaptive setting.
• I learned a lot in 362, but I feel I could have received deeper instruction about communication skills and varied response types.
• Diversify options for professional development, i.e. more than co-teaching/ESL.

PICS Students
• More scenarios / demonstrations, group brainstorming, how to foster respectful environments
• Showed me the “ugly” part of CPS and teaching.
• Pay us. At least give us gas money.
• I wish ISU offered stipends/scholarships for student teachers in financial hardships. That would’ve helped a lot. I also wish ISU allowed us to evaluate cooperating teachers, because my first cooperating teacher made life very difficult.
• More property prepared me to differentiate instruction
• None. Urban-tagged classes, observations, STEP-UP have well prepared me.
• Interviewed the cooperating teacher, or observed.
• ISU and CTEP provided a great support system and gave us opportunities to grow as educators.
• More behavior classes, more case study examples.
• I believe ISU has done more than prepare me and supported me when facing these challenges.
• History department needs to include EIAF, WGS, SPED classes and work to have a focused program for history/ss teachers!
• Do more vetting for potential CTs to make sure they would be good mentors with the same mission as CTEP.
• My ENG 296 course could have better prepared me. CTEP and STEP-UP significantly helped me for teaching in an urban area!
• The only way to face this challenge is to be in a classroom with students. More hands-on clinicals and less lecture is the only way to truly prepare strong teachers. We are a hands-on skill career field.
• Have a few days off to work on the tasks.
• Instead of TCH 212, TCH216 (lecture component), and TCH 219, include ESL and special Ed. classes. Teaching in Pilsen, I definitely could have used that knowledge. To be perfectly honest, the TCH classes were not very beneficial.
• ISU did a wonderful job! More experiences in clinicals of taking over a content area, instead of teaching 1 lesson in a content area.
• Have more PDS related to High school - behavior.
• Have supervisors that are from the community and that have taught in the same grade level.

PDS Interns
• Showed us ways to implement premade lessons with a creative instructional support. We should have to use predesigned curriculum to make / alter/ implement lessons. Most schools have curriculum books that guide instruction. Earning to follow and implement them is essential.
• More support from instructors.
• Introduce more behind the scenes life of a teacher.
• Providing resources - a lot of it though I think needed to come from experience.
• Honestly, I can’t think of anything because classroom management is something to learn in the classroom. As far as the schedule goes, it’s a reflection of what real teaching is like.
• Using / teaching more content practices for elementary education program.
• I have read a couple of books on how to organize those first few weeks, but I think that creating the space for us to make these plans ourselves would make the transition into first year teaching that much easier.
• No possible way they could have prepared me better.
• Opportunities to learn more about Chicago and CPS for people who are clueless about them.
• ISU could have addressed more ELL support for languages other than common language (like Gujarati and Arabic). More information on school wide behavior management (like PBIS etc.)
• Professional development class on time management in the classroom and classroom schedule.
COOPERATING TEACHER/MENTOR PERSPECTIVES

In order to gain alternative feedback regarding participants' level of preparation and rely not only on self-report, cooperating/mentor teachers were asked to evaluate PICS and PDS interns. Cooperating teacher/mentors were asked to provide feedback on their impressions of their mentee student teacher as they began their assignments, and again at the end of their placement in a pre-post longitudinal research design. Additionally, mentor teachers were asked to provide some demographic information and attitudes towards their teaching community. The figures below depict mentors' background, community attitudes, and ratings of their mentees level of preparation over time, separated by program.

### Mentors’ Background

<table>
<thead>
<tr>
<th></th>
<th>PDS</th>
<th>PICS</th>
<th>INFUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total teaching years</strong></td>
<td>$M = 15.63$</td>
<td>$M = 14.60$</td>
<td>$M = 10.56$</td>
</tr>
<tr>
<td></td>
<td>Range: 7 to 24</td>
<td>Range: 5 to 35</td>
<td>Range: 4 to 17</td>
</tr>
<tr>
<td><strong>Teaching years in CPS</strong></td>
<td>$M = 14.50$</td>
<td>$M = 14.30$</td>
<td>$M = 9.75$</td>
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<tr>
<td></td>
<td>Range: 7 to 24</td>
<td>Range: 4 to 35</td>
<td>Range: 4 to 17</td>
</tr>
<tr>
<td><strong>Teaching years at current school</strong></td>
<td>$M = 11.00$</td>
<td>$M = 11.80$</td>
<td>$M = 7.19$</td>
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<tr>
<td></td>
<td>Range: 3 to 24</td>
<td>Range: 4 to 33</td>
<td>Range: 2 to 14</td>
</tr>
</tbody>
</table>

The below table displays the communities the cooperating teachers taught in and the number of teachers in each community.

