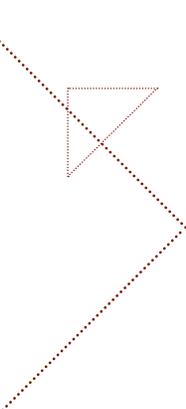


Teaching for a Changing World:
The Graduates of Bank Street College of Education

The Preparation, Professional Pathways, and
Effectiveness of Bank Street Graduates

By Eileen Horng, Xinhua Zheng, Ira Lit, and Linda Darling-Hammond





This technical report is one of five publications from the larger study entitled *Teaching for a Changing World: The Graduates of Bank Street College of Education* Linda Darling-Hammond and Ira Lit, principal investigators

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Executive Summary

The Preparation, Professional Pathways, and Effectiveness of Bank Street Graduates documents the influence of Bank Street teacher preparation programs based upon surveys of graduates, surveys of comparison teachers, surveys of employers, and an analysis of pupil achievement gains. This report is part of a larger study that examines the preparation, practices, and effectiveness of graduates of Bank Street College teacher certification programs over the last decade.

Specifically, this report addresses the following three goals of this evaluation project:

1. to explore the **professional trajectories** of graduates of Bank Street College teacher certification programs, including job placement and retention;
2. to explore the **preparedness** of graduates of Bank Street College teacher certification programs, including their perceptions of the quality of preparation for various aspects of teaching, their satisfaction with their preparation, and their sense of efficacy in comparison to other teachers in New York state; and
3. to examine the **effectiveness** of classroom teachers prepared at Bank Street College and working in New York City public schools, as measured by pupil learning gains and by principals' assessments of their competence.

Sources of Data

In preparing this report, SCOPE examined multiple sources of data including surveys and student-teacher linked administrative record data. Between March and July of 2013, SCOPE administered surveys to three sets of respondents: Bank Street College graduates of teacher certification programs (2000-2012); a set of comparison teachers from New York state; and administrators at schools that employed Bank Street College graduates or had other affiliations with the Bank Street. Additionally, the New York City Department of Education (NYCDOE) provided SCOPE with three sets of multi-year data: NYCDOE human resources (HR) teacher data, student biographic-achievement data, and teacher-student-course linkage data.

Findings

Analyses of the different data sources highlight common themes that represent features of Bank Street College teacher preparation programs that make the college unique and contribute to the success of its graduates as teachers:

1. **Bank Street graduates stay in teaching at high rates and are professionally active.**
2. **Bank Street preparation programs are anchored in a rich tradition of a progressive philosophy of education and a developmental orientation to teaching.**
3. **Bank Street graduates and employers are highly satisfied with the preparation provided by Bank Street College.**
4. **Bank Street program coursework is viewed as meaningful, practical, and authentic.**
5. **Bank Street graduates rate the caliber of course instruction highly.**
6. **Bank Street programs offer clinically rich experiences as part of supervised fieldwork.**
7. **Bank Street graduates report feeling better prepared than other teachers for subject matter teaching in virtually all areas.**
8. **Bank Street graduates are particularly well prepared to teach English Language Arts.**
9. **Bank Street produces teachers who engage in skillful, learner-centered practice.**

1. **Bank Street graduates stay in teaching at high rates and are professionally active.** Retention rates among teachers are an important and closely scrutinized outcome within the profession; research indicates that more effective teachers are more likely to stay in the profession, and that teachers gain in effectiveness with experience. Bank Street graduates enter and remain in the field of education at high rates: 87 percent of respondents to the Teaching Program survey (across a dozen years) indicate that their primary position was in the field of education, with 57 percent reporting they were working as P-12 classroom teachers. Among the five most recent cohorts surveyed, 68 percent of them report positions as classroom teachers, rates far surpassing national and local averages.

A large majority of Bank Street teachers work in early childhood settings in preschools or early elementary grades. Additionally, 69 percent report that they are “a generalist,” 16 percent report that they are “a subject matter specialist,” 27 percent report that they are “special educators,” and 4 percent report that a bilingual/dual language specialization applies to their position.

Of the Bank Street graduates who were currently teaching when they took the survey, 65 percent report they are teaching in New York City. Half report teaching at a private school. At least 40 percent of graduates have taught for at least some period of their career in New York City public schools.

Bank Street graduates are also professionally active. In contrast to the comparison sample, Bank Street graduates are significantly more likely to attend professional conferences, plan or conduct professional development, participate in a school reform or improvement committees, and help start or lead new schools or programs.

2. **Bank Street preparation programs are anchored in a rich tradition of a progressive philosophy of education and a developmental orientation to teaching.** Graduates characterize Bank Street as focusing on a developmental, child-centered approach to education (99% vs. 89% of other program graduates), and as having a strong commitment to social justice and a tradition of progressive education (95% vs. 61% of other program graduates). Employers agree with this characterization of the program.
3. **Bank Street graduates and employers are highly satisfied with the preparation provided by Bank Street College.** Teaching Program graduates are very satisfied with the preparation they received at Bank Street College. Likewise, employers have a very favorable view of Bank Street graduates. Eighty-five percent of all Teaching Program graduates report that the knowledge and skills they acquired from Bank Street are helpful or very helpful in their current job; among graduates who are currently teaching, 87 percent report that their program was effective or very effective at developing the skills or tools they needed to become a teacher. In comparison, only 66 percent of teachers in our comparison sample (a random sample of New York State teachers who did not attend Bank Street) report the same. Strikingly, 90 percent of the respondents to the Employer Survey indicate that Bank Street graduates are well or very well prepared as teachers.
4. **Bank Street program coursework is viewed as meaningful, practical, and authentic.** Among the Bank Street graduates who are currently teaching, 90 percent state that Bank Street delivers meaningful coursework and requires assignments that build connections between theory and practice; this compares to 80 percent of the comparison teachers who felt the same way about their own teacher preparation program. Additionally, Bank Street graduates are significantly more likely than the comparison teachers to report that their program coursework was helpful or very helpful in preparing them as teachers – 83 percent versus 65 percent, respectively.

5. **Bank Street graduates rate the caliber of course instruction highly.** Many of the Bank Street graduates also gave accolades to the Bank Street teaching faculty. Bank Street graduates are significantly more likely than the comparison teachers to report that the caliber of the instructors at Bank Street was helpful or very helpful in preparing them to teach – 88 percent versus 75 percent, respectively.
6. **Bank Street programs offer clinically rich experiences as part of supervised fieldwork.** Bank Street graduates are much more likely to spend an extensive amount of time student teaching compared to the teachers in our comparison sample. More than half of the Bank Street graduates report spending over 720 hours (approximately equivalent to 120 days or 24 weeks) student teaching; in contrast, only 13 percent of the comparison teachers said the same. Conversely, almost 70 percent of the comparison teachers spent less than 480 hours (approximately equivalent to 80 days or 16 weeks) student teaching; whereas, less than a third of the Bank Street graduates reported the same.

In addition to the extensive nature of their clinical experience, Bank Street graduates generally report favorably about the high quality of those experiences. Bank Street graduates are significantly more likely than the comparison teachers to agree that their supervisor(s) regularly observed their teaching, met with them, and offered constructive feedback about their teaching. They were also more likely to agree that their program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.

Bank Street graduates also report that they appreciate the individualized mentoring and professional development they received from knowledgeable faculty advisors. Among those who are currently teaching, 82 percent believe that the advisement and supervisory support they received at Bank Street was helpful or very helpful at preparing them to become teachers – which is significantly more than the 67 percent of the comparison teachers who believe the same about the advisement and supervision they received in their teacher preparation programs.

Additionally, the duration, classroom support, and quality of clinical experiences appear to be much stronger for Bank Street candidates who completed traditional student teaching placements or served as assistant teachers or interns than for those who served as teachers of record either in independent schools or through programs like Teach for America.

7. **Bank Street graduates report feeling better prepared than other teachers for subject matter teaching in virtually all areas.** When contrasted with the comparison teachers, Bank Street graduates are significantly more likely to indicate that their teacher preparation program prepared them to teach “well” or “very well” in every subject area. Graduates report being especially well prepared in English Literacy & Language Arts, Mathematics, and History/Social Studies. In Creative Arts and Music, most Bank Street graduates felt well or very well prepared, in contrast to very few graduates of other programs.
8. **Bank Street graduates are particularly well prepared to teach English Language Arts.** Among the Bank Street graduates who are currently teaching, 74 percent report that they are well or very well prepared to teach English Language Arts, which is significantly more than the 54 percent of the comparison teachers who report the same. Bank Street graduates are also more likely to report that they had substantial opportunities to practice skills in teaching English Language Arts in their teacher preparation programs. For example, more than 60 percent of Bank Street graduates report having had substantial opportunity to practice the following:

- learn about characteristics of emergent readers;
- learn ways to build student interest and motivation to read;
- learn how to activate students' prior knowledge; and
- listen to an individual child read aloud for the purpose of assessing his/her reading achievement.

Finally, our value-added models suggest that, among teachers in the New York City Department of Education in grades 4-8 with two or more years of experience, Bank Street graduates are more likely to positively influence student test score gains in English Language Arts than non-Bank Street graduates who are teaching similar students.

9. **Bank Street produces teachers who engage in skillful, learner-centered practice.**

In *Powerful teacher education: Lessons from exemplary programs* Darling-Hammond (2006) identified 27 teaching activities that are important for teacher effectiveness and that characterize teachers who engage in skillful, learner-centered practice. Almost across the board, Bank Street graduates rated their preparation to engage in these teaching activities significantly higher than the comparison teachers.

Some dimensions stand out as particularly strong areas of preparation for the Bank Street graduates. For example, over 85 percent of the graduates report they were well or very well prepared to engage in each of the following as a teacher:

- plan instruction based on how children and adolescents develop and learn;
- relate classroom learning to the real world;
- develop curriculum that builds on students' experiences, interest, and abilities;
- use knowledge of learning, subject matter, curriculum, and student development to plan instruction; and
- develop a classroom environment that promotes social/emotional development and group responsibility.

In some areas the differences with comparison teachers were particularly stark: for example, 74 percent of Bank Street graduates indicate that they were well or very well prepared to teach students from diverse ethnic, racial, linguistic, and cultural backgrounds, as compared to only 37 percent of the comparison teachers. Similarly, 86 percent of Bank Street graduates indicate they were well or very well prepared to develop curriculum that builds on students' experiences, interest, and abilities, as compared to only 54 percent of the comparison teachers. Finally, 80 percent of Bank Street graduates noted they were well or very well prepared to provide a rationale for their teaching decisions to students, parents and colleagues, as compared to only 47 percent of comparison teachers.

Additionally, when employers were asked how well Bank Street graduates are prepared to engage in each of these 27 teaching activities compared to other teachers, the Bank Street graduates were rated extremely highly across the board. The employers expressed tremendous confidence in Bank Street graduates to engage and support students, assess student learning, plan instruction, design learning experiences for students, create and maintain effective environments for student learning, and work as professional educators.

Introduction

Project Overview

Bank Street College's Graduate School of Education offers internationally renowned Master's level teacher certification programs from early childhood through middle grades with a number of specializations, programs, and pathways. The graduate school also offers a number of other programs, including leadership, museum education, literacy and child life. Its graduates serve in a multitude of schools and other organizations in and beyond the tri-state area (New York, New Jersey, and Connecticut). Bank Street College and its graduates have been responsible for significant reforms in a number of these schools where Bank Street prepared teachers and principals predominate.

In May 2012, Bank Street College of Education (BSC) contracted with the Stanford Center for Opportunity Policy in Education (SCOPE) to design and implement a multi-year, multi-phase study examining the preparation, practices, and effectiveness of graduates of Bank Street College teacher certification programs over the last decade.

This report, one of several generated in service of the larger evaluation, includes the results of surveys of Bank Street College graduates and their employers, surveys of a sample of comparison teachers in New York State, as well as an analysis of student learning gains for BSC graduates teaching in New York City using data provided by the New York City Department of Education (NYCDOE).

Specifically, this report addresses the following three goals of this evaluation project:

4. to explore the **professional trajectories** of graduates of Bank Street College teacher certification programs, including job placement and retention;
5. to explore the **preparedness** of graduates of Bank Street College teacher certification programs, including their perceptions of the quality of preparation for various aspects of teaching, their satisfaction with their preparation, and their sense of efficacy in comparison to other teachers in New York state; and
6. to examine the **effectiveness** of classroom teachers prepared at Bank Street College and working in New York City public schools, as measured by pupil learning gains and by principals' assessments of their competence.

Overview of Survey Data

Between March and July of 2013, SCOPE administered surveys to three sets of respondents: 1) Bank Street College graduates of teacher certification programs, 2) a set of comparison teachers from New York state, and 3) administrators at schools in which Bank Street College graduates were currently or likely to be employed. Copies of the actual survey instruments are provided in [Appendix A](#).

Teaching Program Survey (for Graduates of Bank Street College Teacher Certification Programs)

The Teaching Program Survey was administered to all Bank Street College Teacher Certification Program graduates (2000 and 2012). The purpose of this survey was to collect data on what these graduates were currently doing as well as ask them to evaluate their teacher preparation experiences. The survey had the following sections:

- Current Employment
- Reflections on Your Teacher Preparation Program
- Reflections on Your Supervised Fieldwork
- About You

The survey concluded with an open-ended question that asked the graduates to share anything else about their experience at Bank Street College that was not covered in the survey.

The Registrar's Office and Institutional Advancement Office at Bank Street College provided us with records for all their graduates from 2000 to 2012. Of the 2,756 graduates of teaching programs, 2,611 had valid email or mailing addresses on file. We used a mixed-mode approach for administering the survey, utilizing both online and paper surveys. Ultimately 1,384 (53.0%) of the teaching program graduates with valid addresses responded.

Comparison Teacher Survey (for Comparison Sample of New York State Teachers)

The Comparison Teacher Survey was designed to parallel the Teaching Program Survey so that comparisons could be made between Bank Street College graduates and other New York State teachers. One significant difference between the surveys is the addition of a section on the Comparison Teacher Survey, asking the respondents about their pathway into teaching, their teaching certifications, and the name of the institution that granted their teaching certification. The surveys were otherwise nearly identical with the comparison teachers being asked to evaluate the various features of their teacher preparation program, how well prepared they felt to effectively enact a number of teaching activities, and how much opportunity they had to learn about specific English Language Arts and Mathematics teaching topics and instructional strategies during their teacher preparation program. They were also asked to evaluate their supervised fieldwork experiences, including how much time they spent working as a student teacher and their experiences working with cooperating/head teachers and advisors/supervisors.

The sample for the Comparison Teacher Survey contained 1,000 classroom teachers in grades Kindergarten through 8 who were randomly selected from the New York State United Teachers' (NYSUT) membership database and whose email addresses were confirmed to be valid. In addition to online and paper surveys, we also used phone surveys for this sample, and 407 (40.7%) responded.

Employer Survey (for Employers of Bank Street College Teaching Program Graduates)

The Employer Survey asked respondents to evaluate the preparedness and effectiveness of Bank Street College graduates. The first two sections asked the respondents about their current positions and what kind of relationship they have had with Bank Street College, including whether they attended Bank Street themselves, how many Bank Street graduates are currently teaching at their schools, and when they last hired a Bank Street graduate. The final section of the survey asked the employers to compare Bank Street College graduates to other teachers on 27 different teaching skills/activities to assess how well prepared Bank Street graduates are. These questions were slightly modified versions of the questions included in the Teaching Program Survey and the Comparison Teacher Survey that asked the teachers how well they thought their teacher preparation program prepared them to do the same set of activities. The final question in the survey was open-ended and provided the respondents an opportunity to share anything else about their experience with Bank Street students and/or graduates.

The sample for this survey included principals in 389 schools in 29 states that were employers or likely employers of Bank Street graduates who were P-12 teachers. This sample was generated from the following three sources: 1) responses to the item on the Teaching Program Survey that asked where the

graduates currently teach, 2) a list of schools where Bank Street student-teachers were placed during the 2012-13 school year, and 3) a list of school representatives who attended a job fair at Bank Street during the 2012-13 school year. We used online and paper surveys, and 209 (53.7%) responded. (Only 11 (2.8%) of the 389 potential participants had email or postal addresses that were returned as invalid.)

New York City Student-Teacher Linked Data Set

In order to examine where Bank Street graduates were placed, who they taught, and whether effects on student achievement could be discerned, we obtained a large-scale teacher-student linked data set from the New York City Department of Education (NYCDOE). Three sets of multi-year data were provided: 1) NYCDOE human resources (HR) teacher data, 2) student biographic-achievement data, and 3) teacher-student-course linkage data.

The NYCDOE HR data include annual snapshots for each teacher (identified as pedagogues in the data set) who was ever active at the NYCDOE between September 1, 1998 and June 4, 2012. The snapshots provide information including employment status, assignment title, assignment category, license code, subject area, school code, and years of experience. Additionally, they offer basic demographic data, such as gender and ethnicity. The NYCDOE also provided a multi-year state certification file, which contains all New York State certifications ever held by NYCDOE pedagogues from 1998 through 2012. SCOPE also facilitated a process whereby the NYCDOE could flag Bank Street graduates within the datasets. They then removed all personally identifiable information before sharing the data with SCOPE.

The student-level datasets from the NYCDOE contain student biographic data for students in kindergarten through grade 12 from SY2001-02 through SY2011-12 and student achievement data for students in grades 3 through 8 from SY1998-99 through SY2011-12. The datasets have one record per student for each year of data. Each student has a unique identification number and students can be linked across years and across student data files using these identification numbers. The student biographic data contain student demographic information including free/reduced price lunch status, ethnicity, language status, and special education status. The student achievement dataset includes student-level records of English Language Arts (ELA) and Math standardized test scores.¹ Student achievement data also contain student attendance information. Note that prior to SY2005-06, state tests were administered in grades 4 and 8 only, and citywide tests were administered in grades 3, 5, 6, and 7. Beginning in SY2005-06, the New York State Education Department expanded the ELA and Math testing programs to grades 3 through 8. Also, as of SY2006-07, a new testing policy by the New York State Education Department required English Language Learners who had attended school in the United States for more than one year to take the ELA exam.

The teacher-student-course linkage data provided by the NYCDOE for grades 4 through 8 from SY2005-06 through SY2011-12 link students with teachers by year. The linkage data were originally assembled as part of the Teacher Data Initiative (TDI) to link students to their core ELA and Math teachers. In the file, there is one record per student-teacher-subject-course-school relationship for each school year. The student identification numbers can be linked to the student data files described above and the teacher identification numbers can be linked to the human resources data described above. Due to missing data and concerns about the accuracy of course information in earlier years, the NYCDOE conducted data verification processes for SY2005-06 through SY2009-10 to verify teacher-student-course data for grades 4-8 in core Math and ELA courses.

¹ For most years, charter school students are not present in the data. According to NYCDOE documentation, charter school students are not included in public reporting of NYC assessment results and for accountability purposes.

However, the data verification process was not conducted for SY2010-11. For this reason, and to ensure continuity of the data set from one year to the next, we used only data from SY2005-06 through SY2009-10.

Additionally, to avoid confounding results, we had to exclude students who were taught by co-teachers in a given school year (i.e., students who were taught ELA or Math by more than one teacher in the same school year). We also excluded students in self-contained special education classrooms because the New York State standardized tests are aligned to grade level standards and, consequently, do not accurately measure the achievement or gains of students far below (or above) grade-level. See [Appendix B](#) for an extended description of Research Design and Methods.

Given the constraints of data available to reliably match students to teachers and the need to exclude certain student records to avoid confounding results, the original sample provided by the NYCDOE had to be limited significantly for our final analyses. The NYCDOE provided us with a sample of 170,065 teachers (1,529 of whom were Bank Street College teaching program graduates) and 2,547,974 students; our final sample appropriate for our intended analyses included 23,014 teachers (322 of whom were Bank Street College teaching program graduates) matched to 638,760 students.

Results

We conducted numerous analyses of the data from the three surveys and student-teacher linked data from NYCDOE. Four sets of results are discussed in depth here, as they are the most relevant for addressing the proposed research questions:

1. We describe where Bank Street graduates are currently employed based on what they reported on the survey.
2. We examine the preparation of Bank Street graduates compared to other teachers. We do this in two ways:
 - a) by comparing the responses of the Bank Street graduates who are currently teaching with the responses of the New York State comparison teachers, particularly focusing on their experiences during their teacher preparation programs as well as their assessments of how well their programs prepared them to become teachers; and
 - b) by analyzing the student-teacher linked data from NYCDOE, specifically comparing pupil test score outcomes of Bank Street graduates with other teachers in NYCDOE.
3. We describe the experiences of Bank Street Teaching Program graduates in their own words, as expressed in open-ended responses at the end of the survey.
4. We discuss the results of the Employer Survey, with a focus on employers' assessments of Bank Street graduates as teachers.

Where Are They Now? Analysis of Current Employment of Bank Street Graduates

The first section of the Teaching Program Survey asked graduates about their current employment, including what they were doing, where they were working, and, if relevant, whom they were teaching.

Figure 1 demonstrates the proportion of respondents (graduates from 2000 to 2012) who are currently P-12 classroom teachers (57%); working in the field of education but not primarily as a P-12 classroom teacher (30%); working outside the field of education (3%); and not currently employed (10%).

Figure 2 demonstrates these same proportions by graduation cohort from 2000 graduates through 2012 graduates. Not surprisingly, there are a greater proportion of graduates who are classroom teachers among the more recent cohorts. It is likely that many of the graduates from older cohorts have moved from classroom teaching to other school positions such as administration or support personnel. It is interesting to note that among the most recent cohort surveyed (2012 graduates), one quarter of them were not classroom teachers their first year after graduating from the Bank Street Teaching Program. These graduates entered the field when there were few teaching jobs available and layoffs were occurring across the country, including in New York, due to the downturn in the U.S. economy (Dewan & Rich, 2012).

Overall, graduates reported a high rate of retention in the field, with 87 percent of graduates working as either a classroom teacher or working in another position in the field of education.

Figure 1. Bank Street Teaching Program Graduates—Primary Employment

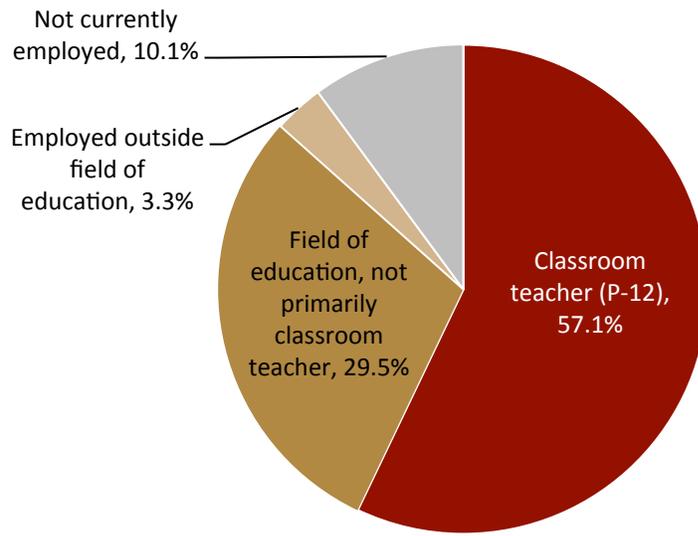
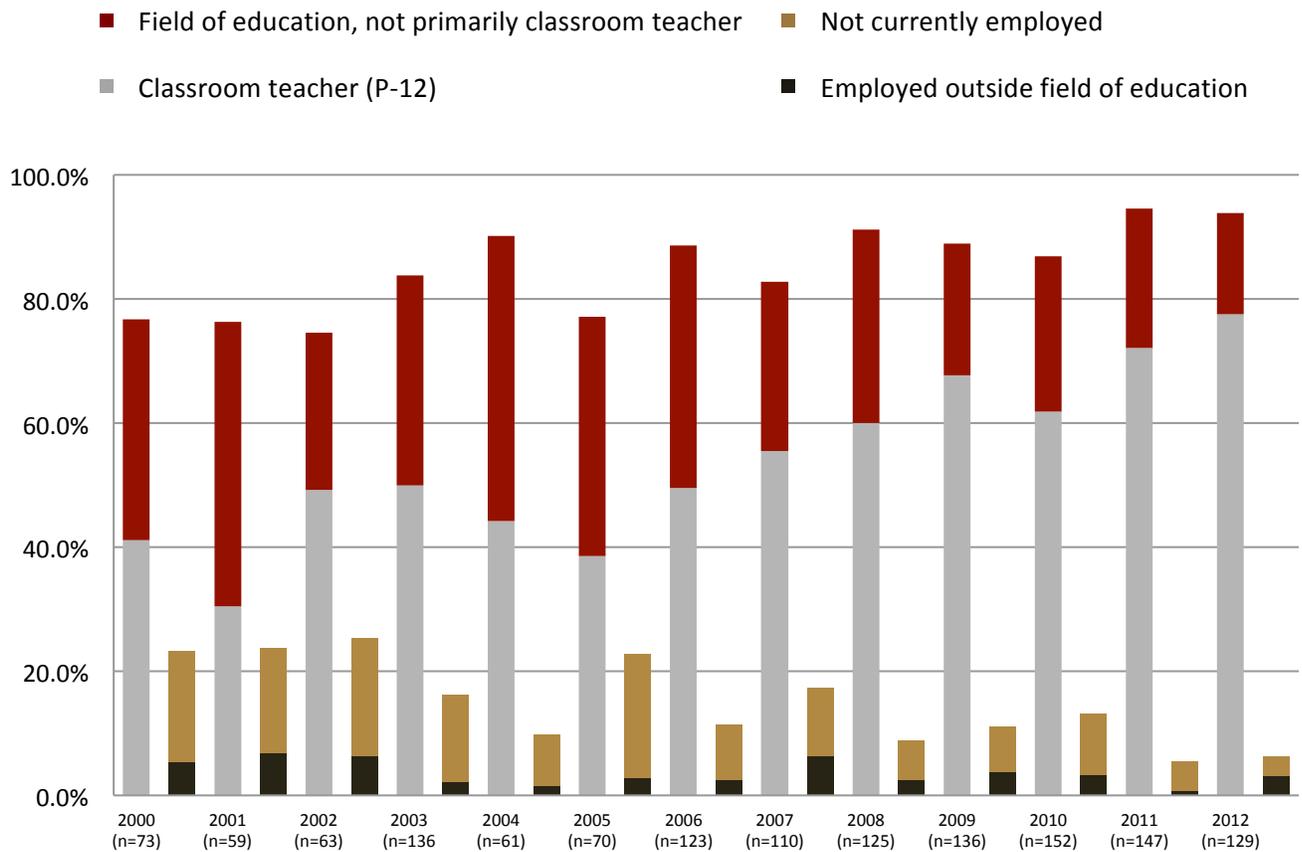
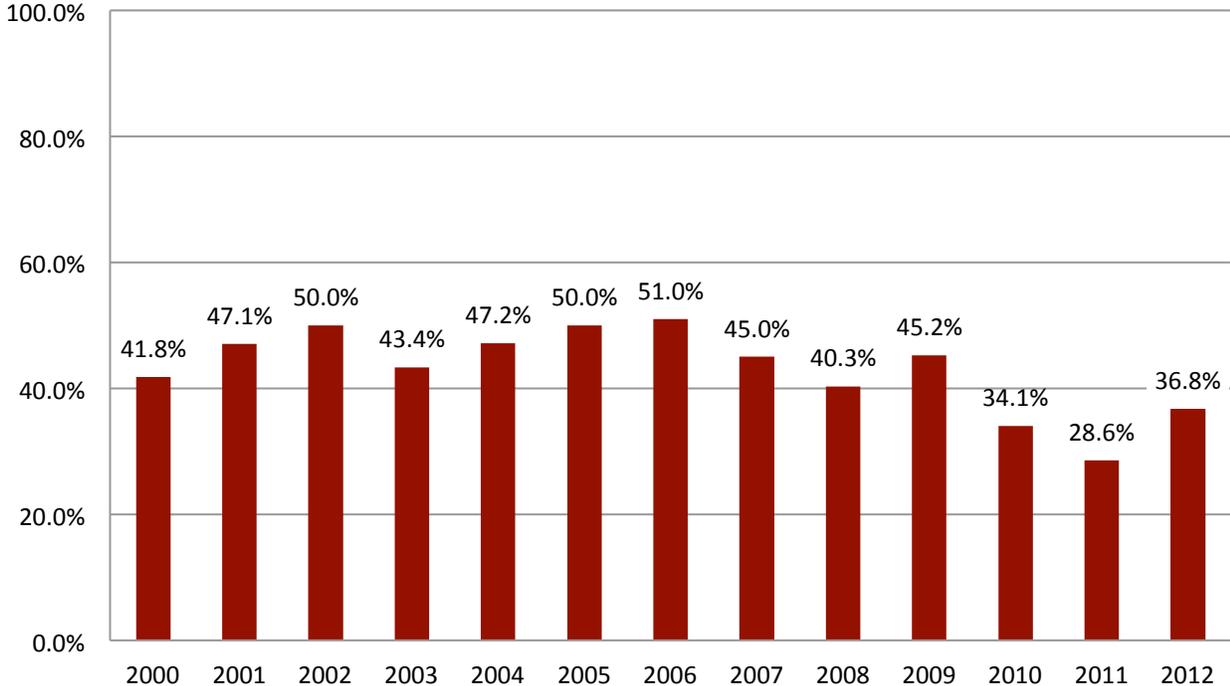


Figure 2. Bank Street Teaching Program Graduates—Primary Employment by Cohort



Bank Street College is internationally known for its teacher preparation programs, and it attracts students from across the country and around the world. Public and private schools that share the Bank Street philosophy aggressively recruit Bank Street graduates. Some graduates return to their home states after graduating; others are recruited by districts and charter schools throughout the New York area. One of the survey items asked respondents how many years they had been a classroom teacher in a NYC public school. A substantial share (42 percent) of the respondents reported that they had taught in a NYC public school for at least one year at some point in their career. **Figure 3** shows the proportion of graduates who have taught in a NYC public school by cohort.

Figure 3. Bank Street Teaching Program Graduates—Percent Who Have Taught in a NYC Public School by Cohort



Our analyses then took a deeper look at the 57 percent of the respondents who are currently classroom teachers. We asked respondents who were currently teaching to provide us with the following information regarding their school: school name/number, district name, charter school organization (if applicable), city (or borough if NYC), and state. We then coded each school by location (see Figure 4) and school type (see Figure 5). Of those currently teaching, a majority (65%) were teaching in New York City – 28 percent with the New York City Department of Education (NYCDOE) and the remainder at other schools in the city. Another 6 percent were teaching elsewhere in New York State, 26 percent were teaching in another state, and 3 percent were teaching outside of the U.S. Of those currently teaching, half were teaching at a private school, a third at a public school, and about a tenth at a charter school.

Figure 4. Bank Street Teaching Program Graduates—Current School Location

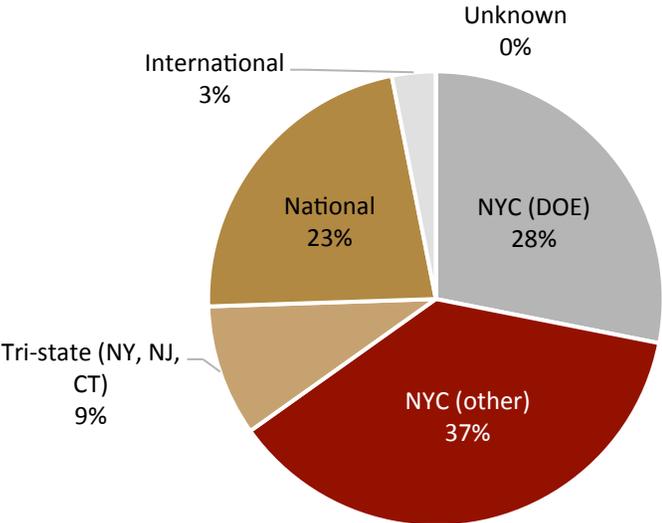
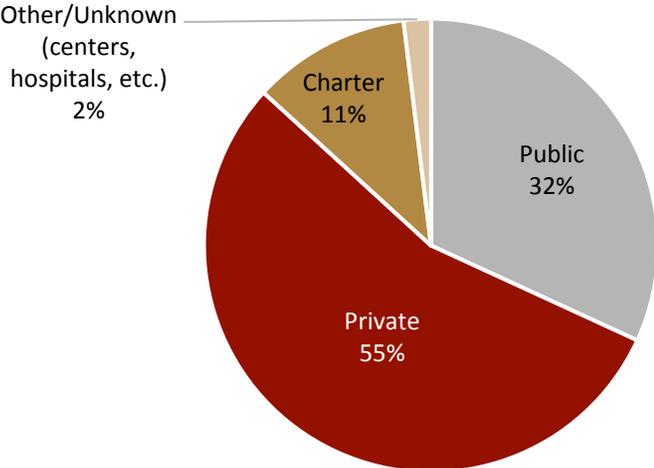


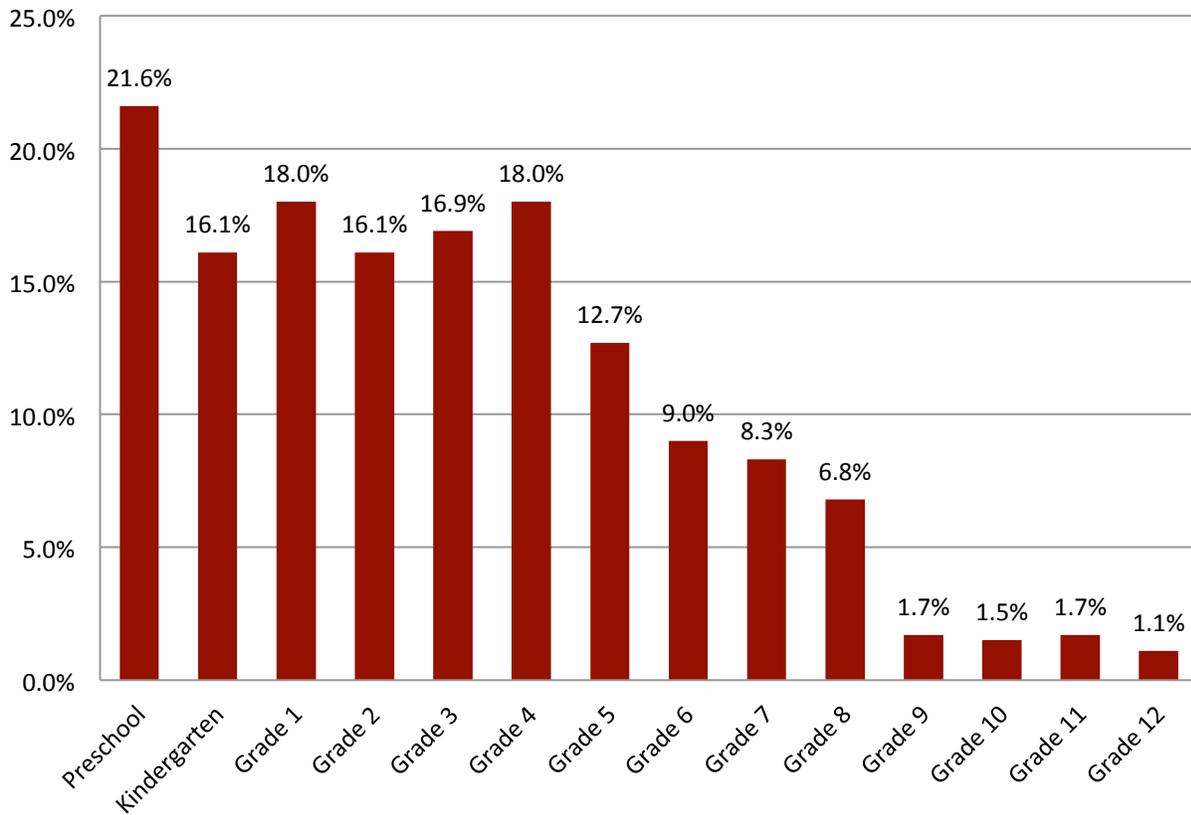
Figure 5. Bank Street Teaching Program Graduates—Current School Type



Respondents were also asked to consider the primary teaching assignment that best describes their current employment. Of these teachers, 86 percent reported being the head teacher or teacher of record, 6 percent indicated they were working as an assistant teacher, and one percent said they were working as an itinerant teacher.

