



NATIONAL CENTER
for
URBAN EDUCATION
ILLINOIS STATE UNIVERSITY

Student Teaching Evaluative Report 2019-2020

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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.

The National Center for Urban Education (NCUE) works to prepare the highest quality teachers for the students that need them the most by building bridges between university preparation and on-the-job, community-based teaching and learning. Within partner cities, this initiative supports teacher candidates in traditional semester-long partnership schools, yearlong Professional Development Schools, and field base placements for Special Education students.

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 Peoria, and the five Chicago communities of Little Village, Auburn Gresham, Albany Park, East Garfield Park, and Pilsen. 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.

In AY 2019-2020, 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 students' experience over time, 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 2019-2020 academic year, all students participating in the NCUE PICS (placed in Chicago or Peoria) and PDS programs were invited to participate in the study. Full data were available for 36 students. Data presented in this report include **21 PICS Chicago** participants (11 from Fall 2019 and 10 from Spring 2020), **5 PICS Peoria** participants (4 from Fall 2019 and 1 from Spring 2020), and **10 PDS** participants. Among respondents in Chicago, 8 students taught principally in Little Village, 6 in Albany Park, 3 in Brighton Park, 3 in Lower West Side, 2 in East Garfield Park, 2 in North Park, 1 in Back of the Yards, 1 in Irving Park, 1 in North Center, 1 in Norwood Park, 1 in West Ridge, and 2 had placements in two communities. The figure below depicts the sample demographics.

Age	22.28 (SD = 1.68)
Gender	
Women	28 (77.8%)
Men	6 (16.7%)
Prefer not to say	1 (2.8%)
Living in Community Housing	
Chicago	9 (29.0%)
Peoria	1 (20.0%)
Race/Ethnicity	
White	19 (52.8%)
Latino(a)/Hispanic	10 (27.8%)
African-American/Black	2 (5.8%)
Asian	1 (2.8%)
Bi-Racial/Multi-Racial/Other	1 (2.8%)
Personal High School Setting	
Suburban	16 (44.4%)
Urban	15 (41.7%)
Rural	5 (13.9%)

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 .84 at *Time 1* and .75 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 .82 at *Time 1* and .83 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 .90 at *Time 1* and .93 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 .97 at *Time 1* and .96 at *Time 2*; and the *Professional Responsibilities* subscale had alphas of .91 at *Time 1* and .84 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 .80 at *Time 1* and .82 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 .84 at *Time 1* and .86 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 .97. Mentor teachers also provided feedback on their mentees' level of preparation at both time periods.

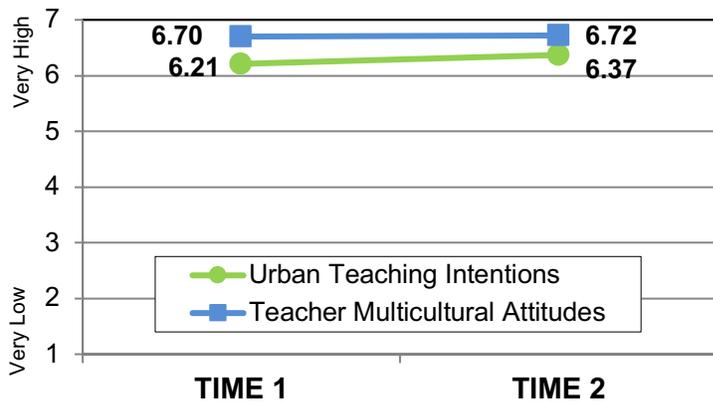
Professional Development. A mixed-method instrument was developed to assess participants' feedback regarding the Professional Development (PD) series offered to each group of students. Higher scores on items indicated positivity towards PD providers and sessions. This instrument also included open-ended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

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

OVERALL FINDINGS

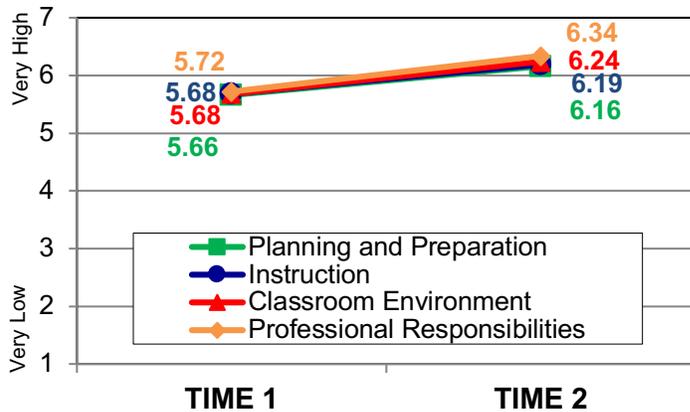
A series of paired-samples *t*-tests were conducted for each of the scales to determine the aggregate changes in scores, regardless of program/semester. It was expected that participants' scores on these scales would increase significantly over the time they spent working in NCUE partner communities. These analyses were conducted on the full data set of all program participants ($N = 36$). Cohen's *d*, which is an indicator of effect size, has been reported for tests that demonstrated significant changes. Values between .0 to .2 indicate a small effect, between .2 to .5 indicate a medium effect, and between .5 to .8 indicate a large effect. It should be noted that in social/educational research, the average value of Cohen's *d* is .4 (medium). The figures below present these results.

Urban Teaching Intentions and Multicultural Attitudes



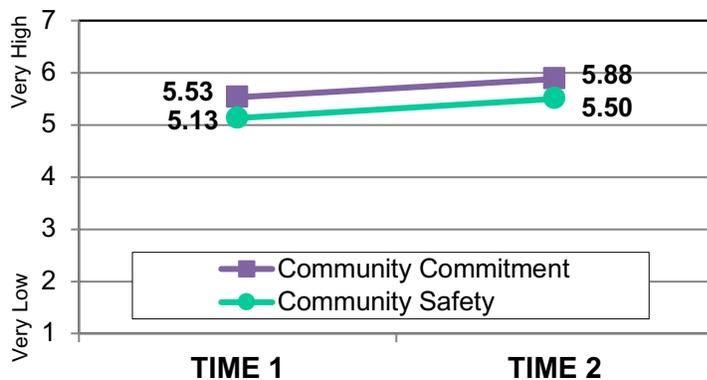
Urban Teaching Intentions slightly increased over time. However, this increase was non-significant. There was a slight increase in *Multicultural Attitudes*, however this increase was non-significant. These scales had high scores at both *Time 1* and *Time 2*, indicating that participants had positive 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*, $t(35) = 3.47$, $p = .001$, $d = .58$; *Instruction*, $t(35) = 4.19$, $p < .001$, $d = .70$; *Classroom Environment*, $t(35) = 4.51$, $p < .001$, $d = .74$; and *Professional Responsibilities*, $t(35) = 5.44$, $p < .001$, $d = .91$.

Community Environment

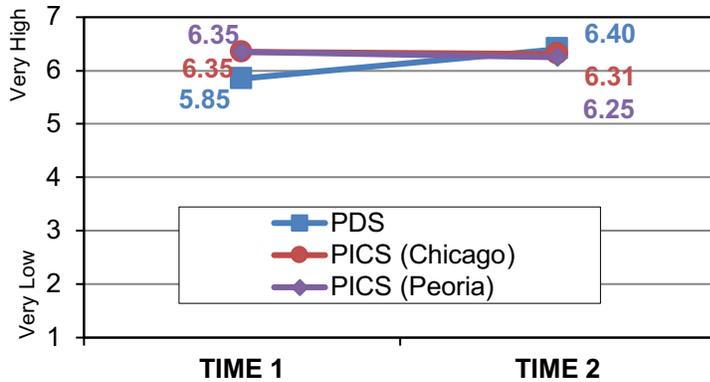


Community Commitment and *Community Safety* demonstrated significant increases over time however the changes were not statistically significant.

PROGRAM COMPARISONS OF TEACHING ATTITUDES

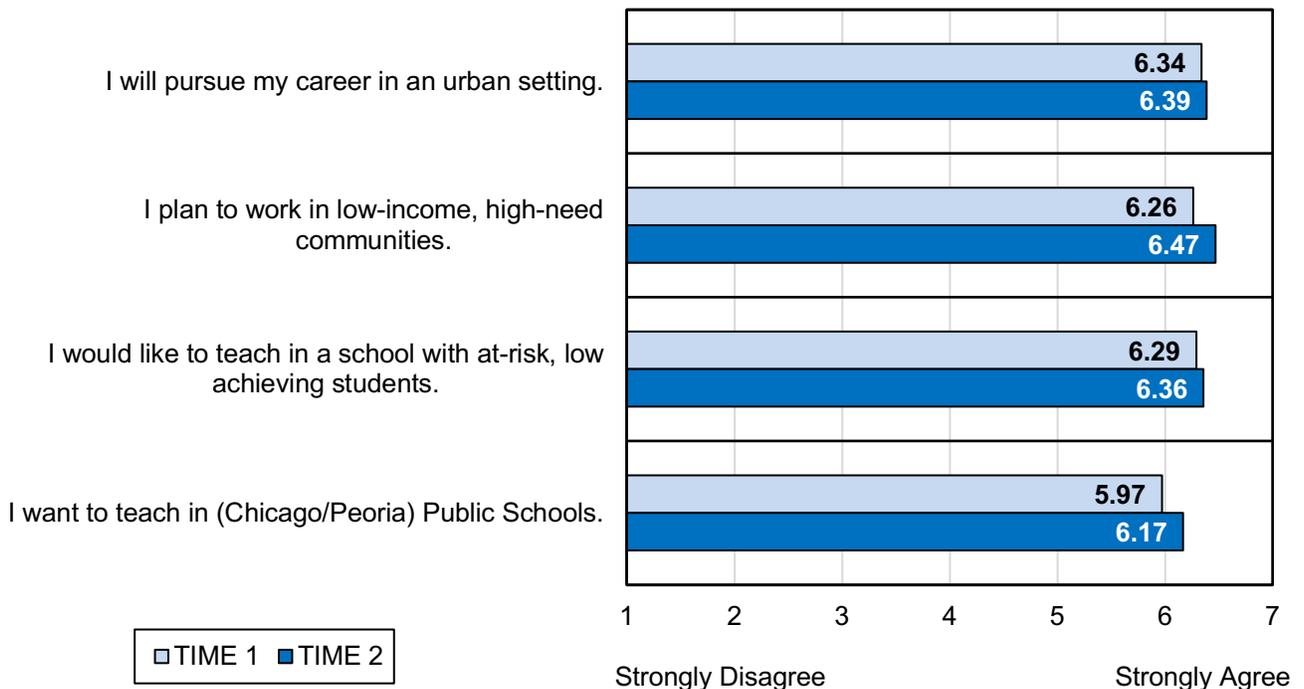
A series of Wilcoxon Sign-Rank Tests were conducted for the attitudinal scales of *Urban Teaching Intentions* and *Teacher Multicultural Attitudes*, separated by program. The following figures present the observed changes in scale scores and individual items for PDS interns and PICS students. In the aggregate charts, PICS participants are grouped by location (Chicago and Peoria). In the items charts, all programs are collapsed. Sample sizes for the aggregate charts are: PDS Chicago ($n = 10$), PICS Chicago ($n = 18$), PICS Peoria ($n = 5$). Sample sizes for the items charts are $n = 36$.

Urban Teaching Intentions Aggregate

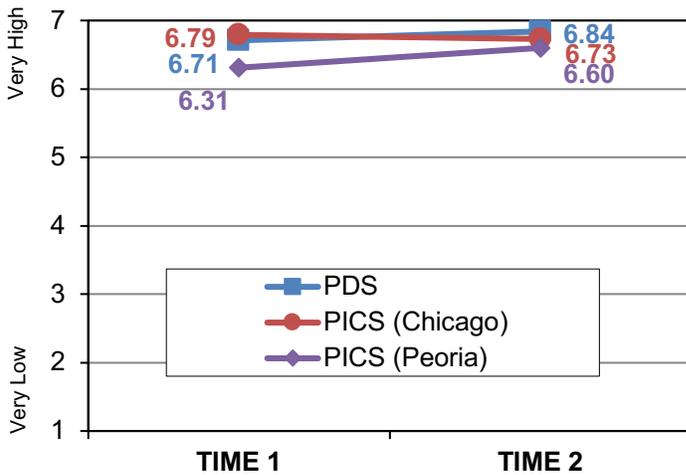


Urban Teaching Intentions slightly increased over time for PDS and slightly decreased for PICS (Chicago and Peoria) students. These changes, however, were non-significant. Thus, none of the programs had significant impacts on changes in *Urban Teaching Intentions* over time.

Urban Teaching Intentions Items

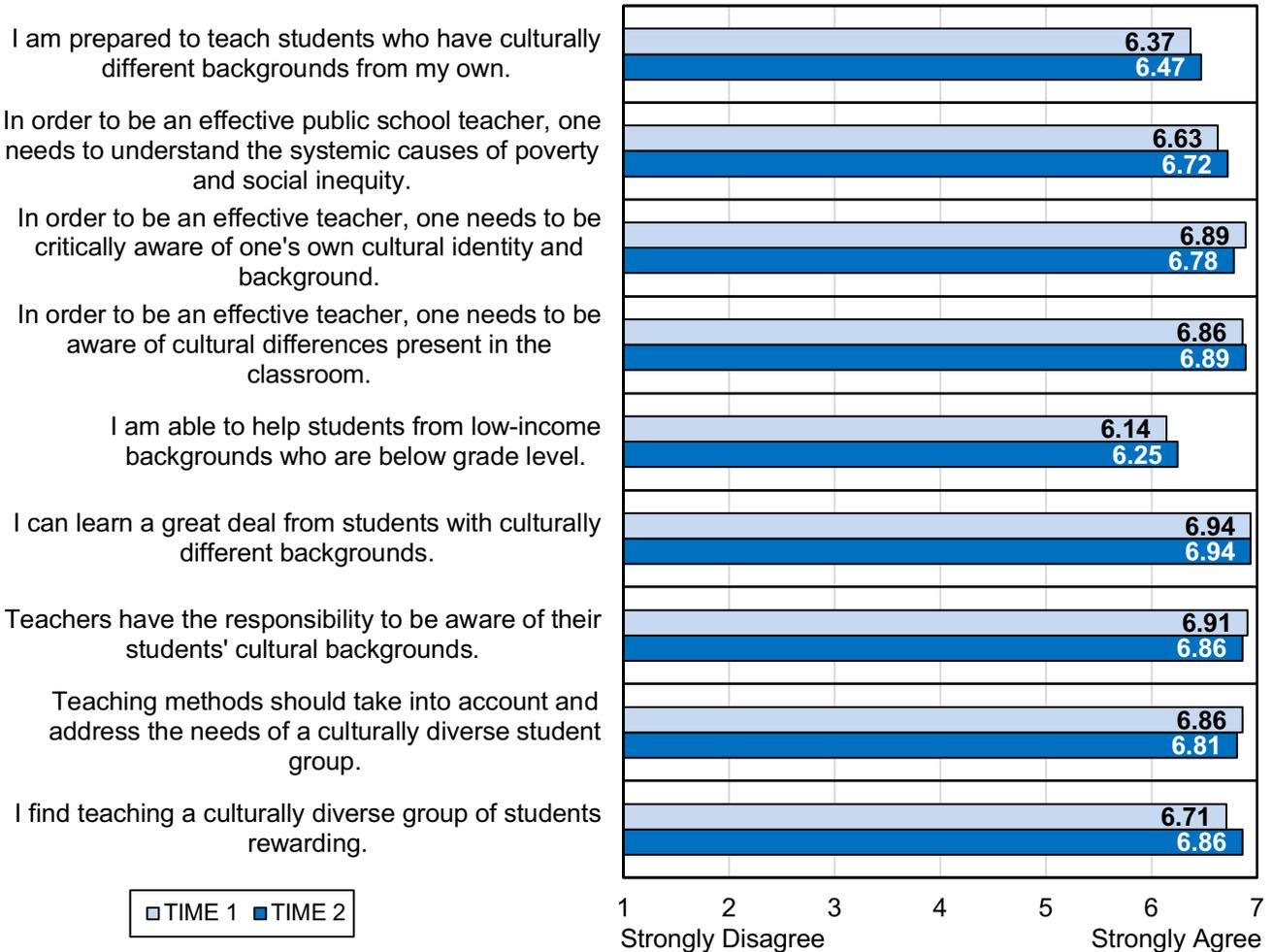


Teacher Multicultural Attitudes Aggregate



The *Teacher Multicultural Attitudes* scale demonstrated increases over time for PDS and PICS (Peoria) and a slight decrease for PICS (Chicago). However, these changes were non-significant. 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