<table>
<thead>
<tr>
<th>Communities Taught in</th>
<th>Number of Cooperating Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany Park</td>
<td>8 (22.86%)</td>
</tr>
<tr>
<td>Little Village</td>
<td>8 (22.86%)</td>
</tr>
<tr>
<td>Englewood</td>
<td>5 (14.29%)</td>
</tr>
<tr>
<td>Jefferson Park</td>
<td>3 (8.57%)</td>
</tr>
<tr>
<td>Brighton Park</td>
<td>2 (5.71%)</td>
</tr>
<tr>
<td>Humboldt Park</td>
<td>2 (5.71%)</td>
</tr>
<tr>
<td>Old Irving Park</td>
<td>2 (5.71%)</td>
</tr>
<tr>
<td>Archer Park</td>
<td>1 (2.86%)</td>
</tr>
<tr>
<td>Clearing</td>
<td>1 (2.86%)</td>
</tr>
<tr>
<td>Garfield Park</td>
<td>1 (2.86%)</td>
</tr>
<tr>
<td>W. Rogers Park</td>
<td>1 (2.86%)</td>
</tr>
<tr>
<td>West Ridge</td>
<td>1 (2.86%)</td>
</tr>
</tbody>
</table>
Mentors’ Overall Perceptions of Student Teachers’ Level of Preparation

PDS and INFUSE mentor teachers rated their mentee student teachers’ level of preparation higher at Time 2, compared to pre-program levels. This increase was statistically significant for INFUSE, $t(23) = 2.4, p = .03, d = .5$. However, PICS mentor teachers rated their mentee student teachers’ level of preparation the same as pre-program levels.

How involved was your student teacher in the classroom?

INFUSE 9.54
PICS 9.63
PDS 8.20

Completely Uninvolved

Very Involved
Mentors’ Qualitative Comments

INFUSE Students

What are your impressions of your student teacher? Regarding their level of preparedness to begin teaching?

Co-op A, Time 1 (for Student A): (Student A) took initiative to introduce (themselves) to parents and staff. (They were) looking forward to and very open to working with our students.
Co-op A, Time 2 (for Student A): I believe (Student A) is well prepared to begin teaching.

Co-op A, Time 1 (for Student U): Regarding all aspects the student teacher was prepared for a typical classroom.
Co-op A, Time 2 (for Student U): At the end of the semester the student teacher was well prepared for any type of learning environment including one with challenging behaviors and limited communication skills.

Co-op B, Time 1: (Student B) is prepared to work with students.
Co-op B, Time 2: (Student B) has a lot of ideas and resources. (They have) high expectations for (themselves) but accepts areas of improvement. In fact, (they are) looking forward to becoming (their) own teacher and learning from (own) shortcomings/mistakes.

Co-op C, Time 1: (They have) displayed great poise. (They) connects with each student in the classroom and has definitely gained the respect of the students.
Co-op C, Time 2: (They are) well prepared to work with diverse learners. (They understand) the importance of developing a positive relationship with students. (They are) a great teacher!

Co-op D, Time 1: I thought that (they were) very confident. (They were) comfortable in front of the classroom and with the students. The instructional component of (their) lesson plans were sound.
Co-op D, Time 2:

Co-op E, Time 1: (They) comes to school very prepared. (They are) able to jump right in without being told what to do.
Co-op E, Time 2: (Student E) is prepared to teach (their) own classroom. (They will) still need support and (their) new school will have to ask questions to make sure (they are) doing things correctly. (They have) the tools (they need) to be a good teacher and (they use) those tools well.

Co-op F, Time 1 (for Student F): Extremely prepared.
Co-op F, Time 2 (for Student F):

Co-op F, Time 1 (for Student C): Very.
Co-op F, Time 2 (for Student C): Extremely.

Co-op G, Time 1: I thought (they were) very prepared and jumped right into the flow of the classroom. (They took) initiative in helping students during lessons and didn’t require prompting from the teacher.
Co-op G, Time 2: I believe my student teacher is more than ready to begin (their) first year of teaching. (They are) able to plan and implement detailed, effective, and engaging lessons. (They build) rapport quickly with (their) students and staff. (They are) dedicated to teaching and it shows within the amount of times (they spend) preparing lessons and assessments.

Co-op H, Time 1: (They seem) eager and excited to get to know the students more.
Co-op H, Time 2: (Student H) is fully prepared to have (their) own classroom. (They are) able to alter (their) lessons when needed as well as differentiate (their) instruction. Stacey not only has classroom management and has built a strong rapport with all of (their) students.

