

APPENDICES

Appendix Table 1: Summary of Survey Counts and Response Rates

Survey Administration	Timeline	Response Rate
PST Pre-Student Teaching	Fall: Aug-Sep 2014 Spr: Dec-Jan 2015	84%
PST Post-Student Teaching	Fall: Dec 2014-Jan 2015 Spr: May-June 2015	65%
CT Post-Student Teaching	Fall: Dec 2014-Jan 2015 Spr: May-June 2015	73%

Note: Over half (57%) of PSTs in our sample completed both a pre and a post student teaching survey. For more details about the response rates and samples see Authors (forthcoming).

Appendix Table 2: Comparing Analytic vs. Non-Analytic Sample of PSTs, CTs, and FPSs

	<i>Non-Analytic Sample (n=817)</i>		<i>Analytic Sample (n=305)</i>		
	N	Percent/ Mean	N	Percent/ Mean	Chi-Square/ T- Test Difference
<i>PSTs</i>					
Male	723	26.0%	304	28.0%	0.4
White	817	56.7%	305	57.4%	0.0
Latino	817	14.1%	305	22.0%	10.2**
Black	817	7.1%	305	10.2%	2.9
Asian	817	6.6%	305	5.6%	0.4
Other	817	17.3%	305	5.9%	23.5***
Graduated from CPS	753	19.1%	305	28.5%	11.2**
Undergraduate GPA (1-100 scale)	727	89.1	305	91.6	2.5***
Prior teaching experience^	424	31.4%	220	30.5%	0.1
Age during student-teaching ^	422	25.6	218	26.2	0.8
Parent during student-teaching ^	425	11.3%	219	11.9%	0.0
Self-perceived preparedness^	431	0.0	225	-0.0	0.0
CT-perceived preparedness^	439	-0.0	226	0.1	0.1
<i>CTs</i>					
Male	563	25.4%	282	24.1%	0.2
White	563	69.6%	282	66.0%	1.2
Latino	563	20.1%	282	23.4%	0.2
Black	563	10.1%	282	11.0%	1.3
Asian	563	6.4%	282	3.2%	3.8
Other	563	3.7%	282	5.3%	1.2
Graduated from CPS^	431	26.5%	220	28.6%	0.4
Advanced degree (e.g. M.A.)	563	76.6%	282	78.0%	0.2
Tenure	562	91.8%	280	92.1%	0.1
National Board certification	562	18.7%	280	18.6%	0.0
Years of CPS service	555	11.8	278	12.1	0.2
Average Observational Rating	555	3.5	279	3.5	0.0
Reading VAM	143	0.2	86	0.2	0.0
Math VAM	106	0.2	68	0.1	-0.1
PST Perception of CT Teaching Effectiveness (Standardized Rasch)^	425	0.0	220	-0.0	0.0
<i>Field Placement Schools</i>					
Concentration of poverty (scon)	608	-0.1	295	-0.0	0.1**
High school level (9-12)	615	27.6%	299	33.4%	3.3
Majority Black students	608	10.2%	295	13.6%	2.2
Majority Latino students	608	34.9%	295	40.7%	2.9
School prior achievement	600	0.2	292	0.1	-0.0
PST-Perceived working conditions (3.5 or higher, out of 4)^	410	61.8%	222	62.6%	0.0
5E: Involved Families	589	67.1	282	65.9	-1.1
5E: Collaborative Teachers	592	62.6	282	61.4	-1.4
5E: Ambitious Instruction	592	67.2	285	67.0	-0.1
5E: Supportive Environment	589	56.9	285	55.1	-1.4
5E: Effective Leader	589	54.6	282	53.5	-1.2

^ These items draw on PST or CT survey items and therefore have lower sample sizes than other PST items, which draw on registration data or other CT items, which draw on personnel data. (Note: +p<0.10; *p<0.05; **p<0.01; ***p<0.001)