We also asked respondents what grade level(s) they currently teach. As demonstrated in **Figure 6**, Bank Street teaching program graduates are highly concentrated in preschool and early elementary school grade levels.

Figure 6. Bank Street Teaching Program Graduates—Current Grade Level Assignment



Note: Respondents were allowed to select more than one grade level so percentages do not total 100.

Of the Bank Street graduates who are currently teaching, 69 percent reported that they are a generalist, 16 percent reported that they are a subject matter specialist, 27 percent reported that they are special educators, and 4 percent reported that a bilingual/dual language specialization applies to their position. Compared to a random sample of New York State teachers, Bank Street graduates are more likely to be generalists or teach special education and less likely to be subject matter specialists (see Figure 7). Bank Street graduates are also more likely to teach in grades 1 through 4 and less likely to teach in grades 5 to 12 than the comparison teachers (see Figure 8). Strikingly, 21 percent of the Bank Street graduates report teaching Preschool/Prekindergarten as compared to only one percent of the comparison sample.

Figure 7. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *What subjects or other specializations apply to your current position?*

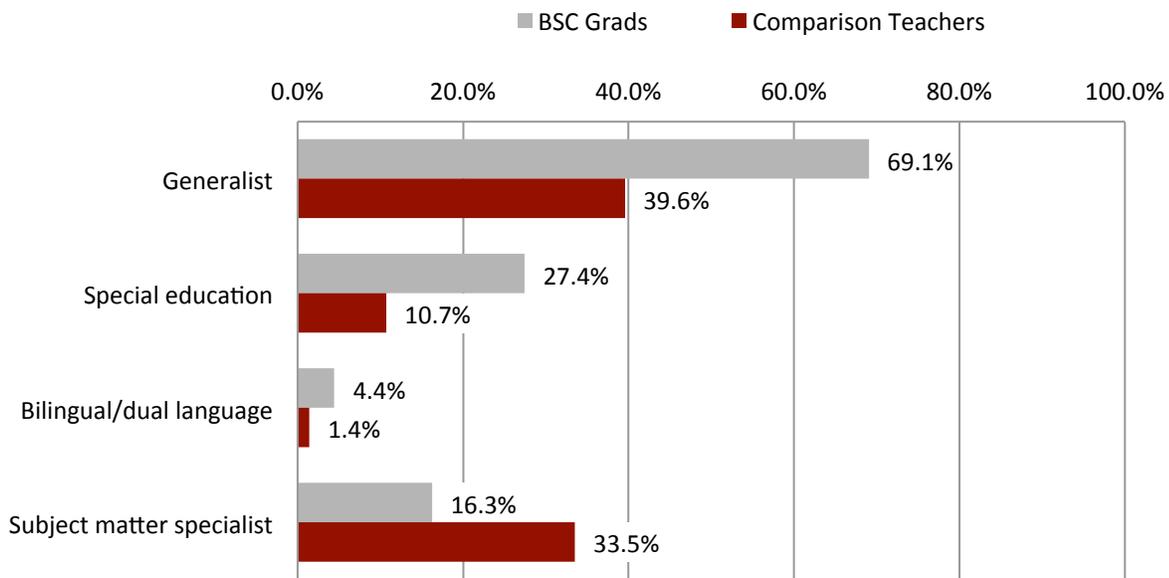
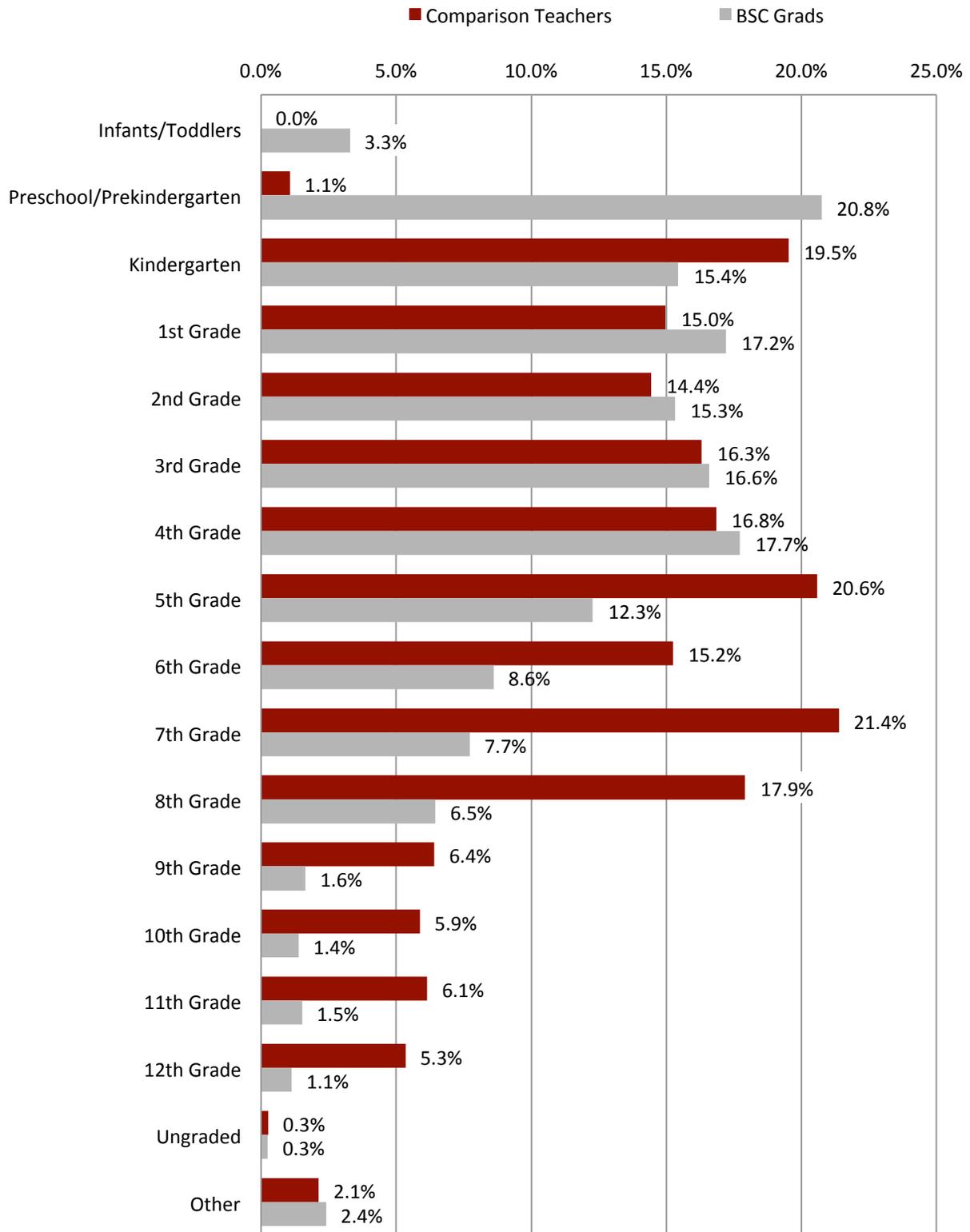
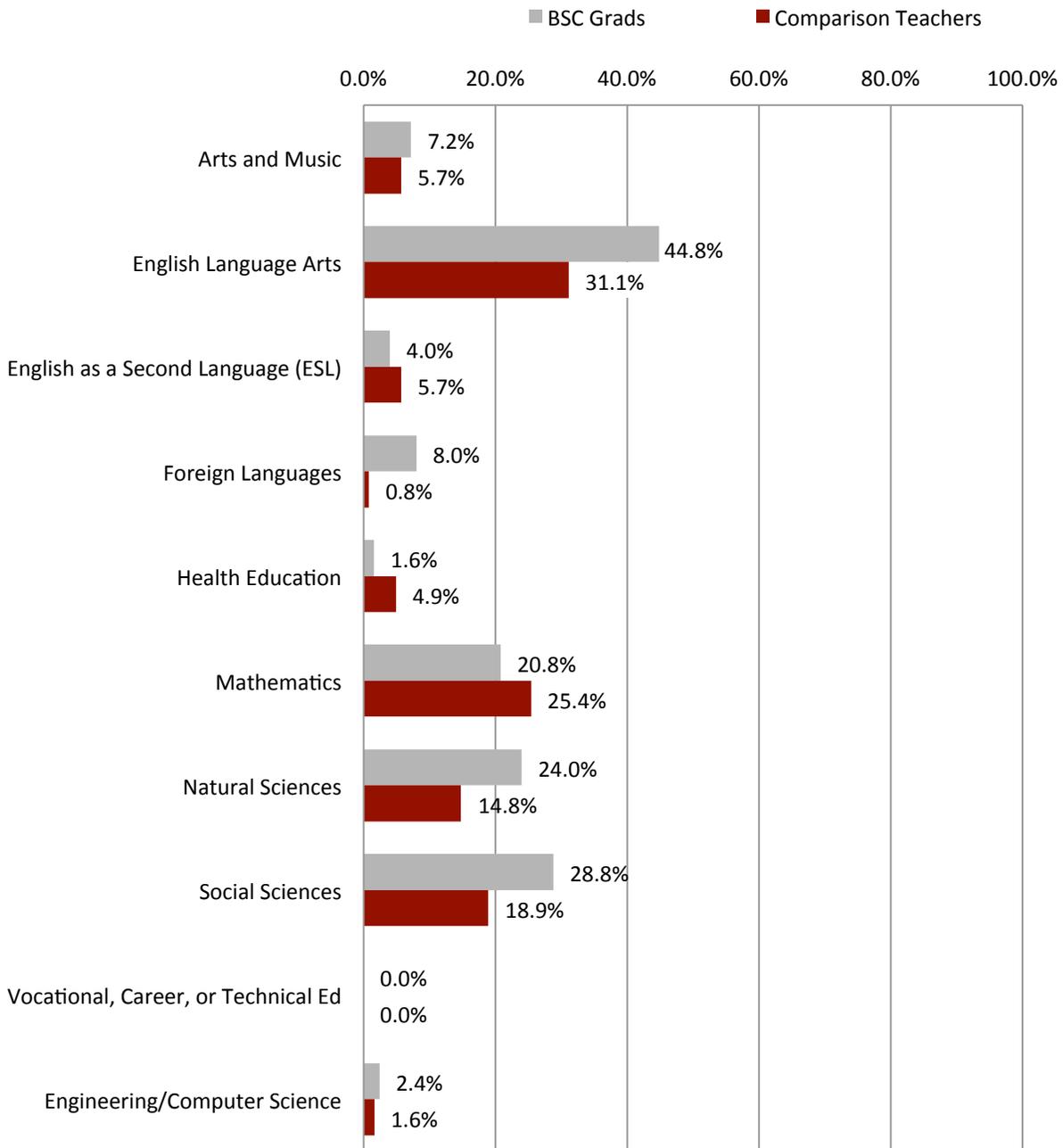


Figure 8. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *What grade level(s) do you currently teach?*



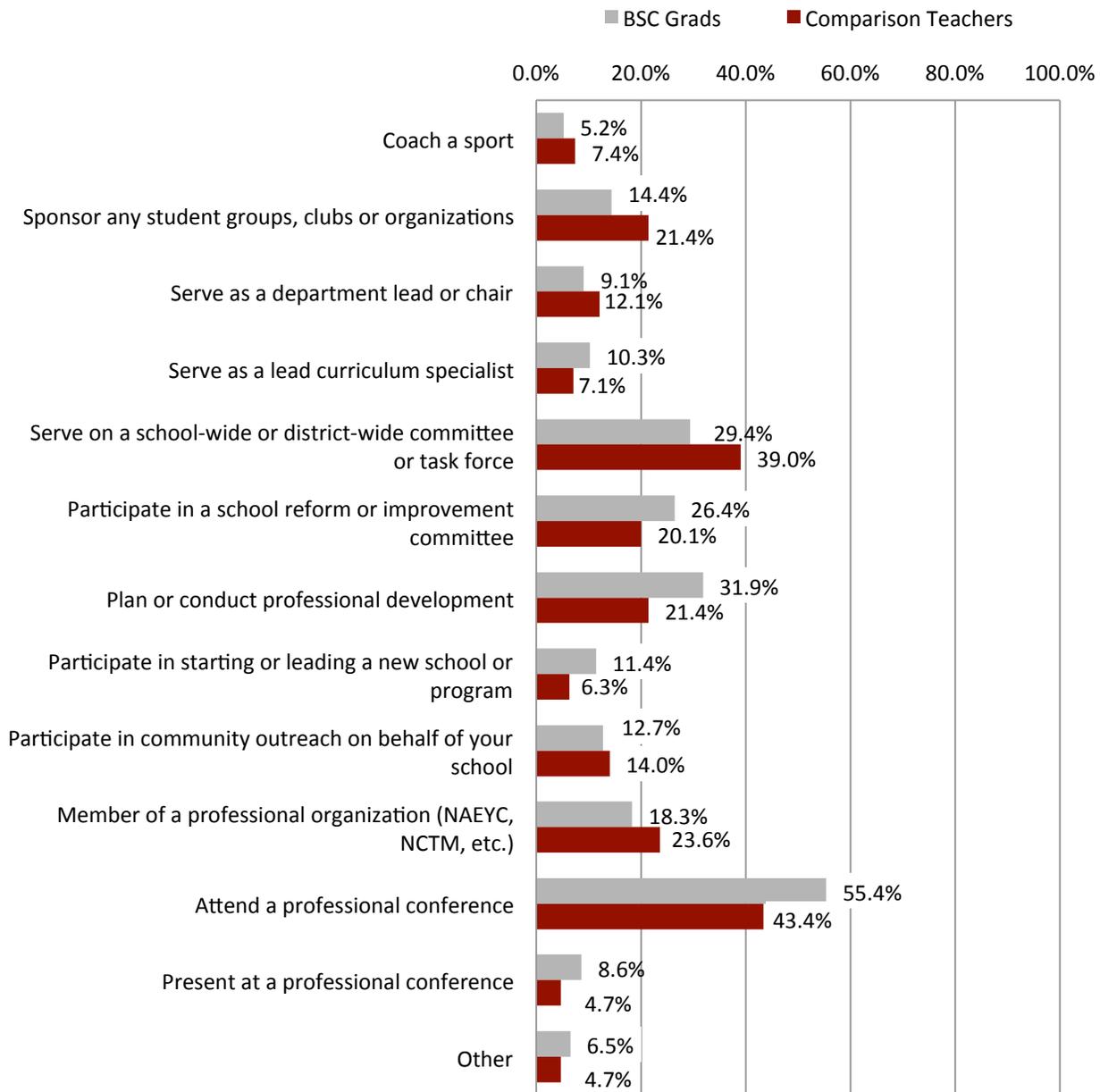
For those who reported being a subject matter specialist, we asked them to specify the subject(s) and allowed them to select more than one if applicable. Compared to the random sample of New York State teachers (K-8), Bank Street graduates in subject specific positions are more likely to teach English Language Arts, Foreign Languages, Natural Sciences, and Social Sciences than the comparison teachers and are a little less likely to teach Mathematics and English as a Second Language (ESL). (See Figure 9.)

Figure 9. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *If you are a subject matter specialist, please specify subject(s).*



Bank Street teachers are professionally active. We asked respondents for both the Teaching Program Survey and the Comparison Teacher Survey to identify the roles in which they participated during that school year. **Figure 10** presents this comparison. Compared to a random sample of New York State teachers (Gr. K-8), Bank Street graduates are more likely to have attended a professional conference; planned or conducted professional development; participated in a school reform or improvement committee; and participated in starting or leading a new school or program. However, they are less likely to have sponsored a student group, club or organization; served on a school-wide or district-wide committee or task force; or served as a department lead or chair. (This last comparison is influenced by the fact that few Bank Street Teachers work in departmentalized settings or in secondary schools.)

Figure 10. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *During this school year, do you or will you participate in any of the following roles?*



How Prepared are Bank Street Graduates?

In order to evaluate BSC preparation, we asked graduates to assess the quality of their preparation in a number of areas and analyzed their responses in comparison to those of a random sample of New York State teachers. Below we examine the following key sets of survey items:

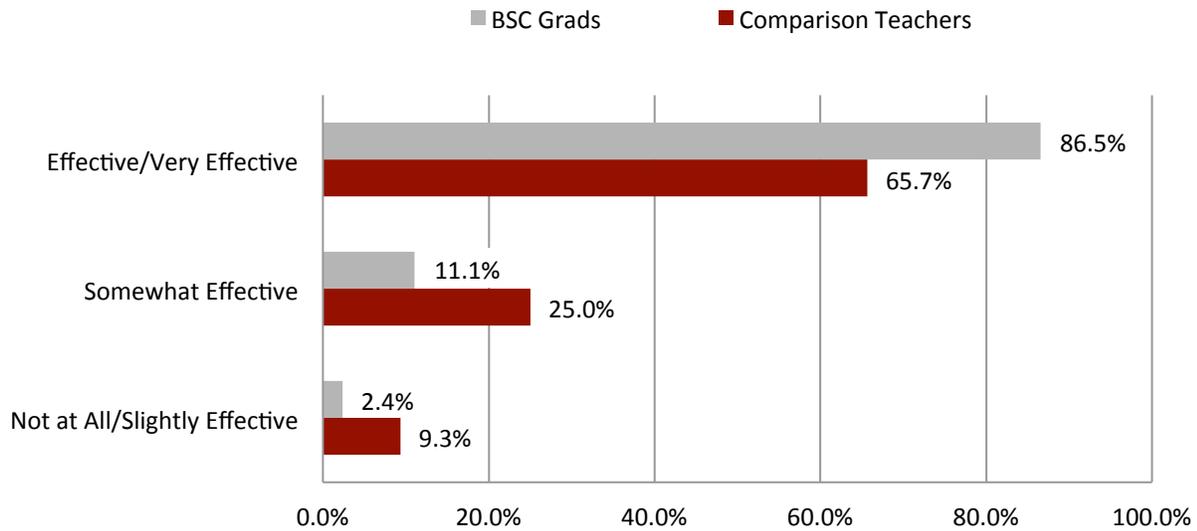
- General Effectiveness of Teacher Preparation Programs
- Helpfulness of Specific Aspects of Teacher Preparation Programs
- Features Characterizing Teacher Preparation Programs
- Preparation to Teach Specific Subject Areas
- Preparation to Engage in Specific Teaching Activities
- Opportunities to Learn about Teaching English Language Arts and Mathematics
- Supervised Fieldwork Experiences

We first compare responses from the Bank Street Teaching Program Survey with responses from the Comparison Teacher Survey for individuals who reported that their current primary employment was best described as “P-12 classroom teacher.” Because the comparison teachers were randomly selected among members of the New York State United Teachers (NYSUT) currently teaching in grades Kindergarten to 8, we also limited our sample of Bank Street teachers to current teachers for these comparison analyses. We present the results of analyses considering the responses of all survey respondents in [Appendix C](#).

General Effectiveness of Teacher Preparation Programs

Bank Street teacher rated their preparation very highly. Both sets of teachers were asked: “How effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?” As demonstrated in [Figure 11](#), **87 percent of the Bank Street graduates responded that their teacher preparation program was “effective” or “very effective,” as compared to 66 percent of the comparison teachers.** Open-ended comments often emphasized the strengths of their Bank Street preparation in incorporating knowledge of learning and development into curriculum planning and the creation of developmentally appropriate environments for children.

Figure 11. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *How effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?*



“My experiences at Bank Street as a student... have prepared me well in my roles as a nursery school teacher and assistant director. I learned how to think about children's and adults' development, curriculum planning, collaborating with a group of adults and how to be a reflective practitioner. I am able to create meaningful experiences for the children through which they can construct their own knowledge. I feel like Bank Street is an incredible institution, which I highly recommend to others.”

➤ *Bank Street Teaching Program Graduate*

“I developed a strong sense of developmentally appropriate practice at Bank Street. I have been able to apply this knowledge to all of my jobs in education. I also used this knowledge to create engaging, meaningful, and appropriate curriculum for young children. I do not think I would have received this strong foundation at another graduate school. I am grateful that I was able to attend such a strong program.”

➤ *Bank Street Teaching Program Graduate*

Helpfulness of Specific Aspects of Teacher Preparation Programs

The surveys then asked the respondents to rate how helpful specific aspects of their teacher preparation program were in preparing them as a teacher. Table 1 presents the number and proportion of Bank Street graduates and comparison teachers who indicated that each of these aspects were “helpful” or “very helpful,” as well as a comparison of the item means for these two groups. Both groups of teachers found their student teaching experiences helpful. **However, Bank Street graduates were significantly more likely to report that program coursework, advisement/supervisory support, and the caliber of the instructors of their classes were “helpful” or “very helpful” in preparing them as teachers. In each case, more than 80% of BSC graduates rated these program features as helpful or very helpful.**

Table 1. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: How helpful were the following aspects of your teacher preparation program in preparing you as a teacher?

Aspect	Responded “helpful” or “very helpful”		Item mean	
	BSC graduates	Comparison teachers	BSC graduates	Comparison teachers
Classroom experience as part of supervised fieldwork	1163 (87.3%)	339 (86.7%)	4.455	4.394
Caliber of the instructors of your classes	1169 (87.7%)	293 (74.6%)	4.333	3.975***
Advisement/supervisory support	1088 (81.9%)	264 (67.2%)	4.213	3.794***
Program coursework	1113 (83.4%)	254 (64.6%)	4.187	3.768***

Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001.

Features Characterizing Teacher Preparation Programs

The surveys also asked the respondents to rate the extent to which they agreed that specific features characterized their teacher preparation program. Table 2 presents the number and proportion of Bank Street graduates and comparison teachers who indicated that each of these features characterized their program – as well as a comparison of the item means for these two groups. These results suggest that, in comparison to other teacher preparation programs, Bank Street is significantly more likely to be characterized by graduates as having a focus on developmental, child-centered approach to education (a statement with which 99% of BSC respondents agreed); a commitment to social justice and the tradition of progressive education (95% agreement); individualized mentoring and professional development with knowledgeable faculty advisors (88%); meaningful coursework and assignments that build connections between theory and practice (90%); and a purposeful culminating/capstone project or portfolio (83%). Bank Street graduates strongly agreed, as did the comparison teachers, that they received high-quality, supervised teaching experiences (84% and 83% respectively).

**Table 2. Responses of Bank Street Graduates and Comparison Teachers to Survey Question:
To what extent do you agree that the following features characterized your teacher preparation program?**

Feature	Responded “somewhat agree” or “strongly agree”		Item mean	
	BSC graduates	Comparison teachers	BSC graduates	Comparison teachers
Focus on developmental, child-centered approach to education	1323 (98.7%)	272 (89.2%)	4.861	4.239***
Commitment to social justice and the tradition of progressive education	1276 (95.4%)	187 (61.3%)	4.622	3.702***
Individualized mentoring and professional development with knowledgeable faculty advisors	1183 (88.3%)	225 (73.8%)	4.390	3.889***
Meaningful coursework and assignments that build connections between theory and practice	1210 (90.3%)	245 (80.6%)	4.349	4.000***
High quality, supervised teaching experiences in P-12 schools	1125 (84.1%)	252 (83.2%)	4.239	4.155
A purposeful culminating/capstone project or portfolio	1108 (82.7%)	197 (64.6%)	4.166	3.702***

Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001.

“I valued the child centered and progressive approach bank street offered. My student teaching experiences were extremely helpful and provided excellent learning experiences that I took with me into my first year teaching.”
➤ *Bank Street Teaching Program Graduate*

Preparation to Teach Specific Subject Areas

As demonstrated by Table 3, when contrasted with the comparison teachers, Bank Street graduates are significantly more likely to have indicated that their teacher preparation program prepared them to teach “well” or “very well” in every subject area. The differences are quite large in English language arts, mathematics, and science (about 20 percentage points in each case). Even more dramatic differences were apparent for preparation to teach History/Social Studies and Creative Arts and/or Music. For example, 70 percent of Bank Street graduates noted they were well or very well prepared to teach History/Social Studies, as compared to only 36 percent of the comparison teachers. Similarly, 58 percent of Bank Street graduates noted they were well or very well prepared to teach Creative Arts and/or Music, as compared to only 16 percent of the comparison teachers. None of the teachers, from Bank Street or other schools, felt particularly well prepared to teach Health and Physical Education, although here, too, BSC graduates were more likely to feel well prepared.

The content-specific pedagogical courses that Bank Street offers prospective teachers, particularly their approach to illustrating hands-on methods for making content engaging and relevant, appear to influence the extent of preparedness graduates feel.

Table 3. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: How well do you feel your teacher preparation program prepared you to teach each of the following subjects?

Subject	Responded “well” or “very well”		Item mean	
	BSC graduates	Comparison teachers	BSC graduates	Comparison teachers
English Literacy & Language Arts	989 (74.1%)	156 (54.2%)	4.028	3.528***
History/Social Studies	930 (69.9%)	104 (36.2%)	3.932	3.045***
Mathematics	904 (68.1%)	129 (45.1%)	3.907	3.192***
Creative Arts and/or Music	766 (58.0%)	46 (16.4%)	3.654	2.186***
Science	718 (54.7%)	106 (37.1%)	3.602	2.976***
Health and Physical Education	230 (17.5%)	43 (15.2%)	2.374	2.121**

Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001.

“My Bank Street training has had a profound effect on the way that I have approached these tasks, as well as my on-going studies. It has also enabled me to gain a broader perspective on different subject areas. What I learned in Bank Street showed me that such subjects as Math, Physics and Art were far more interesting than I had previously imagined, and changed the way that I saw myself as a learner. I had previously seen these subjects as difficult and boring, and felt that I was bad at them, but the hands-on training at Bank Street showed me that they could be interesting and relevant and I had something to contribute.”

➤ *Bank Street Teaching Program Graduate*

Preparation to Engage in Specific Teaching Activities

Bank Street graduates feel extraordinarily well prepared for virtually all aspects of teaching. The surveys asked respondents how well they think their teacher preparation program prepared them to engage in 27 aspects of teaching that have been found to be important for teacher effectiveness and are characteristic of teachers who engage in skillful, learner-centered practice. This research study also found that exemplary teacher preparation programs are particularly effective at preparing prospective teachers to engage in these activities. The activities are divided into five broad categories: Engaging and Supporting Students in Learning; Assessing Student Learning; Planning Instruction and Designing Learning Experiences for Students; Creating and Maintaining Effective Environments for Student Learning; and Working as a Professional Educator (Darling-Hammond, 2006).

Table 4 presents the number and proportion of Bank Street graduates and comparison teachers who indicated their preparation program prepared them to engage in each of these activities, as well as a comparison of the item means for these two groups. Some dimensions of teaching stood out as particularly strong areas of preparation for the Bank Street graduates. More than 85 percent of the graduates reported being well prepared to relate classroom teaching to the real world; plan instruction based on how children and adolescents develop and learn; develop curriculum that builds on students' experiences, interest, and abilities; use knowledge of learning, subject matter, curriculum, and student development to plan instruction; and develop a classroom environment that promotes social/emotional development and group responsibility.

Almost across the board, Bank Street graduates scored their preparation to engage in these teaching activities significantly higher than the comparison teachers. For a number of these teaching activities, there is a stark difference in how well Bank Street graduates indicated their program prepared them compared to how well the comparison teachers indicated their programs prepared them. For example, 74 percent of Bank Street graduates noted that they were well or very well prepared to teach students from diverse ethnic, racial, linguistic, and cultural backgrounds, as compared to only 37 percent of the comparison teachers. Similarly, 86 percent of Bank Street graduates indicated they were well or very well prepared to develop curriculum that builds on students' experiences, interest, and abilities, as compared to only 54 percent of the comparison teachers. Finally, an example of a particularly dramatic contrast is that 80 percent of Bank Street graduates noted they were well or very well prepared to provide a rationale for their teaching decisions to students, parents and colleagues, as compared to only 47 percent of comparison teachers.

Table 4 demonstrates other differences between Bank Street graduates and the comparison teachers. Overall, Bank Street graduates consistently indicated they were better prepared than the comparison teachers to engage in a variety of teaching activities. Notably, the only two areas where there were not significant differences between the Bank Street graduates and the comparison group were in the use of technology to support instruction in the classroom and addressing student misbehavior effectively. Neither Bank Street graduates nor comparison teachers felt especially well prepared in either of these areas.

**Table 4. Responses of Bank Street Graduates and Comparison Teachers to Survey Question:
How well did your teacher preparation program prepare you to do each of the following as a teacher?**

Subject	Responded "well" or "very well"		Item mean	
	BSC graduates	Comparison teachers	BSC graduates	Comparison teachers
Engaging and Supporting Students in Learning				
Plan instruction based on how children and adolescents develop and learn	1131 (86.5%)	179 (59.3%)	4.383	3.715***
Relate classroom learning to the real world	1124 (86.1%)	170 (56.3%)	4.335	3.675***
Help all students achieve to high academic standards	1003 (76.9%)	217 (55.4%)	4.044	3.625***
Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds	961 (73.5%)	144 (36.9%)	4.037	3.190***
Identify and address special learning needs with appropriate teaching strategies	946 (72.4%)	196 (50.3%)	4.032	3.479***
Teach in ways that support English language learners	686 (52.6%)	91 (23.3%)	3.571	2.682***
Assessing Student Learning				
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks) to determine strengths and needs to inform instruction	971 (74.5%)	169 (56.3%)	4.041	3.710***
Give productive feedback to students to guide their learning	958 (73.6%)	213 (54.8%)	4.005	3.640***
Help students learn how to assess their own learning	781 (60.1%)	109 (36.3%)	3.706	3.170***
Planning Instruction and Designing Learning Experiences for Students				
Develop curriculum that builds on students' experiences, interest, and abilities	1118 (85.5%)	211 (54.2%)	4.346	3.586***
Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	1115 (85.5%)	179 (59.7%)	4.303	3.747***
Understand how factors in the students' environment outside of school may influence their life and learning	1078 (82.6%)	160 (53.3%)	4.277	3.567***
Create interdisciplinary curriculum	1067 (81.9%)	156 (52.2%)	4.248	3.548***
Help students learn to think critically and solve problems	1072 (82.1%)	189 (48.6%)	4.208	3.424***
Analyze, select, and develop curriculum materials that are appropriate for your students	1055 (80.6%)	155 (51.7%)	4.193	3.580***
Use technology to support instruction in the classroom	444 (34.0%)	118 (39.5%)	3.107	3.144

Table continued on following page

Creating and Maintaining Effective Environments for Student Learning				
Develop a classroom environment that promotes social/emotional development and group responsibility	1123 (86.2%)	226 (58.1%)	4.374	3.758***
Develop students' questioning and discussion skills	1082 (83.2%)	152 (50.7%)	4.254	3.507***
Engage students in cooperative group work as well as independent learning	1053 (80.9%)	175 (58.5%)	4.211	3.709***
Set norms and manage a productive classroom	908 (69.8%)	169 (56.5%)	3.929	3.672***
Address student misbehavior effectively	657 (50.5%)	133 (44.8%)	3.464	3.367
Working as a Professional Educator				
Collaborate with colleagues	1078 (82.9%)	164 (55.0%)	4.241	3.638***
Provide a rationale for your teaching decisions to students, parents and colleagues	1052 (80.4%)	140 (47.0%)	4.171	3.433***
Evaluate the effects of your actions and modify plans accordingly	994 (76.1%)	161 (53.8%)	4.106	3.595***
Work with parents and families to better understand students and to support their learning	992 (75.8%)	159 (41.0%)	4.080	3.219***
Conduct inquiry or review research to inform your decisions	902 (69.1%)	115 (38.6%)	3.907	3.185***
Assume leadership responsibilities in your school	830 (63.6%)	130 (43.5%)	3.752	3.234***

Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001.