Co-op I, Time 1: (They are) very knowledgeable of students’ disabilities. More importantly (they are) totally ready to jump in and try new things.
Co-op I, Time 2: Very prepared to teach and manage behavior. Not so prepared to juggle the many other things (they) will have to do in addition to (their) teaching responsibilities.

Co-op J, Time 1: (They were) very friendly and nice. (They were) excited to meet the students. (They weren’t) prepared to start working with students until the 3rd week. This seemed to be a lot longer than previous teacher candidates. They were ready to start working with students after one week.
Co-op J, Time 2: This candidate had little to no experience with writing formal or informal lesson plans. (They were) excited to work with the students but didn’t seem to know how to prepare material before coming to school. (They) would always be scrambling to get materials together when (they) arrived at school.

Co-op L, Time 1: (Student L) brings a high level of professionalism to the classroom. (They are) eager to work, utilizes information gleaned from observation and research, and carefully plans lessons that accommodates all students. (They understand) the importance of data collection to drive lessons and instruction.
Co-op L, Time 2: (Student L) is extremely well prepared to begin teaching. (They understand) the profession and what is required of (them) to be a good teacher. (They are) able to plan lessons, work with a variety of staff members, and communicate with everyone involved in the students’ education.

Co-op M, Time 1: (Student M) was well prepared, and has shown initiative in everything (they have) done to this point.

25
Co-op M, Time 2: (They were) well prepared. (They) even came in early before (their) start date, and started building relationships with the students. This helped (their) experience go smoothly.

Co-op N, Time 1: (Student M) is very prepared to begin (their) teaching career. (Their) attitude and relationship with (their) students will make (them) a strong educator.

Co-op N, Time 2: (Student M) is very prepared and will be successful at any grade level.

Co-op O, Time 1: (They) was very prepared to begin this session of (their) student teaching placement. (They) was very willing to help with any task asked of (them).

Co-op O, Time 2: (They) will do what is necessary to be prepared for (their) students as far as understanding the IEP & having materials to reach their academic goals.

Co-op P, Time 1: (They reflect) really well, so I think that definitely positively contributes to (their) preparation.

Co-op P, Time 2: I feel my student teacher was prepared to begin teaching, even though (they) may have felt like that (they were) not. (They) demonstrated that (they) had all of the tools (they) needed to teacher systematic instruction, but remained unsure of (themselves) initially. However, after experiencing some success, (their) confidence quickly grew.

Co-op Q, Time 1: (Student P) was extremely organized and ready to get started. I have been very impressed with everything that (they have) done at this time.

Co-op Q, Time 2: Top notch.

Co-op R, Time 1: Seemed somewhat scared of the population.

Co-op R, Time 2: (They will) be fine. Still needs to believe in (themselves).

Co-op S, Time 1: Very ready

Co-op S, Time 2: Extremely ready

Co-op T, Time 1: (They) needed a lot of coaching but was open to accepting feedback.

Co-op T, Time 2: (They) made an incredible amount of growth and will do very well in (their) student teaching.

Co-op U, Time 1: Somewhat prepared.


Co-op V, Time 1: Eager to learn new strategies and teaching methods.

Co-op V, Time 2: Continues to be eager to learn new instructional strategies.

Co-op W, Time 1: Came in willing to learn and teach. (They were) prepared with the work (they) created for students.

Co-op W, Time 2: Created lesson plans and work modified to student ability level.

Co-op X, Time 1:

Co-op X, Time 2: (Student I) is at the point where (they) could take over (their) own classroom right now and do an amazing job. (They are) professional, highly motivated and (they) really loves the kids.

Co-op A, Time 1: Regarding all aspects the student teacher was prepared for a typical classroom.

Co-op A, Time 2: At the end of the semester the student teacher was well prepared for any type of learning environment including one with challenging behaviors and limited communication skills.

Regarding their level of involvement in your classroom?

Co-op A, Time 2 (for Student A): (Student A) was involved in all aspects of the classroom and teaching responsibilities.

Co-op A, Time 2 (for Student U): (Student B) was extremely hands on.

Co-op B, Time 2: (Student B) formed genuine relationships with the students in my class. (They) shared (their) ideas and engaged in conversation for any type of improvement.

Co-op C, Time 2: (Student C) has taken on all the responsibilities of the classroom, while continuing to maintain a positive classroom culture.

Co-op E, Time 2: (Student E) was very involved in our classroom from the very beginning. (They were) an active participant and took over parts of the classroom with ease.

Co-op F, Time 2 (for Student F): Extremely involved in the classroom and with the students.

Co-op F, Time 2 (for Student C): (Student C) was extremely involved with the students from day one of (their) field based experience.