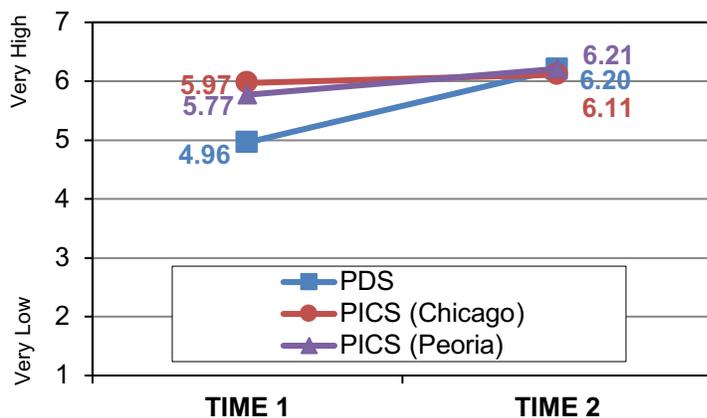


PROGRAM COMPARISONS OF TEACHER PREPARATION

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 assignments (PDS or PICS). 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*. Pearson's r , which is considered an indicator of effect size, has been reported for significant changes. A value of $r = .10$ indicates a small effect, $r = .30$ indicates a medium effect size, and $r = 0.50$ indicates a large effect size. It should be noted that in social/educational research, small to medium effect sizes are the norm.

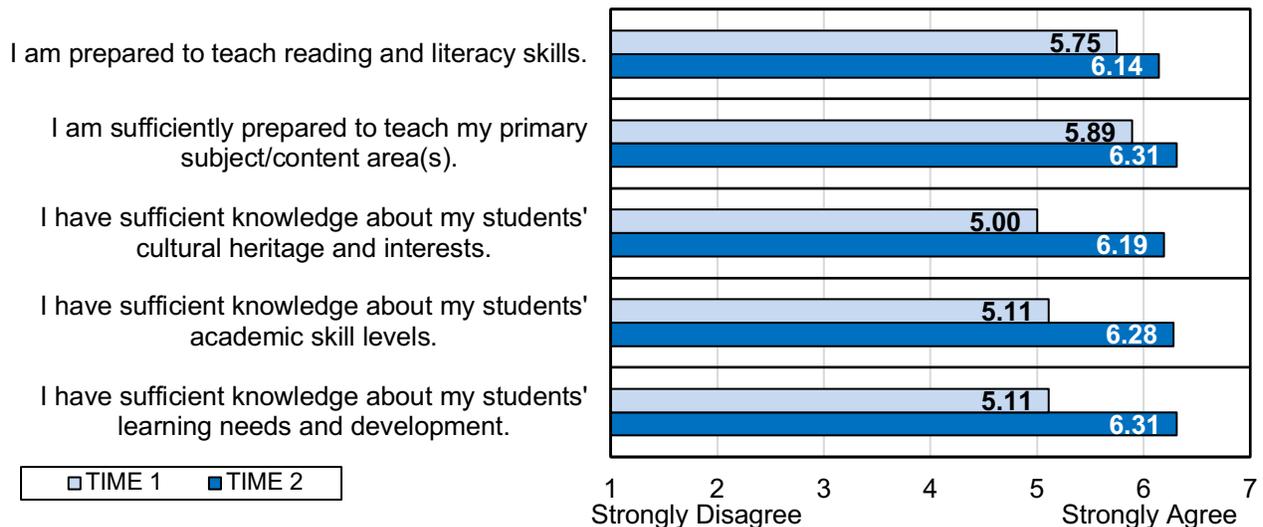
The figures below present the observed changes in Teaching Efficacy subscale scores and individual items for PDS interns and PICS students. In the aggregate charts, PICS participants are grouped by location (Chicago and Peoria). Sample sizes for the aggregate charts are: PDS ($n = 10$), PICS (Chicago) ($n = 18$), PICS (Peoria) ($n = 5$). In the item chart, all programs are collapsed ($N = 36$).

Planning and Preparation Aggregate

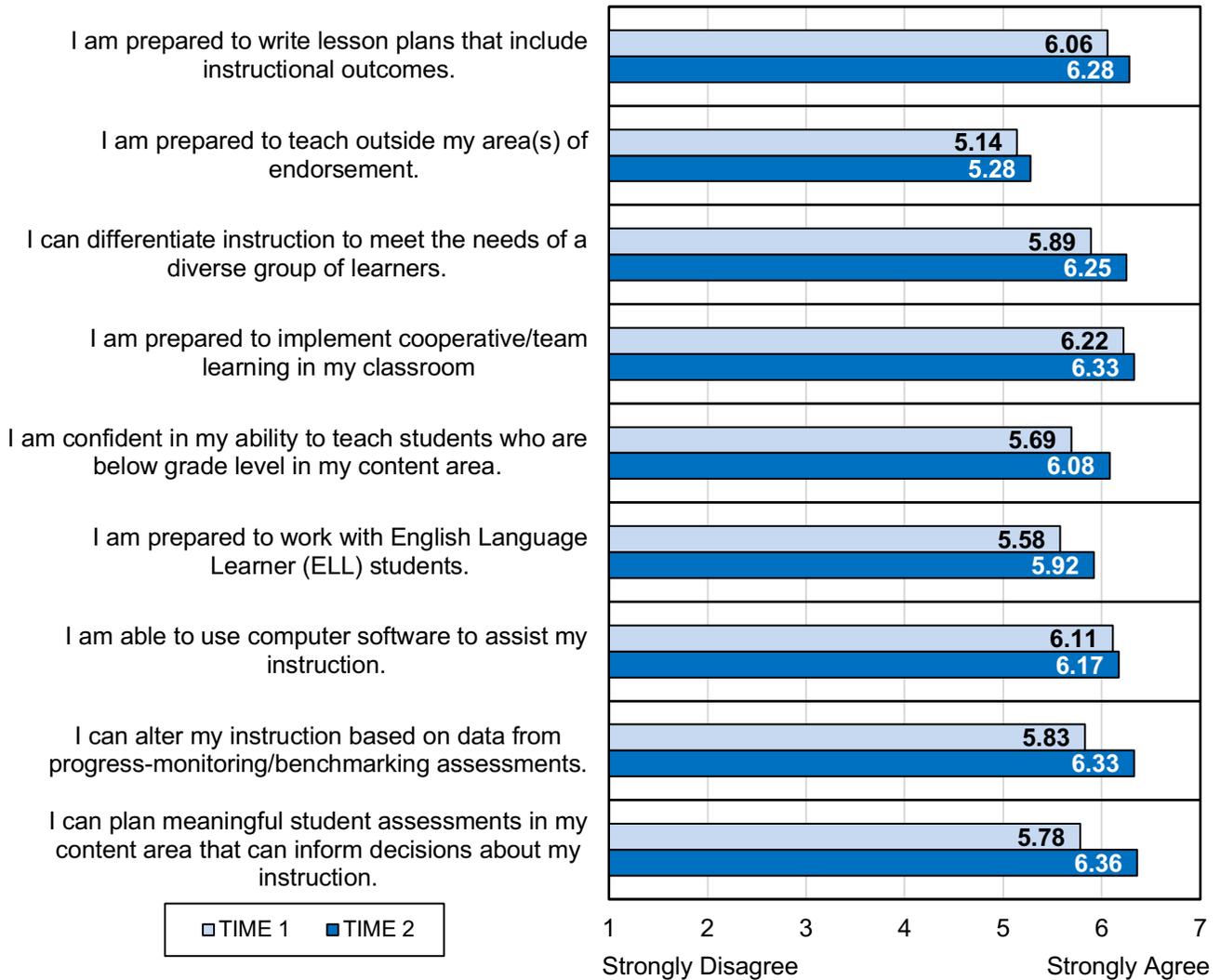


Scores on this subscale significantly increased over time for PDS ($Z = 2.80, p = .01, r = .89$). Participants were significantly more prepared in teaching competencies at the conclusion of PDS compared to pre-program levels. There were no significant changes for PICS (Chicago and Peoria).

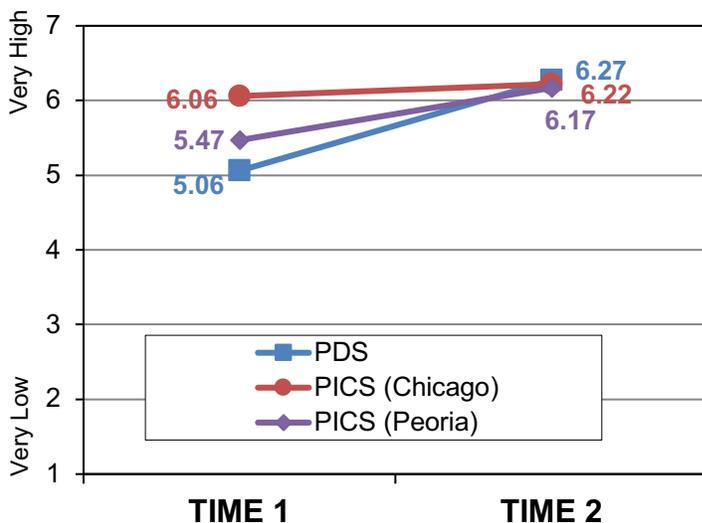
Planning and Preparation Items ¹



¹ Please note that the Planning and Preparation Item chart continues on the next page

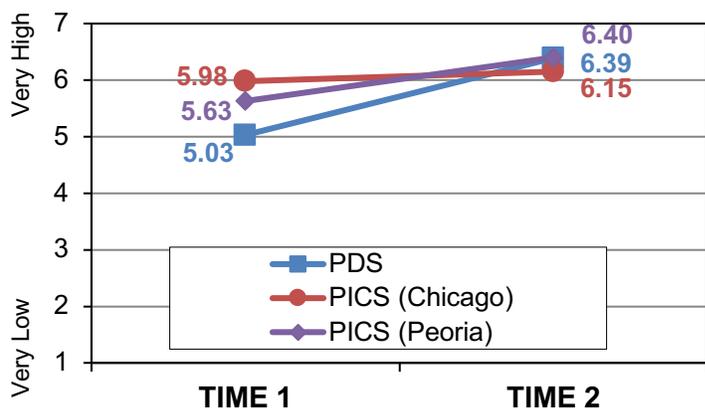


Instruction Aggregate



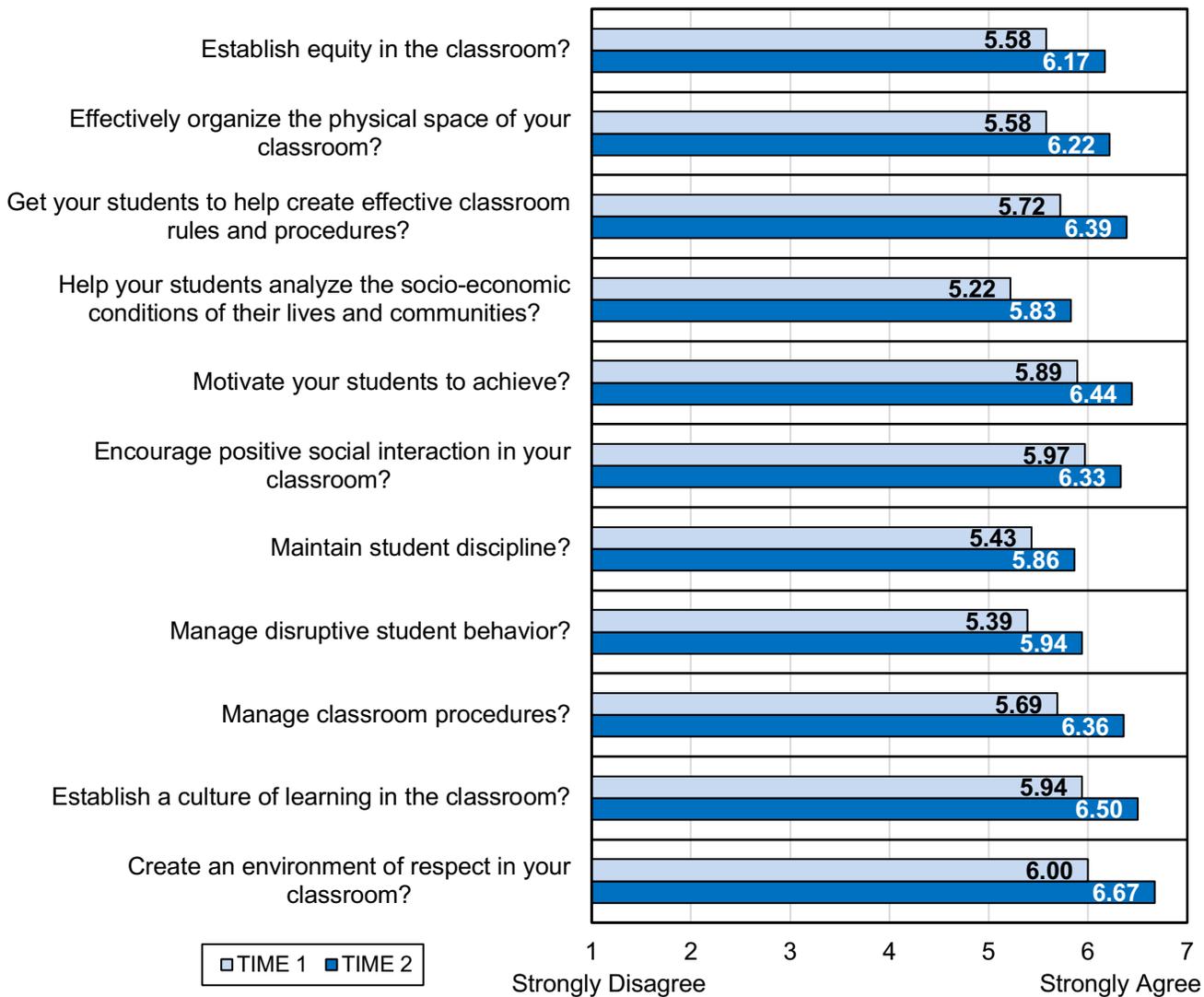
PDS ($Z = 2.81, p = .01, r = .89$) and PICS (Peoria; $Z = 2.03, p = .04, r = .91$) participants demonstrated significant increases on the *Instruction* subscale over time, while changes observed in PICS (Chicago) participants were non-significant. This finding indicates that PDS and PICS (Peoria) participants were more prepared and confident in their instructional skills at the end of the program.