Appendix Table 3: Comparing Within Analytic Sample of PSTs and CTs

	<i>Do Not have Focal Preparedness Measure</i>		<i>Have Focal Preparedness Measure</i>		
	N	Percent/ Mean	N	Percent/ Mean	Chi-Square/ T-Test Difference
<i>PSTs</i>					
Male	80	32.5%	224	26.3%	1.1
White	80	48.8%	225	60.4%	3.3
Latino	80	30.0%	225	19.1%	4.1
Black	80	15.0%	225	8.4%	2.8
Asian	80	2.5%	225	6.7%	1.9
Other	80	3.8%	225	6.7%	0.9
Graduated from CPS	80	35.0%	225	26.2%	2.2
Undergraduate GPA (1-100 scale)	80	90.8	225	91.9	1.1
Prior teaching experience^	N/A (These items are based on PST survey items, so no PST has this information and lacks a focal preparedness measure)				
Age during student-teaching ^					
Parent during student-teaching ^					
<i>CTs</i>					
Male	57	28.1%	225	23.1%	0.6
White	57	57.9%	225	68.0%	2.1
Latino	57	21.1%	225	24.0%	0.2
Black	57	12.3%	225	10.7%	0.1
Asian	57	1.8%	225	3.6%	0.5
Other	57	7.0%	225	4.9%	0.4
Advanced degree (e.g. M.A.)	57	71.9%	225	80.0%	1.5
Tenure	57	93.0%	223	91.9%	0.1
National Board certification	57	7.0%	223	21.5%	6.3*
Years of CPS service	56	12.6	222	11.9	-0.6
Average Observational Rating	56	3.4	223	3.5	0.1
Reading VAM	15	0.4	71	0.1	-0.3
Math VAM	13	-0.0	55	0.1	0.1
PST Perception of CT Teaching Effectiveness (Standardized Rasch)	50	-0.0	170	-0.0	0.0

Note: +p<0.10; *p<0.05; **p<0.01; ***p<0.001

Appendix Table 4: Correlation Matrix of PSTs' First-Year Observational Rating and Domain-Specific Perceived Preparedness

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Overall Self-Perceived Preparedness	1.00														
2. Overall CT-Perceived Preparedness	0.06	1.00													
3. Overall Observational Rating	0.03	0.24	1.00												
4. Self-Perceived: Planning	0.76	0.02	0.07	1.00											
5. Self-Perceived: Instruction	0.88	0.00	0.02	0.63	1.00										
6. Self-Perceived: Environment	0.82	0.07	0.04	0.45	0.67	1.00									
7. Self-Perceived: Prof. Responsibilities	0.75	0.07	-0.10	0.47	0.54	0.51	1.00								
8. CT-Perceived: Planning	0.05	0.92	0.21	0.05	0.01	0.07	0.05	1.00							
9. CT-Perceived: Instruction	0.04	0.95	0.27	0.03	0.02	0.05	0.01	0.83	1.00						
10. CT-Perceived: Environment	0.03	0.91	0.23	-0.03	-0.05	0.07	0.07	0.76	0.84	1.00					
11. CT-Perceived: Prof. Responsibilities	0.07	0.91	0.19	0.04	-0.01	0.04	0.13	0.76	0.82	0.79	1.00				
12. Observational Rating: Planning	-0.02	0.18	0.91	0.06	-0.03	-0.02	-0.12	0.16	0.21	0.15	0.14	1.00			
13. Observational Rating: Instruction	0.10	0.22	0.89	0.11	0.10	0.13	-0.04	0.20	0.26	0.20	0.16	0.73	1.00		
14. Observational Rating: Environment	0.05	0.27	0.93	0.09	0.05	0.05	-0.07	0.22	0.30	0.24	0.22	0.81	0.87	1.00	
15. Observational Rating: Prof. Responsibilities	-0.03	0.21	0.82	-0.03	-0.03	0.01	-0.12	0.19	0.21	0.24	0.15	0.67	0.59	0.64	1.00