Co-op G, Time 2: (They were) very involved in the classroom. (They) implemented lessons, graded papers, completed discipline reports, assisted in student transitions, attended IEP meetings, and participated in staff meetings.
Co-op H, Time 2:  (Student H) is very involved in the classroom.  (They go) above and beyond.  Not only (do they) stay actively engaged with all of our students during instruction time.  (Student H) also does a lot of extracurricular activities. (They have) helped and assisted with our Special Olympics programs.

Co-op I, Time 2:  (They were) totally involved.

Co-op J, Time 2:  (They) loved working in the classroom and had a great rapport with the students.

Co-op L, Time 2:  (Student L) took an active role in running my classroom. Once (they) took over all areas, (they) ran the classroom effectively. (They handled) the day to day routine with no problems and prepared excellent lessons with appropriate assessment.

Co-op M, Time 2:  I let (them) take control of the classroom early in (their) experience.  As I said, (they) came in early and showed eagerness and competence to take the reins.

Co-op N, Time 2:  (Student M) was very involved and did everything that was necessary to run an effective class.

Co-op O, Time 2:  (They were) involved with the students, planning, assessments, & delegating responsibilities to paraprofessionals.

Co-op P, Time 2:  (Student O) developed relationships right away with each of the students in the classroom. (They) worked hard to maintain those relationships throughout the semester. (They were) not afraid to take on any challenge that was thrown her way.

Co-op Q, Time 2:  (Student P) always did an excellent job helping out where ever (they) could.

Co-op R, Time 2:  Was always willing to do whatever needed done.

Co-op S, Time 2:  (They) involved [themselves] in every classroom, even those (they) did not take over.

Co-op T, Time 2:  (They were) dedicated and professional. (They) took advantage of the opportunity and worked very hard.

Co-op X, Time 2:  (Student I) was an integral part of our room.  (They were) always engaged with the students and (they) had a wonderful rapport with the paraprofessionals.

Any additional comments or suggestions?

Co-op A: None.

Co-op C:  I am very proud to have observed the professional growth that (Student C) has displayed during (their) student teaching experience.

Co-op H:  (Student H) is well prepared for (their) own classroom.  (They go) above and beyond and will be an asset to where ever (they go).

Co-op I:  (Student I) will be just fine. Any school will be lucky to have (them) as an employee.

Co-op J:  Lots of work needed on writing lesson plans for future teachers in the vision field.

Co-op L:  I have no doubt that (Student L) will make an excellent teacher. (They) will be an asset to any district in which (they) work. It was a great experience.

Co-op O:  My paraprofessionals confined in me that they felt like (their) way of asking them to complete a task was a demand instead of politely asking for a job to be completed. I feel that (they) will struggle with this a bit, building relationships with (their) peers/colleagues.

Co-op P: None.

Co-op Q: I was super excited to have such a well prepared student teacher. Well done ISU.

Co-op F: Not at this time.

What knowledge and skill sets should be emphasized to students at colleges that are preparing future CPS teachers?

Co-op A (for Student A):  How to modify materials for students with significant disabilities or students who are non-verbal.

Co-op A (for Student U): To be prepared for a diverse group of learners culturally and academically.

Co-op B: The workload, especially with IEP’s, should be emphasized, along as all the other paperwork one has to do.

Co-op C: It is important to be flexible in planning instruction and the execution of a lesson. Colleges should emphasize the skill of patience for the students as well as themselves if things don’t go as planned. Last, but not least, consistency is a must when educating our youth.
Co-op D: Classroom management skills, prompting, supporting communication skills in students, using task analysis to identify supports needed to meet individual student need.

Co-op E: Ask lot of questions. Be flexible and be ready to change things when needed. Have extra work/activities ready for students who get done quickly.

Co-op G: I believe knowledge of diversity should be emphasized and behavior management skills are important for preparing future CPS teachers.

Co-op I: Behavior management, IEP writing process.

Co-op M: The importance of being prepared with assigned work and follow through with tasks. The ability to search for lesson plan ideas on their own.

Co-op L: If students are placed into low functioning classrooms, they need to realize lessons and instruction won’t follow that of a traditional classroom. Every aspect of my classroom is different because my students are significantly cognitively impaired. Student teachers are going to have to dig deep and develop a large repertoire of activities in order to instruct them.

Co-op M: The importance of building relationships and being able to connect with them. This enables the student teacher to have better buy-in from the students and perform at a higher level.

Co-op N: How to work with difficult, hard to reach students.

Co-op O: Teaching diverse groups of students & IEP training.

Co-op P: Urban education, Cultural differences.