Classroom Environment Aggregate

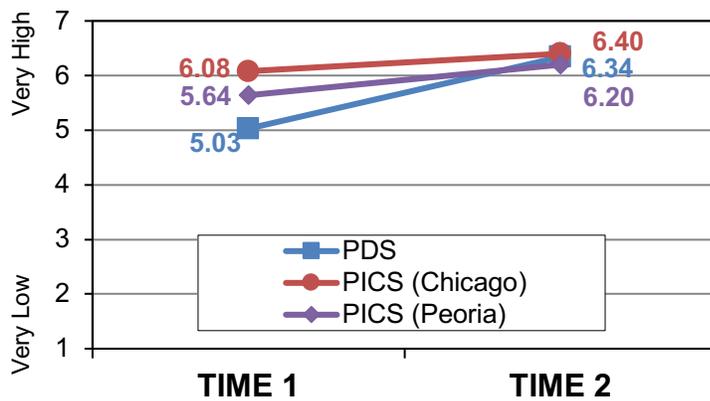


Scores on the *Classroom Environment* subscale increased significantly over time for PDS ($Z = 2.80, p = .01, r = .89$) and PICS (Peoria; $Z = 2.03, p = .04, r = .91$). Changes observed in PICS Chicago participants were non-significant. This indicates that that PDS and PICS (Peoria) participants gained a significant amount of confidence related to managing the classroom over the course of their participation.

Classroom Environment Items

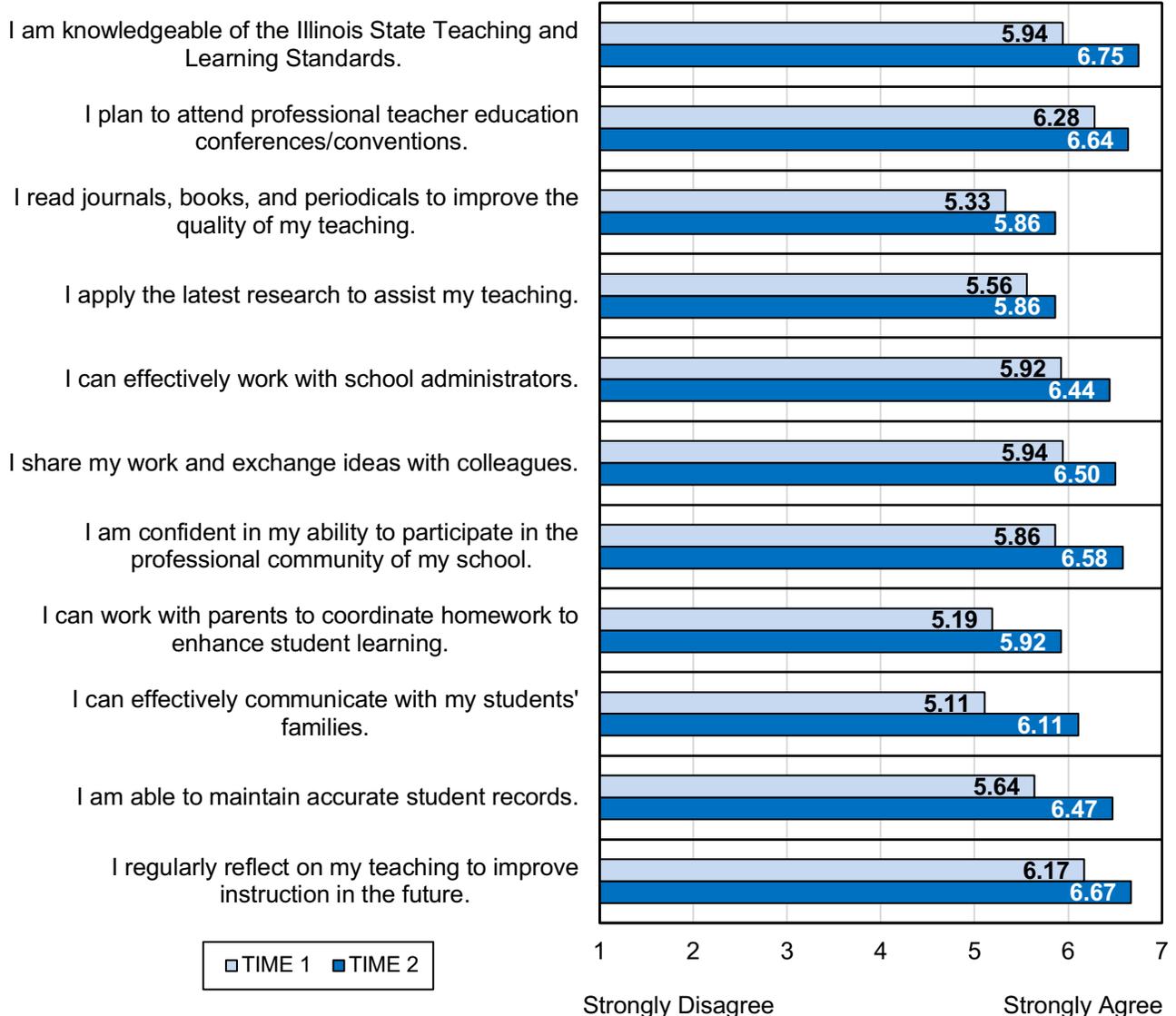


Professional Responsibilities Aggregate



Scores on the *Professional Responsibilities* subscale significantly increased for PDS ($Z = 2.81, p = .01, r = .89$) and PICS participants (Peoria, $Z = 2.03, p = .04, r = .91$), while increases observed in PICS Chicago participants were non-significant. This indicates that PDS and PICS Peoria participants gained confidence in their ability to complete professional responsibilities.

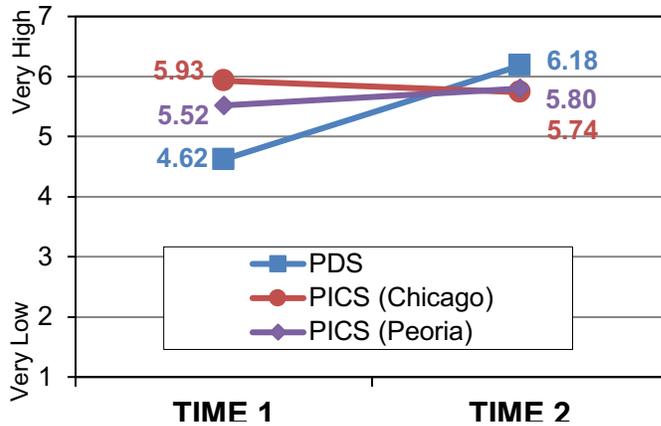
Professional Responsibilities Items



PROGRAM COMPARISONS OF COMMUNITY EXPERIENCE

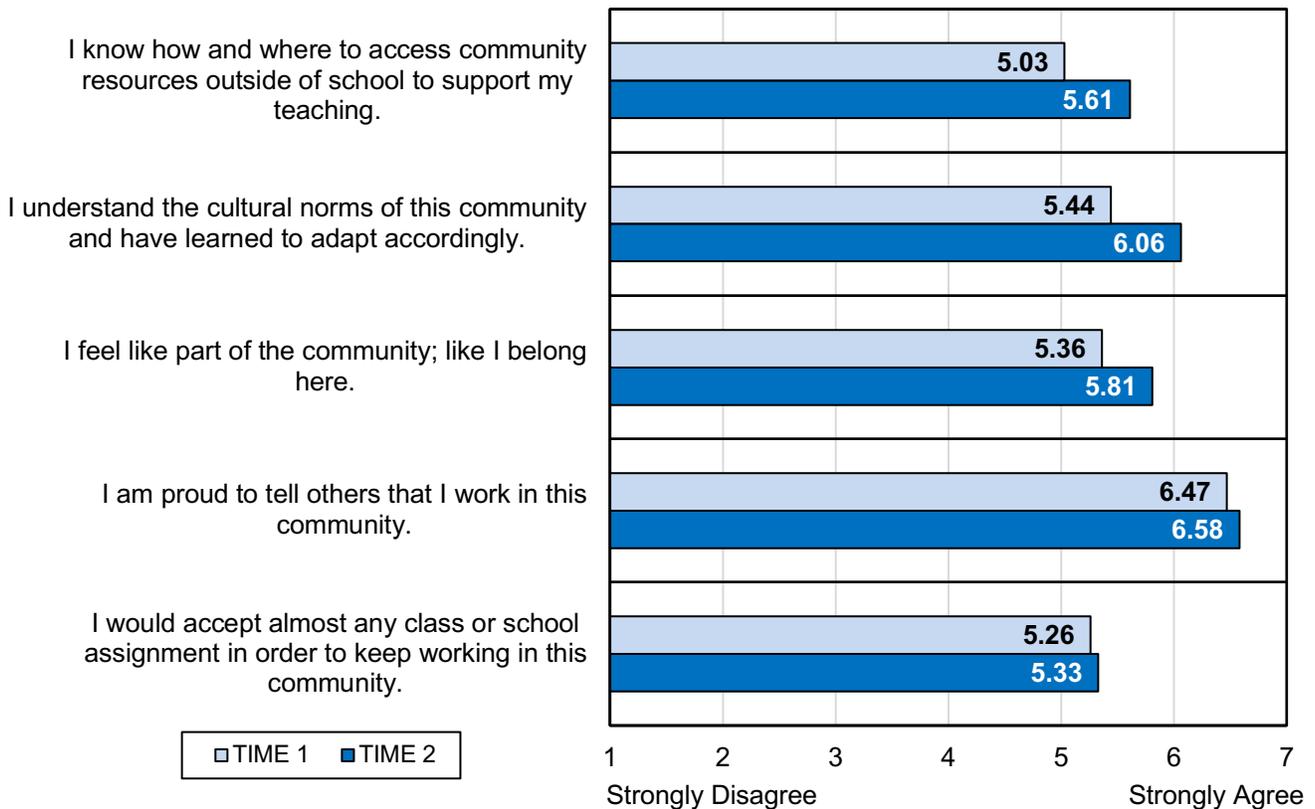
A series of Wilcoxon Sign-Rank Tests were conducted for the community attitude scales: *Community Commitment* and *Community Safety*, separated by program. The following figures present the observed changes in scale scores and individual items for PDS interns and PICS students. In the aggregate charts, PICS participants are grouped by location (Chicago and Peoria). In the items charts, all programs are collapsed. Sample sizes for the aggregate charts are: PDS (n = 10), PICS (Chicago) (n = 18), PICS (Peoria) (n = 5). Sample sizes for the items charts are n = 36.

Community Commitment Aggregate

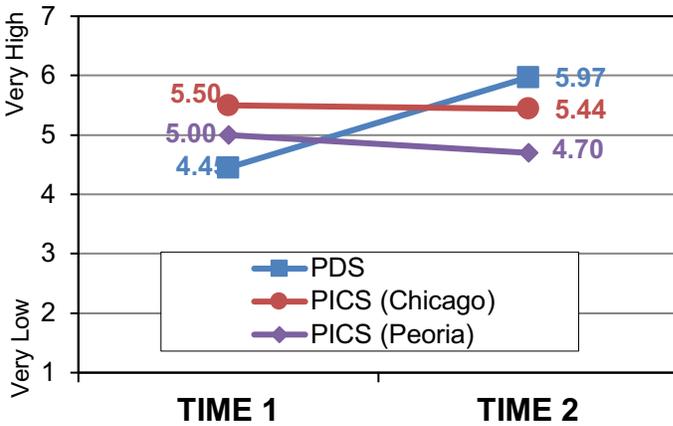


PDS participants demonstrated a significant increase in commitment ($Z = 2.45, p = .01, r = .77$) while PICS (Chicago and Peoria) participants demonstrated a decrease in commitment, however, these changes were not significant.

Community Commitment Items

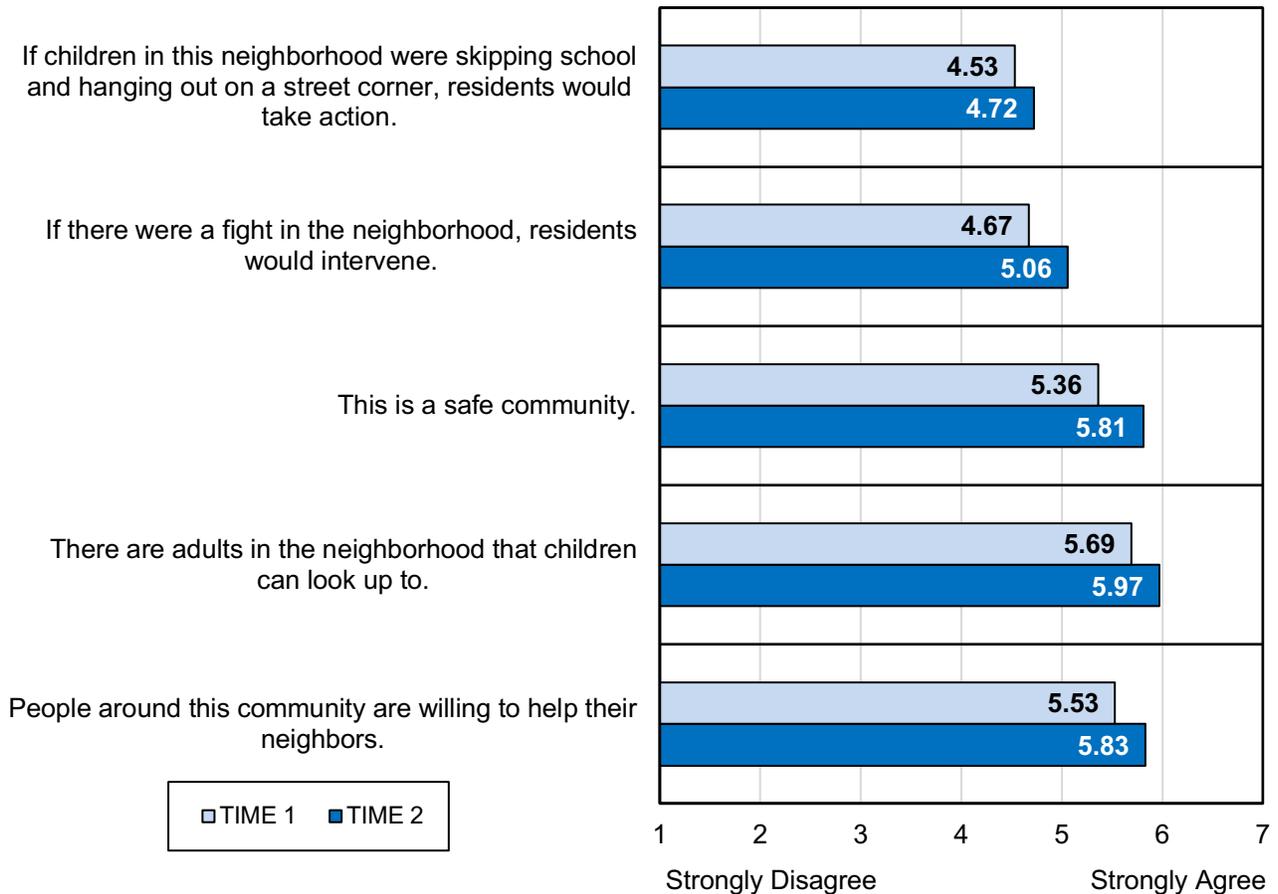


Community Safety Aggregate



PDS participants demonstrated a significantly positive change in their perception of safety in the community ($Z = 2.45, p = .01, r = .77$) and PICS (Chicago and Peoria) participants demonstrated a negative change in their perception of safety in the community, however, these changes were not significant.