“My Bank Street experience was challenging, informative, and extremely beneficial to my career as a teacher. The first grad program I had attended focused primarily on philosophy, Bank Street equipped me with the nuts and bolts of children's learning styles and how to best assess them. I appreciate the practical knowledge I gained.”

➤ *Bank Street Teaching Program Graduate*

Opportunities to Learn about Teaching English Language Arts and Mathematics

Another set of survey items asked respondents how much opportunity they had to engage in specific teaching activities directly related to classroom practice during their teacher preparation program. These items are used to create an “Opportunities to Learn about Teaching English Language Arts” composite variable and an “Opportunities to Learn about Teaching Mathematics” composite variable, as describe in [Figure 12](#). Boyd et al. (2009) have demonstrated that teachers who have had more opportunity in their teacher preparation programs to learn about teaching English Language Arts and Mathematics (as measured by these composite variables) are more likely to have greater student gains on reading and math scores their first year of teaching. That is, opportunities to engage in these teaching practices as teacher candidates are statistically significantly related to value-added measures of student achievement when these candidates actually begin teaching.

Figure 12. Survey Items Used to Create Composite Variables of Program Opportunities

Survey Items Included in “Opportunities to Learn about Teaching English Language Arts” Composite Variable

- Learn about characteristics of emergent readers
- Learn ways to teach student meta-cognitive strategies for monitoring comprehension
- Learn ways to teach decoding skills
- Learn ways to encourage phonemic awareness
- Learn ways to build student interest and motivation to read
- Learn how to help students make predictions to improve comprehension
- Learn how to support older students who are learning to read
- Learn ways to teach reading and writing to students at different stages or reading abilities
- Learn how to activate students’ prior knowledge
- Listen to an individual child read aloud for the purpose of assessing his/her reading achievement
- Plan a guided reading lesson
- Learn to teach students to organize their ideas prior to writing
- Discuss methods for using student reading assessment results to improve your teaching
- Practice what you learned about teaching reading in your field experiences
- Study national or state standards for reading/language arts
- Review local district reading curriculum

Survey Items Included in “Opportunities to Learn about Teaching Mathematics” Composite Variable

- Learn typical difficulties students have with place value
- Learn typical difficulties students have with fractions
- Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works
- Prove that a solution is valid or that a method works for all similar cases
- Study, critique, or adapt math curriculum materials
- Learn how to facilitate math learning for students in small groups
- Adapt math lessons for students with diverse needs and learning styles
- Practice what you learned about teaching math in your field experience
- Study national or state standards for mathematics
- Review local district mathematics curriculum

Almost without exception, Bank Street graduates are significantly more likely than the comparison teachers to have indicated that they had the opportunity to engage in these activities during their teacher preparation program. (See Table 5.) The one exception to this trend is there is not a statically significant difference in their reported opportunities to review local district reading curricula; both Bank Street graduates and the comparison teachers reported few opportunities for doing so.

Table 5. Responses of Bank Street Graduates and Comparison Teachers to Survey Question:
In your teacher preparation program, how much opportunity did you have to do each of the following?

Subject	Responded “explored in some depth” or “extensive opportunities”		Item mean	
	BSC graduates	Comparison teachers	BSC graduates	Comparison teachers
English Language Arts				
Learn ways to build student interest and motivation to read	855 (67.6%)	132 (45.5%)	3.850	3.255***
Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	832 (65.8%)	129 (44.3%)	3.829	3.062***
Learn how to activate students’ prior knowledge	824 (65.1%)	157 (54.0%)	3.821	3.505***
Learn about characteristics of emergent readers	817 (64.2%)	123 (42.4%)	3.758	3.103***
Learn how to help students make predictions to improve comprehension	750 (59.2%)	116 (40.0%)	3.678	3.072***
Practice what you learned about teaching reading in your field experiences	746 (58.9%)	127 (43.6%)	3.626	3.103***
Learn ways to teach student meta-cognitive strategies for monitoring comprehension	677 (53.5%)	101 (34.9%)	3.523	2.965***
Learn ways to encouraging phonemic awareness	669 (52.9%)	107 (36.8%)	3.486	2.863***
Learn ways to teach reading and writing to students at different stages or reading abilities	664 (52.6%)	153 (40.3%)	3.476	3.037***
Plan a guided reading lesson	655 (51.9%)	118 (40.7%)	3.451	2.976***
Learn ways to teach decoding skills	643 (51.2%)	109 (38.5%)	3.443	2.890***
Learn to teach students to organize their ideas prior to writing	589 (47.0%)	117 (40.3%)	3.356	2.076***
Discuss methods for using student reading assessment results to improve your teaching	589 (46.6%)	112 (38.6%)	3.327	2.921***
Learn how to support older students who are learning to read	398 (31.6%)	68 (23.4%)	2.857	2.471***
Study national or state standards for reading/language arts	303 (24.0%)	99 (34.1%)	2.671	2.838*
Review local district reading curriculum	198 (15.7%)	62 (21.5%)	2.211	2.295

Table continued on following page

Mathematics				
Learn how to facilitate math learning for students in small groups	705 (56.1%)	72 (25.1%)	3.549	2.477***
Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	651 (51.7%)	70 (24.2%)	3.446	2.491***
Study, critique, or adapt math curriculum materials	644 (51.2%)	67 (23.2%)	3.437	2.374***
Adapt math lessons for students with diverse needs and learning styles	615 (48.9%)	111 (29.5%)	3.385	2.612***
Practice what you learned about teaching math in your field experience	648 (51.8%)	98 (34.0%)	3.375	2.715***
Prove that a solution is valid or that a method works for all similar cases	549 (44.0%)	70 (24.2%)	3.262	2.422***
Learn typical difficulties students have with place value	440 (35.0%)	60 (20.8%)	3.012	2.322***
Learn typical difficulties students have with fractions	398 (31.8%)	60 (21.0%)	2.894	2.290***
Study national or state standards for mathematics	408 (32.4%)	76 (26.4%)	2.844	2.476***
Review local district mathematics curriculum	254 (20.2%)	55 (19.4%)	2.412	2.085***

Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001. Items are listed from greatest to least by BSC graduates item mean.

Table 6 demonstrates the comparison between Bank Street graduates and the comparison teachers for the two composite variables. Bank Street graduates are statistically significantly more likely than the comparison teachers to have indicated that they had a substantial opportunity (defined as “exploring in some depth” or “having extensive opportunity”) to learn how to teach English Language Arts and Mathematics.

**Table 6. Responses of Bank Street Graduates and Comparison Teachers to Survey Question:
In your teacher preparation program, how much opportunity did you have to do each of the following?**

Composite variable	Item mean	
	BSC graduates	Comparison teachers
Opportunities to Learn about Teaching English Language Arts	3.397	3.045***
Opportunities to Learn about Teaching Mathematics	3.162	2.535***

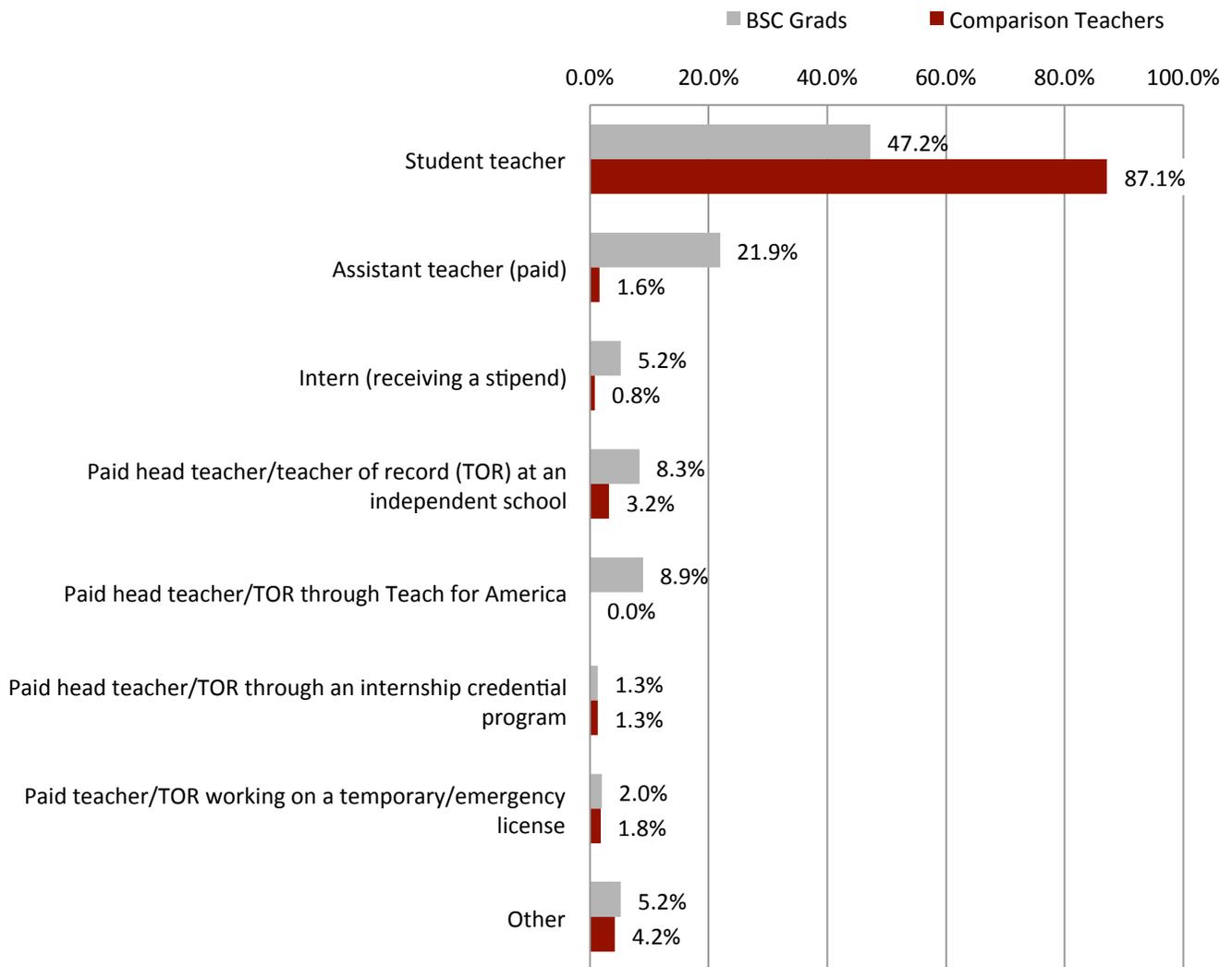
Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001.

Supervised Fieldwork Experiences

Another section of the surveys asked Bank Street graduates who are currently teaching and the comparison teachers about their supervised fieldwork experiences during their teacher preparation.

When asked to describe the nature of their supervised fieldwork, 47 percent of the Bank Street graduates described themselves as being student teachers, as compared to 87 percent of the comparison teachers. Another 22 percent of the Bank Street graduates described themselves as a paid assistant teacher, compared to 2 percent of the comparison teachers. This role is most common in early childhood education settings, and BSC graduates are disproportionately working in that field. Bank Street also had a disproportionate number of graduates who were part of Teach for America (8.9%), were paid head teachers at independent schools (8.3%), or were serving as interns who receive a stipend (5.2%). These three categories of candidates were serving as teacher of record in their classrooms while attending classes at Bank Street. **Figure 13** demonstrates the proportion of respondents of both surveys who selected the other options provided.

Figure 13. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *Of the options below, which best describes your supervised fieldwork?*



The surveys asked the respondents to estimate the amount of time they spent in student teaching as part of their supervised fieldwork. As Figure 14 demonstrates, **Bank Street graduates were much more likely to have spent an extensive amount of time student teaching.** More than half of the Bank Street graduates reported that they spent over 720 hours (approximately equivalent to 120 days or 24 weeks) student teaching; in contrast, only 13 percent of the comparison teachers said the same. Conversely, almost 70 percent of the comparison teachers spent less than 480 hours (approximately equivalent to 80 days or 16 weeks) student teaching, whereas less than a third of Bank Street graduates reported the same.

Since less than half of the Bank Street graduates participated in a traditional student teaching experience, as compared to 87 percent of the comparison teachers, we repeated the analyses presented in Figure 14 after limiting the samples to only those teachers who had student teaching clinical placements. These results are presented in Figure 15. We find that when we limit the samples to only student teachers, the trend that we observed among the full sample holds. Bank Street graduates generally spent many more hours student teaching as part of their teacher preparation program than the comparison teachers. This is not surprising since the standard Bank Street model involves significantly more clinical experience than is required by the state.

Figure 14. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *Approximately how much time did you spend in student teaching as part of your supervised fieldwork?*

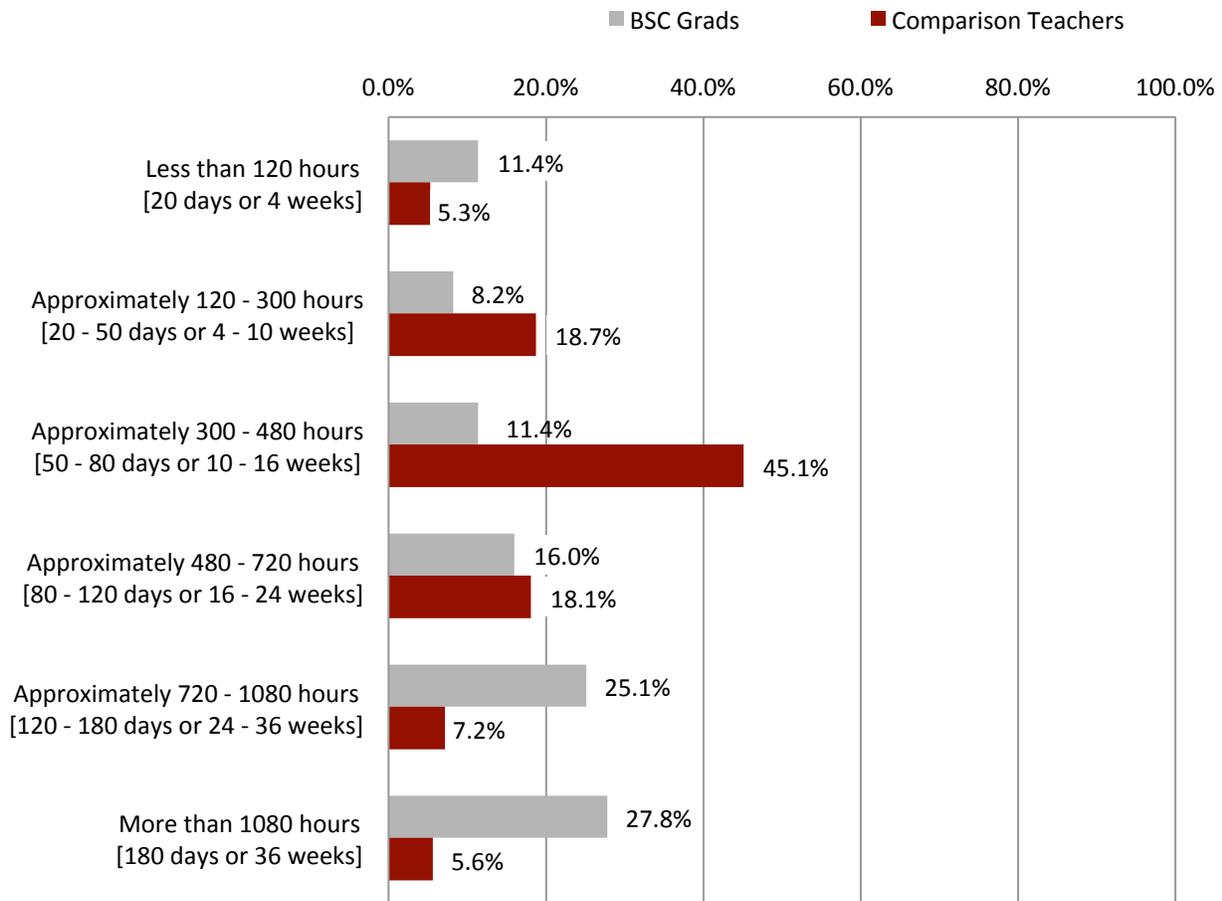
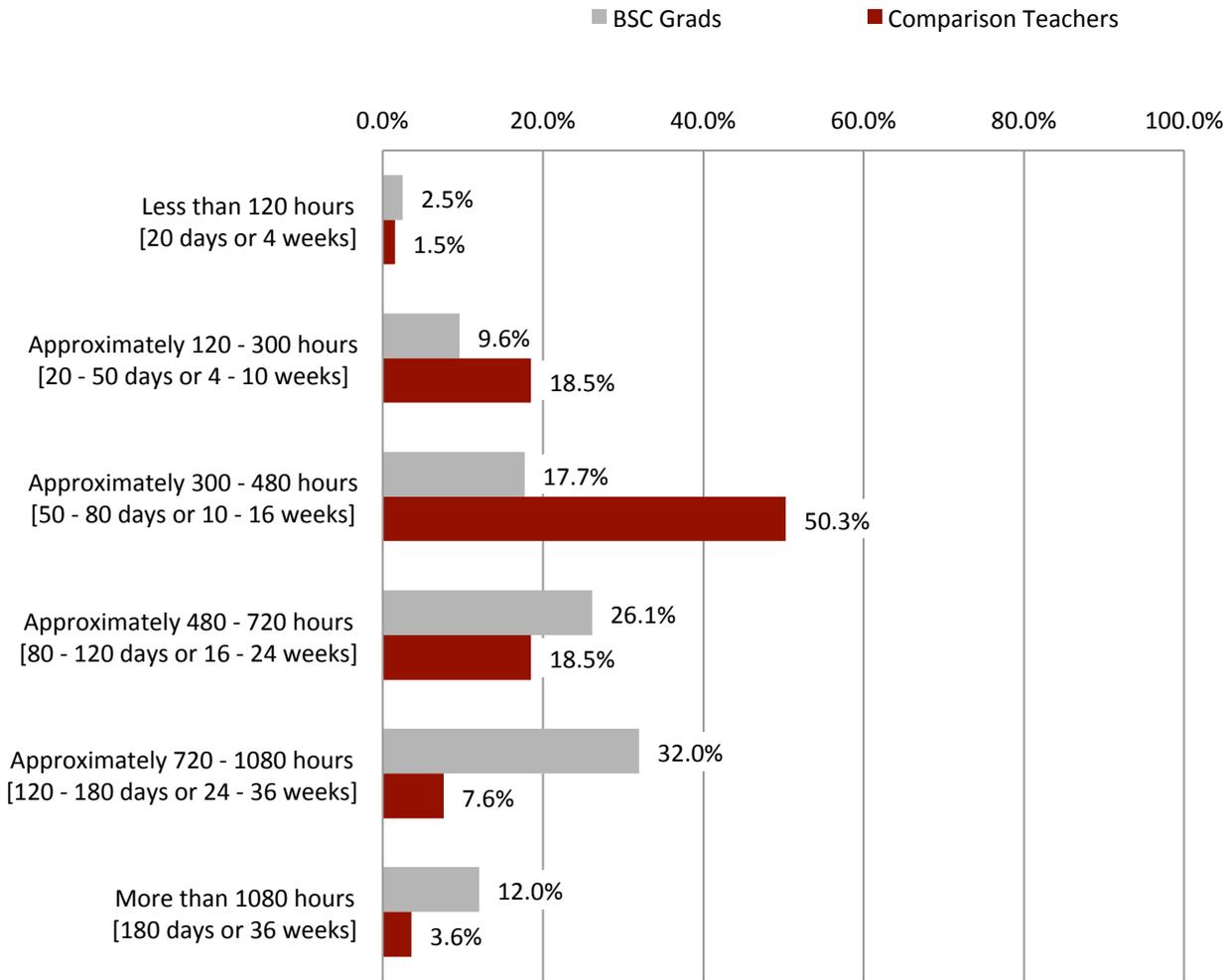


Figure 15. Responses of Bank Street Graduates and Comparison Teachers Who Were Student Teachers to Survey Question: *Approximately how much time did you spend in student teaching as part of your supervised fieldwork?*



Bank Street graduates were likely to have a wider range of clinical experience types than the comparison teachers (e.g., assistant teacher roles, internships, and head teacher / teacher of record positions, as well as student teachers). Across all of these settings, they were more likely to report intensive attention from their university supervisor: 60 percent of the Bank Street graduates had a university advisor/supervisor observe them more than five times during their fieldwork, whereas only 41 percent of the comparison teachers could say the same. Otherwise, the comparison teachers were more likely than the Bank Street graduates to have had their program set up their supervised fieldwork experiences for them; had a cooperating teacher who had taught for at least three years; and had supervised fieldwork experiences similar to their current job in terms of grade level, subject area, and student population. (See Figure 16.)

Because more than half of the Bank Street graduates did not have a traditional student teaching clinical placement, we repeated the comparisons presented in Figure 16 after limiting both the Bank Street and comparison teacher samples to only those individuals who were student teachers. The results of these analyses are presented in Figure 17. When the samples of Bank Street graduates and comparison teachers are limited to only those who had student teaching clinical placements, we find that a much greater proportion of both sets of teachers reported that their program set up their supervised fieldwork experiences for them. Among those who were student teachers, Bank Street graduates are now more likely to have reported that their preparation program set up their supervised fieldwork experiences for them. The other responses were less disparate across groups, but comparison group teachers continued to be more likely to report more experienced cooperating teachers and placements similar to their later teaching jobs.

Figure 16. Responses of Bank Street Graduates and Comparison Teachers to Survey Question: *Do you agree with the following statements about your supervised fieldwork? [Responded “Yes”]*

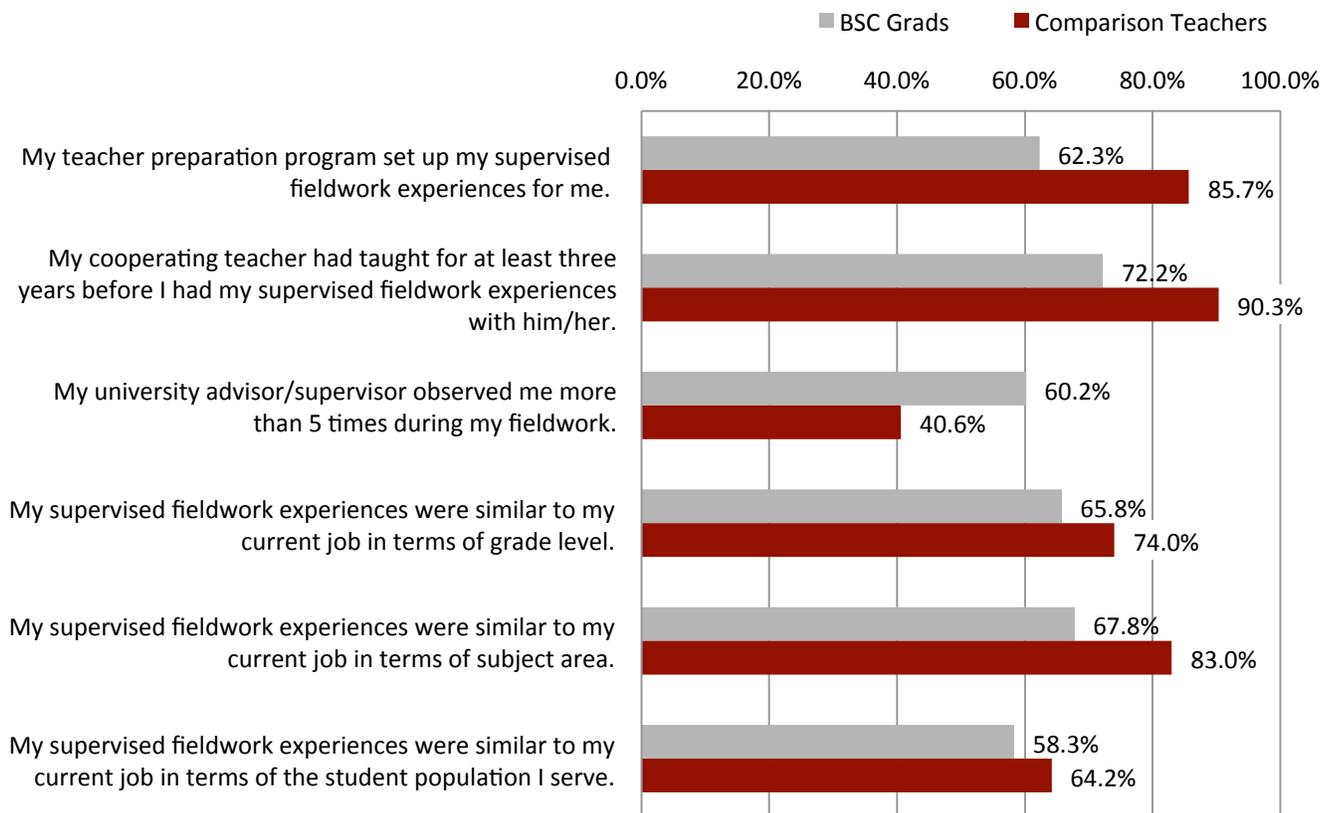
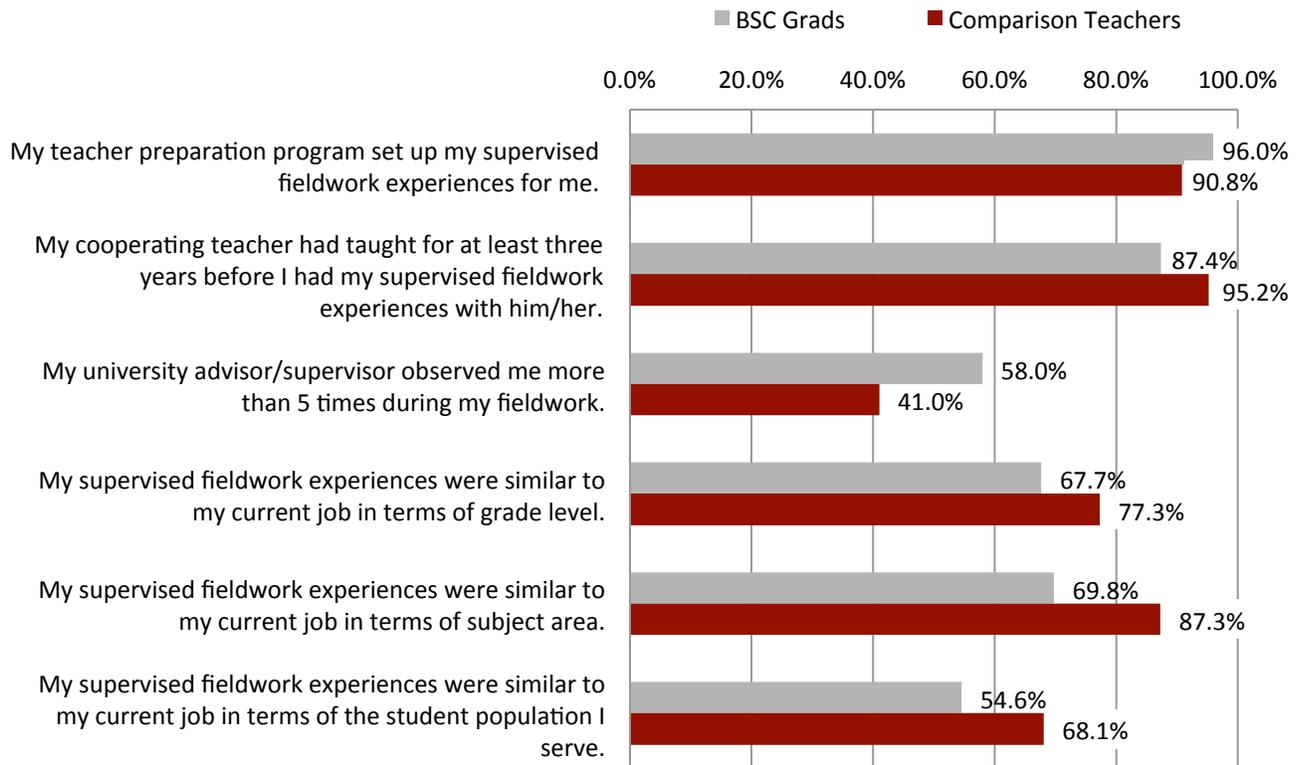


Figure 17. Responses of Bank Street Graduates and Comparison Teachers Who Were Student Teachers to Survey Question: *Do you agree with the following statements about your supervised fieldwork?* [Responded “Yes”]



The relative strength of the Bank Street supervisory system was indicated in other responses, while the variability in the quality of candidates’ placements – substantially associated with whether or not they had traditional student teaching placements – was also a continuing theme.

The surveys asked specific questions about respondents’ experiences with their cooperating/head teacher(s) and their advisor/supervisor during their supervised fieldwork experience. The respondents were asked the extent to which they agreed with six statements using a five-point Likert ranging from “strongly disagree” to “strongly agree.” [Table 7](#) presents the number and proportion of Bank Street graduates and comparison teachers who somewhat or strongly agreed with each of these statements, as well as a comparison of the item means for these two groups. Bank Street graduates were significantly more likely than the comparison teachers to agree that their supervisor(s) regularly observed their teaching, met with them, and offered constructive feedback about their teaching. They were also more likely to agree that their program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time. However, Bank Street graduates were statistically significantly less likely than the comparison teachers to agree that their cooperating teacher(s) frequently observed their teaching, met with them, and offered useful advice about their teaching, as well as to agree that their cooperating/head teacher was an excellent teacher and a worthy role model.

Again, because such a large proportion of Bank Street graduates were not student teachers, we repeated these analyses limiting the samples of Bank Street graduates and comparison teachers to only those who had student teaching clinical placements. These results are presented in [Table 8](#). When the samples of Bank Street graduates and comparison teachers are limited to only those who were student teachers, both groups are

more likely to agree that their cooperating teacher(s) frequently observed their teaching, met with them, and offered useful advice about their teaching. The comparison teachers are still significantly more likely to agree with this statement than the Bank Street teacher, though the differences are less dramatic than they were for the full sample. Additionally, when the samples are limited to only those who were student teachers, both the Bank Street graduates and the comparison teachers are more likely to agree that their program supervisors regularly observed them; their program had courses and school experiences that addressed the complexities of teaching gradually over time; and they taught in at least one school that was a good environment for practicing and reflecting upon their teaching. Both groups were also highly likely to agree that their cooperating teachers were excellent teachers who modeled the kind of teaching that was encouraged by the program’s faculty.

Table 7. Responses of Bank Street Graduates and Comparison Teachers to Survey Question:
To what extent do you agree that the following features characterized your teacher preparation program?

Feature	Responded “somewhat agree” or “strongly agree”		Item mean	
	BSC graduates	Comparison teachers	BSC graduates	Comparison teachers
My cooperating/head teacher was an excellent teacher and a worthy role model.	888 (72.8%)	303 (81.9%)	4.070	4.259**
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program’s teacher education instructors.	903 (73.7%)	297 (79.8%)	4.030	4.116
My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.	868 (70.6%)	314 (84.4%)	3.919	4.290***
My program’s supervisor(s) regularly observed my teaching, met with me, and offered constructive feedback about my teaching.	966 (77.4%)	273 (73.4%)	4.094	3.858**
My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	871 (69.8%)	241 (65.0%)	3.878	3.655**
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.	1076 (86.6%)	332 (89.2%)	4.429	4.503**

Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001.

Table 8. Responses of Bank Street Graduates and Comparison Teachers Who Were Student Teachers to Survey Question: *To what extent do you agree that the following features characterized your teacher preparation program?*

Feature	Responded “somewhat agree” or “strongly agree”		Item mean	
	BSC graduates	Comparison teachers	BSC graduates	Comparison teachers
My cooperating/head teacher was an excellent teacher and a worthy role model.	491 (82.8%)	279 (85.9%)	4.292	4.351
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program’s teacher education instructors.	509 (85.7%)	273 (83.5%)	4.305	4.199
My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.	479 (80.5%)	289 (88.4%)	4.134	4.401***
My program’s supervisor(s) regularly observed my teaching, met with me, and offered constructive feedback about my teaching.	470 (79.6%)	249 (76.1%)	4.142	3.911**
My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	429 (72.4%)	220 (67.5%)	3.944	3.702**
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.	548 (92.1%)	302 (92.4%)	4.605	4.584

Note. Significance of comparison of item means of BSC graduates versus comparison teachers indicated next to item mean of comparison teachers: *p < .05; **p < .01; ***p < .001.

“I received an amazing education at Bank Street. I had four wonderful student teaching placements in four very different schools. My placements were in different grades ranging from pre-k all the way through 5th grade. And my head teachers were all strong teachers who taught me more than I thought possible.”
 - *Bank Street Teaching Program Graduate*

Figure 13 shows the wide variety of clinical placement types for Bank Street graduates. We further explored the varying experiences of Bank Street graduates among these different clinical placement types by conducting cross-tabulation analyses of the supervised fieldwork survey item responses by clinical placement type. Appendix D presents the results of these analyses.