Co-op Q: Have the ability to be flexible and very organized. It is so important to build positive relationships with the students and Michele has done a great job with this as well.

Co-op R: Perhaps describe Decatur as a whole and the vast kinds of students re: discipline, family cooperation, and willingness to learn.

Co-op F: Differentiated Instruction and the importance of wait time & routine.

Co-op S: Understanding of students’ unique needs and backgrounds.


Co-op U: Time management, paraprofessional relationships

Co-op W: Academic and Behavior Interventions

What role does community play for you as an educator?

Co-op A (for Student A): Our students are bused from different neighborhoods outside our community. We use our community for community based instruction

Co-op A (for Student U): The parents of this school and community are an important role to the success of our school.

Co-op B: There is really a lot of improvement necessary in this area.

Co-op C: As an educator in a behavioral setting, the role that the community plays for me is that they assist with providing resources outside of the classroom to help our students with social emotional skills.

Co-op D: The community should be one of the biggest factors when working with students. The students often live in the community that teachers serve, but typically teachers in CPS do not. Teachers are there to serve the students, the school and the community above all else. Our goal is to meet the needs of the students in their respective communities. Community members can help educators identify the most important need for the students.

Co-op E: I would like community to play a larger role as an educator. It would be nice if the community invested more time and energy into the school systems.

Co-op G: My students come from several communities across Chicago, so understanding the values and background of each community provides a deeper understanding of my students. It also helps foster connections and relationships with students.

Co-op I: In high school we are not very connected to the community. We rarely see parents and not many come to report card pickups.

Co-op F: Education and the community go hand and hand. The community can impact the student's behavior and academic performance.

Co-op S: I am preparing my students to be contributing members of society.

Co-op T: It is important to involve all stakeholders (including the community) into the development of curricula.
Co-op U: An important role in recognizing student learning needs.

Co-op W: Typically I think it makes a big impact on students, but my school has students from all over the city and we have a lack of community involvement.

Co-op X: My school has strong ties with our community. We work together to make sure the students are safe and have real world experiences.

What are your impressions of your student teacher? Regarding their level of preparedness to begin teaching?

Co-op A, Time 1: (Student A) is enthusiastic to teach. (They are) willing to job in and co-teach lessons, read aloud to the class, and help grade. (They seem) eager to learn and become part of the school community. I am excited to see how (Student A grows) as an educator this semester.

Co-op A, Time 2: (Student A) was prepared well, but it didn't always translate well into (their) lesson planning. (They) certainly knew what to do and how to do it, yet lacked some insight in putting it together in larger deliverable sense.

Co-op B, Time 1: It's hard to say so far since (they) began at the end of a semester and much of what we were doing was ending the semester in material and prep for the final exam. But from what I saw (they) delivered some good lessons on material (they were) very familiar with. I think (they) came in with a lot of confidence and you can see that as (they walk) the room and delivers the lesson. However, what I worry about being too comfortable so early on in the experience and losing sight of what you are here to do. I'm really looking forward to seeing (their) progression and how (they) can diversify (their) lesson planning moving forward and not be afraid to take risks in changing up (their) approaches.

Co-op B, Time 2: I think (they are) ready, although still has a lot to learn. (They will) do just fine.

Co-op C, Time 1: (They are) overall, prepared to teach. (They come) in with a positive attitude and is willing to learn.

Co-op C, Time 2: (They were) excited and very prepared.

Co-op D, Time 1: My impression is that (they have) the skills to become a good teacher. (They have been) bringing (their) lesson plans on time and all activities has been appropriated to the objective of the lessons.

Co-op D, Time 2: Good.

Co-op E, Time 1: (Student E) was ready and willing to learn about our program and (they were) eager to jump in and work with individuals and small groups of kids immediately.

Co-op E, Time 2: (Student E) planned great lessons that were hands. (They were) able to create activities for the diverse learners as well as the students above grade level. (They are) well prepared to begin teaching.

Co-op F, Time 1: I feel that (they have) been well prepped to handle the rigors of teaching.

Co-op F, Time 2: (They are) well prepared and understands the time commitment needed to be a proficient teacher.

Co-op G, Time 2: Student teacher is always prepared and on time with all lessons and planning.

Co-op H, Time 1: (Student H) was very comfortable with the students right off the bat. (They) came in with a positive attitude and was ready to learn about the curriculum to prepare for (their) take-overs.

Co-op H, Time 2: (Student H) is ready to run (their) own classroom. (Their) lesson plans are aligned with the standards and (they are) able to modify the curriculum to meet the students' needs. (Student H) formed positive relationships with each of the students. (They also) performed positive relationships with the parents.