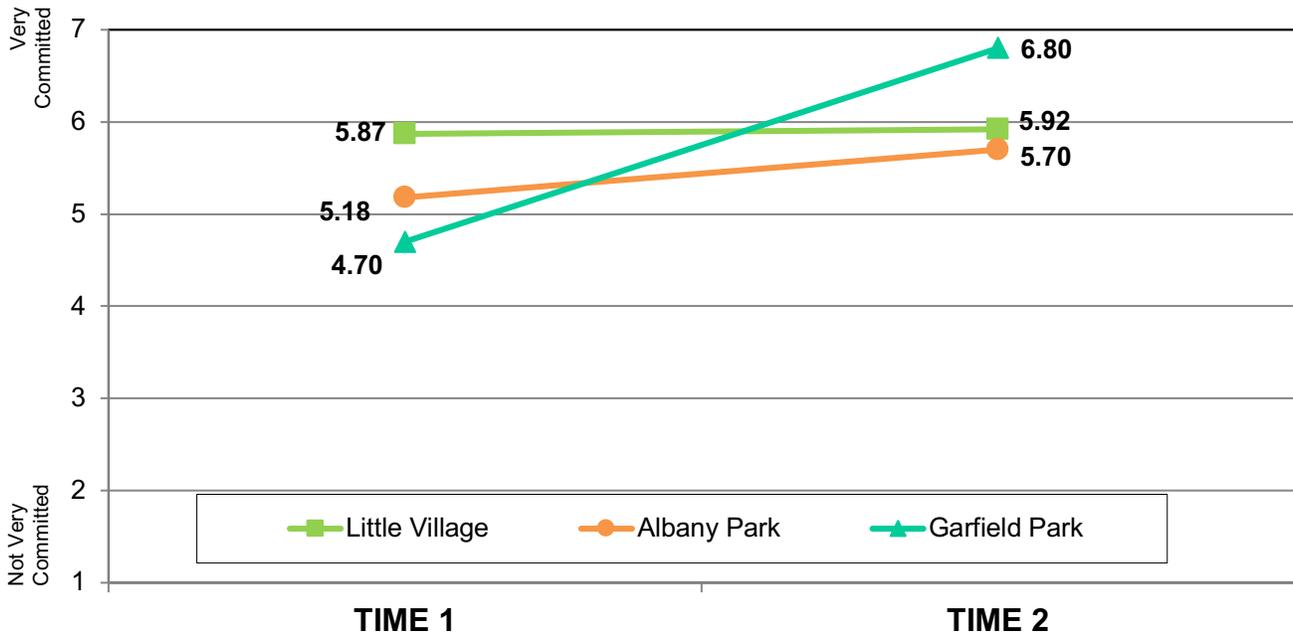
Community Safety Items



COMMUNITY ATTITUDES AMONG CHICAGO RESIDENTS

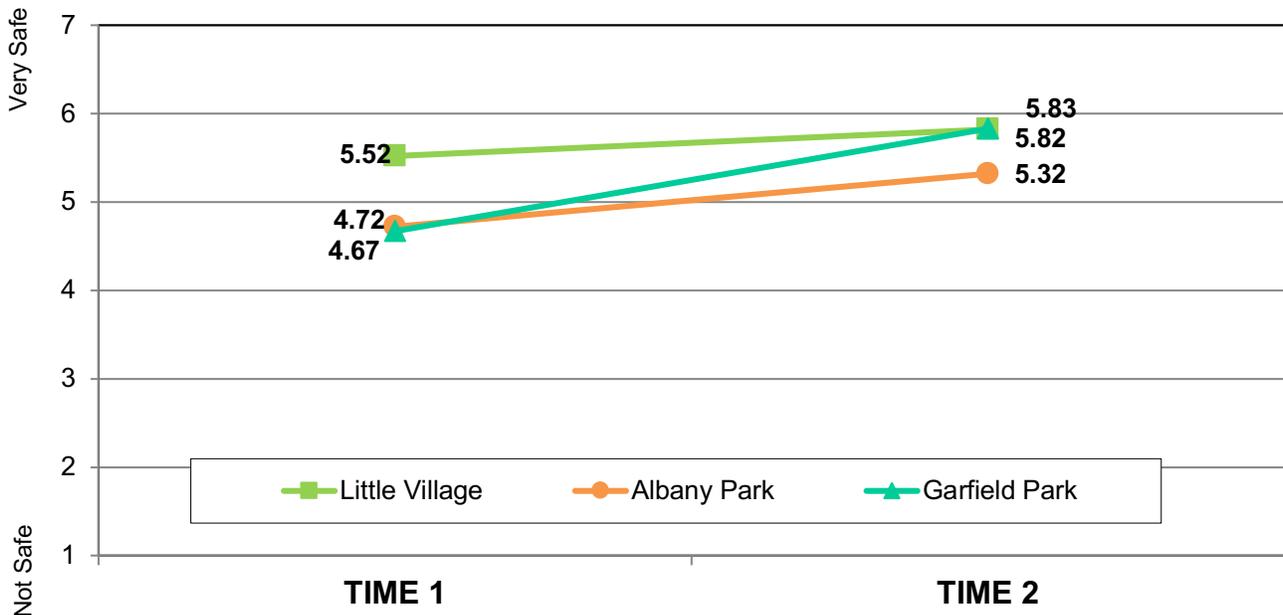
A series of Wilcoxon Sign-Rank Tests were conducted for the community attitude scales: *Community Commitment* and *Community Safety*, separated by community of residence, regardless of program. The following figures present the observed changes in scale scores and individual items for residents of Albany Park ($n = 12$), East Garfield Park ($n = 2$), Little Village ($n = 17$).

Community Commitment Aggregate



Community Commitment increased for all participants in each community, however, these changes were not statistically significant.

Community Safety Aggregate

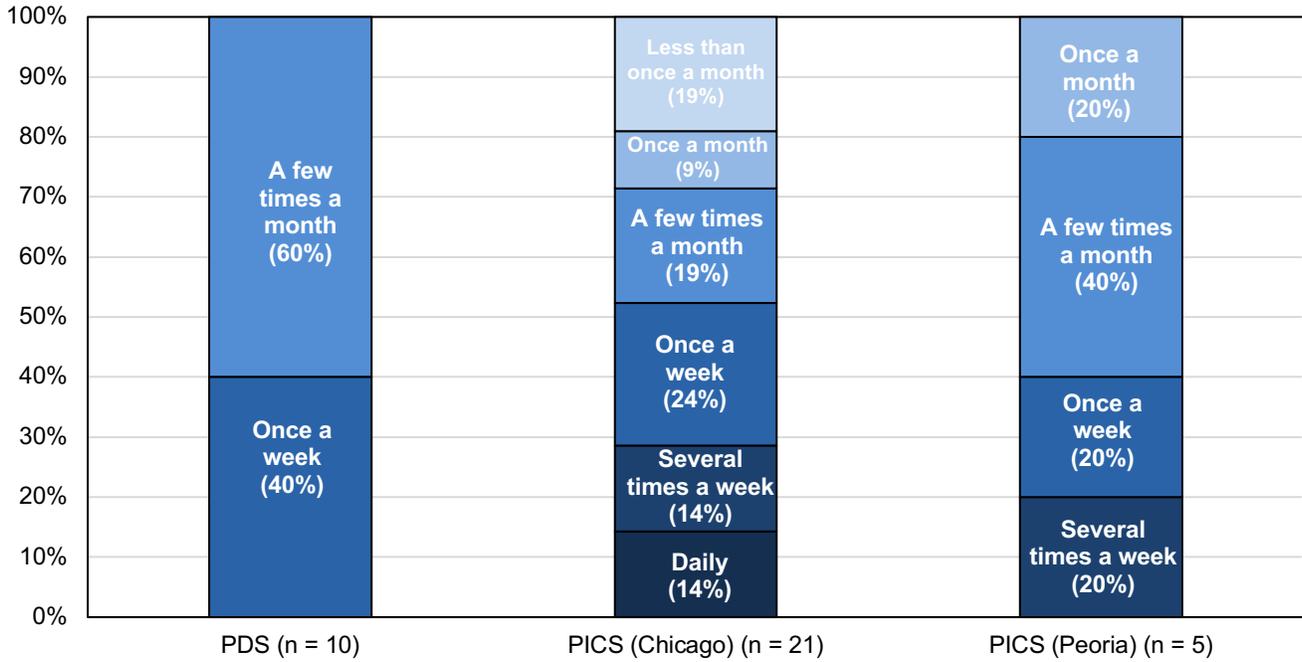


Community Commitment slightly increased for all participants in each community, however, these changes were not statistically significant.

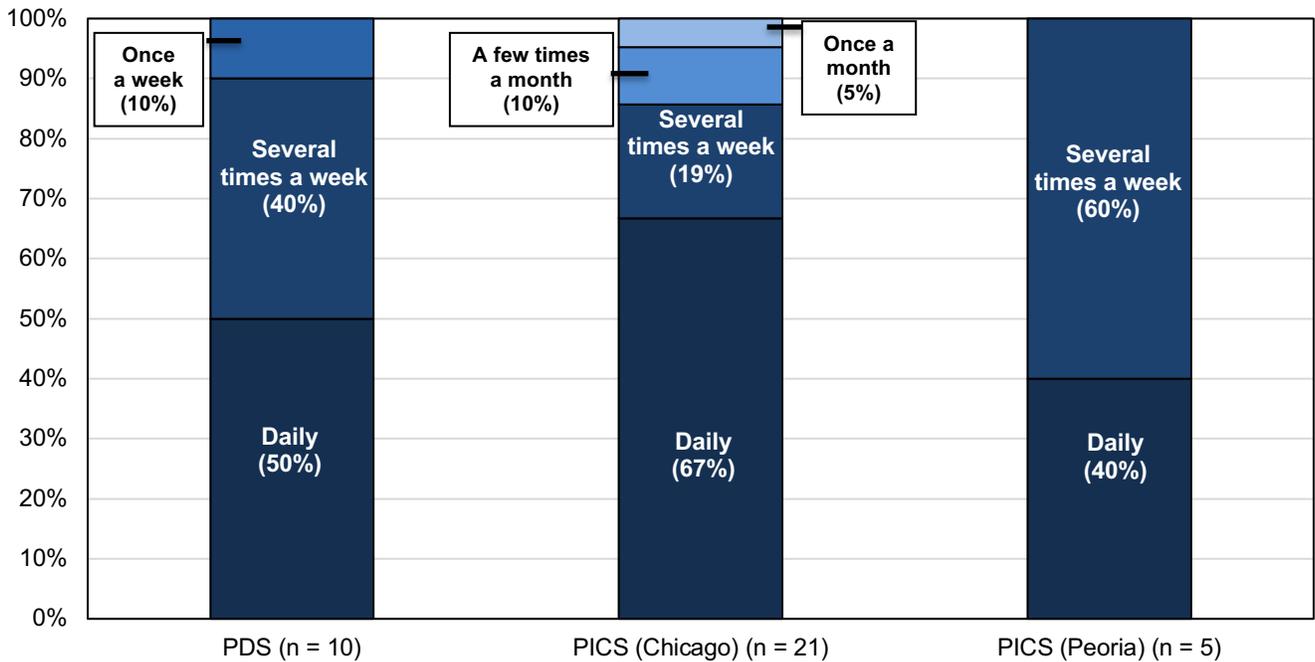
MENTORSHIP EXPERIENCE

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.