Overall, we found two trends among these results. There are some survey items for which there is little variation in responses across clinical placement types. For example, across the board, a majority of Bank Street graduates agreed that their university advisor/supervisor observed them at least five times during their fieldwork experience and met with them regularly to offer constructive feedback. Similarly, most agreed that Bank Street had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.

However, there are other survey items for which there is a clear dichotomy of responses between those who were student teachers, assistant teachers, or interns and those who were the teacher of record (whether through Teach for America, at an independent school, through an internship credential program, or working on a temporary/emergency license). Of note, more than 90 percent of Bank Street graduates who were student teachers, assistant teachers or interns felt that they had their supervised fieldwork in at least one school that was a good environment for practice teaching and for reflecting upon their teaching; that was not the case for the graduates who were the teacher of record for their clinical placement.

Graduates' Views of their Program

The Teaching Program Survey also offered respondents an opportunity to provide open-ended feedback to Bank Street College. Specifically, the final survey item stated: "Bank Street College values your perspective and feedback. If there is anything else that you would like to share about the quality and value of your experiences at Bank Street (highlights, strengths, areas for improvement, etc.), please do so here." Throughout this report, we have provided quotes from these open-ended responses where they parallel the findings from the quantitative survey analyses. In this section, we describe the themes that emerged from analyses of these open-ended responses.

653 graduates, representing 47 percent of the Teaching Program Survey respondents, provided open-ended feedback. Each of the open-ended responses was categorized into one or more themes. That is, if a given response made multiple distinct points, it might be given multiple codes. When applicable, items were first broadly coded as noting either a strength or an area of improvement for Bank Street College. More specific codes captured elements of the Bank Street teaching program that were mentioned with frequency – for example, the coursework, faculty, advisers, or supervised fieldwork. The process of developing the coding categories was an organic one – as the open-ended responses were coded, some categories were combined while others were divided into multiple categories, as necessary.

Graduates' Perceptions of the Strengths of Their Program. The Teaching Program Survey respondents quite frequently mentioned something positive about their Bank Street experience. Specifically, 556 (85%) of the open-ended responses contain a reference to a positive aspect of the Bank Street teaching program.

- 220 (34%) explain how the graduate's Bank Street experience positively impacted their lives in some way;

"I am extremely thankful that I had the ability to attend Bank Street College. I feel that the constructivist approach I gained while at Bank Street has enabled me to teach in a fun and meaningful way and to help me work with my students to make meaning of our curricula."

- 183 (28%) mention a specific way their Bank Street preparation has positively affected their teaching practices;

"I found Bank Street to be an outstanding institution for educating teachers, far exceeding the common perceptions about teacher training preparation. They are very strongly focused on the child's developmental level, and how to engage a child with meaningful, age-appropriate, first-hand experiences and curriculum."

- 47 (7%) declare that graduating from Bank Street has benefitted their career trajectory;

“Wonderful experience - getting ready to pursue my doctoral degree in the fall in special education. Thank you Bank Street for preparing me to want to do more to impact the field of education.”

- and 26 (4%) comment on how attending Bank Street has improved them in a personal way.

“Bank Street helped me to understand who I am as a learner and what I need to continue to grow and learn. I try to incorporate what I know of myself as a learner on a daily basis; this keeps the job exciting and is constantly pushing me to go beyond my comfort zone.”

Many of the open-ended responses commented on specific components of the Bank Street Teaching Program, which the respondents particularly appreciated.

- 99 (15%) of the open-ended responses praise the program coursework;

“I loved my Bank Street Coursework and continue to draw on it, 16 years into my teaching career.”

- 139 (21%) give accolades to the teaching faculty;

“I think my instructors were, for the most part, phenomenal. I feel very lucky to have had the professors I did. The caliber of instruction they provided and the tone of respect for children they established in their courses was invaluable.”

- 123 (19%) provide positive feedback about the supervisory/advisory experience;

“By far the greatest highlight and what really made my Bank Street education so valuable and special was the supervision program. I was very fortunate to be placed in two excellent schools with two great teachers. However, what really made these placements so successful, was the supervision program. My advisor, XXX, was always supportive, able to help at any time and helped provide advice when necessary. In addition, his feedback was valuable and constructive and provided me with the ability to grow and learn as a teacher. Additionally, XXX has a great sense of humor that managed to make even the worst days better.”

- 106 (16%) show appreciation for the supervised fieldwork experience;

“The practical experience I gained from my fieldwork and the conversations we had as a conference group were something that I cherish and look back upon fondly.”

- 41 (6%) express gratitude for the peers in their cohorts or supervisory groups;

“My student teaching experience through Bank Street was a great culmination of all of my learning and coursework. My cooperating teacher and supervisor were supportive and guided me through lessons and classroom management. My weekly conference groups were also an integral part of the supervised fieldwork experience because it further helped me reflect on my experiences within the classroom.”

- and 37 (6%) express appreciation for the support and networking opportunities Bank Street College provided them after they graduated.

“It is a special community and one that I continue to rely on. Our conference group still meets with our advisor several times a year. We have carried our connection forward and still use each other to reflect on our own practices.”

Graduates’ Views on Opportunities for Improvement. The open-ended responses also provided suggestions for improving the Bank Street Teaching Program. Specifically, 403 (62%) of the open-ended responses commented on something that could be improved.

- 220 (34%) suggest ways that coursework could be improved.
- 41 (6%) comment on challenges working with some Bank Street faculty members.
- 44 (7%) mention poor supervisory/advisory experiences.
- 62 (9%) express some frustration regarding the supervised fieldwork.
- 36 (6%) offer advice regarding how to strengthen graduates’ post-Bank Street experience, including suggesting more support for job placement and expressing a desire for more networking events with other Bank Street alumni.

In the area of program coursework, many of the respondents provided suggestions for adding specific types of courses to the Bank Street curriculum.

- 45 (7%) of the open-ended responses suggest additional or improved coursework for English Language Arts; 38 (6%) for Math; and 30 (5%) for teaching students with special needs.
- Additionally, 51 (8%) of the open-ended responses included requests for coursework to be more attentive to the “nuts and bolts” of teaching – that is, providing additional practical instruction.

The progressive philosophies and values of Bank Street drew both praise and criticism.

- On one hand, 80 (12%) of the open-ended responses included an appreciation of Bank Street’s progressive values.

“Bank Street is unique in teacher preparation programs for the integrity of the practice of its own philosophy: that is, experience-based learning is life-long learning, and reflection with peers and guides/mentors is key in personal development as a teacher. Wherever I have taught, it is the Bank Street graduates who were my colleagues that were the best team players, most interested in participating in collaborative projects, and most thoughtful about child development and individual learning. I cannot say enough about the value of a Bank Street Education.”

On the other hand, 60 (9%) of the open-ended responses commented on the difficulty graduates had with negotiating the progressive values of Bank Street with the realities of the school environments they entered

upon graduation. These respondents often lamented that Bank Street had not better prepared them to bridge this perceived divide.

“Bank Street's progressive educational philosophy and approach is a one size fits all model. After leaving Bank Street I encountered students who were not making adequate progress with the progressive approach to instruction.”

“I would not do anything differently regarding my graduate schooling because I believe so deeply in the child-centered, inquiry-based philosophy of BSC and its instructors; however, I was really woefully unprepared for the realities of working in an urban public setting. The luxuries of time and resources that were often at the core of what we were learning at Bank St. are simply not available at schools with students struggling to keep their heads above water academically and socially.”

- Additionally, 24 (4%) of these respondents commented that Bank Street was better suited for preparing teachers to work in private/independent school settings rather than public school settings.

“I greatly value my education at Bank Street. I do wish it had been more applicable to real world teaching, outside of the progressive bubble of independent schools. Some of the techniques and skills were very difficult to apply in an average public school.”

Graduates' Effectiveness

Changes in Student Test Scores

The comparisons described in the previous sections are based upon a comparison of the responses of the Bank Street Teaching Program Survey and the responses of the Comparison Teacher Survey. This section compares NYCDOE teachers who are graduates of Bank Street College with NYCDOE teachers who are not, using student-teacher linked data provided by the NYCDOE. Specifically, value-added modeling (VAM) analyses were conducted to examine the influence of having a teacher prepared at Bank Street College (BSC) on students' performance on state standardized tests in English Language Arts (ELA) and Mathematics (Math).

We approach this analysis acknowledging the appropriate cautions that scholars, policy makers, practitioners, and the public should apply to judgments about individuals or groups of teachers based on the use of value-added modeling for educational assessments and accountability. As noted by the recent policy statement of the American Statistical Association (2014), a research summary by the Economic Policy Institute (Baker et al., 2010), and numerous others in the field², there are a number of known problems with the use of value-added methods to draw inferences about teacher effects. Most fundamental is the fact that it is impossible to fully disentangle the influences of individual teachers from those of other factors (administrative leadership, curriculum, class size, school resources, other teachers and tutors, parents, unmeasured student attributes, and so on). In addition, VAM metrics have been shown to be unstable from year to year, test to test, and course to course, and to be inaccurate for teachers whose students are above or below grade level, especially when using state tests that are required, by federal law, to measure only grade level content.

VAM models produce the most credible results when used with very large samples. Although we began our study with a large data set of Bank Street teachers and New York City students, we were unable to link most of these teachers to students in tested grade levels; thus our resulting sample of teachers was much smaller. (See [Appendix B](#) for details.)

As noted earlier, the vast majority of Bank Street graduates teach in early childhood contexts, either in preschool or early elementary grades. However, we needed to limit our sample to students in grades 4 through 8 because state test score data are available only in grades 3 – 8. (Scores in grade 3 are used to measure value-added for grade 4.) In addition, we needed to limit our data to five consecutive school years (SY2005-06 through SY2009-10) because those were the only years for which NYCDOE had verified that the student-teacher linkage data were accurate. We eliminated from our sample students who had more than one teacher, because we could not distinguish the contributions of more than one teacher teaching the same students in a single school year (and could not know the duration of each teacher's assignment); and we limited our sample to students who were not in self-contained special education classrooms because grade-level tests are not valid for students who perform well below grade level, as is typical for those in self-contained special education classrooms. Consequently, while the NYCDOE provided us with data for 170,065 teachers and 2,547,974 students, we were ultimately only able to use data for 23,014 teachers and 638,760 students. Bank Street teaching programs have had 4,979 graduates over the past 14 years; however, for the reasons described above and in more detail in [Appendix B](#), only 322 of them are represented in our final sample.

² See Briggs & Domingue (2011), Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012), Haertel, E. H. (2013), Lockwood, J., McCaffrey, D., Hamilton, L., Stetcher, B., Le, V.N., & Martinez, J. (2007), Loeb, S. & Candelaria, C. A. (2013), McCaffrey, D. F. (2013), Newton, X., Darling-Hammond, L., Haertel, E., & Thomas, E. (2010), Raudenbush, S. W. (2014), Raudenbush, S. W. & Willms, J. D. (1995), Rothstein, J. (2007), Sass, T. (2008).

We know that this group is not representative of BSC graduates, who are disproportionately teachers of younger children than those in this sample. In addition, because of the strength of its special education programs, many Bank Street graduates likely teach in self-contained special education programs, and they may also teach in classrooms specifically designed for co-teaching. Because of these concerns about the representativeness of the sample and the complexities associated with value-added modeling, we urge caution in interpreting the results of our VAM analyses for this study.

Before conducting the VAM analyses, we first compared the school settings of BSC teachers and non-BSC teachers within our sample to examine whether any differences that might be indicated by the VAM analyses could potentially be attributable to differences in the student populations at the school sites rather than differences in the instruction provided by these teachers. Our school-level comparison analyses, described in [Appendix E](#), suggest that BSC teachers and non-BSC teachers teach in schools with comparable student demographics.

For our VAM analyses, we developed regression models based on the combined five years of consecutive data (SY2005-06 through SY2009-10) from our master longitudinal dataset. We examined the relationship between teacher characteristics (specifically, being a BSC graduate and teaching experience) and student achievement, using both main effect and interaction models. The main effect models do not include interaction terms. These models independently examine the relationship between having a BSC teacher and student test scores and the relationship between a teacher’s teaching experience and student test scores. The interaction models examine whether the relationship between having a BSC teacher and student test scores is dependent upon the teacher’s teaching experience. In other words, we are interested in whether being prepared by BSC matters differentially earlier in a teacher’s career versus later. As described previously, the BSC graduation status variable has two categories (BSC graduate vs. non-BSC graduate) and the teaching experience variable has two categories (“beginning” – less than 2 years of teaching experience vs. “experienced” – 2 or more years of teaching experience).

Our models all include student-level demographic variables to control for the influence of student characteristics on students’ ELA and Math performance. We specifically control for student gender, ethnicity, eligibility for free or reduced-price lunch, status as an English Language Learner, status as a Special Education student, whether or not the student was retained, and the number of days a student was present in a given school year. We also control for grade level in our models because the New York state standardized tests are grade-specific, and we include a student test score lag variable to control for students’ prior achievement. It should be noted that the student characteristics included in our models collectively account for a significant proportion of the variance in student test scores, about 57 percent for ELA and 66 percent for Math. Teacher variables (experience and preparation program) explain only about 2 percent of the additional variance, with teacher experience accounting for most of that small proportion.

[Table 9](#) demonstrates the results of the final models. Models 1 and 2 predict students’ performance on ELA exams, and Models 3 and 4 predict students’ performance on Math exams. Models 1 and 3 are main effect models (without interaction terms), and Models 2 and 4 are interaction models.

	Main Effect Model	Interaction Model
ELA	Model 1	Model 2
Math	Model 3	Model 4

Table 9: Regression Model of Student ELA and Math Achievement across 5 Years (2005-06 to 2006-10)

Parameter	ELA		Math	
	Model 1 Non-Interaction	Model 2 Interaction	Model 3 Non-Interaction	Model 4 Interaction
Test Score Lag	0.63*** (0.001)	0.63*** (0.001)	0.75 *** (0.0008)	0.75 *** (0.0008)
Female	0.01 *** (0.0002)	0.01 *** (0.0002)	0.005 *** (0.0002)	0.005 *** (0.0002)
English Learner	-0.04 *** (0.0005)	-0.04 *** (0.0005)	-0.01 *** (0.0005)	-0.01 *** (0.0005)
Special Ed	-0.04 *** (0.0005)	-0.04 *** (0.0005)	-0.03 *** (0.0006)	-0.03 *** (0.0006)
Retention	0.02 *** (0.001)	0.02 *** (0.001)	0.10 *** (0.001)	0.10 *** (0.001)
Free Lunch	-0.01 *** (0.0003)	-0.01 *** (0.0003)	-0.01*** (0.0004)	-0.01*** (0.0004)
Reduced-priced Lunch	-0.006 *** (0.0005)	-0.006 *** (0.0005)	-0.004*** (0.0006)	-0.004*** (0.0006)
Native American	-0.003 (0.002)	-0.003 (0.002)	-0.0001 (0.002)	-0.0001 (0.002)
Asian	0.03 *** (0.0004)	0.03 *** (0.0004)	0.04 *** (0.0004)	0.04 *** (0.0004)
Black	-0.01 *** (0.0002)	-0.01 *** (0.0002)	-0.02 *** (0.0003)	-0.02 *** (0.0003)
White	0.02 *** (0.0003)	0.02 *** (0.0003)	0.02 *** (0.0004)	0.02 *** (0.0004)
Multi-Racial	0.02 *** (0.004)	0.02 *** (0.004)	0.01 (0.005)	0.01 (0.005)
Grade 4	0.04 *** (0.003)	0.04 *** (0.003)	0.07 *** (0.003)	0.07 *** (0.003)
Grade 5	0.03 *** (0.0003)	0.03 *** (0.0003)	0.03 *** (0.0003)	0.03 *** (0.0003)
Grade 7	0.01 *** (0.0003)	0.01 *** (0.0003)	0.005 *** (0.0004)	0.005 *** (0.0004)
Grade 8	-0.001 *** (0.0003)	-0.001 *** (0.0003)	0.02 *** (0.0004)	0.02 *** (0.0004)
Attendance	0.0007 *** (<0.0001)	0.0007 *** (<0.0001)	0.002 *** (<0.0001)	0.002 *** (<0.0001)
Teaching Experience	0.01*** (0.0003)	-	0.01*** (0.0003)	-
BSC Teachers vs. Non-BSC Teachers	0.0001 (0.001)	-	-0.001 (0.002)	-
BSC Beginning Teachers vs. Non-BSC Beginning Teachers	-	-0.01*** (0.003)	-	-0.001 (0.003)
BSC Experienced Teachers vs. Non-BSC Experienced Teachers	-	0.003** (0.002)	-	-0.001 (0.002)

Table continued on following page

Parameter	ELA		Math	
	Model 1 Non-Interaction	Model 2 Interaction	Model 3 Non-Interaction	Model 4 Interaction
Constant	0.17 *** (0.002)	0.17 *** (0.002)	0.12 *** (0.001)	0.12 *** (0.001)
R-Squared (Adjusted)	0.59	0.59	0.68	0.68
Students (N)	736,683	736,683	759,667	759,667

Note. *p < .05; **p < .01; ***p < .001. Standard errors are in the parentheses.

Student ELA and Math scores in the VAM models are Min-Max normalized scores with a range between 0 and 1, which resulted in very small regression coefficients. Teaching experience was coded in two categories: beginning teacher (less than 2 years of teaching experience) vs. experienced teacher (2 or more years of teaching experience)

Results of the main effect models (Models 1 and 3) suggest that, as anticipated, prior year test scores and student demographic characteristics account for the lion's share of influence on students' current year scores. Interestingly, of all the factors we examined, student attendance is the single variable with the most significant effect on achievement in ELA and Math. Teacher experience (more than 2 years of teaching experience) also has a large positive influence on student achievement in both subjects.

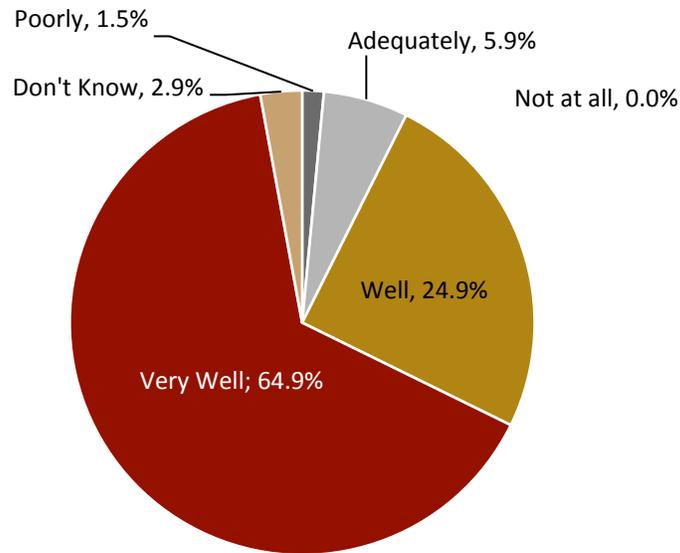
After controlling for all of these variables, there is no significant difference in student achievement associated with whether a student has a teacher who graduated from Bank Street or not. In ELA, however, there is a significant interaction effect between Bank Street status and experience, with students taught by experienced Bank Street teachers outperforming those of other experienced teachers in New York City, holding all else equal. The students of beginning Bank Street teachers performed less well. There is no interaction effect in mathematics.

In addition to teacher experience, the other variable in our models found to have significant influence on student achievement was teacher certification. After controlling for student characteristics, student attendance, and prior achievement, we found that in both ELA and Math, students taught by teachers with permanent or professional certificates significantly outperformed those taught by teachers with provisional or initial certificates. Relative to teacher experience and certification, graduating from a specific teacher preparation program like Bank Street makes much less difference in student achievement outcomes as evaluated through this methodology.

Employers' Assessments of Bank Street Graduates as Teachers

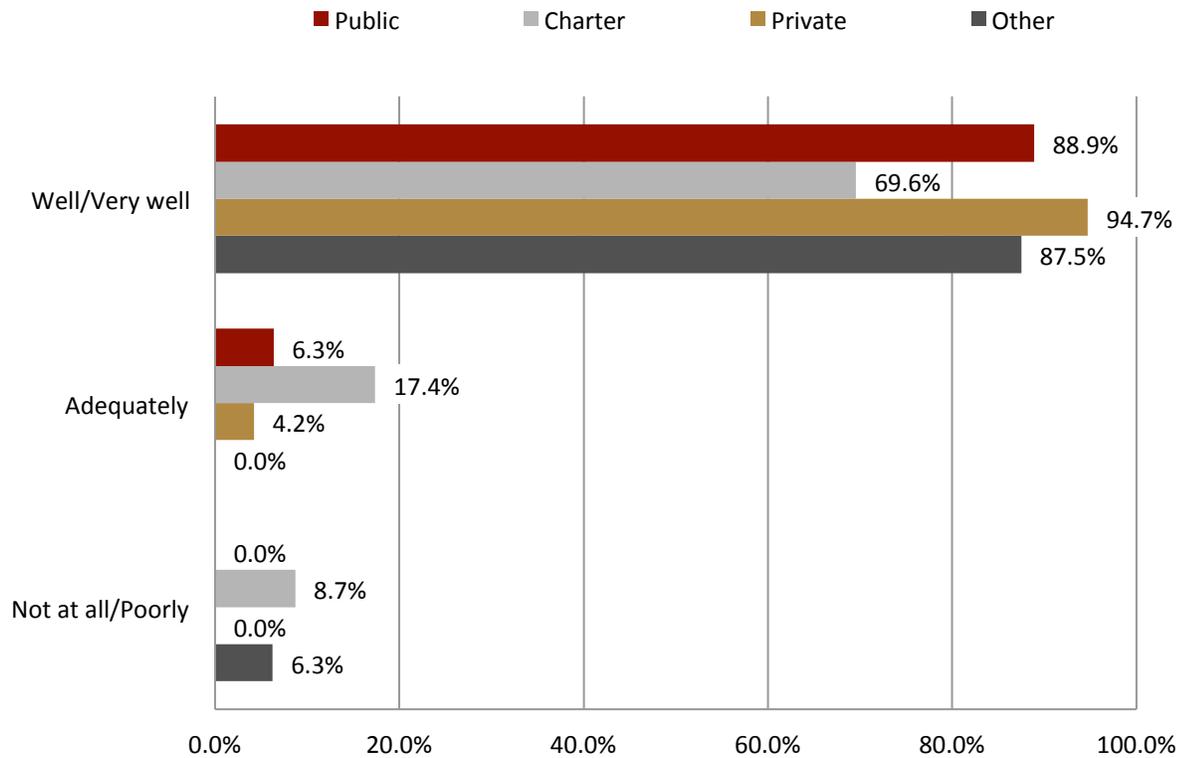
As shown in the employer survey, employers (generally school principals) view Bank Street graduates very favorably, both overall and in specific aspects of teaching. As **Figure 18** demonstrates, **90 percent of the respondents think that Bank Street graduates are well or very well prepared as teachers.**

Figure 18. Responses of Employers to Survey Question:
Overall, how well prepared do you think Bank Street College graduates are as teachers?



Private school administrators, followed closely by non-charter public school administrators, are particularly pleased with the caliber of Bank Street graduates. Among administrators currently working at private schools, 95 percent indicated that Bank Street graduates are well or very well prepared as teachers, followed by a very substantial 89 percent of those currently working at public non-charter schools. In comparison, 70 percent of those working at public charter schools think the same. (See **Figure 19**.) Available data does not allow us to discern whether employers are referencing graduates from specific Bank Street programs or pathways.

**Figure 19. Responses by School Type of Employers to Survey Question:
Overall, how well prepared do you think Bank Street College graduates are as teachers?**



“Overall, I have found Bank street students to be extremely insightful and reflective. They are open to and actively engage in continued learning. They are dedicated professionals who take their commitment to education and young children seriously.”
➤ *Employer Survey Respondent*

“Having a Bank Street degree makes a teaching candidate’s resume stand out right away. I will always look carefully at a Bank Street graduate.”
➤ *Employer Survey Respondent*

The Employer Survey also asked respondents to compare Bank Street graduates to other teachers with whom they have worked on a set of teaching activities. This list of activities is identical to the list used on the Bank Street Teaching Program Graduate Survey and the Comparison Teacher Survey. In those surveys, the teachers were asked how well their teacher preparation program prepared them to engage in each of these activities. As previously discussed, these teaching activities have been shown to be the practices of effective teachers who engage in skillful, learner-centered practice (Darling-Hammond, 2006).

Table 10 demonstrates how well prepared employers think Bank Street graduates are to engage in each of these activities, compared to other teachers with whom they have worked. **Across all the teaching activities, the Employer Survey respondents generally rated Bank Street graduates as being well or very well prepared compared to other teachers.**

Strengths of Bank Street Graduates in Eyes of Employers. There are a number of teaching activities for which the employers note Bank Street graduates are particularly well prepared to engage. Over 85 percent of the employers report that Bank Street graduates are “well” or “very well” prepared, relative to other teachers, to engage in each of the following:

- relate classroom learning to the real world (91.2%);
- develop curriculum that builds on students’ experiences, interest, and abilities (89.8%);
- plan instruction based on how children and adolescents develop and learn (89.6%);
- help students learn to think critically and solve problems (89.5%);
- use knowledge of learning, subject matter, curriculum, and student development to plan instruction (88.2%);
- teach students from diverse ethnic, racial, linguistic, and cultural backgrounds (88.2%);
- help all students achieve to high academic standards (87.7%);
- engage students in cooperative group work as well as independent learning (87.1%);
- develop a classroom environment that promotes social/emotional development and group responsibility (87.0%);
- collaborate with colleagues (87.1%);
- work with parents and families to better understand students and to support their learning (86.6%);
- give productive feedback to students to guide their learning (86.6%);
- analyze, select, and develop curriculum materials that are appropriate for their students (86.0%);
- and develop students’ questioning and discussion skills (86.0%).

The Bank Street graduates were also more likely to rate themselves as very well prepared to engage in these same activities.

The Employer Survey also provided respondents with an opportunity to provide open-ended feedback to Bank Street College. Specifically, the final survey item stated: “Thank you for taking the time to offer your feedback. Bank Street College values your perspective and feedback. If there is anything else that you would like to share about your experiences with Bank Street College students and/or graduates, please do so here.” 89 (23%) of the respondents provided open-ended feedback. We coded and analyzed these responses. Respondents had generally positive impressions of Bank Street College – 76 (85%) of the open-ended responses include some kind of positive feedback. Specifically, Bank Street graduates were often described as very committed, motivated, passionate individuals; reflective about their practice; and having philosophies and values that blended well with their occupational setting. Employers appreciated that the Bank Street program had a “whole-child” orientation and instilled in its graduates a desire for ongoing professional growth. Respondents also frequently noted that graduates of Bank Street College make strong applicants and that their resumes are considered with great interest.

“In general, Bank Street Grads have a strong foundation in child development, are creative in their thinking, and thoughtful in their approach to students, families, and their classrooms. With that foundation, developing specific goals and implementing specific individualized goals and structured sequenced teaching techniques are more readily attained.”

➤ *Employer Survey Respondent*

“Bank Street College maintains a solid reputation as a training ground for teachers in the progressive tradition. Interns and assistants come fully prepared in child development, valuing experiential learning, and motivated to join the noble profession.”

➤ *Employer Survey Respondent*

Opportunities for Improvement in Eyes of Employers. As noted above, **Table 10** demonstrates that Employer Survey respondents are generally impressed by the preparation of Bank Street graduates as teachers across the board. That said, for the following three items employers rated Bank Street graduates as “well” or “very well” prepared at a somewhat lower frequency than the other item:

- teach in ways that support English language learners (70.0%);
- use technology to support instruction in the classroom (69.1%); and
- conduct inquiry or review research to inform their decisions (66.5%).

Again we note that two-thirds or more of the employer respondents still rated Bank Street graduates rather favorably in these categories, just not as highly as they do for other categories.

Interestingly, these are the exact same activities for which the Bank Street graduates, and the comparison teachers, rated themselves as least well prepared. Hence, these are areas where teacher preparation is generally less well developed.

We also utilized the open-ended responses provided at the end of the Employer Survey to shed more light upon areas employers identified as possible opportunities for improvement. As previously mentioned, 89 (23%) of the respondents provided responses to our request for additional feedback. Of these, 17 (19%) included some kind of suggestion for improvement. Some employers expressed a need for more preparation in teaching students with disabilities and in integrating technology in the classroom. Also, a handful commented that Bank Street could improve its preparation for the instruction of mathematics.

“Bank Street is a wonderful place. Teacher graduate well prepared for a progressive school like ours. I do think that more emphasis should be given towards understanding disability, technology (Interactive Whiteboards, creating websites, curriculum...) I also think that more work to develop math content knowledge would be helpful.”

➤ *Employer Survey Respondent*

“I think you need to offer some more and different math courses to include teaching teachers a wider variety of methods and materials to use with special education students.”

➤ *Employer Survey Respondent*

Table 10. Employers Responses to Survey Question: *Compared to other teachers with whom you have worked, how well prepared are Bank Street College graduates to do each of the following as a teacher?*

Subject	Responded “well” or “very well”	Item mean
Engaging and Supporting Students in Learning		
Plan instruction based on how children and adolescents develop and learn	174 (89.6%)	4.5
Relate classroom learning to the real world	177 (91.2%)	4.4
Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds	172 (88.2%)	4.3
Help all students achieve to high academic standards	171 (87.7%)	4.3
Identify and address special learning needs with appropriate teaching strategies	154 (79.8%)	4.2
Teach in ways that support English language learners	128 (70.0%)	3.9
Assessing Student Learning		
Give productive feedback to students to guide their learning	167 (86.6%)	4.3
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks) to determine strengths and needs to inform instruction	154 (80.6%)	4.2
Help students learn how to assess their own learning	147 (76.6%)	4.0
Planning Instruction and Designing Learning Experiences for Students		
Develop curriculum that builds on students’ experiences, interest, and abilities	175 (89.8%)	4.3
Help students learn to think critically and solve problems	170 (89.5%)	4.3
Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	172 (88.2%)	4.3
Analyze, select, and develop curriculum materials that are appropriate for your students	166 (86.0%)	4.3
Develop students’ questioning and discussion skills	165 (86.0%)	4.3
Understand how factors in the students’ environment outside of school may influence their life and learning	159 (82.0%)	4.2
Create interdisciplinary curriculum	155 (80.4%)	4.2
Use technology to support instruction in the classroom	132 (69.1%)	3.9

Table continued on following page

Creating and Maintaining Effective Environments for Student Learning		
Engage students in cooperative group work as well as independent learning	168 (87.1%)	4.4
Develop a classroom environment that promotes social/emotional development and group responsibility	167 (87.0%)	4.4
Set norms and manage a productive classroom	152 (79.2%)	4.2
Address student misbehavior effectively	144 (75.3%)	4.0
Working as a Professional Educator		
Collaborate with colleagues	170 (87.1%)	4.4
Work with parents and families to better understand students and to support their learning	169 (86.6%)	4.3
Provide a rationale for your teaching decisions to students, parents and colleagues	164 (85.0%)	4.2
Evaluate the effects of your actions and modify plans accordingly	153 (78.9%)	4.1
Assume leadership responsibilities in your school	147 (76.1%)	4.1
Conduct inquiry or review research to inform your decisions	129 (66.5%)	3.9

Conclusions and Implications

This report documents how Bank Street Teaching Program graduates are prepared as well as the contributions they have made to student learning as teachers. It does so by examining multiple sources of data, including surveys of graduates and comparison teachers, surveys of employers, and student and teacher linked data. In this section we review the results of our analyses of these different data sources, highlighting common themes that have emerged from the triangulation of these data. Some of these themes represent the features of Bank Street College that make it unique and contribute to the success of its graduates as teachers. Other themes suggest possible opportunities for improvement.

Areas of Strength

10. **Bank Street graduates stay in teaching at high rates and are professionally active.** Retention rates among teachers are an important and closely scrutinized outcome within the profession; research indicates that more effective teachers are more likely to stay in the profession, and that teachers gain in effectiveness with experience. Bank Street graduates enter and remain in the field of education at high rates: 87 percent of respondents to the Teaching Program survey (across a dozen years) indicate that their primary position was in the field of education, with 57 percent reporting they were working as P-12 classroom teachers and another 30 percent working in other positions in the field of education.
11. **Bank Street preparation programs are anchored in a rich tradition of a progressive philosophy of education and a developmental orientation to teaching.** Graduates characterize Bank Street as focusing on a developmental, child-centered approach to education (99% vs. 89% of other program graduates), and as having a strong commitment to social justice and a tradition of progressive education (95% vs. 61% of other program graduates). Employers agree with this characterization of the program.
12. **Bank Street graduates and employers are highly satisfied with the preparation provided by Bank Street College.** Teaching Program graduates are generally very satisfied with the preparation they received at Bank Street College. Likewise, employers have a very favorable view of Bank Street graduates. Among all the Teaching Program graduates who responded to the survey, 85 percent report that the knowledge and skills they acquired from Bank Street are helpful or very helpful in their current job; among graduates who are currently teaching, 87 percent report that their program was effective or very effective at developing the skills or tools they needed to become a teacher. In comparison, only 66 percent of teachers in our comparison sample (a random sample of New York State teachers who did not attend Bank Street) report the same. Strikingly, 90 percent of the respondents to the Employer Survey indicate that Bank Street graduates are well or very well prepared as teachers.