Co-op I, Time 1: (Student I) was very enthusiastic and motivated to begin (their) student-teaching experience. Because we had been in contact with each other, (they) had already begun gathering background information for the unit (they) would be presenting to the class. I was quite impressed with (them).

Co-op I, Time 2: Because (Student I) has excellent work ethics and is highly adaptable to the needs of (their) students, (they are) prepared for (their) teaching career.

Co-op J, Time 1: (Student J) was eager and took initiative and asked lots of questions to get started.

Co-op J, Time 2: (They were) only in my classroom for 6 weeks, so I do not feel comfortable rating (them) in this area.

Co-op K, Time 1: (Student K) has been struggling with completing two days of lesson planning (over two weeks to plan it). Although I have uploaded lessons to the drive, (they have) not asked me any questions about them, and (their) lack of preparedness shows when delivering lesson. When I asked (them) about this, (they) stated that ISU did not prepare them with the ability to create lesson plans.

Co-op K, Time 2: Student teacher is not well equipped or versed in education related lingo, or approaches to differentiation or curriculum development.

Co-op L, Time 1: My teacher has a teacher's instinct/intuition and is a strong asset to my classroom.

Co-op L, Time 2: Very prepared; (they) taught multiple levels of reading and math and gained a good background for scope and sequence of younger elementary subjects.
Regarding their level of involvement in your classroom?

- **Co-op M, Time 1**: The student teacher came in very excited about teaching and wanted to jump in and help with the students. (They have) done great trying to communicate with a variety of teachers and staff in the building regarding many of the students we work with.

- **Co-op M, Time 2**: I think my student teacher has a good basis to begin teaching but needs to not be afraid to fail and try various teaching activities. If something doesn't work one day, you try something new the next.

- **Co-op N, Time 1**: (Student N) is extremely well prepared. (They have) a great understanding of lesson planning and the role assessment plays in those plans. (They are) also very good at gauging student interest, and jumps right in participating in faculty meetings.

- **Co-op N, Time 2**: (Student N) will be a phenomenal teacher. (They) just needs to learn to manage stress and continuing growing in using student assessment to drive instruction.

- **Co-op O, Time 1**: Very knowledgeable, but hadn't put some of that knowledge to practice yet.

- **Co-op O, Time 2**: (Student O) has learned a lot about adjusting lessons for different learners, as well as managing classroom behavior. (They have) found their teacher voice and learned how to be kind, caring, yet firm at the same time.

Any additional comments or suggestions?

- **Co-op A, Time 2**: (Student A) was very involved and took good control of the class when (they were) called upon. (They were) responsible for the majority of the planning, some support creation, and nearly all the grading.

- **Co-op B Time 2**: (They were) involved, especially when (they) took over on [their] own.

- **Co-op C, Time 2**: (They) built a great relationship with the students and did very well.

- **Co-op D, Time 2**: (They need) to monitor the no only a group of student.

- **Co-op E, Time 2**: (Student E) led large and small groups early on in [their] teaching experience. (They) worked well with all students and adults in our classroom and at our grade level.

- **Co-op F, Time 2**: Very involved! :)

- **Co-op G, Time 2**: Student teacher was involved at times it was necessary. Asked questions regarding lessons when appropriate and made sure to help students when they asked for (their) help.

- **Co-op H, Time 2**: (Student H) was an integral part of our classroom. (They) formed a wonderful rapport with the paraprofessionals in the room. (They were) also an active member in our team meetings each week. (Student H) was extremely hands-on with the students and (they were) able to modify materials to meet their needs.

- **Co-op I, Time 2**: (Student I) has been effective as the "lead" teacher who has been willing to take on the complete role in terms of planning curricula, executing lessons, and evaluating students' performance. As an observer, (they have) not hesitated to ask questions, add comments, or assist in any way possible.

- **Co-op J, Time 2**: (They were) very involved during the time (they) was here.

- **Co-op K, Time 2**: (They) did the bare minimum. The ST did not seem to put forth the necessary time to plan or develop the curriculum or set the scaffolds necessary for our students to succeed.

- **Co-op L, Time 2**: I could not imagine a more involved student teacher. From attending meetings to interacting with and planning for the TA's, and many other facets of involvement, (they) went above and beyond.

- **Co-op M, Time 2**: My student teacher did a good job covering the requirements needed in the classroom and for (their) class. However, (they) could have reached out to the co-teacher more consistently to see how (they) could have helped in that class prior to walking in the day of.

- **Co-op N, Time 2**: (Student N) was very involved in the classroom, but was less comfortable jumping in in co-teaching situations.