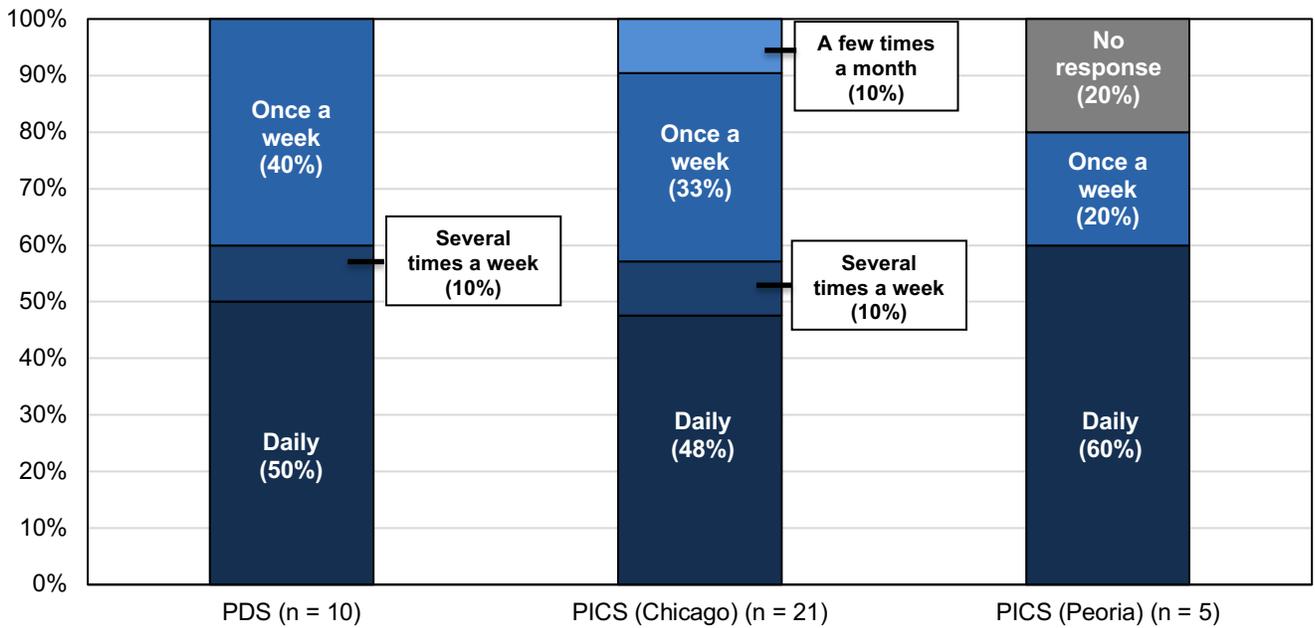
Frequency of Mentor Observing Student Formally



Frequency of Mentor Observing Student Informally



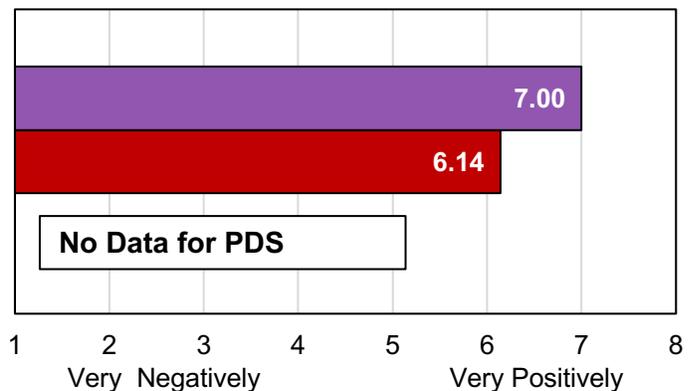
Meeting and Discussing Teaching with Mentor



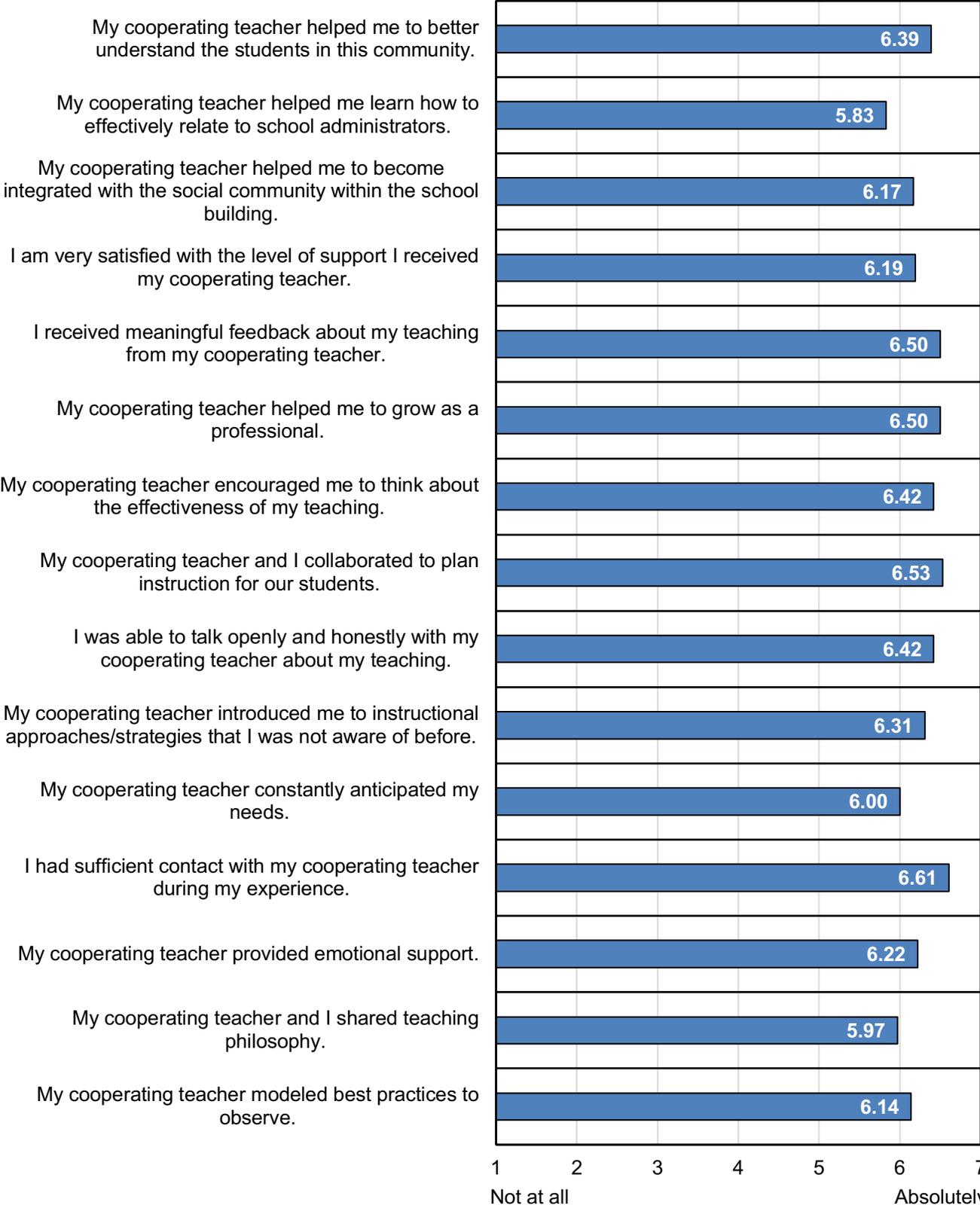
	PDS (n = 10)	PICS (Chicago) (n = 21)	PICS (Peoria) (n = 5)
Mentor Teaching the same (or similar) Grade Level	10 – Yes (100%); 0 – No (0%)	21 – Yes (100%); 0 – No (0%)	5 – Yes (100%); 0 – No (0%)

	PDS (n = 10)	PICS (Chicago) (n = 21)	PICS (Peoria) (n = 5)
Mentor Teaching the same Academic Subject(s)	10 – Yes (100%); 0 – No (0%)	21 – Yes (100%); 0 – No (0%)	5 – Yes (100%); 0 – No (0%)

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

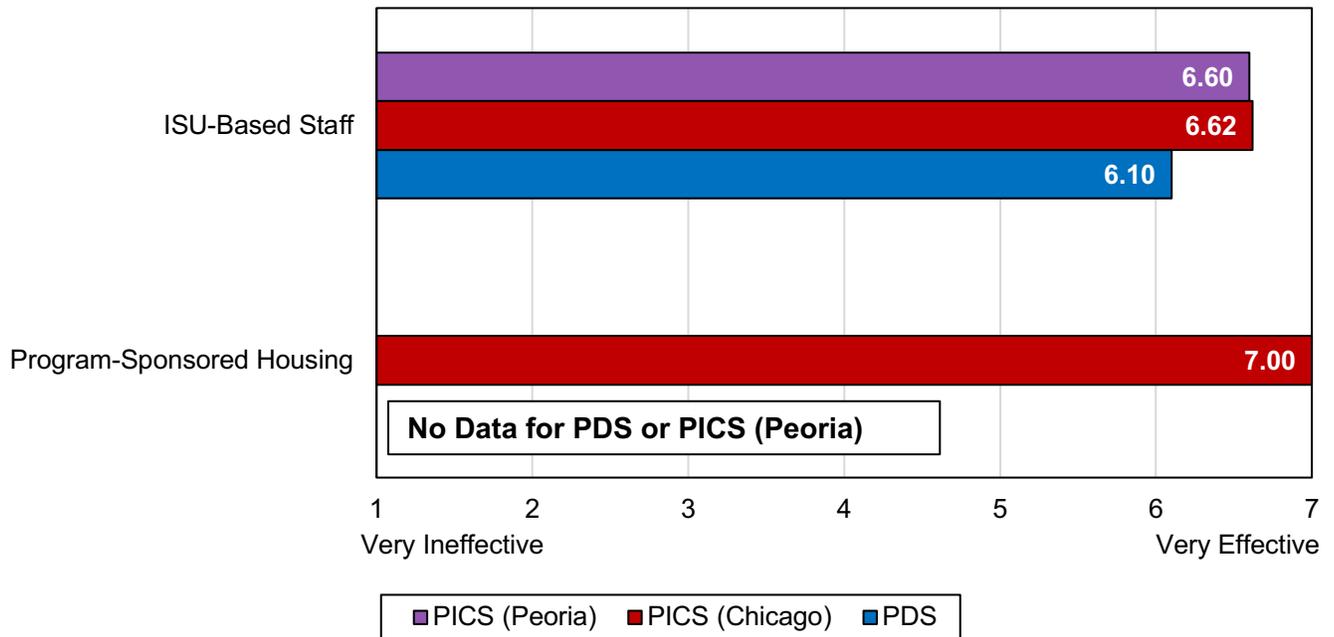


At the conclusion of the program (*Time 2*), student respondents provided feedback on aspects of their mentoring experience. The figure below depicts the results for the aggregates of all programs.



FORMATIVE FEEDBACK

Student respondents also provided formative feedback regarding program components (staff and housing). At *Time 2*, participants rated the helpfulness and effectiveness of two programming aspects. It should be noted that some of the administered surveys did not include a request to rate housing. 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, organized by question and separated by program.

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

PDS Interns

- Working with an inequitable CT, who was outdated in [them] practices, passive aggressive, and didn't teach cultural relevancy. [they] led by fear which made it difficult to take over when that's not my style.
- Juggling the responsibilities between being an educator and a student at the same time; differentiating my lessons to better meet my students' needs.
- I think some of the standard student teaching challenges. Confidence, the dynamic with students, and specifically how to handle behavior from students.
- For me personally, finding the right ways to address behavior was the biggest challenge. I still find myself reflecting on what could have been done differently and looking for new techniques to use for any future students.
- The biggest challenge I faced was with student behavior as I had a very large classroom with quite a few different behavioral issues that would play off of each other and so I had to find ways to de-escalate some situations and bring focus back to the lesson being taught.
- I think the biggest challenge that I faced was my confidence levels. I was not confident in my abilities at times and I was definitely my toughest critic. Another thing that I struggled with was my ability to manage the classroom. I started off too lenient with the students and that carried over throughout the year.
- Transitions--from one subject to the next; EdTPA disruption; remote learning.
- The biggest challenge was remote learning because it was new for everyone. That being said there weren't certain people I could go to and ask for help. This challenge helped me grow as a teacher because I had to figure a lot out for myself and design how I wanted the end of my student teaching to look like.

- *Honestly, it's hard to think of anything that was extremely challenging other than adapting to the pace of things. I was very tired and stressed most of the year and did not realize how much rest I needed to catch up on until I slept for over 12 hours once after the quarantine started! However, even this challenge wasn't too daunting because I had an incredibly supportive CT who said "go rest!" to me more times than I can count. [they] helped me go easy on myself and adjust my expectations as to what "my best" would look like in a fast-paced, challenging environment; [they] reminded me that what felt like failures to me was more than good enough for the students, and my only task was to do better next time.*

PICS – Chicago

- *The strike presented a challenge as it fell around the same time that I was changing placements. This made it somewhat difficult to get settled into my second placement.*
- *School environment that didn't enforce behavior.*
- *I had never worked in a behavior setting so it was a bit of a challenge at the start to find my steam teacher voice and facials but with support from my supervisor, CT, and paraprofessionals. The experience over all was amazing.*
- *My university supervisor was not matched well for my placement and it made my time very difficult.*
- *Learning how to do classroom management. Getting to know students. Planning lessons that were engaging.*
- *The biggest challenges I faced during my student teaching experience was definitely the strike and EdTPA. The strike conflicted with my EdTPA submission, which was very stressful, but I'm happy to have it done.*
- *The biggest challenge this semester was balancing EdTPA and the strike. I appreciated CTEP's willingness to be flexible with us but also giving us room to work. I kind of enjoyed working with the NBGC staff and kiddos. Another big challenge was instructing students who spoke neither Spanish nor English. We have a small population of students who speak [a different foreign language]. This is a huge hurdle for everyone in the school, but we continue to help these littles.*
- *The biggest challenges were dealing with time management and balancing professional responsibilities. Strategies to deal with that would have been better.*
- *The biggest challenge was indefinitely managing all the stress and work while being away from my support systems. I felt no support from my CT, so I didn't feel comfortable being around [them]. I ended up commuting home nearly every weekend to be around loved ones because my mental health was really struggling.*
- *Setting classroom norms and managing class behavior and time management. My relationships with students and planning where a strong suit but being resistant to discipline made managing the class much more difficult.*
- *Not receiving a financially stable income and all the inconsistencies of the strike.*
- *As a student teacher, the biggest challenges that I faced were developing some skills such as communicating with families. Due to the nature of the relationship with families, it is hard for them to trust this new person. Therefore, this is not a lot of "practice" in communicating with families directly. The same goes for working on IEPs in the [school] system. My CT was going to do this with me before the semester ended, but then in-person instruction was suspended, and we never got to it. Lastly, another challenge I faced was taking full ownership of classroom responsibilities. Sometimes my CT would still do things for me, and I didn't know how to ask [them] not too. Then, the week before full takeover was supposed to happen in-person instruction was suspended so I never had "full" responsibility of a classroom.*
- *ISU requirements in student teaching placements. Too much time do not match students' needs. They take away from actually instructing my students.*
- *connecting with bilingual students that did not speak English well, working and navigating through AAC devices.*
- *My biggest challenge I faced as a student teacher was not speaking Spanish and not having an ell endorsement.*
- *The biggest challenge that I faced as a student teacher was not having a [school] email. It was hard to have students email me or be involved in google classroom to pull assignments to be graded during the in-person experience, and in the remote experience this became an even bigger problem. I also feel that I was very unprepared for classroom management. While I learned many techniques from my summer program and my CT, I still don't feel prepared to enter a classroom with strong classroom management strategies.*
- *Classroom management.*
- *The biggest challenge was my setting. I was placed in an alternative school and I had to adapt to the behaviors and outbursts of the students in the school. It was a big challenge but very rewarding when I realized I had overcome it.*
- *Remote learning was the biggest challenge.*
Time management, planning engaging lessons for each content area, differentiating materials/lessons for students.