A large majority of Bank Street teachers work in early childhood settings in preschools or early elementary grades. At least 40 percent of graduates have worked for at least some period of time in New York City schools. Of the Bank Street graduates who are currently teaching, 69 percent report that they are “a generalist,” 16 percent report that they are “a subject matter specialist,” 27 percent report that they are “special educators,” and 4 percent report that bilingual/dual language applies to their position.

Not surprisingly, there are a greater proportion of graduates who report working as classroom teachers among the more recent cohorts. Among the five most recent cohorts surveyed (2008 through 2012 graduates), about 90 percent of them have remained as teachers, rates far surpassing national and local averages. Many graduates from older cohorts have moved from classroom teaching to other school positions such as administration or support personnel but have remained in the field of education.

Bank Street graduates are also professionally active. In contrast to the comparison sample, Bank Street graduates are significantly more likely to attend professional conferences, plan or conduct professional development, participate in school reform or improvement committees, and help start or lead new schools or programs.

13. **Bank Street program coursework is viewed as meaningful, practical, and authentic.** Among the Bank Street graduates who are currently teaching, 90 percent state that Bank Street delivers meaningful coursework and requires assignments that build connections between theory and practice; this compares to 80 percent of the comparison teachers who felt the same way about their own teacher preparation program. Additionally, Bank Street graduates are significantly more likely than the comparison teachers to report that their program coursework was helpful or very helpful in preparing them as teachers— 83 percent versus 65 percent, respectively.
14. **Bank Street graduates rate the caliber of course instruction highly.** Many of the Bank Street graduates also gave accolades to the Bank Street teaching faculty. Bank Street graduates are significantly more likely than the comparison teachers to report that that the caliber of the instructors at Bank Street was helpful or very helpful in preparing them to teach – 88 percent versus 75 percent, respectively.
15. **Bank Street programs offer clinically rich experiences as part of supervised fieldwork.** Bank Street graduates are much more likely to spend an extensive amount of time student teaching compared to the randomly selected New York State teachers in our comparison sample. More than half of the Bank Street graduates report that they spent over 720 hours (approximately equivalent to 120 days or 24 weeks) student teaching; in contrast, only 13 percent of the comparison teachers said the same. Conversely, almost 70 percent of the comparison teachers spent less than 480 hours (approximately equivalent to 80 days or 16 weeks) student teaching, whereas less than a third of the Bank Street graduates reported the same.

In addition to the extensive nature of their clinical experience, Bank Street graduates generally report favorably about the high quality of those experiences. Bank Street graduates are significantly more likely than the comparison teachers to agree that their supervisor(s) regularly observed their teaching, met with them, and offered constructive feedback about their teaching. They were also more likely to agree that their program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.

Bank Street graduates also report that they appreciate the individualized mentoring and professional development they received from knowledgeable faculty advisors. Among those who are currently teaching, 82 percent believe that the advisement and supervisory support they received at Bank Street was helpful or very helpful at preparing them to become teachers – which is significantly more than

the 67 percent of the comparison teachers who believe the same about the advisement and supervision they received in their teacher preparation programs.

Additionally, the duration, classroom support, and quality of clinical experiences appear to be much stronger for Bank Street candidates who completed traditional student teaching placements or served as assistant teachers or interns than for those who served as teachers of record either in independent schools or through programs like Teach for America.

16. **Bank Street graduates report feeling better prepared than other teachers for subject matter teaching in virtually all areas.** When contrasted with the comparison teachers, Bank Street graduates are significantly more likely to indicate that their teacher preparation program prepared them to teach “well” or “very well” in every subject area, with large differentials in feelings of preparedness (ranging from 18 to 42 percentage points) in virtually all fields. Graduates report being especially well prepared in English Literacy & Language Arts, Mathematics, and History/Social Studies. The gap in preparedness is largest in creative arts and music, where most Bank Street graduates felt well prepared in contrast to very few graduates of other programs.
17. **Bank Street graduates are particularly well prepared to teach English Language Arts** Among the Bank Street graduates who are currently teaching, 74 percent report that they are well or very well prepared to teach in this area, which is significantly more than the 54 percent of the comparison teachers who report the same. Bank Street graduates are also more likely to report that they had substantial opportunities to practice skills in teaching English Language Arts. For example, more than 60 percent of Bank Street graduates report having had substantial opportunity to practice the following:
- learn about characteristics of emergent readers;
 - learn ways to build student interest and motivation to read;
 - learn how to activate students’ prior knowledge;
 - and listen to an individual child read aloud for the purpose of assessing his/her reading achievement.

Perhaps it is of no surprise, then, that Bank Street graduates working as subject area specialists are much more likely than the comparison teachers to be currently teaching English Language Arts – 45 percent versus 31 percent, respectively.

Finally, our value-added models suggest that, among teachers with two or more years of teaching experience, Bank Street graduates teaching grades 4-8 in the New York City Department of Education are more likely to positively influence student test score gains in English Language Arts than non-Bank Street graduates who are teaching similar students.

18. **Bank Street produces teachers who engage in skillful, learner-centered practice.** In *Powerful teacher education: Lessons from exemplary programs* Darling-Hammond (2006) identified 27 teaching activities that are important for teacher effectiveness and that characterize teachers who engage in skillful, learner-centered practice. Almost across the board, Bank Street graduates rated their preparation to engage in these teaching activities significantly higher than the comparison teachers.

Some dimensions stand out as particularly strong areas of preparation for the Bank Street graduates. For example, over 85 percent of the graduates report feeling “well” or “very well” prepared to engage in each of the following as a teacher:

- plan instruction based on how children and adolescents develop and learn;
- relate classroom learning to the real world;
- develop curriculum that builds on students’ experiences, interest, and abilities;
- use knowledge of learning, subject matter, curriculum, and student development to plan instruction; and
- develop a classroom environment that promotes social/emotional development and group responsibility.

In some areas the differences with comparison teachers were particularly stark: for example, 74 percent of Bank Street graduates indicate that they were well or very well prepared to teach students from diverse ethnic, racial, linguistic, and cultural backgrounds, as compared to only 37 percent of the comparison teachers. Similarly, 86 percent of Bank Street graduates indicate they were well or very well prepared to develop curriculum that builds on students’ experiences, interest, and abilities, as compared to only 54 percent of the comparison teachers. Finally, 80 percent of Bank Street graduates noted they were well or very well prepared to provide a rationale for their teaching decisions to students, parents and colleagues, as compared to only 47 percent of comparison teachers.

Additionally, when employers were asked how well Bank Street graduates are prepared to engage in each of these 27 teaching activities compared to other teachers, the Bank Street graduates were rated extremely highly across the board. The employers expressed tremendous confidence in Bank Street graduates to engage and support students, assess student learning, plan instruction, design learning experiences for students, create and maintain effective environments for student learning, and work as professional educators.

Opportunities for Improvement

While there are numerous positive attributes of Bank Street College teaching programs that are highlighted by our analyses, there are also some areas that may serve as opportunities for improvement.

1. **Selection and support of cooperating teachers for supervised fieldwork.** While Bank Street graduates generally had positive experience with student teaching as part of their supervised fieldwork, and they generally reported being very well supported by their supervisors, they were less likely than the comparison teachers to agree that their cooperating teacher(s) frequently observed their teaching, met with them, and offered useful advice about their teaching. BSC faculty may want to consider how to manage or reduce the wide range of clinical experiences as well as the process for developing student teaching placements.
2. **Training on how to use technology in the classroom.** Compared to other teaching activities, the Bank Street graduates reported being less well prepared to use technology to support their classroom instruction. And while they are almost across the board more confident about their ability to engage in the activities identified by prior research (Darling-Hammond, 2006) as elements of effective teaching, this is one area where there is not a statistically significant difference between them and the comparison teachers.

3. **Instruction on how to address student misbehavior effectively.** There was also not a significant difference in how well Bank Street graduates and comparison teachers reported their teaching program prepared them to address student misbehavior effectively. Only about half of teachers felt well prepared in this area.
4. **Guidance on how to support English language learners.** Although more than two-thirds of Bank Street graduates and an even greater share of employers felt they were well prepared to teach in ways that effectively support English language learners, this critical area received lower ratings relative to other teaching skills. Finding time in a teacher education program for all the needed work on differentiation can be difficult, but this is an area of increasing importance to teachers as classrooms continue to diversify.
5. **Opportunities to review local, state and national curriculum and standards.** Bank Street graduates reported that they had little opportunity to review local district curriculum and national/state standards in English Language Arts and Math. Connecting the deep curriculum development work Bank Street candidates already engage in to state and/or national standards may prove to be helpful to teachers when they enter the field.

Overall, it is clear that Bank Street College offers preparation for teachers that is exceptionally strong overall and in nearly all aspects of teaching. Graduates and employers agree that this preparation enables teachers to serve students well with effective curriculum and culturally responsive, student-centered pedagogies. Comparisons with teachers from other schools of education suggest that in nearly all respects, BSC graduates are advantaged by this preparation. In addition, graduates stay in the field at extraordinarily high rates, are professionally active, and many take on leadership roles in their schools and beyond. Ongoing efforts to strengthen this preparation are part of the “Bank Street way.” New York and the nation are fortunate to have Bank Street College as a contributor to the teaching force and as a model for many aspects of teacher preparation.

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Appendix A: Survey Instruments

Bank Street College Survey

Teaching Program Graduates

Instructions:

- You can use a pencil or ballpoint pen to fill out this survey. Please indicate your answers by either checking “✓” or marking an “x” in the boxes. Some questions, such as those about years of service, will ask you to fill in a response.
- Please write clearly and distinctly. If you would like to change an answer, please erase any pencil marking completely or clearly strike through a mark made with a pen.
- Please return your completed questionnaire in the enclosed pre-addressed Business Reply Envelope—no postage is required to mail your questionnaire back to us.

Informed Consent:

Participation in this project is completely voluntary. Your decision whether or not to participate will not affect your relationship with Stanford University or Bank Street College.

Every measure will be taken to assure the confidentiality of your response; the study will not use your name or other identifying information when reporting its results.

By completing this questionnaire, you agree to participate in this study and state that you are at least 18 years of age, that you understand that there are no direct benefits to you as a result of your participation in this research, and that the risks of participating in this study are less than minimal.

Stanford University professors Ira Lit and Linda Darling-Hammond are coordinating this research. If you have any questions please contact Ira Lit at (650) 725-2221. If you have any questions about your rights as a research subject, please contact Stanford Institutional Review Board (IRB) to speak to someone independent of the research team at (650) 723-2480 or toll free at 1-866-680-2906. You can also write to the Stanford IRB, Stanford University, MC 5579, Palo Alto, CA 94304.

Thank you for your time and your responses.

1. Which of the following best describes your current PRIMARY employment? (Please check one)

- P-12 classroom teacher
- In field of education but not primarily a P-12 classroom teacher → **Go to question 7 on page 4**
- Outside field of education → **Go to question 8 on page 4**
- Not currently employed → **Go to question 10 on page 4**

Current Employment

(for P-12 classroom teachers)

2. Where do you currently teach?

School Name/Number: _____

District Name: _____

Charter School Organization
(if applicable): _____

City (or borough if NYC): _____

State: _____

3. What grade level(s) do you currently teach? (Mark all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Infants/Toddlers | <input type="checkbox"/> 6 th grade |
| <input type="checkbox"/> Preschool/Prekindergarten | <input type="checkbox"/> 7 th grade |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 8 th grade |
| <input type="checkbox"/> 1 st grade | <input type="checkbox"/> 9 th grade |
| <input type="checkbox"/> 2 nd grade | <input type="checkbox"/> 10 th grade |
| <input type="checkbox"/> 3 rd grade | <input type="checkbox"/> 11 th grade |
| <input type="checkbox"/> 4 th grade | <input type="checkbox"/> 12 th grade |
| <input type="checkbox"/> 5 th grade | <input type="checkbox"/> Ungraded |
| | <input type="checkbox"/> Other (Please specify): _____ |

4. Please describe your PRIMARY teaching assignment this school year. (Please check one)

- Head teacher/teacher of record
- Assistant teacher
- Itinerant teacher (your assignment requires you to provide instruction at more than one school
e.g., Special Education Itinerant Teacher [SEIT] or roving Arts or Physical Education [PE] teacher)
- Other (Please specify): _____

Current Employment

(for P-12 classroom teachers, continued)

5. What subjects or other specializations apply to your current position? *(Mark all that apply)*

- I am a generalist. (I teach multiple subjects to a single group of students.)
- Special education
- Bilingual/dual language
- I am a subject matter specialist.

If you are a subject matter specialist, please specify subject(s). *(Mark all that apply)*

- Arts and Music
- English Language Arts
- English as a Second Language (ESL)
- Foreign Languages
- Health Education
- Mathematics
- Natural Sciences
- Social Sciences
- Vocational, Career, or Technical Education
- Engineering/Computer Science

6. During this school year, do you or will you participate in any of the following roles? *(Mark all that apply)*

- Coach a sport
- Sponsor any student groups, clubs or organizations
- Serve as a department lead or chair
- Serve as a lead curriculum specialist
- Serve on a school-wide or district-wide committee or task force
- Participate in a school reform or improvement committee
- Plan or conduct professional development
- Participate in starting or leading a new school or program
- Participate in community outreach on behalf of your school
- Member of a professional organization (NAEYC, NCTM, etc.)
- Attend a professional conference
- Present at a professional conference
- Other (Please specify): _____

→ P-12 classroom teachers go to question 11 on page 5

(Questions 7-10 are for those whose primary employment is something other than P-12 classroom teacher)

Current Employment

(for those whose primary employment is something other than P-12 classroom teacher)

7. What is your PRIMARY position this school year? (Please check one)

- School administration
- District administration
- Department head
- Mentor or coach
- Teacher on special assignment (e.g., district literacy/math coach, BTSA coach, curriculum resource specialist)
- Itinerant teacher (your assignment requires you to provide instruction at more than one school
e.g., Special Education Itinerant Teacher [SEIT] or roving Arts or Physical Education [PE] teacher)
- Substitute teacher
- Teacher's aide
- Teaching at a college or university
- Teacher on leave
- Tutor
- Counselor
- Consultant
- Educational non-profit position
- Educational for-profit position
- Other (Please specify): _____

8. What is your current position?

Title: _____

District/Organization/Company: _____

City (or borough if NYC): _____

State: _____

9. To what extent are the knowledge and skills you acquired from your teacher preparation program helpful in your current job? (Please check one)

- Not at All Helpful
- Slightly Helpful
- Somewhat Helpful
- Helpful
- Very Helpful

10. Please indicate how important each of the following was in your decision to pursue professional opportunities beyond classroom teaching.

	Not at All Important	Slightly Important	Somewhat Important	Important	Very Important
Better salary and benefits	<input type="checkbox"/>				
Different intellectual challenges	<input type="checkbox"/>				
More power to make decisions	<input type="checkbox"/>				
Opportunity for career growth	<input type="checkbox"/>				
Further education	<input type="checkbox"/>				
More flexibility in work hours	<input type="checkbox"/>				
Support children and families in other ways	<input type="checkbox"/>				
Personal or family reasons	<input type="checkbox"/>				

Reflections on Your Teacher Preparation Program

We would like to know more about your teacher preparation experiences at Bank Street College. (If you completed teacher preparation in more than one setting, please reflect upon your Bank Street experiences when responding to the following questions.)

11. How effective was your teacher preparation program at developing the skills or tools you needed to become a teacher? (Please check one)

- Not at All Effective
- Slightly Effective
- Somewhat Effective
- Effective
- Very Effective

12. To what extent do you agree that the following features characterized your teacher preparation program?

	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree
Commitment to social justice and the tradition of progressive education	<input type="checkbox"/>				
Focus on developmental, child-centered approach to education	<input type="checkbox"/>				
High quality, supervised teaching experiences in P-12 schools	<input type="checkbox"/>				
Individualized mentoring and professional development with knowledgeable faculty advisors	<input type="checkbox"/>				
Meaningful course work and assignments that build connections between theory and practice	<input type="checkbox"/>				
A purposeful culminating/capstone project <u>or</u> portfolio	<input type="checkbox"/>				

13. How helpful were the following aspects of your teacher preparation program in preparing you as a teacher?

	Not at All Helpful	Slightly Helpful	Somewhat Helpful	Helpful	Very Helpful
Program coursework	<input type="checkbox"/>				
Classroom experience as part of supervised fieldwork	<input type="checkbox"/>				
Advisement/supervisory support	<input type="checkbox"/>				
Caliber of the instructors of your classes	<input type="checkbox"/>				

14. How well do you feel your teacher preparation program prepared you to teach each of the following subjects?

	Not at All	Poorly	Adequately	Well	Very Well
English Literacy & Language Arts	<input type="checkbox"/>				
Mathematics	<input type="checkbox"/>				
Science	<input type="checkbox"/>				
History/Social Studies	<input type="checkbox"/>				
Creative Arts and/or Music	<input type="checkbox"/>				
Health and Physical Education	<input type="checkbox"/>				

15. How well did your teacher preparation program prepare you to do each of the following as a teacher?

	Not at All	Poorly	Adequately	Well	Very Well
Engaging and Supporting Students in Learning					
Help all students achieve to high academic standards	<input type="checkbox"/>				
Relate classroom learning to the real world	<input type="checkbox"/>				
Identify and address special learning needs with appropriate teaching strategies	<input type="checkbox"/>				
Teach in ways that support English language learners	<input type="checkbox"/>				
Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds	<input type="checkbox"/>				
Plan instruction based on how children and adolescents develop and learn	<input type="checkbox"/>				
Assessing Student Learning					
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks) to determine strengths and needs to inform instruction	<input type="checkbox"/>				
Give productive feedback to students to guide their learning	<input type="checkbox"/>				
Help students learn how to assess their own learning	<input type="checkbox"/>				
Planning Instruction and Designing Learning Experiences for Students					
Develop curriculum that builds on students' experiences, interest, and abilities	<input type="checkbox"/>				
Use technology to support instruction in the classroom	<input type="checkbox"/>				
Help students learn to think critically and solve problems	<input type="checkbox"/>				
Analyze, select, and develop curriculum materials that are appropriate for your students	<input type="checkbox"/>				
Create interdisciplinary curriculum	<input type="checkbox"/>				
Understand how factors in the students' environment outside of school may influence their life and learning	<input type="checkbox"/>				
Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	<input type="checkbox"/>				
Creating and Maintaining Effective Environments for Student Learning					
Develop a classroom environment that promotes social/emotional development and group responsibility	<input type="checkbox"/>				
Develop students' questioning and discussion skills	<input type="checkbox"/>				
Set norms and manage a productive classroom	<input type="checkbox"/>				
Address student misbehavior effectively	<input type="checkbox"/>				
Engage students in cooperative group work as well as independent learning	<input type="checkbox"/>				
Working as a Professional Educator					
Provide a rationale for your teaching decisions to students, parents, and colleagues	<input type="checkbox"/>				
Work with parents and families to better understand students and to support their learning	<input type="checkbox"/>				
Conduct inquiry or review research to inform your decisions	<input type="checkbox"/>				
Collaborate with colleagues	<input type="checkbox"/>				
Assume leadership responsibilities in your school	<input type="checkbox"/>				
Evaluate the effects of your actions and modify plans accordingly	<input type="checkbox"/>				

16. In your teacher preparation program, how much opportunity did you have to do each of the following?

English Language Arts	None	Touched on it Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
Learn about characteristics of emergent readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to teach student meta-cognitive strategies for monitoring comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to teach decoding skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to encouraging phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to build student interest and motivation to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to help students make predictions to improve comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to support older students who are learning to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to teach reading and writing to students at different stages or reading abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to activate students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan a guided reading lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn to teach students to organize their ideas prior to writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss methods for using student reading assessment results to improve your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice what you learned about teaching reading in your field experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study national or state standards for reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review local district reading curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics	None	Touched on it Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
Learn typical difficulties students have with place value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn typical difficulties students have with fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prove that a solution is valid or that a method works for all similar cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study, critique, or adapt math curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to facilitate math learning for students in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapt math lessons for students with diverse needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice what you learned about teaching math in your field experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study national or state standards for mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review local district mathematics curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections on Your Supervised Fieldwork

We would like to know more about your supervised fieldwork experiences at Bank Street College. (If you completed teacher preparation in more than one setting, please reflect upon your Bank Street experiences when responding to the following questions.)

17. Of the options below, which best describes your supervised fieldwork? (Please check one)

- Student teacher
- Assistant teacher (paid)
- Intern (receiving a stipend)
- Paid head teacher/teacher of record at an independent school
- Paid head teacher/teacher of record through Teach for America
- Paid head teacher/teacher of record through an internship credential program
- Paid teacher/teacher of record working on a temporary/emergency license
- Other (Please specify): _____

18. Approximately how much time did you spend in student teaching as part of your supervised fieldwork?

Please count only the time that you were working in the classroom with a cooperating teacher (not time you might have spent as an independent teacher of record).

We have converted hours into equivalent days and weeks below presuming that one day is equivalent to 6 hours and a school year is about 180 days.

- Less than 120 hours [equivalent to approximately 20 days or 4 weeks]
- Approximately 120 - 300 hours [equivalent to 20 - 50 days or 4 - 10 weeks]
- Approximately 300 - 480 hours [equivalent to 50 - 80 days or 10 - 16 weeks]
- Approximately 480 - 720 hours [equivalent to 80 - 120 days or 16 - 24 weeks]
- Approximately 720 - 1080 hours [equivalent to 120 - 180 days or 24 - 36 weeks]
- More than 1080 hours [equivalent to approximately 180 days or 36 weeks]

19. Do you agree with the following statements about your supervised fieldwork?

	Yes	No	Don't Know or N/A
My teacher preparation program set up my supervised fieldwork experiences for me (i.e., assigned me to a specific school and cooperating teacher).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My cooperating teacher had taught for at least three years before I had my supervised fieldwork experiences with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My university advisor/supervisor observed me more than 5 times during my fieldwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervised fieldwork experiences were similar to my current job in terms of grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervised fieldwork experiences were similar to my current job in terms of subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervised fieldwork experiences were similar to my current job in terms of the student population I serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what extent do you agree with the following statements about your cooperating/head teacher(s) and advisor/supervisor you had during your supervised fieldwork experience?

	Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree
My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.	<input type="checkbox"/>				
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program's teacher education instructors.	<input type="checkbox"/>				
My cooperating/head teacher was an excellent teacher and a worthy role model.	<input type="checkbox"/>				
My program's supervisor(s) regularly observed my teaching, met with me, and offered constructive feedback about my teaching.	<input type="checkbox"/>				
My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	<input type="checkbox"/>				
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.	<input type="checkbox"/>				

About You

21. For how many years (including this school year) have you...

Been in your current position: _____ years

Been a classroom teacher: _____ years

Been a classroom teacher in a NYC public school: _____ years

Worked in the field of education but not as a classroom teacher: _____ years

22. Have you received advanced certification through the National Board for Professional Teaching Standards (NBPTS)?

Yes

No

23. Overall, how helpful have the following been in your development as a teacher (whether you are currently teaching or not)?

	Not at All Helpful	Slightly Helpful	Somewhat Helpful	Helpful	Very Helpful	N/A
New teacher supports (e.g., induction, mentoring)	<input type="checkbox"/>					
Professional development offered by your school/district	<input type="checkbox"/>					
Professional development you have participated in on your own	<input type="checkbox"/>					
Support from colleagues	<input type="checkbox"/>					
Support from principal(s)	<input type="checkbox"/>					

24. Please describe your previous coursework.

	0 courses	1 course	2 courses	3 courses	4 courses	5+ courses
Mathematics						
How many college level courses have you taken in mathematics?	<input type="checkbox"/>					
In your teacher preparation program , how many courses did you take regarding the teaching of mathematics?	<input type="checkbox"/>					
English Language Arts						
How many college level courses have you taken in English language arts?	<input type="checkbox"/>					
In your teacher preparation program , how many courses did you take regarding the teaching of English language arts?	<input type="checkbox"/>					

25. What is your gender?

- Male
- Female

26. What is your race/ethnicity? (Mark all that apply)

- American Indian or Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White/Caucasian
- Other (Please specify): _____

27. Is English your native language?

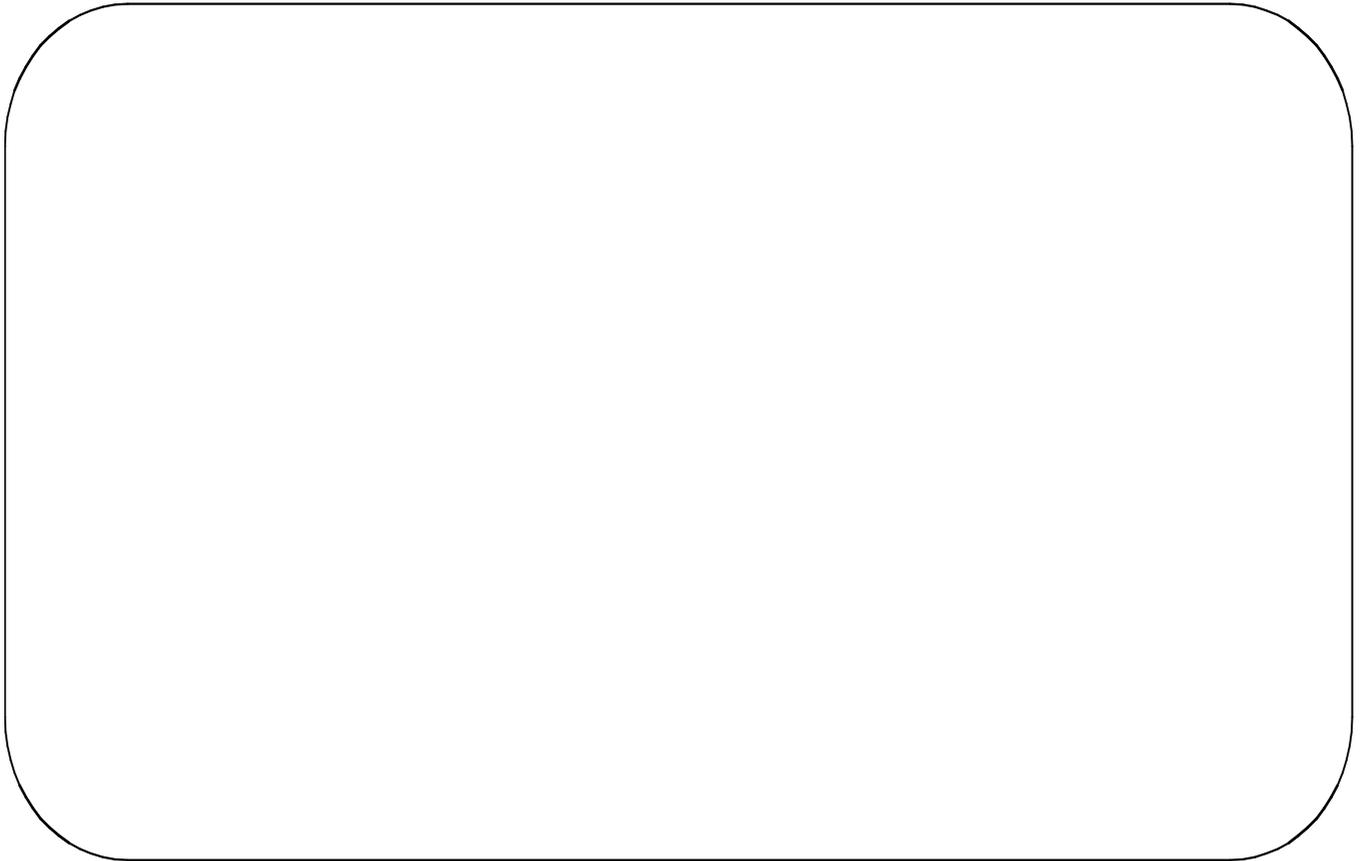
- Yes
- No

28. Please read the following statement and mark "I Agree" or "I Do Not Agree".

As part of this research study, we will be surveying principals who have had Bank Street graduates as teachers. We are interested in their general perceptions about Bank Street and will NOT be asking them to evaluate specific teachers. However, we believe that their responses would be much more reliable if we could let them know which of their current teachers are Bank Street graduates (in case they are not aware). If you click "I Agree" below, we will let your principal know in his/her survey cover letter that you are one of his/her current teachers who happens to be a Bank Street graduate. If you agree, we will not release any other personal information or survey responses. We will also not use your name in the principal's actual survey or ask him/her to evaluate you personally. If you click "I Do Not Agree" below, we will not mention your name in the survey cover letter for your principal.

- I Agree
- I Do Not Agree

29. **Bank Street College values your perspective and feedback. If there is anything else that you would like to share about the quality and value of your experiences at Bank Street (highlights, strengths, areas for improvement, etc.), please do so here:**



*Please return your survey in the pre-addressed Business Reply Envelope provided.
No postage is required to mail your questionnaire back to us.*

Thank you very much for your help with this survey!

[Survey_ID]

Bank Street College

Employer Survey

Instructions:

As a school leader, we are interested in your views on the preparedness of Bank Street College graduates to be effective classroom teachers. Thank you in advance for sharing your valuable insights. Your participation will help support the College to enhance and improve its efforts to prepare well-qualified educators for the field. Please note that this survey is not intended to be an evaluation of a specific individual, but rather to better understand your general perception of Bank Street College of Education students and graduates.

The survey will take approximately five minutes to complete. You can use a pencil or ballpoint pen to fill out this survey. Please indicate your answers by either checking “✓” or marking an “x” in the boxes. Some questions will ask you to fill in a response.

To say “thank you” for your time to complete the survey, we will send you a \$20 Amazon.com Gift Card after we receive your survey. As an added bonus, all individuals who complete the survey will be entered into a drawing that will give away an iPad Mini.

Please return your completed questionnaire in the enclosed pre-addressed Business Reply Envelope—no postage is required to mail your questionnaire back to us.

Informed Consent:

Participation in this project is completely voluntary. Your decision whether or not to participate will not affect your relationship with Stanford University, Bank Street College, or WestEd.

Every measure will be taken to assure the confidentiality of your response; the study will not use your name or other identifying information when reporting its results.

By completing this questionnaire, you agree to participate in this study and state that you are at least 18 years of age, that you understand that there are no direct benefits to you as a result of your participation in this research, and that the risks of participating in this study are less than minimal.

Stanford University professors Ira Lit and Linda Darling-Hammond are coordinating this research. If you have any questions please contact Ira Lit at (650) 725-2221. If you have any questions about your rights as a research subject, please contact Stanford Institutional Review Board (IRB) to speak to someone independent of the research team at (650) 723-2480 or toll free at 1-866-680-2906. You can also write to the Stanford IRB, Stanford University, MC 5579, Palo Alto, CA 94304.

Thank you for your time and your responses.

1. **What is your current professional position?**

- Principal
- Vice/Assistant Principal
- Department Chair or Program Manager
- Lead Teacher
- Other (Please specify): _____

2. **What type of school do you currently work at?**

- Public Non-Charter
- Public Charter
- Private
- Other (Please specify): _____

3. **What grade level(s) are currently served by your school? (Check all that apply)**

- | | | |
|--|--|--|
| <input type="checkbox"/> Pre-school | <input type="checkbox"/> 4 th grade | <input type="checkbox"/> 9 th grade |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 5 th grade | <input type="checkbox"/> 10 th grade |
| <input type="checkbox"/> 1 st grade | <input type="checkbox"/> 6 th grade | <input type="checkbox"/> 11 th grade |
| <input type="checkbox"/> 2 nd grade | <input type="checkbox"/> 7 th grade | <input type="checkbox"/> 12 th grade |
| <input type="checkbox"/> 3 rd grade | <input type="checkbox"/> 8 th grade | <input type="checkbox"/> Other (Please specify): _____ |

4. **Where do you currently work?**

School Name/Number: _____

District Name (or Charter Management Organization, if applicable): _____

City (or borough if NYC): _____

State: _____

Your Experience with Bank Street College Graduates

We would like to know about your experience with Bank Street College graduates.

5. **Did you attend Bank Street College?**

- Yes
- No

6. **How many Bank Street College graduates are currently teaching at your school?**

- | | | |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 6 | <input type="checkbox"/> More than 10 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 7 | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 8 | |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 9 | |

7. **When did you/your school last hire a Bank Street College graduate?**

- | | |
|---|--|
| <input type="checkbox"/> Within the last year | <input type="checkbox"/> 6 or more years ago |
| <input type="checkbox"/> 1-2 years ago | <input type="checkbox"/> Never |
| <input type="checkbox"/> 3-5 years ago | <input type="checkbox"/> Don't know |

8. Overall, how well-prepared do you think Bank Street College graduates are as teachers?

- Not at all
- Poorly
- Adequately
- Well
- Very well
- Don't know → Go to question 10 on page 4

Comparing Bank Street College Graduates to Other Teachers

We are interested in how Bank Street College graduate teachers compare to other teachers hired by you/your school. We are NOT asking you to evaluate specific teachers. Rather we are interested in your general perception of Bank Street College graduates.

9. Compared to other teachers with whom you have worked, how well-prepared are Bank Street College graduates to do each of the following as a teacher?