- **Co-op O, Time 2**: (Student O) jumped right in and wanted to learn everything. (They were) always prepared well in advanced.

- **Co-op A, Time 2**: (Student A) will make a good teacher once [they] get over the planning and time management hump so many new teachers struggle with.

- **Co-op D, Time 2**: None.

- **Co-op E, Time 2**: It was a pleasure teaching and problem solving with (Student E)!

- **Co-op G, Time 2**: Pleasure to have in class this semester!
What knowledge and skill sets should be emphasized to students at colleges that are preparing future CPS teachers?

Co-op A: Teachers must know common core standards for content area. They should know how to backwards plan using these standards and should be proficient at scaffolding lessons. Students should also learn academic intervention tactics, as well as strategies to keep students motivated and on track.

Co-op B: Strong content knowledge; Classroom Management; Diversifying lesson plans to meet the needs of all students; Time management, organization and planning; Back up plans in case lessons finish up earlier than expected; Be able to recognize when things are not going as planned to adapt as necessary; Professionalism.

Co-op C: Classroom management skills, which includes relating to the students and how to build a repertoire with them.

Co-op D: Classroom management.

Co-op E: Understanding of early childhood education; Being comfortable forming positive relationships with young students immediately after entering the classroom.

Co-op F: Behavior Management - it is always challenging in special education as there is no 'one size fits all' answer.


Co-op I: More emphasis should be placed on creating curricula that meets the needs of diverse learners, students of various cultural, racial and socio-economic backgrounds.

Co-op J: Diversity is present at all levels in the classrooms and parent teacher relationships are crucial to ensuring students success.

Co-op K: Lesson planning should be an essential tool for any student teacher. Perhaps, a variety of methods in lesson planning would go a long way for them.

Co-op L: More gen. ed. academic skills (SED kids are not always "behind") and more interventions and behavioral strategies for ED type settings.

Co-op M: "the importance of building relationships with students to build their trust and build rapport before jumping in to discipline and/or teach (it’s important to know their background). *recognition that you yourself have a different background than the students you are teaching."

Co-op N: (Student N) is most nervous about classroom management, and would probably feel more confident with a bit more emphasis on addressing student behavior.

Co-op O: Decatur is a wonderful school district that is doing what is best for its population of students. It is so important to work hard at building a good rapport with students from day one. Also, sometimes when students are acting out, it isn’t to be mean to you, it’s often a result of the environment they live in. Don’t take things personally if a student doesn’t do what you tell them to do.

What role does community play for you as an educator?

Co-op A: I work in Little Village, which is a predominately Mexican neighborhood in Chicago. 98 of Infinity High School is Latino/a. Almost every student at school speaks Spanish and Mexican culture (food, music, dance, traditions) is a huge part of the school culture. The community of Little Village influences the community of the high school in a big way.

Co-op B: It plays a big role because we are essentially role models for the kids in our community and in many cases a very important adult figure role that we play in their lives.

Co-op C: Community is a big part of our program. We have preschool students from the community come in 3 days a week for our high school students to work with.

Co-op D: Is very important to be involved with the community because to know their families you can have a better idea what students will need in order to be successful academically. Personality is very important to know each family and their needs.

Co-op E: Our school is located in an extremely diverse community. It is diverse culturally and economically. We also have a high amount of ELL students and diverse learners. As a school we really work on strengthening our sense of community by embracing and learning about our similarities and differences.

Co-op I: I work in a neighborhood school. As such, the school is a stabilizing environment for the community.

Co-op J: Community is key to ensuring success for each child. Establishing a positive community in the class and translating that school wide and building community with parents by involving them as much as possible.
Co-op K: I believe that as an educator in a neighborhood high school, it is essential to have a connection to the community that you are serving. I try to learn as much about my students' communities as I possibly can so that I am able to relate to them and make my instruction relevant to them.

Co-op O: Community support for education and the schools is so important. We utilize many community agencies and programs to help the student as a whole, not just with school work.

PDS Students

What are your impressions of your student teacher? Regarding their level of preparedness to begin teaching?

Mentor A, Time 1: (Student A) is always ready and willing to learn. (They have) established a good relationship with all the students and works towards meeting their need.

Mentor A, Time 2: (They were) always ready to teach with great lesson and engaging activities. (They are) patient and kind with students and they feel comfortable asking (them) questions when needed.

Mentor B, Time 1: (Student B) is well prepared, eager to learn and take on new challenges.

Mentor B, Time 2: (Student B) is very well organized. (They are) through in (their) planning and responds to students needs in the lesson.

Mentor C, Time 1: (They were) prepared to address the academic needs and to plan out lessons. (They were) very familiar with CCSS and the academics needed to be covered at our grade level.