Appendix Table 5: Perceived Preparedness and First-Year Effectiveness as a Function of PST and CT Characteristics

	Self-Perceived PST Preparedness after Student Teaching		CT-Perceived PST Preparedness after Student Teaching		First-Year Observational Rating	
	A	B	A	B	A	B
<i>PST Characteristics</i>						
Male	-0.27+ (0.14)	-0.30* (0.15)	-0.21 (0.14)	-0.23 (0.21)	-0.06 (0.04)	-0.05 (0.06)
Asian (vs. White)	-0.24 (0.25)	-0.22 (0.29)	0.03 (0.27)	0.03 (0.34)	0.12 (0.09)	0.18 (0.12)
Black (vs. White)	0.15 (0.22)	0.06 (0.23)	-0.09 (0.20)	-0.17 (0.27)	0.01 (0.07)	-0.06 (0.10)
Latino (vs. White)	0.10 (0.16)	-0.02 (0.18)	0.03 (0.16)	-0.06 (0.22)	0.01 (0.05)	0.04 (0.08)
Other (vs. White)	-0.32 (0.25)	-0.42 (0.25)	-0.12 (0.26)	-0.30 (0.32)	-0.00 (0.08)	-0.07 (0.10)
Prior teaching experience	0.08 (0.13)	0.08 (0.14)	0.01 (0.16)	0.04 (0.17)	-0.02 (0.05)	-0.01 (0.05)
Undergraduate GPA	-0.01 (0.01)	-0.01 (0.01)	0.00 (0.00)	0.00 (0.01)	0.00 (0.00)	0.00 (0.00)
CPS graduate	0.19 (0.14)	0.20 (0.16)	0.06 (0.14)	-0.00 (0.20)	-0.02 (0.05)	-0.08 (0.06)
Parent during student teaching	0.18 (0.20)		-0.10 (0.24)		-0.10 (0.07)	
Age during student teaching	0.00 (0.01)		-0.02 (0.01)		-0.01+ (0.00)	
N		217		220		289
<i>CT Characteristics</i>						
Male	-0.16 (0.15)	-0.23 (0.19)	-0.04 (0.15)	0.06 (0.16)	0.01 (0.05)	-0.01 (0.06)
Asian (vs. White)	-0.00 (0.00)	-0.01 (0.00)	0.01 (0.00)	0.00 (0.00)	0.00 (0.00)	-0.00 (0.00)
Black (vs. White)	0.00 (0.00)	-0.00 (0.00)	-0.00 (0.00)	-0.00 (0.00)	-0.00+ (0.00)	-0.00 (0.00)
Latino (vs. White)	-0.00 (0.00)	-0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	-0.00 (0.00)	-0.00 (0.00)
Other (vs. White)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	-0.00 (0.00)	0.00 (0.00)
Advanced degree	0.04 (0.15)	0.02 (0.18)	0.07 (0.15)	0.15 (0.16)	-0.03 (0.05)	-0.10+ (0.06)
CPS graduate	-0.19 (0.16)	-0.15 (0.17)	0.07 (0.14)	0.06 (0.15)	0.04 (0.05)	0.06 (0.06)
White (vs. Non-White)	-0.00 (0.00)		-0.00 (0.00)		0.001* (0.000)	
N		161		212		213

Notes: See note for Table 6 for more details. (+p<0.10; *p<0.05; **p<0.01; ***p<0.001)

Appendix Table 6: PST and CT Perceptions of Preparedness Rasch Measures

Planning and Preparation (PST reliability=.90; CT reliability = .89) Planning Lessons Designing student assessments Selecting instructional Outcomes Using results From Assessments to Improve Teaching Anticipating student misconceptions about content when planning for class	Classroom Environment (PST reliability=.90; CT reliability = .89) Developing Relationships With Students Managing Students' Behaviors Implementing Classroom Routines & Procedures Developing Classroom Communities for Learning
Instruction (PST Reliability = .91; CT reliability = .92) Using developmentally appropriate instructional language Posing variety of questions to probe student understanding Facilitating Discussions Maintaining student interest Using variety of instructional methods Adapting curricula to fit students' needs Teaching subject matter	Professional Responsibilities (PST reliability = .89; CT reliability = .85) Maintaining Accurate Grades and Student Data Performing Administrative tasks Interacting with school administrators Communicating With Families Reflecting on teaching (CT only)