	Not at All	Poorly	Adequately	Well	Very Well
Engaging and Supporting Students in Learning					
Help all students achieve to high academic standards	<input type="checkbox"/>				
Relate classroom learning to the real world	<input type="checkbox"/>				
Identify and address special learning needs with appropriate teaching strategies	<input type="checkbox"/>				
Teach in ways that support English language learners	<input type="checkbox"/>				
Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds	<input type="checkbox"/>				
Plan instruction based on how children and adolescents develop and learn	<input type="checkbox"/>				
Assessing Student Learning					
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks) to determine strengths and needs to inform instruction	<input type="checkbox"/>				
Give productive feedback to students to guide their learning	<input type="checkbox"/>				
Help students learn how to assess their own learning	<input type="checkbox"/>				
Planning Instruction and Designing Learning Experiences for Students					
Develop curriculum that builds on students' experiences, interest, and abilities	<input type="checkbox"/>				
Use technology to support instruction in the classroom	<input type="checkbox"/>				
Help students learn to think critically and solve problems	<input type="checkbox"/>				
Develop students' questioning and discussion skills	<input type="checkbox"/>				
Analyze, select, and develop curriculum materials that are appropriate for their students	<input type="checkbox"/>				
Create interdisciplinary curriculum	<input type="checkbox"/>				
Understand how factors in the students' environment outside of school may influence their life and learning	<input type="checkbox"/>				
Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	<input type="checkbox"/>				

Creating and Maintaining Effective Environments for Student Learning	Not at All	Poorly	Adequately	Well	Very Well
Set norms and manage a productive classroom	<input type="checkbox"/>				
Develop a classroom environment that promotes social/emotional development and group responsibility	<input type="checkbox"/>				
Address student misbehavior effectively	<input type="checkbox"/>				
Engage students in cooperative group work as well as independent learning	<input type="checkbox"/>				
Working as a Professional Educator	Not at All	Poorly	Adequately	Well	Very Well
Collaborate with colleagues	<input type="checkbox"/>				
Provide a rationale for their teaching decisions to students, parents, and colleagues	<input type="checkbox"/>				
Work with parents and families to better understand students and to support their learning	<input type="checkbox"/>				
Conduct inquiry or review research to inform their decisions	<input type="checkbox"/>				
Assume leadership responsibilities in the school	<input type="checkbox"/>				
Evaluate the effects of their actions and modify plans accordingly	<input type="checkbox"/>				

Feedback for Bank Street College

10. **Thank you for taking the time to offer your feedback. Bank Street College values your perspective and feedback. If there is anything else that you would like to share about your experiences with Bank Street College students and/or graduates, please do so here:**

*Please return your survey in the pre-addressed Business Reply Envelope provided.
No postage is required to mail your questionnaire back to us.*

Thank you very much for your help with this survey!

[Survey_ID]

New York Teacher Survey

Instructions:

- You can use a pencil or ballpoint pen to fill out this survey. Please indicate your answers by either checking “✓” or marking an “✕” in the boxes. Some questions, such as those about years of service, will ask you to fill in a response.
- Please write clearly and distinctly. If you would like to change an answer, please erase any pencil marking completely or clearly strike through a mark made with a pen.
- Please return your completed questionnaire in the enclosed pre-addressed Business Reply Envelope—no postage is required to mail your questionnaire back to us.

Informed Consent:

Participation in this project is completely voluntary. Your decision whether or not to participate will not affect your relationship with Stanford University or WestEd.

Every measure will be taken to assure the confidentiality of your response; the study will not use your name or other identifying information when reporting its results.

By completing this questionnaire, you agree to participate in this study and state that you are at least 18 years of age, that you understand that there are no direct benefits to you as a result of your participation in this research, and that the risks of participating in this study are less than minimal.

Stanford University professors Ira Lit and Linda Darling-Hammond are coordinating this research. If you have any questions please contact Ira Lit at (650) 725-2221. If you have any questions about your rights as a research subject, please contact Stanford Institutional Review Board (IRB) to speak to someone independent of the research team at (650) 723-2480 or toll free at 1-866-680-2906. You can also write to the Stanford IRB, Stanford University, MC 5579, Palo Alto, CA 94304.

Thank you for your time and your responses.

1. Which of the following best describes your current PRIMARY employment? (Please check one)

- P-12 classroom teacher
- In field of education but not primarily a P-12 classroom teacher → Go to question 7 on page 4
- Outside field of education → Go to question 8 on page 4
- Not currently employed → Go to question 10 on page 4

Current Employment

(for P-12 classroom teachers)

2. Where do you currently teach?

School Name/Number: _____

District Name: _____

Charter School Organization
(if applicable): _____

City (or borough if NYC): _____

State: _____

3. What grade level(s) do you currently teach? (Mark all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Infants/Toddlers | <input type="checkbox"/> 6 th grade |
| <input type="checkbox"/> Preschool/Prekindergarten | <input type="checkbox"/> 7 th grade |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 8 th grade |
| <input type="checkbox"/> 1 st grade | <input type="checkbox"/> 9 th grade |
| <input type="checkbox"/> 2 nd grade | <input type="checkbox"/> 10 th grade |
| <input type="checkbox"/> 3 rd grade | <input type="checkbox"/> 11 th grade |
| <input type="checkbox"/> 4 th grade | <input type="checkbox"/> 12 th grade |
| <input type="checkbox"/> 5 th grade | <input type="checkbox"/> Ungraded |
| | <input type="checkbox"/> Other (Please specify): _____ |

4. Please describe your PRIMARY teaching assignment this school year. (Please check one)

- Head teacher/teacher of record
- Assistant teacher
- Itinerant teacher (your assignment requires you to provide instruction at more than one school e.g., Special Education Itinerant Teacher [SEIT] or roving Arts or Physical Education [PE] teacher)
- Other (Please specify): _____

Current Employment

(for P-12 classroom teachers, continued)

5. **What subjects or other specializations apply to your current position?** *(Mark all that apply)*

- I am a generalist. (I teach multiple subjects to a single group of students.)
- Special education
- Bilingual/dual language
- I am a subject matter specialist.

If you are a subject matter specialist, please specify subject(s). *(Mark all that apply)*

- Arts and Music
- English Language Arts
- English as a Second Language (ESL)
- Foreign Languages
- Health Education
- Mathematics
- Natural Sciences
- Social Sciences
- Vocational, Career, or Technical Education
- Engineering/Computer Science

6. **During this school year, do you or will you participate in any of the following roles?** *(Mark all that apply)*

- Coach a sport
- Sponsor any student groups, clubs or organizations
- Serve as a department lead or chair
- Serve as a lead curriculum specialist
- Serve on a school-wide or district-wide committee or task force
- Participate in a school reform or improvement committee
- Plan or conduct professional development
- Participate in starting or leading a new school or program
- Participate in community outreach on behalf of your school
- Member of a professional organization (NAEYC, NCTM, etc.)
- Attend a professional conference
- Present at a professional conference
- Other (Please specify): _____

→ P-12 classroom teachers go to question 11 on page 5

(Questions 7-10 are for those whose primary employment is something other than P-12 classroom teacher)

Current Employment

(for those whose primary employment is something other than P-12 classroom teacher)

7. What is your PRIMARY position this school year? (Please check one)

- School administration
- District administration
- Department head
- Mentor or coach
- Teacher on special assignment (e.g., district literacy/math coach, BTSA coach, curriculum resource specialist)
- Itinerant teacher (your assignment requires you to provide instruction at more than one school e.g., Special Education Itinerant Teacher [SEIT] or roving Arts or Physical Education [PE] teacher)
- Substitute teacher
- Teacher's aide
- Teaching at a college or university
- Teacher on leave
- Tutor
- Counselor
- Consultant
- Educational non-profit position
- Educational for-profit position
- Other (Please specify): _____

8. What is your current position?

Title: _____

District/Organization/Company: _____

City (or borough if NYC): _____

State: _____

9. To what extent are the knowledge and skills you acquired from your teacher preparation program helpful in your current job? (Please check one)

- Not at All Helpful
- Slightly Helpful
- Somewhat Helpful
- Helpful
- Very Helpful

10. Please indicate how important each of the following was in your decision to pursue professional opportunities beyond classroom teaching.

	Not at All Important	Slightly Important	Somewhat Important	Important	Very Important
Better salary and benefits	<input type="checkbox"/>				
Different intellectual challenges	<input type="checkbox"/>				
More power to make decisions	<input type="checkbox"/>				
Opportunity for career growth	<input type="checkbox"/>				
Further education	<input type="checkbox"/>				
More flexibility in work hours	<input type="checkbox"/>				
Support children and families in other ways	<input type="checkbox"/>				
Personal or family reasons	<input type="checkbox"/>				

Your Initial Teacher Preparation

11. Which of the following best describes your pathway into teaching? *(Please check one)*

- Pre-service teacher credentialing program
- Teaching Fellows
- Teacher Opportunity Program
- Teach for America
- Transition B Certification
- Other (Please specify): _____

12. Have you earned a teaching certification?

- Yes
- No, but I am currently working toward initial certification
- No → **Go to question 15 on page 6**

13. What institution granted/is granting your teaching certification?

14. What type(s) of teaching certification(s) have you earned (or are currently earning)? *(Mark all that apply)*

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

Reflections on Your Teacher Preparation Program

We would like to know more about your teacher preparation experiences.

15. How effective was your teacher preparation program at developing the skills or tools you needed to become a teacher? (Please check one)

- Not at All Effective
- Slightly Effective
- Somewhat Effective
- Effective
- Very Effective

16. To what extent do you agree that the following features characterized your teacher preparation program?

	Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree
Commitment to social justice and the tradition of progressive education	<input type="checkbox"/>				
Focus on developmental, child-centered approach to education	<input type="checkbox"/>				
High quality, supervised teaching experiences in P-12 schools	<input type="checkbox"/>				
Individualized mentoring and professional development with knowledgeable faculty advisors	<input type="checkbox"/>				
Meaningful course work and assignments that build connections between theory and practice	<input type="checkbox"/>				
A purposeful culminating/capstone project <u>or</u> portfolio	<input type="checkbox"/>				

17. How helpful were the following aspects of your teacher preparation program in preparing you as a teacher?

	Not at All Helpful	Slightly Helpful	Somewhat Helpful	Helpful	Very Helpful
Program coursework	<input type="checkbox"/>				
Classroom experience as part of supervised fieldwork	<input type="checkbox"/>				
Advisement/supervisory support	<input type="checkbox"/>				
Caliber of the instructors of your classes	<input type="checkbox"/>				

18. How well do you feel your teacher preparation program prepared you to teach each of the following subjects?

	Not at All	Poorly	Adequately	Well	Very Well
English Literacy & Language Arts	<input type="checkbox"/>				
Mathematics	<input type="checkbox"/>				
Science	<input type="checkbox"/>				
History/Social Studies	<input type="checkbox"/>				
Creative Arts and/or Music	<input type="checkbox"/>				
Health and Physical Education	<input type="checkbox"/>				

19. How well did your teacher preparation program prepare you to do each of the following as a teacher?

	Not at All	Poorly	Adequately	Well	Very Well
Engaging and Supporting Students in Learning					
Help all students achieve to high academic standards	<input type="checkbox"/>				
Relate classroom learning to the real world	<input type="checkbox"/>				
Identify and address special learning needs with appropriate teaching strategies	<input type="checkbox"/>				
Teach in ways that support English language learners	<input type="checkbox"/>				
Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds	<input type="checkbox"/>				
Plan instruction based on how children and adolescents develop and learn	<input type="checkbox"/>				
Assessing Student Learning					
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks) to determine strengths and needs to inform instruction	<input type="checkbox"/>				
Give productive feedback to students to guide their learning	<input type="checkbox"/>				
Help students learn how to assess their own learning	<input type="checkbox"/>				
Planning Instruction and Designing Learning Experiences for Students					
Develop curriculum that builds on students' experiences, interest, and abilities	<input type="checkbox"/>				
Use technology to support instruction in the classroom	<input type="checkbox"/>				
Help students learn to think critically and solve problems	<input type="checkbox"/>				
Analyze, select, and develop curriculum materials that are appropriate for your students	<input type="checkbox"/>				
Create interdisciplinary curriculum	<input type="checkbox"/>				
Understand how factors in the students' environment outside of school may influence their life and learning	<input type="checkbox"/>				
Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	<input type="checkbox"/>				
Creating and Maintaining Effective Environments for Student Learning					
Develop a classroom environment that promotes social/emotional development and group responsibility	<input type="checkbox"/>				
Develop students' questioning and discussion skills	<input type="checkbox"/>				
Set norms and manage a productive classroom	<input type="checkbox"/>				
Address student misbehavior effectively	<input type="checkbox"/>				
Engage students in cooperative group work as well as independent learning	<input type="checkbox"/>				
Working as a Professional Educator					
Provide a rationale for your teaching decisions to students, parents, and colleagues	<input type="checkbox"/>				
Work with parents and families to better understand students and to support their learning	<input type="checkbox"/>				
Conduct inquiry or review research to inform your decisions	<input type="checkbox"/>				
Collaborate with colleagues	<input type="checkbox"/>				
Assume leadership responsibilities in your school	<input type="checkbox"/>				
Evaluate the effects of your actions and modify plans accordingly	<input type="checkbox"/>				

20. In your teacher preparation program, how much opportunity did you have to do each of the following?

English Language Arts	None	Touched on it Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
Learn about characteristics of emergent readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to teach student meta-cognitive strategies for monitoring comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to teach decoding skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to encouraging phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to build student interest and motivation to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to help students make predictions to improve comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to support older students who are learning to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn ways to teach reading and writing to students at different stages or reading abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to activate students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan a guided reading lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn to teach students to organize their ideas prior to writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss methods for using student reading assessment results to improve your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice what you learned about teaching reading in your field experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study national or state standards for reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review local district reading curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics	None	Touched on it Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
Learn typical difficulties students have with place value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn typical difficulties students have with fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prove that a solution is valid or that a method works for all similar cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study, critique, or adapt math curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to facilitate math learning for students in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapt math lessons for students with diverse needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice what you learned about teaching math in your field experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study national or state standards for mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review local district mathematics curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections on Your Supervised Fieldwork

We would like to know more about your supervised fieldwork experiences. Supervised fieldwork means any clinical, practicum, or student teaching experiences that you had during your teacher preparation program.

21. Of the options below, which best describes your supervised fieldwork? *(Please check one)*

- Student teacher
- Assistant teacher (paid)
- Intern (receiving a stipend)
- Paid head teacher/teacher of record at an independent school
- Paid head teacher/teacher of record through Teach for America
- Paid head teacher/teacher of record through an internship credential program
- Paid teacher/teacher of record working on a temporary/emergency license
- Other (Please specify): _____

22. Approximately how much time did you spend in student teaching as part of your supervised fieldwork?

Please count only the time that you were working in the classroom with a cooperating teacher (not time you might have spent as an independent teacher of record).

We have converted hours into equivalent days and weeks below presuming that one day is equivalent to 6 hours and a school year is about 180 days.

- Less than 120 hours [equivalent to approximately 20 days or 4 weeks]
- Approximately 120 - 300 hours [equivalent to 20 - 50 days or 4 - 10 weeks]
- Approximately 300 - 480 hours [equivalent to 50 - 80 days or 10 - 16 weeks]
- Approximately 480 - 720 hours [equivalent to 80 - 120 days or 16 - 24 weeks]
- Approximately 720 - 1080 hours [equivalent to 120 - 180 days or 24 - 36 weeks]
- More than 1080 hours [equivalent to approximately 180 days or 36 weeks]

23. Do you agree with the following statements about your supervised fieldwork?

	Yes	No	Don't Know or N/A
My teacher preparation program set-up my supervised fieldwork experiences for me (i.e., assigned me to a specific school and cooperating teacher).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My cooperating teacher had taught for at least three years before I had my supervised fieldwork experiences with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My university advisor/supervisor observed me more than 5 times during my fieldwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervised fieldwork experiences were similar to my current job in terms of grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervised fieldwork experiences were similar to my current job in terms of subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervised fieldwork experiences were similar to my current job in terms of the student population I serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. To what extent do you agree with the following statements about your cooperating/head teacher(s) and advisor/supervisor you had during your supervised fieldwork experience?

	Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree
My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.	<input type="checkbox"/>				
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program's teacher education instructors.	<input type="checkbox"/>				
My cooperating/head teacher was an excellent teacher and a worthy role model.	<input type="checkbox"/>				
My program's supervisor(s) regularly observed my teaching, met with me, and offered constructive feedback about my teaching.	<input type="checkbox"/>				
My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	<input type="checkbox"/>				
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.	<input type="checkbox"/>				

About You

25. For how many years (including this school year) have you...

Been in your current position: _____ years

Been a classroom teacher: _____ years

Been a classroom teacher in a NYC public school: _____ years

Worked in the field of education but not as a classroom teacher: _____ years

26. Have you received advanced certification through the National Board for Professional Teaching Standards (NBPTS)?

Yes

No

27. Overall, how helpful have the following been in your development as a teacher (whether you are currently teaching or not)?

	Not at All Helpful	Slightly Helpful	Somewhat Helpful	Helpful	Very Helpful	N/A
New teacher supports (e.g., induction, mentoring)	<input type="checkbox"/>					
Professional development offered by your school/district	<input type="checkbox"/>					
Professional development you have participated in on your own	<input type="checkbox"/>					
Support from colleagues	<input type="checkbox"/>					
Support from principal(s)	<input type="checkbox"/>					

28. Please describe your previous coursework.

	0 courses	1 course	2 courses	3 courses	4 courses	5+ courses
--	--------------	-------------	--------------	--------------	--------------	---------------

Mathematics

How many **college level courses** have you taken in mathematics?

In your **teacher preparation program**, how many courses did you take regarding the teaching of mathematics?

English Language Arts

How many **college level courses** have you taken in English language arts?

In your **teacher preparation program**, how many courses did you take regarding the teaching of English language arts?

29. What is your gender?

- Male
- Female

30. What is your race/ethnicity? (Mark all that apply)

- American Indian or Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White/Caucasian
- Other (Please specify): _____

31. Is English your native language?

- Yes
- No

*Please return your survey in the pre-addressed Business Reply envelope provided.
No postage is required to mail your questionnaire back to us*

Thank you very much for your help with this survey!

New York Teacher Phone Survey

1. Which of the following best describes your current PRIMARY employment? (Please check one)

- P-12 classroom teacher
- In field of education but not primarily a P-12 classroom teacher → **Go to question 4**
- Outside field of education → **Go to question 4**
- Not currently employed → **Go to question 4**

Current Employment (for P-12 classroom teachers)

2. What grade level(s) do you currently teach? (Mark all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Infants/Toddlers | <input type="checkbox"/> 6 th grade |
| <input type="checkbox"/> Preschool/Prekindergarten | <input type="checkbox"/> 7 th grade |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 8 th grade |
| <input type="checkbox"/> 1 st grade | <input type="checkbox"/> 9 th grade |
| <input type="checkbox"/> 2 nd grade | <input type="checkbox"/> 10 th grade |
| <input type="checkbox"/> 3 rd grade | <input type="checkbox"/> 11 th grade |
| <input type="checkbox"/> 4 th grade | <input type="checkbox"/> 12 th grade |
| <input type="checkbox"/> 5 th grade | <input type="checkbox"/> Ungraded |
| | <input type="checkbox"/> Other (Please specify): _____ |

3. Please describe your PRIMARY teaching assignment this school year. (Please check one)

- Head teacher/teacher of record
- Assistant teacher
- Itinerant teacher (your assignment requires you to provide instruction at more than one school e.g., Special Education Itinerant Teacher [SEIT] or roving Arts or Physical Education [PE] teacher)
- Other (Please specify): _____

Reflections on Your Teacher Preparation Program

We would like to know more about your teacher preparation experiences.

4. Which of the following best describes your pathway into teaching? *(Please check one)*

- Pre-service teacher credentialing program
- Teaching Fellows
- Teacher Opportunity Program
- Teach for America
- Transition B Certification
- Other (Please specify): _____

5. What institution granted your teaching certification?

6. Of the options below, which best describes your supervised fieldwork during your teacher preparation?
(Please check one)

- Student teacher
- Assistant teacher (paid)
- Intern (receiving a stipend)
- Paid head teacher/teacher of record at an independent school
- Paid head teacher/teacher of record through Teach for America
- Paid head teacher/teacher of record through an internship credential program
- Paid teacher/teacher of record working on a temporary/emergency license
- Other (Please specify): _____

7. Approximately how much time did you spend in student teaching as part of your supervised fieldwork?

Please count only the time that you were working in the classroom with a cooperating teacher (not time you might have spent as an independent teacher of record).

- Approximately 4 weeks
- 4 - 10 weeks
- 10 - 16 weeks
- 16 - 24 weeks
- 24 - 36 weeks
- More than 36 weeks

8. How effective was your teacher preparation program at developing the skills or tools you needed to become a teacher? *(Please check one)*

- Not at All Effective
- Slightly Effective
- Somewhat Effective
- Effective
- Very Effective

9. How helpful were the following aspects of your teacher preparation program in preparing you as a teacher?

	Not at All Helpful	Slightly Helpful	Somewhat Helpful	Helpful	Very Helpful
Program coursework	<input type="checkbox"/>				
Classroom experience as part of supervised fieldwork	<input type="checkbox"/>				
Advisement/supervisory support	<input type="checkbox"/>				
Caliber of the instructors of your classes	<input type="checkbox"/>				

10. How well did your teacher preparation program prepare you to do each of the following as a teacher?

	Not at All	Poorly	Adequately	Well	Very Well
Help all students achieve to high academic standards	<input type="checkbox"/>				
Identify and address special learning needs with appropriate teaching strategies	<input type="checkbox"/>				
Teach in ways that support English language learners	<input type="checkbox"/>				
Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds	<input type="checkbox"/>				
Give productive feedback to students to guide their learning	<input type="checkbox"/>				
Develop curriculum that builds on students' experiences, interest, and abilities	<input type="checkbox"/>				
Help students learn to think critically and solve problems	<input type="checkbox"/>				
Develop a classroom environment that promotes social/emotional development and group responsibility	<input type="checkbox"/>				
Work with parents and families to better understand students and to support their learning	<input type="checkbox"/>				

11. In your teacher preparation program, how much opportunity did you have to do each of the following?

	None	Touched on it Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
Learn ways to teach reading and writing to students at different stages or reading abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapt math lessons for students with diverse needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections on Your Supervised Fieldwork

We would like to know more about your supervised fieldwork experiences. Supervised fieldwork means any clinical, practicum, or student teaching experiences that you had during your teacher preparation program.

12. To what extent do you agree with the following statements about your cooperating/head teacher(s) and advisor/supervisor you had during your supervised fieldwork experience?

	Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree
My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program's teacher education instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My cooperating/head teacher was an excellent teacher and a worthy role model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My program's supervisor(s) regularly observed my teaching, met with me, and offered constructive feedback about my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About You

13. **For how many years (including this school year) have you...**

Been in your current position: _____ years

Been a classroom teacher: _____ years

Been a classroom teacher in a NYC public school: _____ years

Worked in the field of education but not as a classroom teacher: _____ years

14. **Have you received advanced certification through the National Board for Professional Teaching Standards (NBPTS)?**

Yes

No

15. **What is your gender?**

Male

Female

16. **What is your race/ethnicity? (Mark all that apply)**

American Indian or Alaskan Native

Asian

Black/African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

White/Caucasian

Other (Please specify): _____

Appendix B: Research Design and Methods

Surveys of Bank Street Graduates, Employers and Comparison Teachers

The Stanford Center for Opportunity Policy in Education (SCOPE) contracted with WestEd to assist with the development and administration of the surveys. The description of survey data collection activities presented below represent the collaborative effort of SCOPE and WestEd, as directed and supervised by SCOPE's principal investigators for this project.

Sample Selection

The samples for the Teaching Program (N = 2,756) and Non-Teaching Program (N = 1,655) Graduate Surveys included all Bank Street graduates from 2000 to 2012. These census samples were derived from databases provided by the Registrar's Office and Institutional Advancement Office at Bank Street.

The sample for the Bank Street Employer Survey included principals in 389 schools in 29 states that were employers or likely employers of Bank Street graduates who were P-12 teachers. This sample was generated from the following three sources: 1) responses to the item on the Teaching Program Survey that asked where the graduates currently teach, 2) a list of schools where Bank Street student-teachers were placed during the 2012-13 school year, and 3) a list of school representatives who attended a job fair at Bank Street during the 2012-13 school year.

The sample for the Comparison Teacher Survey contained 1,000 classroom teachers in grades Kindergarten through 8 who were randomly selected from the New York State United Teachers (NYSUT) membership database. Our aim for this sample was to identify a large enough group of classroom teachers who received their teaching certifications from institutions other than Bank Street College that would allow for comparisons to be drawn between their survey responses and the survey responses of the graduates of Bank Street's teaching programs. We leveraged our connections at NYSUT, a union composed of over 600,000 individuals who work in or are retired from working in schools, colleges, and healthcare facilities in New York, to obtain a sample of classroom teachers from the union's membership. NYSUT provided us with a random sample of 7,000 K-8 educators from their membership database. We removed all non-classroom teachers from this group and randomly selected 1,000 classroom teachers for our comparison teacher sample.

Survey Administration Activities

We used a mixed-mode approach for the Bank Street Teaching Program Survey, the Employer Survey, and the Comparison Teacher Survey that utilized online surveys, paper surveys, and, in the case of the Comparison Teacher Survey, a phone version. Allowing individuals to respond using multiple modes likely resulted in improved coverage and representativeness for certain types of individuals, such as those not comfortable with the Internet, and individuals that did not have up-to-date contact information for either their email address, mailing address, or phone number (for the Comparison Teacher Survey only). Our general strategy was to begin the survey administration activities via email and move on to mailing approaches after the emails were no longer eliciting large numbers of completed surveys. For individuals in the Bank Street Teaching Program sample without valid email addresses on record with the College, we used only mail-based approaches. After the mailings, we followed-up again with additional emails and, for the Comparison Teacher Survey, with phone calls.

We used a variety of incentive strategies to increase survey participation. For the Comparison Teacher Survey we used a pre-paid incentive method that provided each respondent a \$10 Amazon.com gift card at the time they were invited to complete the survey. In addition, we held a raffle for an iPad mini for all comparison teachers who completed the survey.

Response Rates and Non-Response Analyses

The response rates for the Teaching Program Survey (53.0%), Employer Survey (53.7%), and Comparison Teacher Survey (40.7%) are shown in **Table B1**.

Table B1: Response Rates for the Surveys

Survey	Complete		Partially complete		No response		Total	
	n	%	n	%	n	%	n	%
Teaching Program Survey	1,273	48.8%	111	4.3%	1,227	47.0%	2,611	100.0%
Employer Survey	201	51.7%	8	2.1%	180	46.3%	389	100.0%
Comparison Teacher Survey	380	38.0%	27	2.7%	593	59.3%	1,000	100.0%

Note. The response rates for the Teaching Program Survey exclude the 145 graduates that did not have valid email and mailing addresses. For the Teaching Program Survey and the Comparison Teacher Survey, respondents were classified as complete if they completed up to and beyond the “About You” sections. For the Employer Survey, only respondents who completed the entire survey were classified as complete.

The response rate of 53.0% for the Teaching Program Survey included 48.8% of the respondents who completed the survey and another 4.3% of the respondents who partially completed the survey. The response rates disaggregated by Year of Graduation for the Teaching Program Survey are shown in **Table B2**. Not surprisingly, the response rates were substantially higher for the more recent cohorts. In addition to having graduated more recently and therefore having a closer connection to Bank Street College, the contact information for these individuals was more likely to be accurate.

Table B2. Response Rates for the Teaching Program Survey by Year of Graduation

Year of graduation	Complete		Partially complete		No response		Total	
	n	%	n	%	n	%	n	%
2000	70	41.4%	3	1.8%	96	56.8%	169	100.0%
2001	56	43.4%	3	2.3%	70	54.3%	129	100.0%
2002	59	31.9%	4	2.2%	122	65.9%	185	100.0%
2003	118	34.4%	18	5.2%	207	60.3%	343	100.0%
2004	53	45.3%	8	6.8%	56	47.9%	117	100.0%
2005	62	37.6%	8	4.8%	95	57.6%	165	100.0%
2006	110	47.6%	13	5.6%	108	46.8%	231	100.0%
2007	102	50.7%	8	4.0%	91	45.3%	201	100.0%
2008	119	53.6%	6	2.7%	97	43.7%	222	100.0%
2009	130	63.4%	6	2.9%	69	33.7%	205	100.0%
2010	140	56.5%	12	4.8%	96	38.7%	248	100.0%
2011	135	65.2%	12	5.8%	60	29.0%	207	100.0%
2012	119	63.0%	10	5.3%	60	31.7%	189	100.0%
Total	1,273	48.8%	111	4.3%	1,227	47.0%	2,611	100.0%

Note. The response rates exclude the 145 graduates that did not have valid email and mailing addresses. Respondents were classified as complete if they completed up to and beyond the “About You” section.

The response rates varied somewhat across the different program categories for the Teaching Program Survey (see [Table B3](#)). The highest response rate was among graduates of Literacy programs (who received a teaching credential), 56.2%. The program category with the largest group of graduates, Childhood General Education, had a 45.9% response rate.

Table B3. Response Rates for the Teaching Program Survey by Program Category

Program category	Complete		Partially complete		No response		Total	
	n	%	n	%	n	%	n	%
Early Childhood General Ed	491	45.7%	42	3.9%	542	50.4%	1075	100.0%
Childhood General Ed	759	48.5%	77	4.9%	729	46.6%	1565	100.0%
Middle School General Ed	111	55.2%	7	3.5%	83	41.3%	201	100.0%
Early Childhood Special Ed	225	52.3%	13	3.0%	192	44.7%	430	100.0%
Childhood Special Ed	232	49.4%	15	3.2%	223	47.4%	470	100.0%
Middle School Special Ed	3	37.5%	0	0.0%	5	62.5%	8	100.0%
Literacy*	77	56.6%	7	5.1%	52	38.2%	136	100.0%

Note: There are programs that fall under more than one category so there are respondents who are double-counted (i.e., counted in two different program categories) in this table.

* There is only one BSC Literacy program that culminates in a teaching certification (Teaching Literacy and Childhood General Education). Graduates of this program took the Teaching Program Survey. All others took the Non-Teaching Program Survey.

The response rate for the Employer Survey was 53.7% and included 51.7% of the respondents who completed the survey and another 2.1% of the respondents who partially completed the survey. The response rates varied across the five groups of respondents for the Employer Survey (see [Table B4](#)). As expected, the response rate was highest for the respondents who had multiple Bank Street graduates working at their school that agreed to have their names in the cover letter (64.3%); and the response rate was lowest for the respondents that were only on the job fair list (47.1%)

Table B4. Response Rates for the Employer Survey by Cover Letter Group

Group	Complete		Partially complete		No response		Total	
	n	%	n	%	n	%	n	%
Multiple BSC Graduate Names in Letter	34	60.7%	2	3.6%	20	35.7%	56	100.0%
Single BSC Graduate Name in Letter	109	50.0%	3	1.4%	106	48.6%	218	100.0%
Placement List Only	23	54.8%	2	4.8%	17	40.5%	42	100.0%
Job Fair List Only	8	47.1%	0	0.0%	9	52.9%	17	100.0%
BSC Graduate(s) Did Not Agree to Use Name(s)	27	48.2%	1	1.8%	28	50.0%	56	100.0%
Total	201	51.7%	8	2.1%	180	46.3%	389	100.0%

The response rate for the Comparison Teacher Survey was 40.7% and included 38.0% of the respondents who completed the survey and an additional 2.7% who partially completed the survey. The response rates for the Comparison Teacher Survey disaggregated by years of educational experience, a variable include in the NYSUT database, are shown in Table B5. The NYSUT database did not include information indicating when the experience variable was last updated. A comparison of the teachers’ survey responses to the item asking about years of classroom teaching experience and the variable in NYSUT’s database indicated that the NYSUT data was likely two to four years out of date at the time the survey was administered. Nevertheless, the response rate was highest for teachers with 16 or more years of experience (54.2%). For teachers with less than 10 years of experience, the response rate was 35.5%.

Table B5. Response Rates for the Comparison Teacher Survey by Total Years of Educational Experience

Years of experience	Complete		Partially complete		No response		Total	
	n	%	n	%	n	%	n	%
1-3 Years	61	36.1%	1	0.6%	107	63.3%	169	100.0%
4-6 Years	89	35.2%	11	4.3%	153	60.5%	253	100.0%
7-9 Years	55	28.6%	1	0.5%	136	70.8%	192	100.0%
10-12 Years	70	43.2%	6	3.7%	86	53.1%	162	100.0%
13-15 Years	42	42.0%	4	4.0%	54	54.0%	100	100.0%
16 or More Years	61	50.8%	4	3.3%	55	45.8%	120	100.0%
Missing	2	50.0%	0	0.0%	2	50.0%	4	100.0%
Total	380	38.0%	27	2.7%	593	59.3%	1,000	100.0%

Challenges in Contacting Bank Street College Graduates

We were unable to inform some of the Bank Street graduates about the survey because we did not have access to current contact information. Table B6 demonstrates the percent of graduates with bounced email addresses or no email addresses on record in Bank Street’s Registrar and Alumni databases. Across all cohorts, 21.2% of the Teaching Program Graduates did not have a valid email address on record. An unknown, and potentially sizable, number of email addresses that we did not identify as bouncing could have gone to abandoned or unchecked accounts. The number of graduates without valid email addresses was particularly high for the cohorts that graduated between 2000 and 2003. Not surprisingly, the response rates for the oldest cohorts in the sample were substantially lower than the most recent cohorts. It should also be noted that the Bank Street College Interim Director of Information Technology also informed us that generally emails sent to graduates directly by the College have an open rate of 22%.