PICS – Peoria

- *Learning to manage classroom behavior. I didn't always agree with how my cooperating teacher handled the behavior, but I learned that with this group every day is different for them.*
- *Getting familiar with the school culture and student body.*
- *The biggest challenge was teaching students at such varied academic levels. In urban education, I've had students in math with reading levels of second grade to high school level. Too often I've just heard differentiate, with strategy or curriculum that would be best practice to implement.*

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

PDS Interns

- *I think ISU prepared me to put on a happy face and recognize I was a guest and I didn't have to agree but I should still reflect on [them] actions and how I shouldn't do that in my own classroom.*
- *I think just reminding us that student teaching while great practice is still practice and we're not going to get it right all the time. There's no way and no script on how to respond to behaviors so it's all a part of the learning curve.*
- *At ISU we researched different classroom management, but I think continuously speaking on that would have been helpful.*
- *I think ISU could have better prepared me to face these challenges by providing more unique and varied ways of handling these situations.*
- *I don't really think that ISU could've better prepared me for the confidence issue. That was more so internal and something I've struggled with throughout my academic career. As for classroom management, I think that in the beginning of the school year, I think it would've been something to mention. To mention that it's still possible to build positive relationships while still enforcing rules and maybe some strategies to do so. We did talk about these strategies, but for me personally, I think I would have benefitted from hearing it before I started in the classroom.*
- *More about remote learning!*
- *I don't know how ISU could have better prepared us for these challenges because no one knew there would be a pandemic. That being said there is no way any of us could have been prepared for it. I believe that ISU supported us as much as they knew how to during this time.*
- *I think ISU already pushes self-care a lot. I would simply recommend they continue to do so! As a student teacher, it is easy to think that being a reflective teacher is the same as being hypercritical of oneself. It's important to know how to be reflective without beating yourself up. As well as knowing how to step back and rest when you need to, and not feel like a bad teacher because of it!*

PICS – Chicago

- *Nothing really, the support during the strike was great, the timing was just difficult.*
- *During strike, would've helped ST collaborate to discuss issues they faced in order to discuss with current educators or people with experience how to tackle these problems.*
- *Gotten a better match for a VS, [Student] was fine just not an urban early childhood setting match.*
- *More PD on those subjects to learn how to manage behavior.*
- *[Some people] did an amazing job at accommodating me during this experience. However [others] could have done a way better job at handling the [school's] strike. [they were] not supportive at all.*
- *I'm not sure there is anything that these problems could have been solved or better prepared us. They're genuinely unique. But please, please, please continue language requirements for any CTEP student. They are vital in some areas and can make or break the [school] students.*
- *I think having two meetings on a long Saturday would be better than four for the whole semester.*
- *I think prepping my CT would have helped. I was [them] first student teacher, so I think [they] didn't know what to do or expect. If [they were] given an intro and told ways to support me, I think it would've made the process easier on me.*
- *These are problems that one can only really face when they start student teaching. ISU prepared me great in the aspects of content, planning, and pedagogy.*
- *After scholarships.*
- *Have a project or some sort of set up where CTs/clinical students had to document time spent on ASPEN (supervised of course) but learning how to use the system. Not much when it comes to full takeover, nobody could have saw this coming.*
- *Adapting them to current student teaching situation or to better support students.*
- *more lessons in AAC device instead of more presentations on restorative practices after we have learned that many times*
- *I was never approached about taking an ell and I didn't know ISU offered it.*
- *ISU could have helped me by offering more courses or requiring courses to discuss classroom management further. I understand that there is no "one" strategy, but even to have a whole class dedicated to restorative justice could have even been helpful. I also feel failed by my program because I have had little to no classroom experience, and my clinicals have not been intensive and so I feel like student teaching was my only chance to gain real authentic teaching experience. With the in-person instruction cut short, I really feel unprepared to enter my own classroom.*
- *I feel more preparation and discussion in Special Ed courses regarding students with emotional and behavioral disabilities. Giving more tips and strategies to help students cope with their emotions.*
- *I don't think anybody anticipated remote learning to happen, but I think if it continues into the fall semester, ISU could create more guidelines for Supervisors to give their student teachers. A clear set of expectations from my supervisor would have been helpful during this remote learning experience.*
- *They prepared me well and I feel confident in my ability to handle these challenges moving into my own classroom.*

PICS – Peoria

- *Teach a more in-depth classroom management course.*

- *ISU offers an experience that assumes you are in a "perfect" school. When encountering problems, we often hear, "Oh that's not how it is in real urban education." Seeing [the city] once and observing it myself for my junior year did not prepare me for [urban schools]. If it wasn't for my semester at [an urban school] and my own time at [the school], I wouldn't be at my level of comfortability now.*

How else could ISU have prepared/supported you with remote learning?

PDS Interns

- *I think ISU did their best to support us during these uncertain times.*
- *I think there's no way that ISU could've known how to prepare us for this. But they can use the information they have now to prepare future students. Maybe now teacher candidates have to take a class on online teaching.*
- *I think ISU could only do so much, but maybe providing examples of lessons they may have come across to help better understand what a good lesson consists of for remote learning.*
- *I don't know.*
- *I think that this more so falls on student/cooperating teacher communication. But I do think that ISU could have provided us with some examples. Being a part of PDS, I was lucky enough to have been given examples from other cohorts, but I don't know if other student teachers were able to receive those same supports.*
- *Remote learning looked different for all of us depending on the school district you were in and I think ISU kind of forgot that. I often felt like I wasn't doing enough due to the fact that remote learning looked different in my district. Something I think ISU could have given more support when it comes to remote learning would be to give us resources that don't require as much technology because in some district's technology isn't as assessable to students.*
- *Honestly, I felt ready to implement some online resources, like Pear Deck, because I'd seen them at [another school's] seminars. Online teaching tools would be a great thing to integrate into classes later on. However, there's nothing more ISU could have done in terms of support - the words of encouragement were sufficient, and we're all still learning.*

PICS – Chicago

- *Obviously, this has never happened before, but our development in technology could have prepared/supported us better. As student teachers in the city we would be going into a CPS school, likely, so a focus on Google functions (as those will be available to us in our professional careers) such as add-ons and other ways to enhance teaching using technology/Google that could have translated to remote learning. In addition, sharing resources that teachers use, are backed by evidence-based practices, beyond the technology courses we take, but by integrated technology into every course we take as an ISU teacher candidate and how we can use technology to support students, it's not going anywhere!*
- *No idea.*
- *Doing more assignments online.*
- *ISU, I feel like was constantly emailing me "updates" saying that they didn't know what was going on and then when ISBE finally came out and waived the EdTPA Lauby was silent for almost a week, which was extremely frustrating.*
- *ISU support was great!*
- *Clearer guidelines/expectations for what student teachers are required to do during remote learning.*
- *Provided some technology workshops/ideas for student teachers.*

PICS – Peoria

- *No responses submitted.*

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 participants 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.

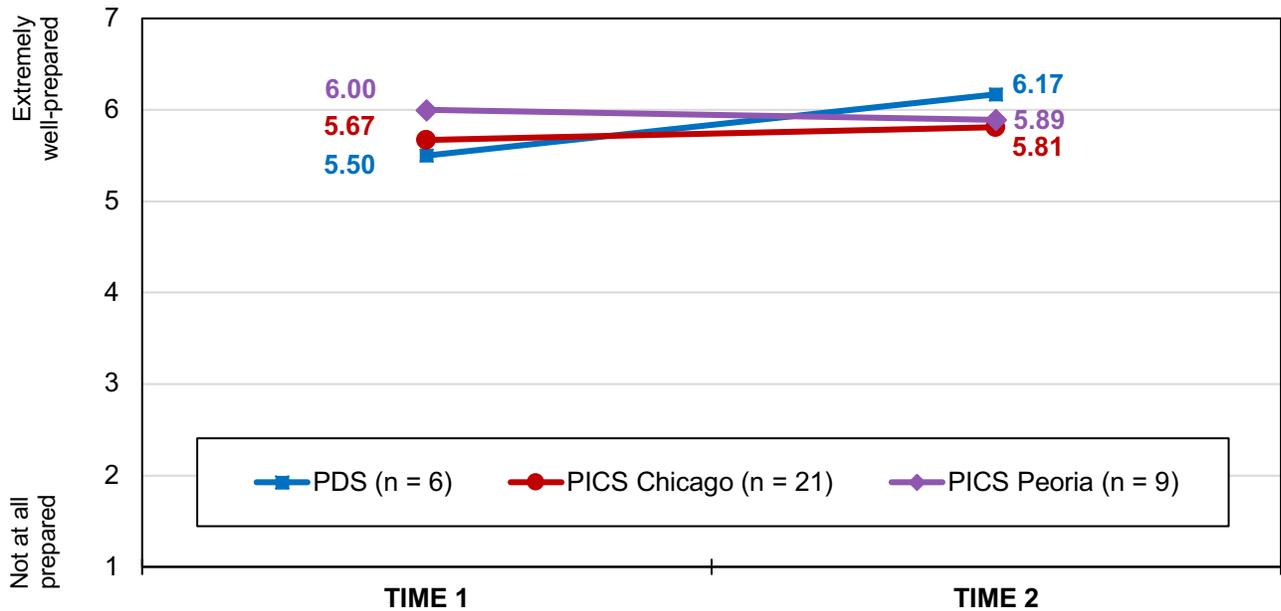
Mentors' Background

	PDS (n = 6)	PICS Chicago (n = 21)	PICS Peoria (n = 9)
Total teaching years	<i>M</i> = 18.50 Range: 8 to 27	<i>M</i> = 14.64 Range: 4 to 48	<i>M</i> = 15.22 Range: 5 to 30
Teaching years at current school	<i>M</i> = 11.67 Range: 4 to 27	<i>M</i> = 10.19 Range: 2 to 25	<i>M</i> = 9.00 Range: 3 to 18

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

Communities Taught in	Number of Cooperating Teachers
Little Village	8 (22.22%)
Peoria	8 (22.22%)
Albany Park	5 (13.89%)
Pilsen	3 (8.33%)
Archer Heights	1 (2.78%)
Back of the yards	1 (2.78%)
Beverly	1 (2.78%)
Downers Grove	1 (2.78%)
East Bluff	1 (2.78%)
Gage Park	1 (2.78%)
North Center	1 (2.78%)
Old Irving Park	1 (2.78%)
Rogers Park	1 (2.78%)
West Garfield	1 (2.78%)
West Side	1 (2.78%)

Mentors' Overall Perceptions of Student Teachers' Level of Preparation

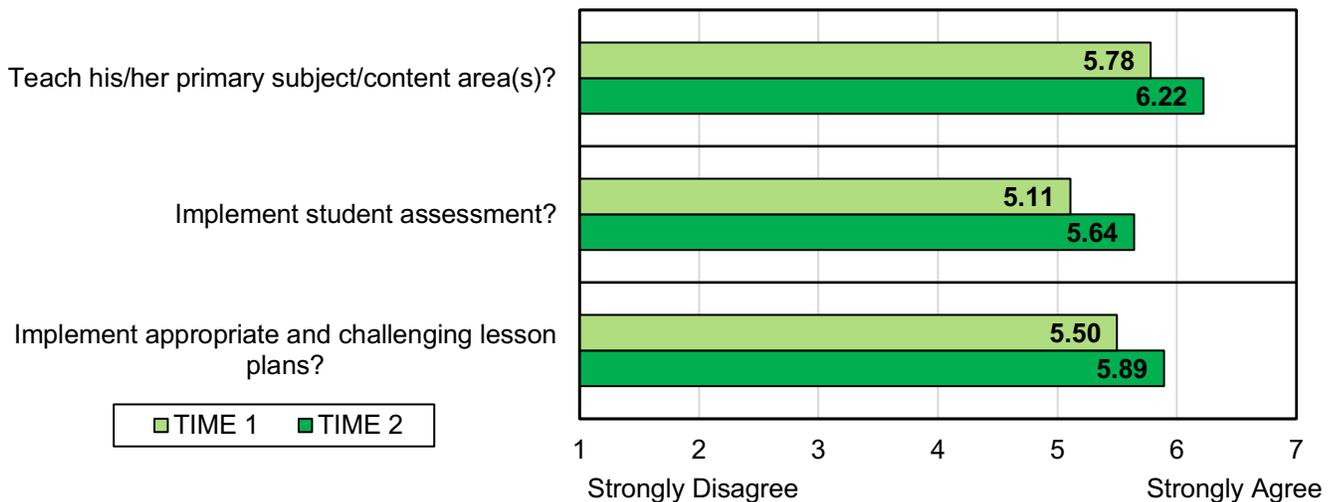


PDS and all PICS Chicago mentor teachers rated their mentee student teachers' level of preparation higher at *Time 2*, compared to pre-program levels while PICS Peoria mentor teacher rated their mentee students lower at *Time 2*. However, these changes were not statistically significant.

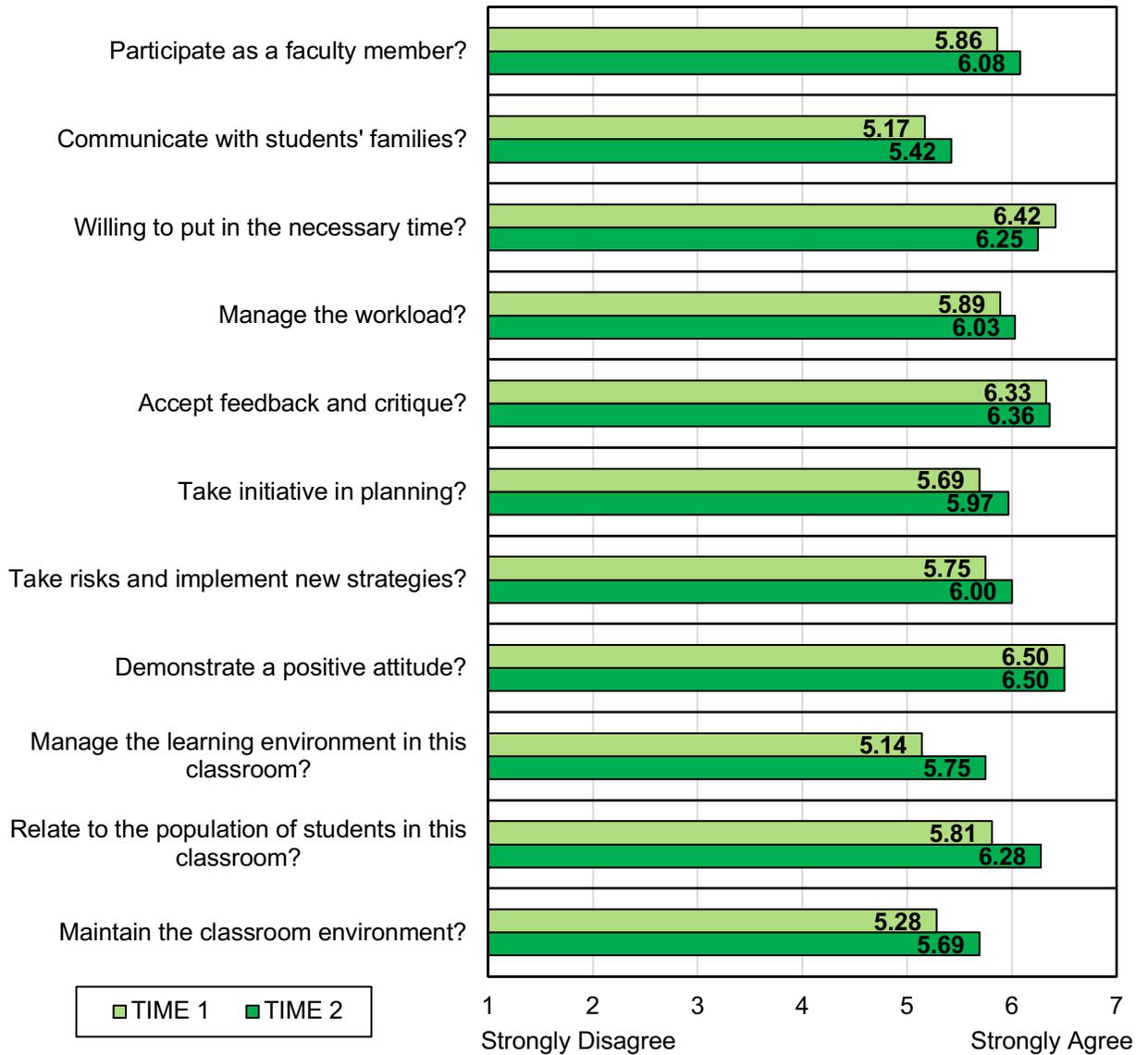
Mentors' Ratings for Students ¹

At the program's beginning (*Time 1*) and again at the program's conclusion (*Time 2*), cooperating/mentor teachers were asked to provide feedback regarding various aspects of their mentee student teachers' level of preparation. At *Time 2*, cooperating/mentor teachers also rated their student teachers' level of classroom involvement. The figures below depict the average item for all programs.