Mentor C, Time 2: I think (Student C) will be very prepared to begin teaching. (Their) experiences in the classroom have helped (them) build a wealth of strategies for classroom management and instruction.

Mentor D, Time 1: Eager to learn and was ready to jump right in and get started. (Student D) was not afraid to ask questions or for help.

Mentor E, Time 1: Eager to take on responsibility, developed a nice rapport with students and their families. Also, easily overwhelmed.

Mentor E, Time 2: Develop good planning habits for efficient instruction.

Mentor F, Time 1: (They are) very enthusiastic and hands-on. (They) always tried to anticipate the needs of the classroom before I voiced them.

Mentor F, Time 2: (They are) highly prepared. (They are) very enthusiastic and realistic about the amount of work that will be expected of (them). (They know) how to use modern technology to (their) advantage. (They) can create graphic organizers and unit plans independently.

Mentor G, Time 1: (Student G) is very engaged and takes a proactive approach in the classroom. (They are) willing to learn and asks appropriate questions. I feel that (they are) prepared for (their) student teaching experience.

Mentor G, Time 2: I think (they are) prepared to teach, but needs to work on managing the workload. Once (they were) full time teaching, lessons were not prepared with sufficient time in advance. Planning day-by-day is not the best, especially as a new teacher.

Mentor H, Time 1: Enthusiastic and driven. Ready to dive into managing students and delivering content effectively.

Mentor H, Time 2: (They are) fully prepared.

Regarding their level of involvement in your classroom?

Mentor A, Time 2: (Student A) has been involved since day one. (They) helped me decorate the classroom at the beginning of the school year. (They have) been part of our weekly cycle meetings to lesson plan. (They) also stays after school to make sure (they are) ready for the next day with engaging and fun activities.

Mentor B, Time 2: (Student B) was involved in all activities, planning, and evaluation during (their) student teaching.

Mentor C, Time 2: (Student C) took ownership of the classroom. (They were) involved in all aspects of instruction, and was involved in not only teaching but knowing and caring about our students.


Mentor G, Time 2: (Student G) was very involved with the students. (They) developed relationships with students. (They) would ask appropriate questions in order to learn more about the students' culture and community.

Mentor H, Time 2: (They) maintained ownership of (their) role as a teacher throughout (their) time with me.

Any additional comments or suggestions?

Mentor A: I am so happy to have had (Student A) working with me and my students. (They have) been a great role model and I have seen (them) grow to become an excellent teacher.

Mentor C: I was very thankful for this experience, and I am very thankful to be a part of (Student C's) journey as a teacher.
Mentor F:  (Student G) will be a wonderful teacher and an asset to any school. (They are) a devoted professional and I will greatly miss (them)!

What knowledge and skill sets should be emphasized to students at colleges that are preparing future CPS teachers?

Mentor A:  Differentiated instruction, data analysis, and classroom management.

Mentor B:  Social emotional learning.

Mentor C:  I am wondering if there is a way to further develop classroom management techniques.

Mentor D:  Needs to be able to work with ESL students.

Mentor E:  Understanding how to plan and execute ELA units.

Mentor F:  It's important to give them a realistic impression of what to expect. What I mean is that there are very negative perceptions of CPS neighborhood schools in general. And even worse if the schools are on the south side. Although there are definite challenges to working in an urban setting like Chicago, there are many positives as well. For example, my Mexican students and their families are very hard-working and tight knit. They have a rich culture and background. It's important to give them a strong sense of identity and pride in their heritage and language.

Mentor G:  Community ties; Assessment; Literacy Instruction; Curriculum Planning.

Mentor H:  Please make sure to examine cultural nuances and sensitivities, including religion, race, and SES.

What role does community play for you as an educator?

Mentor C:  I live in the community where I work. The knowledge and connection to my community are vital to me as an educator.

Mentor D:  Understanding the background of my students, their families, their challenges, and their strengths helps me as an educator serve their individual needs. Helps us identify where the students come from and gain background knowledge on our students.

Mentor D:  I love Little Village! Working at a smaller school allows teachers to develop long-term relationships with students and their families.

Mentor F:  Personally, I try to form strong relationships with my students and their families right away. The goal is to establish trust and an open line of communication both ways. So I guess for me, the home-school connection is the most important part. To that end, I have always given out my cell phone number to parents. They are known text me or call me anytime they feel it is necessary.

Mentor G:  Community takes a very important role in my life as an educator. I believe teachers should be aware of the community your students live in to be able to tie this into your curriculum. This also helps to know your students better.

Mentor H:  I am part of the community because I know the families of our students well.