Table B6. Number and Percentage of Bank Street College Teaching Program Graduates with Bounced Emails and No Email Addresses

Year of graduation	Total graduates	Graduates with bounced email(s)		Graduates without an email address	
	N	n	%	n	%
2000	196	16	8.2%	79	40.3%
2001	152	13	8.6%	56	36.8%
2002	211	24	11.4%	66	31.3%
2003	377	43	11.4%	92	24.4%
2004	123	18	14.6%	18	14.6%
2005	177	21	11.9%	17	9.6%
2006	239	28	11.7%	9	3.8%
2007	206	23	11.2%	7	3.4%
2008	224	12	5.4%	8	3.6%
2009	207	10	4.8%	0	0.0%
2010	248	9	3.6%	2	0.8%
2011	207	9	4.3%	0	0.0%
2012	189	5	2.6%	0	0.0%
Total	2,756	231	8.4%	354	12.8%

Note. The number of Graduates with Bounced Email(s) is the number of graduates that had all of their emails bounce (i.e., two bounced emails if they had two emails on record and one bounced email if they had one email on record).

When we did not receive a response from graduates via email, we sent them paper surveys. However we found that some of the mailing addresses in the Bank Street databases are also not current. The number and percentage of returned mailings for the Teaching Program Graduates are shown in Table B7. Across all cohorts, the percentage of graduates that had a mailing returned was 19.8% for the Teaching Program Graduates. For every one mailing that was returned as undeliverable to us, an unknown number of mailings may never have made it to the intended recipient. The percentage of graduates who had a mailing returned was much lower for the most recent cohorts.

Table B7. Number and Percentage of Returned Mailings for Bank Street College Teaching Program Graduates

Year of graduation	Graduates with a mailing returned		Total graduates sent mailings	
	n	%	n	%
2000	37	24.0%	154	100.0%
2001	34	29.8%	114	100.0%
2002	48	27.1%	177	100.0%
2003	74	25.4%	291	100.0%
2004	14	16.1%	87	100.0%
2005	37	28.5%	130	100.0%
2006	33	21.3%	155	100.0%
2007	23	18.0%	128	100.0%
2008	24	16.7%	144	100.0%
2009	15	15.0%	100	100.0%
2010	10	7.8%	128	100.0%
2011	5	4.8%	104	100.0%
2012	1	1.3%	80	100.0%
Total	355	19.8%	1,792	100.0%

Table B8 displays the number and percentage of graduates in the Teaching Program sample that we could not contact because they had a survey mailing returned as undeliverable or did not have a U.S. mailing address on record and had their email address bounce or did not have an email address on record. The individuals without valid contact information were excluded from the response rate calculations because they received no notifications about the survey. Given the likelihood that many of the survey emails went to abandoned or unchecked accounts and many of the non-returned mailings never reached their intended recipients, the numbers shown in the table below are likely underestimates of the number of graduates who did not actually receive any notification about the survey.

Table B8. Number and Percentage of Bank Street College Teaching Program Graduates without Valid Contact Information

Year of graduation	Total graduates	Graduates without valid contact information	
	N	n	%
2000	196	27	13.8%
2001	152	23	15.1%
2002	211	26	12.3%
2003	377	34	9.0%
2004	123	6	4.9%
2005	177	12	6.8%
2006	239	8	3.3%
2007	206	5	2.4%
2008	224	2	0.9%
2009	207	2	1.0%
2010	248	0	0.0%
2011	207	0	0.0%
2012	189	0	0.0%
Total	2,756	145	5.3%

Note. The graduates without valid contact information had a survey mailing returned as undeliverable or did not have a U.S. mailing address on record and had their email address bounce or did not have an email address on record.

Value-Added Modeling of Student-Teacher Linked Data

The NYCDOE provided SCOPE with three types of datasets: 1) NYCDOE human resources data containing teacher information, 2) student data including demographic and state test scores, and 3) teacher-student linkage data. Below, we describe what was provided within each dataset as well as the decisions we made to select the final sample and variables for our value-added modeling (VAM) analyses.

Data Provided by the New York City Department of Education (NYCDOE)

The NYCDOE provided us with human resources data from 1998 through 2012, including position, teaching certification, and demographic data (as described in [Table B9](#)).

Table B9. Human Resources Data Received from NYCDOE

Variable Name	Variable Description
Bank Street	Flag for Bank Street College graduates
EISN	Seven digit employee identification number
Last Name	Employee's last name
First Name	Employee's first name
Birth Date	Employee's date of birth
Sex	Employee's gender
Ethnicity	Employee's ethnicity
License Code	Four-character code indicating the type of license the employee is working under
License Category	Two-character code indicating the license category the employee is working under
License Subject	Two-character code indicating the subject that the employee is licensed under
Assignment Code	Four-character code indicating the content area assignment of the employee at the NYCDOE
PMS Status	Three-character code from the HR Hub indicating a employee's active status (e.g., regular active)
Title Code	Five-character code indicating the employee's position at the NYCDOE
Total Active Years	Total years employee has been active at the NYCDOE
Resp District	Two-digit code for the district where the employee was assigned
Borough School	Four-character code of the borough where the employee was assigned
School Level	Two-digit code indicating the school level that the employee was assigned
School Code	Four-character code of the school where the employee was assigned
Certification Category	Two-character code indicating the NY State certification category under which the employee was certified
Certification Area	Four-digit code indicating specific areas in which the employee was certified
Certification Type	Description of the type of NY State certification the employee was holding
Issue Date	Issue date of the NY State certification held by the employee
Expiration Date	Expiration date of the NY State certification held by the employee

Note. We received additional data from the NYCDOE. This table only includes key teacher variables related to our analyses.

The NYCDOE also provided student data, including achievement test scores, information about student income (free/ reduced price lunch status), ethnicity, language status, special education status, and school attendance (as described in [Table B10](#)).

Table B10. Student Data Received from NYCDOE

Variable Name	Variable Description	Grades	Years
Student ID	Non-personally identifiable student tracking number	PK - 12	2002-2012
School ID	School identification number	PK - 12	2002-2012
Birth Date	Date of birth	PK - 12	2002-2012
Grade	Grade	PK - 12	2002-2012
Sex	Gender	PK - 12	2002-2012
Ethnicity	Ethnicity	PK - 12	2002-2012
Meal Code	Free/reduced-price meal status	PK - 12	2002-2012
Home Language	Primary language spoken in the home	PK - 12	2002-2012
Special Education	Special education status	PK - 12	2002-2012
School Level	School level	PK - 12	2002-2012
Grade Code	Three-digit numeric code indicating grade level and classroom type (e.g., General Education or Transitional Bilingual)	PK - 12	2002-2012
Register	Register status (e.g., active or discharged)	3-8	1999-2012
ELL	English Language Learner status	3-8	1999-2012
Absence	Number of days absent from school that year	3-8	1999-2012
Presence	Number of days present at school that year	3-8	1999-2012
ELA Code	English Language Art (ELA) test code (State vs. City test)	3-8	1999-2012
ELA Grade	Grade level of ELA test taken by student	3-8	1999-2012
ELA Scores	ELA test scores (raw score, scale score, and performance level)	3-8	1999-2012
Math Code	Math test code (State vs. City test)	3-8	1999-2012
Math Grade	Grade level of ELA test taken by student	3-8	1999-2012
Math Scores	Math test scores (raw score, scale score, and performance level)	3-8	1999-2012
Science Test Scores	Science test scores (raw score, scaled score, and proficiency level)	4, 8	2010, 2011
NYSESLAT Scores	New York State English as a Second Language Achievement Test scores for 4 parts: reading, writing, speaking, and listening, as well as the overall proficiency level for NYSESLAT	3 - 8	2003 - 2011
Courses and Credits	All of the courses the student was enrolled in for that year	6 - 12	1999-2012
LAB-R Scores	Test raw scores for Language Assessment Battery - Revised	K - 12	2002-2011

Note. We received additional data from the NYCDOE. This table only includes key variables in student data.

Finally, the NYCDOE provided student-teacher linkage data for grades 4 through 8 from SY2005-06 through SY2011-12. **Table B11** describes the numbers of students and teachers we are able to link by school year.

Table B11. Number of Students Linked to Teachers in Data Provided by NYCDOE

School Year	Subject	# NYC Teachers Linked to Students	# Students Linked to Teachers	# of Schools with Students & Teachers Linked
2005-2006	ELA	12,217	316,637	1,040
2006-2007	ELA	11,844	308,164	1,046
2007-2008	ELA	11,204	307,464	1,093
2008-2009	ELA	11,301	324,328	1,110
2009-2010	ELA	11,331	330,643	1,126
2010-2011	ELA	13,701	357,035	1,137
2011-2012	ELA	8,336	259,099	1,002
2005-2006	Math	11,731	316,639	1,041
2006-2007	Math	11,462	308,879	1,049
2007-2008	Math	10,897	311,215	1,094
2008-2009	Math	10,945	325,585	1,139
2009-2010	Math	10,976	330,678	1,126
2010-2011	Math	13,361	357,408	1,181
2011-2012	Math	8,171	262,161	1,003

We matched teachers from the Bank Street College database of graduates with the NYCDOE human resources database. The NYCDOE conducted the matching of Bank Street College graduates in the NYCDOE human resources. A total of 1,878 of Bank Street College Graduates were matched in the NYCDOE human resources database over a 14-year period (between SY1998-99 and SY2011-12). **Table B12** demonstrates the number of Bank Street College graduates that were matched in the NYCDOE human resources database by school year.

Table B12. Number of Bank Street Graduates Matched in NYCDOE HR Data

Year	Number of Bank Street graduates who are NYCDOE teachers	Number of non-Bank Street graduates who are NYCDOE teachers
1998-1999	248	58,434
1999-2000	281	60,256
2000-2001	360	64,552
2001-2002	428	63,542
2002-2003	507	66,137
2003-2004	621	73,937
2004-2005	671	74,381
2005-2006	723	75,690
2006-2007	732	76,621
2007-2008	742	77,404
2008-2009	710	77,300
2009-2010	661	75,500
2010-2011	594	73,772
2011-2012	539	72,495

Note. The numbers in this table are based on the matching and snapshot data provided by the NYCDOE. The numbers only reflect active, regular employees each year.

Data and Sample Selection for Value-Added Modeling Analyses

Our value-added modeling (VAM) analyses focused on examining whether graduating from a Bank Street College Teaching Program is a significant predictor of student achievement gains on New York State English Language Arts (ELA) and Mathematics (Math) exams. Put another way, we were interested in the influence of teachers who were prepared at Bank Street College on students' state test scores compared to their colleagues who did not graduate from Bank Street College.

While we were able to flag Bank Street graduates in 14 years of historical NYCDOE human resources data, the NYCDOE was only able to provide us with 7 years of teacher-student linked data (from SY2005-06 through SY2011-12). Prior to SY2005-06, New York State standardized tests were only administered to students in grades 4 and 8; in SY2005-06 state tests expanded to grades 3 through 8 in ELA and Mathematics. We were only provided teacher-student linkage data for grades 4 through 8, but we used grade 3 test scores as a control for prior student achievement. We performed all VAM analyses separately for ELA and Math.

Furthermore, while we received seven years of teacher-student linked data from the NYCDOE, we were unfortunately only able to use five years of data for our analyses. The NYCDOE used a process to verify the accuracy of the student-teacher linkage data for SY2005-06 through SY2009-10, but data for SY2010-11 were never verified by the NYCDOE. Documentation from the NYCDOE cautions that data for SY2010-11 should not be used for research projects or evaluation purposes. For this reason, we decided not to include the data for SY2010-11 in our analyses. Additionally, the teacher-student linkage data for SY2011-12 has a dramatic decrease in sample size compared to other school years and including these data would have given us non-consecutive years of data in our master dataset. For these reasons, we also decided not to include the data from SY2011-12 in our analyses. We combined the remaining five consecutive years of data (SY2005-06 through SY2009-10) into one master longitudinal dataset. Using a five-year longitudinal dataset, rather than performing analyses by year, allowed us to develop more solid indicators of student academic propensities as well as model teacher effectiveness in a more sophisticated way by taking into account a teacher's history of supporting student achievement.

To avoid confounding results, we excluded students who were taught by co-teachers in a given school year (i.e., students who were taught ELA or Math by more than one teacher in the same school year). We also excluded students in self-contained special education classrooms because the New York State standardized tests are grade-specific and, consequently, do not accurately measure the achievement of students far below grade-level. Additionally, more random error is introduced when estimating the contribution of teachers who have substantial numbers of special education students in their classroom as compared to teachers who teach general classroom with a few special education students in their classrooms (McCaffrey & Buzick, 2014). Across the five school years represented in our master dataset, approximately eight percent of students are members of self-contained special education classrooms and were excluded from our dataset.

In our dataset, we have some teachers who are linked to only a few students while others are linked to over 40 students in a given year. Similarly, there is wide variation in the number of teachers linked to schools. For these reasons, we thought it was inappropriate for us to use hierarchical linear modeling with students nested within classrooms and classrooms nested within schools. Instead, we decided to use individual students as the unit of analysis in our models.

Ultimately, our final dataset includes five consecutive school years (SY2005-06 through SY2009-10) of data for teachers linked to students in fourth through eighth grades in general education classrooms.

Across these five years, we identified 322 teachers as graduates of Bank Street teaching programs. Of these, 210 were designated by the NYCDOE as having taught students both ELA and Math, 74 as only having taught ELA, and 38 as only having taught Math.

Student Outcome Measures and Predictor Variables

The measures used to examine teachers' value-added to student achievement are student-level state standardized test scores in ELA and Math for grades 4 through 8. Because the New York standardized test scores are not measured on a consistent scale across grade levels and across years, we normalized the raw test scores within each grade level with a min-max normalization method.

Although the New York State tests do not allow the calculation of gain scores³, prior years' scores on the tests can be used (along with other indicators of prior academic performance) as controls when modeling influences on achievement. Based on multiple years of data provided by the NYCDOE, we developed longitudinal data sets with students matched to teachers by year, which allows us to model teacher influences on student achievement while controlling for student background characteristics and prior achievement scores. The student background characteristics we controlled for in our models include gender, ethnicity, free/reduced lunch status, English Language Learner (ELL) status, special education status⁴, grade level, attendance, and retention. Students' attendance in a school year and prior test scores are continuous variables; all others are categorical variables.

Our two key predictor variables of interest were: 1) having a Bank Street College (BSC) graduate for a teacher, and 2) teacher's years of teaching experience. The BSC variable has two categories: a) students taught by BSC graduates, and b) students taught by non-BSC graduates. We transformed the years of teaching experience variable from a continuous to a categorical variable with two categories: a) students with beginning teachers (defined as having less than two years of teaching experience), and b) students with experienced teachers (defined as having two or more years of teaching experience).

Before conducting the VAM analyses with our longitudinal master dataset, we ran hierarchical regression models on data from individual school years to ensure that the results made sense and there was not drastic variation between years. **Table B13** demonstrates the sample sizes by school year. The yearly cross-sectional regression models indicate that student demographic variables, attendance, and prior test achievement account for a stable and substantial proportion of the variance of student standardized test performance. The student background characteristics account for 63 to 70 percent of the variance in students' ELA performance across the different years and account for 65 to 72 percent of the variance in students' Math test scores across the five years. In the annual models, the BSC graduate status and teaching experience variables together only account for between one to two percent of the variance in student achievement performance in ELA and Math. In other words, when we ran the models separately by school year, very little to none of the variation in test scores among students can be explained by their having a BSC graduate for a teacher. In the Results section of this report we describe the results of our final models when we combined the five years of data.

³ Gain scores cannot be calculated because we have students' scores on annual state tests rather than pre- and post-test scores. The state tests are grade specific and measure student competency on different content from one year to the next.

⁴ Note that, because we removed students in self-contained special education classrooms, only a small percentage of students left in our dataset are designated with a special education status. Those remaining are students with a special education designation assigned to a general education classroom.

Table B13: Numbers of Linked Teacher and Students by Year for BSC and Non-BSC Graduates

Year	ELA				Math			
	BSC Graduates		Non-BSC Graduates		BSC Graduates		Non-BSC Graduates	
	N of Teachers	N of Students	N of Teachers	N of Students	N of Teachers	N of Students	N of Teachers	N of Students
2005-06	132	3,679	8,983	286,028	124	3,601	8,538	285,445
2006-07	124	3,612	8,732	277,206	103	2,734	8,387	278,469
2007-08	129	4,144	8,734	279,204	104	3,147	8,436	283,925
2008-09	118	3,614	8,818	295,491	88	2,445	8,547	297,821
2009-10	108	3,404	8,898	298,342	80	2,181	8,642	299,738
5-Year Total	611	18,453	44,165	1,436,271	499	14,108	42,550	1,445,398

Challenges in Measuring the Value-Added of Bank Street Teachers

Just as we earlier described some of the challenges we faced in obtaining survey participation from Bank Street College graduates, we note here the challenges we had in finding appropriate data to measure the value-added to student achievement of Bank Street College graduates. We provide these notes so that the reader will be appropriately cautious when interpreting the results of our value-added analyses. As we describe below, the sample we use is in many ways not a representative sample of Bank Street graduates – it's simply the best sample available.

Principally, this study is based solely on graduates working in the NYCDOE, and we cannot know the degree to which Bank Street graduates employed in the district are representative of the population of graduates as a whole.

Due to the availability of data, our sample only represents Bank Street graduates who have taught in NYCDOE non-charter schools in fourth through eighth grade general education classrooms from SY2005-06 through SY2009-10. Of particular concern is the limitation to grades 4 through 8 because most Bank Street graduates were prepared to teach in early childhood or early elementary grades. In addition, many of the graduates in our data sample looked to be teaching in settings where they were teaching as subject specific teachers, i.e. their students of record were tested in either math or ELA but not both. This type of assignment would not be typical among Bank Street graduates. Further, many Bank Street graduates were prepared to teach in special education settings, but we had to remove teachers who teach self-contained special education classes. Finally, while we were able to flag Bank Street graduates teaching in the NYCDOE from SY1998-99 through SY20011-12, we were ultimately only able to use data for five consecutive years (SY2005-06 through SY2009-10) in our analyses.

While we do not have reason to believe that Bank Street graduates who have taught (a) outside of NYCDOE, (b) in charter/private schools, (c) in grades other than fourth through eighth, (d) before SY2005-06 or after SY2009-10, (e) with a co-teacher, or (f) in self-contained special education classes are more or less effective than the graduates represented in our sample, we still caution against generalizing these results beyond the population of teachers actually represented in the sample. The bottom line is that the Bank Street College teaching programs have had 4,979 graduates over the past 14 years and for the various reasons described above, only 322 of them are represented in our final sample. Finally, it should be noted that we did not exclude teachers (e.g., those who teach in charter or private schools or schools outside of the NYCDOE) intentionally for theoretical reasons. They were excluded simply because data were not available.

In addition, we acknowledge, more broadly, the appropriate cautions that scholars, policy makers, practitioners, and the public should apply on the use of value-added modeling for educational assessments and accountability, particularly and consequential decisions. As noted by the recent policy statement of the American Statistical Association (2014), a policy brief by the Economic Policy Institute (Baker et al., 2010), and numerous others in the field⁵, the complex nature of this type of research and analysis requires scholars, practitioners, and policy makers to proceed with due caution acknowledging the instability and biases associated with the method.

⁵ See Briggs & Domingue (2011), Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012), Haertel, E. H. (2013), Lockwood, J., McCaffrey, D., Hamilton, L., Stetcher, B., Le, V.N., & Martinez, J. (2007), Loeb, S. & Candelaria, C. A. (2013), McCaffrey, D. F. (2013), Newton, X., Darling-Hammond, L., Haertel, E., & Thomas, E. (2010), Raudenbush, S. W. (2014), Raudenbush, S. W. & Willms, J. D. (1995), Rothstein, J. (2007), Sass, T. (2008)

Appendix C: Teaching Program Survey Results Related to Perceptions of Preparation

Perceptions of Preparation: Examination of the perceptions of graduates of Bank Street Teaching Programs on the quality and effectiveness of their teacher preparation experiences

Responses from the Bank Street Teaching Program survey provide insights into graduates' perceptions of the quality and utility of their teacher preparation. A majority of the survey items asked the graduates to evaluate their experiences at Bank Street College, including how well prepared they felt to effectively enact a number of teaching activities and how much opportunity they had to learn about specific English Language Arts and Mathematics teaching topics and instructional strategies during the program. They were also asked to evaluate their supervised fieldwork experiences, including their experiences working with cooperating/head teachers and advisors (often referred to as "supervisors" in other teacher education programs).

Features Characterizing Bank Street Teaching Programs

One of the survey items presented respondents with six program features, aligned with expressed elements of the mission and goals of Bank Street College. Graduates were asked to examine the extent to which they agreed that these features were characteristic of their experiences at Bank Street. The respondents were asked to rate each using a 5-point Likert scale ranging from "strongly disagree" to "strongly agree". As displayed in [Table C1](#), the respondents were most likely to "strongly agree" that Bank Street has a "focus on developmental, child-centered approach to education" and a "commitment to social justice and the tradition of progressive education".

Table C1. Responses of Bank Street Graduates Survey Question: *To what extent do you agree that the following features characterized your teacher preparation program?*

	n	Item Mean	Strongly Disagree %	Somewhat Disagree %	Neither Agree/ Disagree %	Somewhat Agree %	Strongly Agree %
Focus on developmental, child-centered approach to education	1,340	4.9	0.7%	0.1%	0.4%	9.9%	88.9%
Commitment to social justice and the tradition of progressive education	1,338	4.6	0.8%	1.0%	2.8%	25.9%	69.4%
Individualized mentoring and professional development with knowledgeable faculty advisors	1,340	4.4	1.6%	5.8%	4.3%	28.6%	59.7%
Meaningful course work and assignments that build connections between theory and practice	1,340	4.3	1.1%	3.6%	5.0%	39.9%	50.4%
High quality, supervised teaching experiences in P-12 schools	1,338	4.2	2.3%	6.7%	7.0%	33.0%	51.1%
A purposeful culminating/capstone project or portfolio	1,340	4.2	1.9%	6.2%	9.3%	38.8%	43.9%

Note. The items were rated using a 1 (*strongly disagree*) to 5 (*strongly agree*) scale. Items listed in table in order by item mean (highest to lowest).

“Every working day of my life I am grateful for the progressive model taught at Bank Street. As an early interventionist, my education has been particularly useful as I engage with very young children and their parents - always remembering to address 'the whole child' and working from a framework of the child's/family's strengths.”
 ➤ *Bank Street Teaching Program Graduate*

“Bank Street Graduate School is an exceptional graduate training program that has provided me with the tools and experience that is essential to the work that I do today. The care and thoughtful work of the faculty is not only memorable, but integral to the development of my professional work. The faculty serve as wonderful models for the content of which they teach. I am so fortunate and thankful to have received a graduate education from the Bank Street Graduate School.”
 ➤ *Bank Street Teaching Program Graduate*

General Effectiveness of Bank Street Teaching Programs

Survey respondents were asked to rate the extent to which the knowledge and skills they acquired from Bank Street are helpful in their current job, using a 5-point Likert scale ranging from “not at all helpful” to “very helpful”. As demonstrated in **Table C2**, 85 percent of the survey respondents indicated that the knowledge and skills they acquired from Bank Street are either “helpful” or “very helpful” in their current job.

Table C2. Responses of Bank Street Graduates Survey Question: *To what extent are the knowledge and skills you acquired from your teacher preparation program helpful in your current job?*

	n	%
Not at All Helpful	6	1.4%
Slightly Helpful	13	2.9%
Somewhat Helpful	48	10.9%
Helpful	134	30.3%
Very Helpful	241	54.5%
Total	442	100.0%

“My learning experience at Bank Street was tremendous. Although I do not teach currently, I find that the information I gained from Bank Street colors my work with children, daily. In learning at Bank Street, I have to appreciate the developmental understandings of children. My Bank Street experience has taught me to be more diligent in respecting and supporting the ideas and needs of children.”

➤ *Bank Street Teaching Program Graduate*

“Bank Street College changed the way I live and how I see the world. The program not only taught me how to teach children academics but also how to become meaningful members of society. My time at Bank Street made me a deeply reflective person who now understands how to meet children where they are. The school taught me how to attend to the academic and emotional needs of all students, how to foster a caring and safe community and how to build a rigorous and creative curriculum.”

➤ *Bank Street Teaching Program Graduate*

A follow-up survey item asked respondents how effective their teacher preparation program was at developing the skills and tools they specifically needed to become a teacher. They were asked to rate the effectiveness on a 5-point Likert scale ranging from “not at all effective” to “very effective”. As indicated in **Table C3**, 87 percent of the Bank Street graduates report that their teaching program was “effective” or “very effective” at developing the skills or tools they needed to teach.

Table C3. Responses of Bank Street Graduates Survey Question: *How effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?*

	n	%
Not at All Effective	4	0.3%
Slightly Effective	28	2.1%
Somewhat Effective	148	11.1%
Effective	569	42.6%
Very Effective	588	44.0%
Total	1,337	100.0%

“My Bank street experience has been a very valuable one. It has prepared me to handle the everyday activities and challenges that relate to teaching. Bank Street gave me the opportunity to understand how to appropriately work with children, parents, administration and colleagues.”
 ➤ *Bank Street Teaching Program Graduate*

“Bank Street was a wonderful experience for me and I can't imagine having attended another graduate school program. The courses/fieldwork/advisors made me the teacher I am today and I always strive to meet the standards of teaching I learned about there.”
 ➤ *Bank Street Teaching Program Graduate*

Helpfulness of Specific Aspects of Bank Street Teaching Programs

In order to delve deeper into what aspects of their program graduates thought were particularly helpful in preparing them as a teacher, the respondents were asked to rate each of four specific aspects of their teacher preparation at Bank Street: program coursework; classroom experience as part of supervised fieldwork; advisement/supervisory support; and caliber of their instructors. They were asked to rate these using a 5-point Likert scale ranging from “not at all helpful” to “very helpful”. As demonstrated in **Table C4**, more than 80 percent of respondents rated each of the four aspects as “helpful” or “very helpful” at preparing them to teach.

Table C4. Responses of Bank Street Graduates Survey Question: *How helpful were the following aspects of your teacher preparation program in preparing you as a teacher?*

	n	Item Mean	Not at all Helpful %	Slightly Helpful %	Somewhat Helpful %	Helpful %	Very Helpful %
Classroom experience as part of supervised fieldwork	1,332	4.5	1.7%	2.7%	8.3%	23.1%	64.2%
Caliber of the instructors of your classes	1,333	4.3	0.2%	2.4%	9.7%	42.5%	45.2%
Advisement/supervisory support	1,329	4.2	3.5%	5.9%	8.7%	29.6%	52.3%
Program coursework	1,334	4.2	0.3%	3.1%	13.2%	44.5%	38.9%

Note. The items were rated using a 1 (*not at all helpful*) to 5 (*very helpful*) scale. Items listed in table in order by item mean (highest to lowest).

“Bank Street was a formative experience for me because of the incredible teachers I was exposed to. The vast majority were inspiring, engaging, and intellectually stimulating. I looked forward to going to almost every class. The teachers are really what make Bank Street the institution it is.”

➤ *Bank Street Teaching Program Graduate*

“I found that my coursework and professors at Bank Street prepared me very well for my current position, teaching preschool at an independent school. I frequently go back to my course materials for curriculum inspiration as well as resources for parents and colleagues.”

➤ *Bank Street Teaching Program Graduate*

Preparation to Teach Specific Subject Areas

Another survey item took a deeper look at how respondents felt about their preparation to teach specific subjects. Respondents were asked to rate their preparation using a 5-point Likert scale ranging from “not at all” to “very well”. Table C5 demonstrates that 74 percent of Bank Street graduate respondents indicated that they were “well” or “very well” prepared to teach English Literacy & Language Arts; 70 percent rated their preparation to teach History/Social Studies “well” or “very well”; 68 percent about Mathematics; 58 percent about Creative Arts and/or Music; 55 percent about Science; and 18 percent about Health and Physical Education.

Table C5. Responses of Bank Street Graduates Survey Question: *How well do you feel your teacher preparation program prepared you to teach each of the following subjects?*

	n	Item Mean	Not at all %	Poorly %	Adequately %	Well %	Very Well %
English Literacy & Language Arts	1,334	4.0	1.0%	4.2%	20.7%	39.4%	34.8%
History/Social Studies	1,330	3.9	2.5%	5.3%	22.3%	36.4%	33.5%
Mathematics	1,328	3.9	1.5%	5.6%	24.8%	36.7%	31.3%
Creative Arts and/or Music	1,320	3.7	6.7%	7.3%	28.0%	30.0%	28.0%
Science	1,313	3.6	4.4%	8.3%	32.6%	32.1%	22.6%
Health and Physical Education	1,312	2.4	34.8%	14.9%	32.8%	13.1%	4.4%

Note. The items were rated using a 1 (*not at all*) to 5 (*very well*) scale. Items listed in table in order by item mean (highest to lowest).

“Looking at social studies as the core of the curriculum and branching out into inter-disciplinary teaching was a big and important part of what I did at BS that is still applicable in my teaching today.”

➤ *Bank Street Teaching Program Graduate*

Preparation to Engage in Specific Teaching Activities

The survey then asked respondents how well Bank Street prepared them to engage in 27 specific teaching activities. These activities are elements of teaching that have been found to be important for teacher effectiveness and characteristic of teachers who engage in skillful, learner-centered practice (Darling-Hammond, 2006). This research study on *Powerful Teacher Education* also found that exemplary teacher preparation programs are particularly effective at preparing prospective teachers to engage in these activities. The activities are divided into five broad categories: Engaging and Supporting Students in Learning; Assessing Student Learning; Planning Instruction and Designing Learning Experiences for Students; Creating and Maintaining Effective Environments for Student Learning; and Working as a Professional Educator. Respondents were asked to rate how well Bank Street prepared them to engage in each of these activities using a 5-point Likert scale ranging from “not at all” to “very well”. **Table C6** demonstrates both the percentage of respondents who rated each teaching activity by Likert score as well as an overall item mean score.

More than 80 percent of Bank Street graduates report that they were well or very well prepared to do each of the following as teachers:

- Plan instruction based on how children and adolescents develop and learn (86.5%)
- Develop a classroom environment that promotes social/emotional development and group responsibility (86.2%)
- Relate classroom teaching to the real world (86.1%)
- Develop curriculum that builds on students’ experiences, interest, and abilities (85.5%)
- Understand how factors in the students’ environment outside of school may influence their life and teaching (82.6%)
- Use knowledge of learning, subject matter, curriculum, and student development to plan instruction (85.5%)
- Develop students’ questioning and discussion skills (83.1%)
- Collaborate with colleagues (82.8%)
- Engage students in cooperative group work as well as independent learning (80.9%)
- Provide a rationale for your teaching decisions to students, parents, and colleagues (80.4%)

By comparison, less than 60 percent of the graduates report that they were well or very well prepared to do the following:

- Use technology to support instruction in the classroom (34.0%)
- Address student misbehavior effectively (50.5%)
- Teach in ways that support English language learners (52.6%)

Table C6. Responses of Bank Street Graduates Survey Question: *How well did your teacher preparation program prepare you to do each of the following as a teacher?*

	n	Item Mean	Not at all %	Poorly %	Adequately %	Well %	Very Well %
<i>Engaging and Supporting Students in Learning</i>							
Plan instruction based on how children and adolescents develop and learn	1,308	4.4	0.3%	1.5%	11.8%	32.6%	53.9%
Relate classroom learning to the real world	1,306	4.3	0.5%	2.0%	11.5%	35.8%	50.3%
Identify and address special learning needs with appropriate teaching strategies	1,306	4.0	0.5%	5.2%	21.8%	35.4%	37.1%
Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds	1,307	4.0	0.4%	4.9%	21.2%	37.6%	35.9%
Help all students achieve to high academic standards	1,304	4.0	0.5%	2.6%	20.0%	45.9%	31.0%
Teach in ways that support English language learners	1,304	3.6	3.4%	10.4%	33.7%	31.1%	21.5%
<i>Assessing Student Learning</i>							
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks) to determine strengths and needs to inform instruction	1,304	4.0	0.5%	5.4%	19.6%	38.5%	36.0%
Give productive feedback to students to guide their learning	1,302	4.0	0.8%	4.8%	20.8%	40.2%	33.4%
Help students learn how to assess their own learning	1,300	3.7	2.0%	8.5%	29.4%	37.0%	23.1%
<i>Planning Instruction and Designing Learning Experiences for Students</i>							
Develop curriculum that builds on students' experiences, interest, and abilities	1,308	4.3	0.3%	2.2%	12.0%	33.6%	51.9%
Understand how factors in the students' environment outside of school may influence their life and learning	1,305	4.3	0.6%	2.7%	14.1%	33.6%	49.0%
Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	1,304	4.3	0.2%	2.2%	12.0%	38.0%	47.5%
Create interdisciplinary curriculum	1,303	4.2	0.5%	3.8%	13.9%	34.3%	47.6%
Analyze, select, and develop curriculum materials that are appropriate for your students	1,309	4.2	0.4%	3.1%	15.9%	38.0%	42.6%
Help students learn to think critically and solve problems	1,305	4.2	0.2%	1.9%	15.7%	41.1%	41.0%
Use technology to support instruction in the classroom	1,306	3.1	6.8%	19.0%	40.2%	24.7%	9.3%

Table continued on following page

Creating and Maintaining Effective Environments for Student Learning							
Develop a classroom environment that promotes social/emotional development and group responsibility	1,303	4.4	0.7%	1.5%	11.7%	32.2%	54.0%
Develop students' questioning and discussion skills	1,301	4.3	0.3%	2.2%	14.3%	38.0%	45.1%
Engage students in cooperative group work as well as independent learning	1,301	4.2	0.8%	2.3%	15.9%	36.8%	44.1%
Set norms and manage a productive classroom	1,301	3.9	2.2%	6.3%	21.8%	36.0%	33.7%
Address student misbehavior effectively	1,300	3.5	4.2%	16.2%	29.2%	30.2%	20.3%
Working as a Professional Educator							
Collaborate with colleagues	1,301	4.2	0.5%	2.4%	14.2%	38.1%	44.7%
Provide a rationale for your teaching decisions to students, parents, and colleagues	1,308	4.2	0.6%	2.9%	16.1%	39.6%	40.8%
Evaluate the effects of your actions and modify plans accordingly	1,306	4.1	0.8%	2.8%	20.3%	37.2%	38.9%
Work with parents and families to better understand students and to support their learning	1,308	4.1	1.0%	3.4%	19.8%	38.4%	37.5%
Conduct inquiry or review research to inform your decisions	1,306	3.9	1.3%	5.4%	24.3%	39.5%	29.6%
Assume leadership responsibilities in your school	1,305	3.8	4.0%	7.4%	25.0%	36.6%	27.0%

Note. The items were rated using a 1 (*not at all*) to 5 (*very well*) scale. Items listed within table section in order by item mean (highest to lowest).