Appendix Table 7: Coaching Rasch Measures

<p>PST: CT Teaching Effectiveness</p> <p>(Reliability = 0.88)</p> <p><i>How effectively did your mentor teacher:</i></p> <p>Plan lessons</p> <p>Deliver instruction</p> <p>Create & maintain a positive classroom environment</p> <p>Model professionalism</p> <p>Teach in culturally responsive ways</p>	<p>CT: Domain-Specific Mentoring</p> <p>(Reliability = 0.72)</p> <p><i>How effective do you feel you were in mentoring your student teacher in each of the following areas:</i></p> <p>Planning lessons</p> <p>Delivering instruction</p> <p>Creating & maintaining a positive environment</p> <p>Modeling professionalism</p> <p>Teaching in culturally responsive ways</p>
<p>PST: Field Instructor Helpfulness</p> <p>(Reliability = 0.89)</p> <p><i>How often did your field instructor/supervisor conduct the following activities:</i></p> <p>Observed PST teach</p> <p>Provided PST with feedback on teaching</p> <p>Observed PST teach frequently enough</p> <p>Provided PST feedback frequently enough</p> <p>Provided feedback that helped PST learn to teach</p> <p>Would recommend field instructor to future PSTs</p>	<p>CT: Frequency of Feedback</p> <p>(Reliability = 0.76)</p> <p><i>Think about the times you provided feedback to your student teacher about her/his instruction. How often did you:</i></p> <p>Offer concrete suggestions</p> <p>Ask reflective questions</p> <p>Offer general observations</p> <p>Refer to specific things the PST needed to improve</p> <p>Refer to specific things the PST did well</p> <p>Share specific data when providing feedback</p>
<p>PST: Domain-Specific Conversations</p> <p>(Reliability = 0.86)</p> <p><i>How much did you learn about the following skills from conversations you had with your mentor:</i></p> <p>Planning lessons</p> <p>Delivering instruction</p> <p>Creating & maintaining a positive environment</p> <p>Modeling professionalism</p> <p>Teaching in culturally responsive ways</p>	<p>CT: Job Search Assistance</p> <p>(Reliability = 0.89)</p> <p><i>With your student teacher, how often did you:</i></p> <p>Offer advice on kinds of jobs to apply for</p> <p>Discuss specific job openings in the FPS</p> <p>Discuss specific job openings elsewhere</p> <p>Offer feedback on PST's resume</p> <p>Help PST prepare for an interview</p>
<p>PST: Mentoring Relationship and Feedback</p> <p>(Reliability = 0.87)</p> <p><i>To what extent do you agree/disagree with the following:</i></p> <p>CT observed me teach frequently enough</p> <p>CT provided feedback frequently enough</p> <p>Feedback CT provided helped me learn to teach</p> <p>Feedback CT gave was consistent with field instructor</p> <p>If I struggled with teaching, I could go to CT for help</p> <p>CT's expectations were appropriate for a beginner</p> <p>CT let me make my own instructional decisions</p> <p>Felt comfortable taking instructional risks in front of CT</p>	
<p>PST: Job Search Assistance</p> <p>(Reliability = 0.85)</p> <p><i>How often did your mentor teacher:</i></p> <p>Offer advice on kinds of jobs to apply for</p> <p>Discuss specific job openings in the FPS</p> <p>Discuss specific job openings elsewhere</p> <p>Offer feedback on PST's resume</p> <p>Help PST prepare for an interview</p>	