How prepared is your student teacher/mentee to...

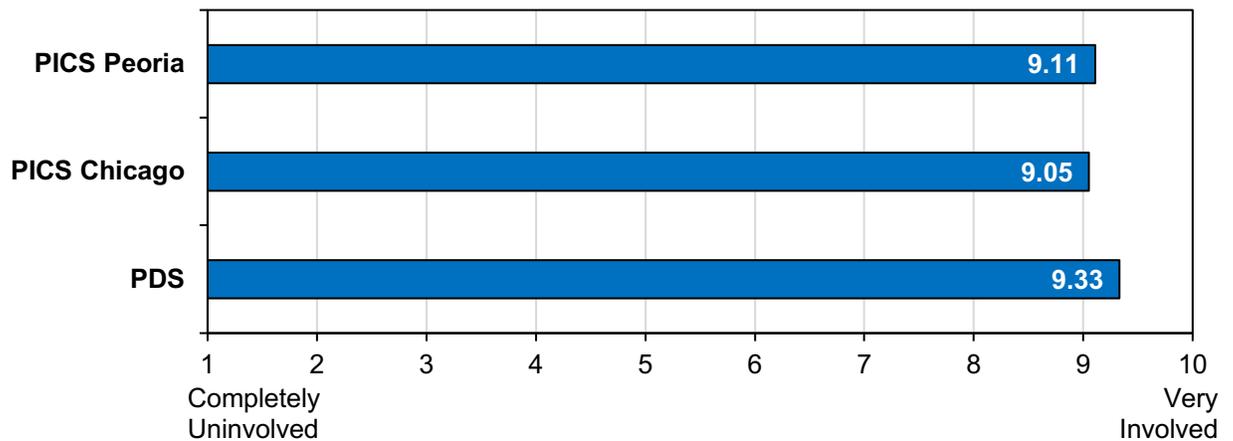


¹ Please note that the items chart continues on the next page



How involved was your student teacher in the classroom?

Level of involvement in the classroom



Mentors' Qualitative Comments

PDS Interns

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

Mentor A, Time 1: [Student] came in ready to learn and teach. [They have] a very positive attitude. [They are] eager to teach and is always excited when [they] gets the opportunity to teach lessons.

Mentor A, Time 2: [Student] was able to take full control of Language Arts, so I feel [they are] confident to teach it. [they] observed and taught a few lessons in other subject areas and has a good idea of how those subjects are run.

Mentor B, Time 1: [They are] well prepared and is very open to coaching and feedback. [They have] started to take the initiative to research and suggest possible changes to routines that have not been 100% effective. I am very open to new ideas with a fresh set of eyes. [They have] a very good rapport with the students!

Mentor B, Time 2: [Student] is prepared and ready to begin teaching!

Mentor C, Time 1: [Student] has a positive attitude and is willing to do anything I ask of [them]. [They are] always on time and stay as long as I do after school.

Mentor C, Time 2: [They are] very prepared! They have a great work ethic and a great love for [their] profession!

Mentor D, Time 1: Very professional, prepared, compassionate

Mentor D, Time 2: [Student] has many of the qualities that are the hallmarks of a successful teacher: knowledge of [their] field, fine organizational skills, and an excellent ability to relate well with students, parents, staff and administrators.

Mentor E, Time 1: [They are] very hard working and is always open to critique that'll help [them] grow as an education. There are lots of curriculum and resources [they need] to familiarize [themselves] so it's a learning process. They have always been very eager to learn and invest time in these things.

Mentor E, Time 2: [Student] is definitely well prepared. If there is anything [they don't] know, [they]ll make an effort to learn it. Always eager to keep on learning and improving [their] instruction.

Mentor F, Time 1: [Student] is able to keep an open mind about the different layers and expectations of teaching. [They are] working very hard at building a positive relationship with the students in the class. [They are] very helpful and integrate [themselves] into the different activities throughout the day. They are also on managing the workload from planning to delivery.

Mentor F, Time 2: [Student] will be able to adapt to any classroom [they] start [their] career in. [They] might benefit, however, starting with younger students in order build [their] confidence around students and gain valuable classroom management strategies. Furthermore, if [they] continue to brush up on [their] content knowledge, [they] will be able to more successfully implement the lessons they are teaching.

Regarding their level of involvement in your classroom?

Mentor A: [Student] was always extremely involved. [They] helped with anything and everything!

Mentor B: [Student] was very involved with my students and their families. [Their] communication with families was good. [They] built relationships with the students and [were] very well received.

Mentor C: They have been greatly involved all the way. They have been a great asset during this unprecedented switch to e-learning.

Mentor D: [Student] had an excellent rapport with the students. [They] had patience, compassion and understanding. [They] showed a sincere interest in them as individuals.

Mentor E: [Student] was always very much involved since the beginning. [They] even ran , "The Breakfast Club" at school where [they] helped students with homework and social-emotional needs.

Mentor F: [Student] was always willing to work with the students. Sometimes [they] needed specific tasks to do and encouragement to reach out to the students when I was teaching.

How did the transition to remote learning affect your mentorship?

Mentor A: Sadly, it was unfortunate. We still kept in touch but since we as the classroom teachers were trying to figure out remote learning ourselves, we didn't have [Student] take full control. [Student] joined our google meets with students and did some read alouds. We tried our best to keep [them] in the loop!

Mentor B: It was a little tricky, but [Student] taught several lessons via Google Meets and was a daily participant in our live sessions.

Mentor C: [Student] and I collaborate on Google Meet lessons and on ways to introduce platforms such as ABCYA to supplement the online math curriculum. [Student] helped me create spreadsheets to keep track of students' online participation and engagement. We are learning together, and they have been a tremendous help!

Mentor D: [Student] added to our website and remote learning lessons.

Mentor E: *[Student's] direct involvement in our Google Classroom was limited due to not having access but we managed to include [them] in some way. [Student] recorded [themselves] doing our weekly chapter book readings and ran our discussions on Fridays. Always attended our meeting ready with comprehension questions to guide the discussions.*

Mentor F: *[Student] and I were never able to resume the pending goals we had created when [they were] teaching. Sadly, it was very hard to give [them] access to the online tools I was using remotely due to District restrictions. Furthermore, coplanning was difficult as we were more focused on transitioning students to remote teaching- accessing resources, accessing devices, etc. [They were] able to take lead in one subject and was always willing to assist in areas [they] could.*

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

Mentor A: *I think it's critical that student teachers learn how to work with students with social emotional needs. Amanda is great with our students and has learned how to handle students with SEL needs from observing teachers in action.*

Mentor B: *I feel that [Student] has been well prepared for the classroom. The rest will come with experience.*

Mentor C: *Taking initiative to plan and implement lessons. Making sure to prioritize establishing a meeting time once a week to check in with mentor. Taking notes of observation of teacher and students. Walking around the room to monitor students vs sitting back and waiting to be told what to do.*

Mentor D: *Working with ESL students.*

Mentor E: *Perhaps brief introduction to accommodations and supports for ELLs and SPED students.*

Mentor F: *The understanding of content is very important at the elementary level. If you don't understand what you are teaching developing lessons and delivering them can be very difficult.*

PICS Chicago

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

Co-op A, Time 1: *[Student] has a wonderful philosophy for teaching. [They need] to build confidence in [their] skills as they relate to managing an entire classroom of students, but [they accept] constructive criticism well and work to improve on everything I offer in terms of feedback. Most things with teaching come from experience, and [they are] making the most of [their] experience here to prepare [themselves] for [their] future as a teacher.*

Co-op A, Time 2: *While [Student] certainly improved over their time as a student teacher, especially these past few weeks, I still can't say with confidence that [they] seem fully ready to teach on their own. As mentioned previously, I felt frequently that any time I suggested [they] do any whole-group planning or teaching that I was met with resistance, or perhaps more accurately a lack of enthusiasm. [They don't] seem "excited" to teach, but rather obligated to do so. Planning ahead was a persistent challenge, and [they] didn't seem to have the resources or know where to turn for materials to help [them] execute what [they] needed to accomplish in the classroom. I think once [they were] made to write and implement [their] own lessons, [they] started to develop a better understanding of how to put together a well-rounded lesson but I do wish [they]d had time to do more.*

Co-op B, Time 1: *[Student] is AMAZING! [Student]'s been a huge help to me.*

Co-op B, Time 2: *Very prepared.*

Co-op C, Time 1: *My student teacher seemed well prepared at the beginning and had some lesson ideas already prepared for [their] EdTPA.*

Co-op C, Time 2: *We had a very short time together so there was definitely room for further growth. I think [they are] well prepared but will need to continue to learn to teach students at a level that is more attainable for them. Some content was too difficult or mature for them and they were uninterested.*

Co-op D, Time 1: *[They are] very eager, and [they are] comfortable in front of students. I feel like I keep pushing [them] to try new strategies. We plan the unit, assessment, and major learning tools with a course team to maintain the rigor of the course between teachers in the building. [They have] control over how the daily activities are implemented - strategies in the classroom. I think [Student] was expecting to control more of the curriculum and assessments. This might make [them] feel like [they] should not take the initiative to try new things for the daily tasks.*

Co-op D, Time 2: *I think [they are] prepared to take on a classroom. Like any first-year teacher, [they will] need coaching.*

Co-op E, Time 1: *I think [they will] do fine*

Co-op E, Time 2: *I do believe that [they are] prepared to teach due to the above information, however, [they] still need to improve on organization and classroom management.*

Co-op F, Time 1: *Ready to take on the challenge but maybe not sure where to start. Certainly willing to begin teaching and committed to achieving success.*

Co-op F, Time 2: *I think [Student] is prepared to enter the profession and will only continue to improve with each year [Student]'s in the classroom. [They have] grown tremendously in the past few months and [their] openness to receiving feedback will serve [them] well.*

Co-op G, Time 1: [Student] took initiative to work with the students from the 1st day in the class.

Co-op G, Time 2: I feel [Student] is prepared to teach Blind and Visually Impaired students. [They do] well managing 1-2 students at a time but may have difficulty managing more than that.

Co-op H, Time 1: [Student] was very willing to teach and learn. [They are] a Special Educator and was not prepared for the Content Area (Biology). This is not uncommon for licensed teachers. [They have] been working hard to learn the new curriculum.

Co-op H, Time 2: [Student] has the necessary skills to teach.

Co-op I, Time 1: I felt my intern was well prepared when [they] started. [They] jumped right in to guiding a literacy center for me. With some guidance, [they were] able to facilitate small groups & is currently doing so.

Co-op I, Time 2: Even though [they] didn't fully take over the classroom, [they] will be ready to teach in the Fall. From day 1, I had [them] working at a center. [They were] always involved and [were] a hard worker.

Co-op J, Time 1: [Student] was ready to jump in from day one. [They were] genuinely interested in getting to know all learners and how they learn best.

Co-op J, Time 2: [They are] very prepared - [their] planning, classroom environment, and instruction is beyond the skills of a new teacher.

Co-op K, Time 1: [Student] is very prepared and eager to learn and practice.

Co-op K, Time 2: I believe [Student] is as ready as a new teacher can be.

Co-op L, Time 1: [Student] reached out before [them] assignment began and [they were] well prepared to move into [their] new role.

Co-op L, Time 2: Like many student teachers, [Student] needs more support and time to become skilled at planning cohesive units and series of lessons.

Co-op M, Time 1: [Their] head and [their] heart are in the right place. [They are] getting there.

Co-op M, Time 2: Even though the experience was cut short, [they] got to experience the real deal while [they were] there. [They are] well-prepared.

Co-op N, Time 1: [Student] was eager to learn and become a part of the school community. [They were] not afraid to ask questions about classroom routines and curriculum, so [they are] able to keep routines and curriculum consistent for the students.

Co-op N, Time 2: [Student] developed [their] ability to create lesson plans. [They] still need to develop [their] ability to control the classroom at all times, but with time that will come. I don't know if [Student] had ever fully switched [their] mindset from college to teaching, as I was hoping to spend more time with [them] to build that. Sometimes it is difficult for student teachers to view themselves as teachers and not as students anymore. All lessons are high stakes, and not just an experience they are living through. Teaching (especially your first couple of years) takes dedication outside of the school day. Even though some assignments from ISU seem tedious, they really do help prepare a student-teacher for real life. However, I truly do think [Student] has fundamental skills to have a successful teaching career, some skills come with experience.

Co-op O, Time 1: Well prepared, mature, intuitive, calm, good command of classroom.

Co-op O, Time 2: Very well prepared.

Co-op P, Time 1: [Student] contacted me immediately before [their] designated arrival date and requested an opportunity to visit and observe the students in the school's normal environment. [Student] entered with an obvious enthusiasm and solid plans and ideas to implement strategic academics and classroom management.

Co-op P, Time 2: [Student] is very prepared to take on the challenges of running [their] own classroom.

Co-op Q, Time 1: [Student] is eager to help and be part of the class. [They] takes initiative without me telling [them] what to do.

Co-op Q, Time 2: [They are] very well prepared.

Co-op R, Time 1: I was impressed by [Student]'s knowledge of content and SPED in general. [They have] always had such a positive outlook from the start.

Co-op R, Time 2: I feel [Student] is beyond prepared to be successful in the field.

Co-op S, Time 1: [Student] had questions as expected but [they are] very open to learning and guidance that [they] gave me the confidence to put [them] to the task.

Co-op S, Time 2: I believe [they] would thrive as a band director. [They are] great at providing [their] lessons and differentiating for visual/auditory/kinesthetic learners.

Co-op T, Time 1: [They seem] eager to learn and [were] very observant and respectful wanting to maintain the culture of my classroom. [their] questions show [they have] a good understanding of how to deliver content and create lessons.

Co-op T, Time 2: [They were] very well prepared to design and implement lessons. [They] had knowledge of a variety of resources that [they] could use in the classroom.

Co-op U, Time 1: [Student] appears to be prepared to step into the role as a teacher and demonstrates classroom management skills. [They have] not started to write [their] own lessons so I'm unsure how prepared [they are] for that responsibility.

Co-op U, Time 2: No Response.

Regarding their level of involvement in your classroom?

Co-op A: I would describe [Student] as a very willing follower but a hesitant and uncomfortable leader. Perhaps I did not encourage [them] enough--that is definitely a possibility. But I never discouraged [them] when [they] came to me with something [they] wanted to do, and I

would have liked to see [them] get more involved within the school outside the classroom as well. I was surprised that there was no expectation of implementing [their] own classroom management technique, or joining a committee, or anything else that would have helped [them] integrate [themselves] more into the classroom and the school. Perhaps there was, but that was never communicated to me, and even [Student] seemed unclear at times about the expectations for [them] through [their] program.

Co-op B: Very involved.

Co-op C: I was pleased with how eager [they were] to take over in the classroom. [They] had a lot of good ideas and jumped right in.

Co-op D: [Student] took on the full load of work and made it [their] own. [Student] worked with the course team and aligned [their] plans to theirs.

Co-op E: [They are] very involved in the classroom and relates well with the students. [They have] good communication with them.

Co-op F: [Student] was always willing to lend a hand and by the end of [their] teaching experience was able to anticipate where to assist in the classroom. Unfortunately, due to the Covid-19 pandemic, [they] never really had the opportunity to fully assume responsibility for all courses and sections, but [their] ability to help shift instruction to the online remote learning was very helpful for me and our students.

Co-op G: [Student] was involved in all aspects of my classroom.

Co-op H: [Student] was involved in the classroom because I made [them] get involved. I am not sure [Student] wanted this placement or was happy in this placement.

Co-op I: As mentioned above, [they were] always willing to help with leading a center or a mini lesson, grading, as well as taking over when I needed [them] to.

Co-op J: My student teacher was highly involved in my classroom. [They] took on small groups even when [they were] not in take-over of a certain subject and was involved in all activities.

Co-op K: [Student] was entirely involved and took on all aspects of teaching.

Co-op L: [Student] was less involved with my class because [they] only taught one section, or at least that's what I'm assuming

Co-op M: [They were] fully involved in most aspects of teaching, but I wish [they] could have had the opportunity to design an assessment and create and use a rubric to get comfortable with this. Also, I did not have an opportunity to push [them] to communicate with families.

Co-op N: [Student] was involved in the classroom and developed close relationship with many students when we were still in school. [Student] needed to still develop [their] ability to manage all aspects of a classroom, including making sure things were organized and taking the time to do small things that I would do every day to ensure the classroom ran smoothly. I think if we had more time, [they] would have developed this area more.

Co-op O: Bonded with students, got to know them very well, involved in every aspect of the classroom.

Co-op P: After careful observation, [Student] became involved by asking pertinent questions and participating by assisting the students, making copies, completing assessments, keeping excellent records, and sharing [their] skills in technology. As time progressed, [they were] able start teaching and slowly became comfortable in this area, as well. [Student] is self-motivating and is willing to ask questions and share [them] ideas.

Co-op Q: [Student] has been very involved.

Co-op R: [Student] assumes all the responsibilities that went along with 100% involvement and management of the classes.

Co-op S: [they were] up for all tasks. [they] saw how hard I work and was there beside me, working.

Co-op T: Megan was very involved in the classroom. [they] immediately began helping with small groups and then took over classes on [them] own. [they] continued to be involved once we switched to remote learning.

Co-op U: No Response.

Any additional comments or suggestions?

Co-op A: Overall, despite the concerns I have about [Student]'s readiness to teach, I do think [they] worked hard and that [they] did get an opportunity to grow as a teacher once [they] accepted more responsibility in the classroom. [they are] a kind person who seemed very stressed/anxious throughout the experience about the amount of work needed to be done. I do understand that student teaching from Day 1 of the school year is difficult...the first 3-4 weeks of any school are spent setting up the classroom, inevitably in the way of the cooperating teacher because it will, after all, be the cooperating teacher's classroom long after the student teacher's time has ended Beginning student teaching on the first day of school postponed everything that could have been accomplished through [them] student teaching experience, because as a teacher you know there is no room for error during those first 20 days...you BOTH have to get to know the kids, you have to get to know each other, and you have to establish a healthy classroom environment to set up the rest of the year for success. For [Student] this meant setting up my classroom management and academic routines and then, once those were established, the two-week strike happened. I do think that start to [them] semester ended up being difficult for [Student], and that's not really [their] fault. I think with 2-3 more weeks [Student] would be in much better shape...it makes me wish ISU had relocated their student teachers to a charter school or

suburban school during that strike time to avoid such a relapse/gap in their progress in the classroom. Every teacher has a lot to learn and good teachers are always striving to learn more, so hopefully [Student] will move on from this experience having grown but also ready to continue to grow.

Co-op E: Keep working on organization skills and classroom management.

How did the transition to remote learning affect your mentorship? [Spring Only]

Co-op F: We discussed how to best narrow the curriculum to focus on the essential learning for upcoming units and [Student] fully participated in our daily office hours. When students were not present, we discussed the coming week's activities and [they] provided individual feedback to students and entered grades in a timely manner.

Co-op G: It was difficult because [they] did not have access to Google Classroom. We used multiple email addresses and it just did not work. Student teachers need to have access to the same things we have access to, to make it successful.

Co-op H: I tried to mentor [them]. [Student] was not very available or responsive to my reaching out.

Co-op I: We both just jumped right into it as all the other teachers did as well. We would have weekly calls to communicate what we were doing for the following week. [they] made pre-recorded videos for me with read alouds and mini lessons.

Co-op J: [Student] and I were able to co-plan and [they] joined our Google meet sessions.

Co-op K: This wasn't the smoothest, because at first, I wasn't clear about what I needed from [Student], and it was almost impossible for [them] to grade the assignments students completed during remote learning because they were all submitted via google classroom. However, when I asked [Student] for activities for the students, [they] gave me assignments and lessons through the last day of [them] student teaching.

Co-op L: [Student] did not contact me after remote learning until I asked [them] to grade some exams that students sent. I saw no initiative to continue working with the students, but I understand there was little guidance from the district or schools involved.

Co-op M: It derailed everything that we were working on. Ms. West continued to fully participate, though.

Co-op N: I think it was difficult to adjust quickly for teachers, and then keep student teachers as involved as possible. [Student] did reach out and I shared what I was doing, but I think a lot of it was me attempting to keep [them] involved. It was a big adjustment for everyone, and by the end, [they were] attended out Google Meets sessions.

Co-op O: [Student] continued to stay active and involved with the students. [they] continued teaching a Social Studies unit on the U.S. Constitution remotely and effectively.

Co-op P: This did cause a little bit of an adjustment at first, but with [Student]'s technology skills, this worked out okay.

Co-op Q: I had a hard time figuring out how to co-plan with [Student] but once we got the hang of it, [they] (we) did well.

Co-op R: During the transition we still frequently communicated. In addition to this, [Student] still completed remote learning lesson plans for the remaining weeks of [their] placement.

Co-op S: I did not get to have [Student] for [their] 2nd half because [they were] in the Elementary school placement.

Co-op T: It is more difficult to give feedback since our direct instruction time is limited. However, we have been able to maintain daily contact through email and sometimes we do virtual meetings to plan lessons.

Co-op U: No Response.

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

Co-op A: All teachers should be willing and ready to get to know their students on a personal level, to take backgrounds and individual situations into account when planning and preparing, and to make individual success a priority. Flexibility, an open-mind, and a passion for working to improve the academic outlooks of students in the public education system are necessary for success as an education in Chicago Public Schools.

Co-op B: Behavior management is the most important skill set when working with a difficult student population.

Co-op C: I think students in college teacher preparation programs should be made aware of differences in culture when coming from central Illinois into more urban or culturally/ethnically diverse settings. Classroom management, lesson planning, etc. are so dependent on WHO the students are.

Co-op D: [Student] needs a larger bank of strategies for student engagement, classroom management, and differentiation.

Co-op E: Grading and classroom management.

Co-op F: Classroom management skills that foster a positive rapport between the teacher and student.

Co-op G: I think, in the future, it is important for the students to know how to work with students at varying levels at the same time.

Co-op H: For Special Educators who want to teach High school: They need to understand that the Content Area may not be suitable to their skill set or expectations. They need to be prepared for any and all subjects.

Co-op I: Make sure they are open minded, flexible and have strategies for classroom management and behavior issues.

Co-op J: Behavior strategies for a variety of learners.

Co-op K: Classroom management.

Co-op L: Perhaps to consider the ways in which we can expand on a sometimes-limited euro-centric, male dominated, curriculum.

Co-op M: Empathy, willingness to learn about students' lives and backgrounds.

Co-op N: Making instructional decisions based on formative and summative ratings. How to read NWEA data and adapt grade-level standards to meeting the needs to students.

Co-op O: ESL students particular needs.

Co-op P: More classroom management strategies for the more difficult student population.

Co-op Q: Communicating with mentor teachers; taking initiative; managing workload; differentiation.

Co-op R: The application process of implementing all they have learned.

Co-op S: Urban-School setting classroom management techniques. [Student] has not had any problems but I believe classroom management techniques are essential for any learning to truly happen.

Co-op T: Students should be exposed to a variety of grading practices, especially standards-based grading and competency-based education practices/theory.

Co-op U: None that have surfaced so far.

PICS Peoria

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

Co-op A, Time 1: [Student] was very prepared and eager to get started. However, [Student] was surprised and ill prepared when encountering such a large number of students below grade level. I believe this took some getting used to.

Co-op A, Time 2: [Student] will have some growing pains in regard to classroom management but is prepared for full-time teaching.

Co-op B, Time 1: Excellent! Good work ethic, enthusiastic, prepared to do lesson plans and take data.

Co-op B, Time 2: I am extremely impressed with the level of preparedness!

Co-op C, Time 1: Well prepared; comfortable in front of students; hard worker.

Co-op C, Time 2: Ready to be a teacher.

Co-op D, Time 1: I am very impressed with the initiative [Student] has taken and the respect [they have] shown with the classroom rules/expectations that are implemented already in the classroom.

Co-op D, Time 2: I believe [Student] is very prepared to begin teaching in [their] own classroom. [They have] a great knowledge for classroom management and is able to execute [their] lessons in an appropriate way for the grade level [they are] teaching. [They] will make a perfect addition to any educational setting.

Co-op E, Time 1: [They are] super intelligent and eager! [Student] took the time to get to know the students the first week and jumped in teaching half the classes the second week.

Co-op E, Time 2: Plenty of room for growth, but foundations are there.

Co-op F, Time 1: [Student] has met my expectations for being prepared. [Their] paperwork and lesson plans are great. [Student] is open to learning and has the skills I would expect. [They do] not yet know early childhood but I would not expect [them] to. [Student] knows and uses language development strategies well.

Co-op F, Time 2: I expect [Student] will do fine. [They] will need to grow in assessment practices as well as in engaging [their] students on a deeper level but [they are] on the right track.

Co-op G, Time 1: Very positive and well prepared.

Co-op G, Time 2: I think [Student] will do well with a mentor to guide [them].

Co-op H, Time 1: [They] came in seeming prepared to get started and eager to get in with students.

Co-op H, Time 2: I believe [Student] has all the base knowledge and good attitude required to transition well into the first year of teaching.

Co-op I, Time 1: [Student] has a great attitude and was ready to jump in and help out however [they are] needed. [They are] organized, communicates well, and is proactive in [their] relationships with students and planning.

Co-op I, Time 2: I believe [they are] ready to have [their] own classroom and will flourish. [Student] is a hard worker and understands the many facets of being a teacher.

Regarding their level of involvement in your classroom?

Co-op A: [Student] was a great addition to the classroom. [Student] jumped right in at the very beginning and had great command of the content.

Co-op B: [Student] is/was 100% involved in all classroom activities.

Co-op C: Ready for [them] to take over, [they were] able to fill in when I wasn't here with a sub.

Co-op D: From the beginning of [Student]'s placement, [they have] been very hands on with management and planning. Even with remote learning, [they are] still willing to help with anything. [They have] been recording lessons with me and [have] completed read-alouds so students can still connect with [them] during this time.

Co-op E: Made good connections with students.

Co-op F: [Student] was very involved and willing to do whatever was asked of [them].

Co-op G: [Student] was involved with the students but struggled a bit with management of classroom staff and setting expectations.

Co-op H: [They] settled well into the classroom and developed proper involvement with all of the students and fellow teachers.

Co-op I: [Student] impressed me with [their] ability to establish relationships with the kids and earn their trust.

Any additional comments or suggestions?

Co-op B: [Student] is my second student teacher from ISU. I am thoroughly impressed with the quality of student teachers! Kudos to the Education/Special education department at ISU!

Co-op C: [They] did a fine job. [They were] prepared.

How did the transition to remote learning affect your mentorship? [Spring Only]

Co-op D: We have had to be very flexible and creative. With the relationship we have developed over the experience, we are still in constant contact. [They are] still attending grade level meetings and planning with me. The difficult thing is [Student] not being able to access MS Teams without a district email. Even with a form being filled out, [they were] unable to gain access. This access would have made it possible to post assignments, talk with students, and attend scheduled meetings without having it to be forwarded to [them]. With that being said, we made it work and made sure [they were] involved as much as possible to continue the connections with students and gaining experience with remote learning.

Co-op E: [Student] was in England by then.

Co-op F: [Student] is in Deaf ED and left for [their] second student teaching placement before schools closed.

Co-op G: It was a huge struggle. Not only were teachers expected to learn a new online learning program, but then 2 weeks in, I heard [Student] needed to participate as well so then I needed to guide and train [them] on Microsoft Teams. It was difficult to complete the final due to the area that I was not able to observe [Student] in many areas of the rubric and Domains 1-4.

Co-op H: It inhibited working together a bit due to the setup of how remote learning was being implemented, but we maintained communication and improvised to incorporate further experience and interaction with students for [Student] as much as possible.

Co-op I: It was difficult, [Student] maintained frequent communication and was able to help make the transition to remote learning for our students and staff. [They were] able to quickly turn [their] plans for units into at home learning packets and lesson plans for students to follow at home.

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

Co-op A: Again, a large majority of students in my school arrive in 8th grade 2 or more grades behind. A lot of scaffolding is necessary in order to teach the standards appropriate to grade level, sometimes 2 days of review from 6/7th grade before teaching new content. Also, traumatic events are scattered throughout the lives of the majority of my students. Trauma informed teaching/education is a necessary requirement for working with this population.

Co-op B: *Work/life balance, lesson planning, keeping data.*

Co-op C: *Behavior management.*

Co-op D: *I believe the importance for students at colleges to be aware of is classroom management. It is also important to know that every group of students are different and to adjust your management to fit best with the students in your classroom.*

Co-op E: *Flexibility, patience, ability to relate to students.*

Co-op F: *Language development and listening strategies as well as behavior management. They should know how to make language tasks more difficult and easier as well as have a variety of behavior management strategies.*

Co-op G: *Behavior management; collaboration with staff; flexibility.*

Co-op H: *For our particular case in special education, students should be prepped for any type of student that they might see in their caseloads.*

Co-op I: *Our needs are diverse, there is a lot of planning and differentiating that goes into planning for this classroom. The most important thing [they] can do is to come up with a lesson planning style that is thorough without being overwhelming to write.*