“My Early Childhood/Childhood masters program at Bank Street was phenomenal. Rather than simply focusing on the curriculum content or how to write and teach a lesson plan (like some of my peers), I was taught how children grow and learn. I gained an understanding of child development and how to design developmentally appropriate activities that are open-ended and inspire the child to create his or her own understanding of the world. My advisors and professors were outstanding and helped me to become more reflective. I realized that teaching is a dynamic profession and that I will never stop learning. I constantly seek out opportunities to grow and improve my practice in order to meet the needs of my students.”

➤ *Bank Street Teaching Program Graduate*

Opportunities to Learn about Teaching English Language Arts and Mathematics

Another survey item looked at Bank Street graduates' preparation in another way. Rather than asking them how prepared they felt to engage in certain teaching activities, this item asked graduates how much opportunity they had to practice or learn specific teaching skills. These skills focused on the areas of English Language Arts and Mathematics, and respondents were asked to rate how much opportunity they were given at Bank Street to do each of them based on a 5-point Likert scale ranging from “None” to “Extensive Opportunity”. Table C7 presents the percentage of respondents who rated each item by Likert score as well as an overall item mean score.

More than 60 percent of Bank Street graduates report having had a substantial opportunity (defined as “exploring is some depth” or “having extensive opportunity”) to do the following:

- Learn ways to build student interest and motivation to read (ELA) (67.6%)
- Listen to an individual child read aloud for the purpose of assessing his/her reading achievement (ELA) (65.8%)
- Learn how to activate students’ prior knowledge (ELA) (65.2%)
- Learn about characteristics of emergent readers (ELA) (64.2%)

Interestingly, these skills are all in the areas of English Language Arts. The respondents generally reported that they had less opportunity to practice skills in the area of Mathematics.

On the other hand, more than 10 percent of the graduates report having had no opportunity to develop the following specific skills while at Bank Street:

- Review local district reading curriculum (ELA) (36.4%)
- Review local district math curriculum (Math) (30.4%)
- Study national or state standards for reading/language arts (ELA) (17.8%)
- Learn how to support older students who are learning to read (ELA) (15.0%)
- Learn typical difficulties students have with fractions (Math) (13.1%)
- Learn typical difficulties students have with place value (Math) (10.8%)

Table C7. Responses of Bank Street Graduates Survey Question: *In your teacher preparation program, how much opportunity did you have to do each of the following?*

	n	Item Mean	None %	Touched on it Briefly %	Spent Time Discussing or Doing %	Explored in Some Depth %	Extensive Opportunity %
English Language Arts							
Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	1,264	3.8	4.2%	8.1%	21.9%	32.3%	33.5%
Learn ways to build student interest and motivation to read	1,265	3.8	1.5%	8.1%	22.8%	39.1%	28.5%
Learn how to activate students’ prior knowledge	1,265	3.8	1.5%	8.5%	24.8%	36.7%	28.5%
Learn about characteristics of emergent readers	1,272	3.8	1.6%	9.9%	24.3%	39.6%	24.6%
Learn how to help students make predictions to improve comprehension	1,266	3.7	1.9%	11.1%	27.8%	35.9%	23.4%
Practice what you learned about teaching reading in your field experiences	1,266	3.6	6.0%	11.5%	23.5%	31.7%	27.3%
Plan a guided reading lesson	1,263	3.5	7.8%	14.4%	26.0%	28.7%	23.1%

Table continued on following page

English Language Arts–Continued							
Learn ways to encouraging phonemic awareness	1,264	3.5	4.3%	16.1%	26.7%	32.7%	20.3%
Learn ways to teach reading and writing to students at different stages or reading abilities	1,263	3.5	4.4%	15.8%	27.2%	32.9%	19.7%
Learn ways to teach student meta-cognitive strategies for monitoring comprehension	1,266	3.5	3.2%	13.3%	30.0%	34.9%	18.6%
Learn ways to teach decoding skills	1,257	3.4	4.6%	16.5%	27.8%	32.3%	18.9%
Learn to teach students to organize their ideas prior to writing	1,254	3.4	6.0%	16.7%	30.3%	29.7%	17.3%
Discuss methods for using student reading assessment results to improve your teaching	1,264	3.3	7.7%	16.6%	29.1%	28.6%	18.0%
Learn how to support older students who are learning to read	1,261	2.9	15.0%	26.2%	27.2%	21.2%	10.4%
Study national or state standards for reading/language arts	1,264	2.7	17.8%	29.1%	29.1%	16.1%	7.8%
Review local district reading curriculum	1,265	2.2	36.4%	27.1%	20.8%	10.2%	5.5%
Mathematics							
Learn how to facilitate math learning for students in small groups	1,257	3.5	5.6%	12.2%	26.1%	33.8%	22.3%
Practice what you learned about teaching math in your field experience	1,252	3.4	10.7%	14.3%	23.2%	30.3%	21.5%
Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	1,260	3.4	6.7%	13.7%	27.9%	31.7%	20.0%
Study, critique, or adapt math curriculum materials	1,257	3.4	6.0%	15.4%	27.4%	31.4%	19.8%
Adapt math lessons for students with diverse needs and learning styles	1,257	3.4	6.5%	16.0%	28.6%	30.3%	18.6%
Prove that a solution is valid or that a method works for all similar cases	1,249	3.3	8.1%	16.5%	31.5%	29.1%	14.9%
Learn typical difficulties students have with place value	1,256	3.0	10.8%	22.1%	32.1%	25.2%	9.9%
Learn typical difficulties students have with fractions	1,253	2.9	13.1%	24.7%	30.5%	23.3%	8.5%
Study national or state standards for mathematics	1,259	2.8	16.9%	25.1%	25.6%	21.4%	11.0%
Review local district mathematics curriculum	1,255	2.4	30.4%	24.9%	24.4%	13.5%	6.8%

Note. The items were rated using a 1 (*none*) to 5 (*extensive opportunity*) scale. Items listed within table section in order by item mean (highest to lowest).

“Bank Street provided me with a tremendous foundation for teaching with a progressive ideology. I learned a great deal about how to teach literacy and engage readers. Our math and science courses were taught with the notion of beginning with hands-on opportunities for children.”

➤ *Bank Street Teaching Program Graduate*

Supervised Fieldwork Experiences

One of the survey items also asked the respondents to evaluate their supervised fieldwork experiences. They were presented with six statements about their experiences and asked to rate each using a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. Table C8 presents these statements as well as the percentage of respondents who rated each statement by Likert score and an overall item mean score for each. The respondents generally indicated that they had very positive experiences with their supervised fieldwork. A majority of Bank Street graduates agreed or strongly agreed with each of the six statements, particularly with the last which stated, “I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.”

Table C8. Responses of Bank Street Graduates Survey Question: To what extent do you agree with the following statements about your cooperating/head teacher(s) and advisor/supervisor you had during your supervised fieldwork experience?

	n	Item Mean	Strongly Disagree %	Somewhat Disagree %	Neither Agree/ Disagree %	Somewhat Agree %	Strongly Agree %
I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.	1,242	4.4	5.2%	2.9%	5.2%	17.0%	69.6%
My program’s supervisor(s) regularly observed my teaching, met with me, and offered constructive feedback about my teaching.	1,248	4.1	5.6%	9.0%	8.0%	25.2%	52.2%
My cooperating/head teacher was an excellent teacher and a worthy role model.	1,220	4.1	5.9%	5.2%	16.1%	21.6%	51.2%
My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program’s teacher education instructors.	1,225	4.0	6.8%	5.7%	13.8%	25.1%	48.6%
My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.	1,229	3.9	7.6%	7.2%	14.6%	26.9%	43.7%
My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	1,247	3.9	5.1%	9.5%	15.6%	32.3%	37.5%

Note. The items were rated using a 1 (*strongly disagree*) to 5 (*strongly agree*) scale. Items listed in table in order by item mean (highest to lowest).

“I was very fortunate to be placed in two excellent schools with two great teachers. However, what really made these placements so successful, was the supervision program. My advisor was always supportive, able to help at any time and helped provide advice when necessary. In addition, his feedback was valuable and constructive and provided me with the ability to grow and learn as a teacher.”

➤ *Bank Street Teaching Program Graduate*

Appendix D: Teaching Program Survey Results of Supervised Fieldwork Experience by Type of Clinical Placement

We conducted cross-tabulation analyses of the supervised fieldwork experience survey items for the Teaching Program Survey. The survey respondents classified themselves as having participated in one of the following clinical placements types:

- Student teacher
- Assistant teacher (paid)
- Intern (receiving a stipend)
- Paid head teacher/teacher of record at an independent school
- Paid head teacher/teacher of record through Teach for America
- Paid head teacher/teacher of record through an internship credential program
- Paid teacher/teacher of record working on a temporary/emergency license
- Other

In Tables D1 through D10, we examine survey item responses by type of clinical placement.

The survey asked respondents approximately how much time they spent in student teaching as part of their supervised fieldwork. **Table D1** presents the number and percent of responses by type of clinical placement. Over 70 percent of student teachers, 88 percent of assistant teachers, and 94 percent of interns spent at least 480 to 720 hours participating in student teaching. In comparison, much smaller percentages of those with a temporary/emergency license (21%), participating in Teach for America (44%), teaching at independent schools (53%), or part of an internship credential program (56%) could say the same. Also of note, large proportions of those serving as teachers of record spent less than 120 hours total in student teaching – whether working on a temporary/emergency license (58%), through Teach for America (51%), through an internship credential program (44%), or at an independent school (26%).

Table D1: Cross-tabulation of Time Spent Student Teaching and Type of Clinical Placement

		<i>Approximately how much time did you spend in student teaching as part of your supervised fieldwork?</i>						Total
		< 120 hours (20 days; 4 wks)	120 - 300 hours (20-50 d; 4-10 wks)	300 - 480 hours (50-80 d; 10-16 wks)	480 - 720 hours (80-120 d; 16-24 wks)	720 - 1080 hours (120-180d; 24-36 wks)	> 1080 hours (180 days; 36 wks)	
Type of Clinical Placement								
Student teacher	Count	15	57	105	155	190	71	593
	%	2.5%	9.6%	17.7%	26.1%	32.0%	12.0%	100.0%
Assistant teacher (paid)	Count	10	9	14	18	69	158	278
	%	3.6%	3.2%	5.0%	6.5%	24.8%	56.8%	100.0%
Intern (receiving a stipend)	Count	1	2	1	10	31	21	66
	%	1.5%	3.0%	1.5%	15.2%	47.0%	31.8%	100.0%
Paid head teacher/teacher of record at an independent school	Count	26	14	7	6	10	36	99
	%	26.3%	14.1%	7.1%	6.1%	10.1%	36.4%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	56	3	2	0	1	47	109
	%	51.4%	2.8%	1.8%	0.0%	.9%	43.1%	100.0%
Paid head teacher/teacher of record through an internship credential prog.	Count	7	0	0	2	3	4	16
	%	43.8%	0.0%	0.0%	12.5%	18.8%	25.0%	100.0%
Paid teacher/teacher of record working on a temp/emergency license	Count	14	4	1	0	1	4	24
	%	58.3%	16.7%	4.2%	0.0%	4.2%	16.7%	100.0%
Other	Count	14	12	12	9	9	8	64
	%	21.9%	18.8%	18.8%	14.1%	14.1%	12.5%	100.0%
TOTAL	Count	143	101	142	200	314	349	1249
	%	11.4%	8.1%	11.4%	16.0%	25.1%	27.9%	100.0%

The survey also asked whether Bank Street College set-up their supervised fieldwork experiences, that is assigned them to a specific school and cooperating teacher. **Table D2** presents the number and percent of “yes” and “no” responses to this question by type of clinical placement. Student teachers and interns are much more likely to have had their supervised fieldwork set-up for them by Bank Street. Over 73 percent of interns, 78 percent of assistant teachers, and 96 percent of student teachers reported that Bank Street assigned them to a specific school and cooperating teacher for their supervised fieldwork. In contrast, only 21 percent of those participating in Teach for America, 25 percent of those participating in an internship credential program, 27 percent of those working on a temporary/emergency license, and 31 percent of those at an independent school reported the same.

Table D2: Cross-tabulation of Whether Program Set-up Fieldwork and Type of Clinical Placement

Type of Clinical Placement		<i>My teacher preparation program set up my supervised fieldwork experiences for me (i.e., assigned me to a specific school and cooperating teacher).</i>			Total
		Yes	No	Neither Agree/Disagree	
Student teacher	Count	570	20	4	594
	%	96.0%	3.4%	.7%	100.0%
Assistant teacher (paid)	Count	61	205	9	275
	%	22.2%	74.5%	3.3%	100.0%
Intern (receiving a stipend)	Count	47	14	3	64
	%	73.4%	21.9%	4.7%	100.0%
Paid head teacher/teacher of record at an independent school	Count	33	61	11	105
	%	31.4%	58.1%	10.5%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	24	39	50	113
	%	21.2%	34.5%	44.2%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	4	9	3	16
	%	25.0%	56.3%	18.8%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	7	11	8	26
	%	26.9%	42.3%	30.8%	100.0%
Other	Count	39	17	9	65
	%	60.0%	26.2%	13.8%	100.0%
TOTAL	Count	785	376	97	1258
	%	62.4%	29.9%	7.7%	100.0%

The survey asked respondents whether their cooperating teacher had taught for at least three years before they had their supervised fieldwork experiences with him/her. **Table D3** presents the number and percent of “yes” and “no” responses to this question by type of clinical placement. Interns, student teachers, and assistant teachers are much more likely to have had experienced cooperating teachers – 89, 87 and 82 percent respectively reported that their cooperating teacher had taught for at least three years. In contrast, less than half of those in Teach for America (10%), participating in an internship credential program (28%), working on a temporary/emergency license (39%), and at an independent school (44%) could report the same.

Table D3: Cross-tabulation of Whether Cooperating Teacher Taught for >3 Years and Type of Clinical Placement

Type of Clinical Placement		<i>My cooperating teacher had taught for at least three years before I had my supervised fieldwork experiences with him/her.</i>			Total
		Yes	No	Neither Agree/Disagree	
Student teacher	Count	518	50	25	593
	%	87.4%	8.4%	4.2%	100.0%
Assistant teacher (paid)	Count	225	41	10	276
	%	81.5%	14.9%	3.6%	100.0%
Intern (receiving a stipend)	Count	58	4	3	65
	%	89.2%	6.2%	4.6%	100.0%
Paid head teacher/teacher of record at an independent school	Count	46	20	39	105
	%	43.8%	19.0%	37.1%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	11	9	92	112
	%	9.8%	8.0%	82.1%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	6	2	8	16
	%	37.5%	12.5%	50.0%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	10	1	15	26
	%	38.5%	3.8%	57.7%	100.0%
Other	Count	36	5	24	65
	%	55.4%	7.7%	36.9%	100.0%
TOTAL	Count	910	132	216	1258
	%	72.3%	10.5%	17.2%	100.0%

The survey asked respondents if their university advisor/supervisor had observed them more than five times during their fieldwork experience. **Table D4** presents the number and percent of “yes” and “no” responses to this question by type of clinical placement. Depending on the clinical placement type, between 58 percent and 70 percent of the survey respondents reported that their advisor or supervisor had observed them at least five times while they were student teaching.

Table D4: Cross-tabulation of Whether Advisor Observed >5 Times and Type of Clinical Placement

Type of Clinical Placement		My university advisor/supervisor observed me more than 5 times during my fieldwork.			Total
		Yes	No	Neither Agree/Disagree	
Student teacher	Count	344	197	52	593
	%	58.0%	33.2%	8.8%	100.0%
Assistant teacher (paid)	Count	167	84	25	276
	%	60.5%	30.4%	9.1%	100.0%
Intern (receiving a stipend)	Count	45	11	8	64
	%	70.3%	17.2%	12.5%	100.0%
Paid head teacher/teacher of record at an independent school	Count	61	36	8	105
	%	58.1%	34.3%	7.6%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	73	27	12	112
	%	65.2%	24.1%	10.7%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	11	4	1	16
	%	68.8%	25.0%	6.3%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	15	10	1	26
	%	57.7%	38.5%	3.8%	100.0%
Other	Count	41	23	2	66
	%	62.1%	34.8%	3.0%	100.0%
TOTAL	Count	757	392	109	1258
	%	60.2%	31.2%	8.7%	100.0%

The survey asked Bank Street graduates to use a 5-point Likert scale ranging from “strongly disagree” to “strongly agree” to rate their agreement with the following statement: “My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.” Table D5 presents the number and percent of responses by type of clinical placement. Whereas more than 80 percent of student teachers and more than 70 percent of interns and assistant teachers somewhat or strongly agreed with this statement, this was true for about half of the head teachers at independent schools and only a small minority of teachers of record through Teach for America (19%), through an internship credential programs (33%), and working on temporary/emergency licenses (38%).

Table D5: Cross-tabulation of Cooperating Teacher Support and Type of Clinical Placement

Type of Clinical Placement		<i>My cooperating teacher(s) frequently observed my teaching, met with me, and offered useful advice about my teaching.</i>					Total
		Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree	
Student teacher	Count	28	49	39	178	301	595
	%	4.7%	8.2%	6.6%	29.9%	50.6%	100.0%
Assistant teacher (paid)	Count	25	22	18	77	134	276
	%	9.1%	8.0%	6.5%	27.9%	48.6%	100.0%
Intern (receiving a stipend)	Count	7	2	2	23	32	66
	%	10.6%	3.0%	3.0%	34.8%	48.5%	100.0%
Paid head teacher/teacher of record at an independent school	Count	11	4	30	18	35	98
	%	11.2%	4.1%	30.6%	18.4%	35.7%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	10	2	63	11	7	93
	%	10.8%	2.2%	67.7%	11.8%	7.5%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	3	2	5	3	2	15
	%	20.0%	13.3%	33.3%	20.0%	13.3%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	2	3	8	1	7	21
	%	9.5%	14.3%	38.1%	4.8%	33.3%	100.0%
Other	Count	7	4	12	19	18	60
	%	11.7%	6.7%	20.0%	31.7%	30.0%	100.0%
TOTAL	Count	93	88	177	330	536	1224
	%	7.6%	7.2%	14.5%	27.0%	43.8%	100.0%

Similarly, the survey asked respondents to use a 5-point Likert scale to rate their agreements with the following statement: “My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program’s teacher education instructors.” Table D6 presents the number and percent of responses by type of clinical placement. We find the same dichotomy as with the previous survey item. That is, more than three quarters of interns (88%), student teachers (86%) and assistant teachers (77%) somewhat or strongly agreed with this statement, whereas less than half of those who were the teacher of record through Teach for America (15%), through an internship credential program (27%) and working on a temporary/emergency license (43%) agreed.

Table D6: Cross-tabulation of Cooperating Teacher Coordination with Program and Type of Clinical Placement

Type of Clinical Placement		<i>My cooperating teacher(s) modeled the kind of teaching that was encouraged by my program's teacher education instructors.</i>					Total
		Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree	
Student teacher	Count	26	27	32	164	345	594
	%	4.4%	4.5%	5.4%	27.6%	58.1%	100.0%
Assistant teacher (paid)	Count	23	25	14	75	139	276
	%	8.3%	9.1%	5.1%	27.2%	50.4%	100.0%
Intern (receiving a stipend)	Count	3	4	1	18	40	66
	%	4.5%	6.1%	1.5%	27.3%	60.6%	100.0%
Paid head teacher/teacher of record at an independent school	Count	9	6	27	23	31	96
	%	9.4%	6.3%	28.1%	24.0%	32.3%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	12	2	65	6	8	93
	%	12.9%	2.2%	69.9%	6.5%	8.6%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	3	2	6	1	3	15
	%	20.0%	13.3%	40.0%	6.7%	20.0%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	2	2	8	3	6	21
	%	9.5%	9.5%	38.1%	14.3%	28.6%	100.0%
Other	Count	5	2	13	17	22	59
	%	8.5%	3.4%	22.0%	28.8%	37.3%	100.0%
TOTAL	Count	83	70	166	307	594	1220
	%	6.8%	5.7%	13.6%	25.2%	48.7%	100.0%

The survey then presented the following statement to the respondents: “My cooperating/head teacher was an excellent teacher and worthy role model.” Table D7 presents the number and percent of each of the Likert responses by type of clinical placement. Again, more than three quarters of interns (83%), student teachers (83%), and assistant teachers (78%) agreed with this statement, while less than half of those who were the teacher of record through Teach for America (20%), through an internship credential program (29%), and working on a temporary/emergency license (45%) agreed.

Table D7: Cross-tabulation of Cooperating Teacher as Role Model and Type of Clinical Placement

Type of Clinical Placement		<i>My cooperating/head teacher was an excellent teacher and a worthy role model.</i>					Total
		Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree	
Student teacher	Count	24	25	53	143	348	593
	%	4.0%	4.2%	8.9%	24.1%	58.7%	100.0%
Assistant teacher (paid)	Count	18	23	19	62	154	276
	%	6.5%	8.3%	6.9%	22.5%	55.8%	100.0%
Intern (receiving a stipend)	Count	4	4	3	16	39	66
	%	6.1%	6.1%	4.5%	24.2%	59.1%	100.0%
Paid head teacher/teacher of record at an independent school	Count	8	6	28	17	37	96
	%	8.3%	6.3%	29.2%	17.7%	38.5%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	9	1	64	7	11	92
	%	9.8%	1.1%	69.6%	7.6%	12.0%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	3	0	7	1	3	14
	%	21.4%	0.0%	50.0%	7.1%	21.4%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	2	1	8	3	6	20
	%	10.0%	5.0%	40.0%	15.0%	30.0%	100.0%
Other	Count	4	3	12	12	27	58
	%	6.9%	5.2%	20.7%	20.7%	46.6%	100.0%
TOTAL	Count	72	63	194	261	625	1215
	%	5.9%	5.2%	16.0%	21.5%	51.4%	100.0%

The survey also asked Bank Street graduates about their program supervisors, specifically whether their supervisor(s) regularly observed their teaching, met with them, and offered constructive feedback about their teaching. Table D8 presents the number and percent of Likert responses by type of clinical placement. There is less of a disparity in responses for this survey item with roughly 70 percent or more of the respondents agreeing with the statement, regardless of their type of clinical placement.

Table D8: Cross-tabulation of Supervisor Support and Type of Clinical Placement

Type of Clinical Placement		<i>My program's supervisor(s) regularly observed my teaching, met with me, and offered constructive feedback about my teaching.</i>					Total
		Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree	
Student teacher	Count	32	47	42	154	316	591
	%	5.4%	8.0%	7.1%	26.1%	53.5%	100.0%
Assistant teacher (paid)	Count	16	23	22	58	156	275
	%	5.8%	8.4%	8.0%	21.1%	56.7%	100.0%
Intern (receiving a stipend)	Count	5	9	2	18	32	66
	%	7.6%	13.6%	3.0%	27.3%	48.5%	100.0%
Paid head teacher/teacher of record at an independent school	Count	4	9	10	24	57	104
	%	3.8%	8.7%	9.6%	23.1%	54.8%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	6	10	16	34	37	103
	%	5.8%	9.7%	15.5%	33.0%	35.9%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	2	0	2	2	10	16
	%	12.5%	0.0%	12.5%	12.5%	62.5%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	2	4	2	4	13	25
	%	8.0%	16.0%	8.0%	16.0%	52.0%	100.0%
Other	Count	3	10	4	19	26	62
	%	4.8%	16.1%	6.5%	30.6%	41.9%	100.0%
TOTAL	Count	70	112	100	313	647	1242
	%	5.6%	9.0%	8.1%	25.2%	52.1%	100.0%

The survey also presented the Bank Street graduates with the following statement: “My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.” Respondents were again asked to use a 5-point Likert scale ranging from “strongly disagree” to “strongly agree” to rate their agreement with this statement, and their responses are presented in Table D9. Again, there is more homogeneity of responses for this survey item than for other items regarding supervised fieldwork. Depending on clinical placement type, between 68 and 80 percent of the respondents agreed that Bank Street had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time. The one exception is that only about half of those in Teach for America agreed with this statement.

Table D9: Cross-tabulation of Program Courses and Type of Clinical Placement

Type of Clinical Placement		<i>My program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.</i>					Total
		Strongly Disagree	Somewhat Disagree	Neither Agree/ Disagree	Somewhat Agree	Strongly Agree	
Student teacher	Count	28	46	90	196	233	593
	%	4.7%	7.8%	15.2%	33.1%	39.3%	100.0%
Assistant teacher (paid)	Count	13	27	42	89	103	274
	%	4.7%	9.9%	15.3%	32.5%	37.6%	100.0%
Intern (receiving a stipend)	Count	3	10	8	19	26	66
	%	4.5%	15.2%	12.1%	28.8%	39.4%	100.0%
Paid head teacher/teacher of record at an independent school	Count	5	9	18	27	44	103
	%	4.9%	8.7%	17.5%	26.2%	42.7%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	7	16	23	37	20	103
	%	6.8%	15.5%	22.3%	35.9%	19.4%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	2	2	1	4	7	16
	%	12.5%	12.5%	6.3%	25.0%	43.8%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	0	4	1	9	11	25
	%	0.0%	16.0%	4.0%	36.0%	44.0%	100.0%
Other	Count	5	3	12	19	22	61
	%	8.2%	4.9%	19.7%	31.1%	36.1%	100.0%
TOTAL	Count	63	117	195	400	466	1241
	%	5.1%	9.4%	15.7%	32.2%	37.6%	100.0%

Finally, the survey asked Bank Street graduates to use a 5-point Likert scale to indicate their agreement with the following statement: “I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.” Table D10 presents the number and percent of responses by type of clinical placement. More than 90 percent of student teachers (92%), interns (92%) and assistant teachers (91%) agreed with this statement. In contrast, many fewer of those who were the teacher of record for their clinical placement – whether through Teach for America (46%), through an internship credential program (69%), working on a temporary/emergency license (79%), or at an independent school (82%) – said the same.

Table D10: Cross-tabulation of Student Teaching School Environment and Type of Clinical Placement

Type of Clinical Placement		<i>I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.</i>					Total
		Strongly Disagree	Somewhat Disagree	Neither Agree/Disagree	Somewhat Agree	Strongly Agree	
Student teacher	Count	19	15	13	88	460	595
	%	3.2%	2.5%	2.2%	14.8%	77.3%	100.0%
Assistant teacher (paid)	Count	7	9	8	50	201	275
	%	2.5%	3.3%	2.9%	18.2%	73.1%	100.0%
Intern (receiving a stipend)	Count	3	0	2	13	47	65
	%	4.6%	0.0%	3.1%	20.0%	72.3%	100.0%
Paid head teacher/teacher of record at an independent school	Count	7	1	10	16	68	102
	%	6.9%	1.0%	9.8%	15.7%	66.7%	100.0%
Paid head teacher/teacher of record through Teach for America	Count	22	8	25	23	23	101
	%	21.8%	7.9%	24.8%	22.8%	22.8%	100.0%
Paid head teacher/teacher of record through an internship credential program	Count	4	0	1	2	9	16
	%	25.0%	0.0%	6.3%	12.5%	56.3%	100.0%
Paid teacher/teacher of record working on a temporary/emergency license	Count	1	2	2	7	12	24
	%	4.2%	8.3%	8.3%	29.2%	50.0%	100.0%
Other	Count	2	1	4	10	42	59
	%	3.4%	1.7%	6.8%	16.9%	71.2%	100.0%
TOTAL	Count	65	36	65	209	862	1237
	%	5.3%	2.9%	5.3%	16.9%	69.7%	100.0%

When we review the supervised fieldwork survey items by clinical placement type as a whole, we find two trends. There are some survey items for which there is little variation in responses across clinical placement types. For example, across the board, a majority of respondents agreed that their university advisor/supervisor observed them at least five times during their fieldwork experience and met with them regularly to offer constructive feedback. Similarly, most agreed that Bank Street had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time. However, there are other survey items for which there is a clear dichotomy of responses between those who were student teachers, assistant teachers or interns and those who were the teacher of record (whether through Teach for America, at an independent school, through an internship credential program, or working on a temporary/emergency license). The first group (student teachers, assistant teachers and interns) were much more likely than the teachers of record to have spent a substantial number of hours student teaching and were more likely to have had Bank Street set-up their supervised fieldwork placement. The biggest difference between these two groups though appears to be with their cooperating teachers. Compared to those who were the teacher of record, student teachers, assistant teachers and interns were much more likely to have had cooperating teachers with at least three years of prior teaching experience, who frequently observed and met with them to offer advice, who modeled the kind of teaching that was encouraged by Bank Street faculty, and to be what they considered an excellent teacher and worthy role model. Finally, more than 90 percent of Bank Street graduates who were student teachers, assistant teachers or interns felt that they had their supervised fieldwork in at least one school that was a good environment for practice teaching and for reflecting upon their teaching; that was not the case for the graduates who were the teacher of record for their clinical placement.

Appendix E: Comparing the School Settings in NYCDOE of Teachers with and without a degree from Bank Street

Before conducting the VAM analyses, we first compared the school settings of teachers with a Bank Street College (BSC) degree and those without (non-BSC) to examine whether any differences that might be indicated by the VAM analyses might be attributable to differences in the student populations rather than differences in the instruction provided by these teachers. Tables E1 and E2 demonstrate the school-level summary data for the BSC teachers as compared to other NYC teachers in our master dataset, for ELA and Math respectively.⁶ The data presented in these tables suggest that BSC and non-BSC teachers teach in comparable schools in terms of the proportion of students receiving free- or reduced-price lunches, proportion of students who are English Language Learners, and proportion of students designated as special education. BSC teachers do tend to teach at schools with higher proportions of minority students than the non-BSC teachers, but these differences are not large. We conclude that BSC and non-BSC teachers teach in similar school settings in terms of student characteristics and do not believe that any differences to their value-added to student achievement can be attributed to their teaching in different types of schools.

Table E1: School Summary Data for Non-BSC vs. BSC Graduate Teachers (ELA)

Year	Variables	Non-BSC Graduate Teachers				BSC Graduate Teachers			
		N (School)	N (Teacher)	Mean	SD	N (School)	N (Teacher)	Mean	SD
2005-06	Free Lunch	990	8,983	70.51%	22.82%	97	132	71.57%	25.38%
	Enrollment	990	8,983	686	347	97	132	682	399
	ELL	990	8,983	12.18%	10.95%	97	132	16.16%	13.73%
	Special Ed	990	8,983	13.82%	5.79%	97	132	14.98%	5.13%
	Minorities	990	8,983	73.60%	29.72%	97	132	78.84%	25.74%
2006-07	Free Lunch	999	8,732	69.35%	22.39%	100	124	70.25%	24.78%
	Enrollment	999	8,732	666	332	100	124	655	365
	ELL	999	8,732	11.99%	10.77%	100	124	13.53%	11.40%
	Special Ed	999	8,732	14.53%	5.84%	100	124	15.57%	6.30%
	Minorities	999	8,732	73.39%	29.77%	100	124	78.31%	26.86%
2007-08	Free Lunch	1,041	8,734	68.56%	21.41%	105	129	67.27%	25.74%
	Enrollment	1,041	8,734	645	326	105	129	646	338
	ELL	1,041	8,734	14.20%	12.34%	105	129	15.66%	12.52%
	Special Ed	1,041	8,734	15.51%	6.05%	105	129	15.50%	5.04%
	Minorities	1,041	8,734	73.77%	29.66%	105	129	78.60%	27.82%
2008-09	Free Lunch	1,059	8,818	68.59%	21.91%	96	118	67.82%	25.55%
	Enrollment	1,059	8,818	634	330	96	118	573	345
	ELL	1,059	8,818	12.38%	11.14%	96	118	13.33%	11.18%
	Special Ed	1,059	8,818	16.50%	6.46%	96	118	18.14%	7.51%
	Minorities	1,059	8,818	73.53%	29.70%	96	118	77.38%	28.35%
2009-10	F/R Lunch	1,069	8,898	77.91%	19.09%	85	108	75.01%	26.11%
	Enrollment	1,069	8,898	633	331	85	108	588	332
	ELL	1,069	8,898	14.43%	12.51%	85	108	14.93%	12.78%

Table continued on following page

⁶ The school level enrollment and demographic snapshot data presented in these tables are from the NYCDOE website.

Year	Variables	Non-BSC Graduate Teachers				BSC Graduate Teachers			
		N (School)	N (Teacher)	Mean	SD	N (School)	N (Teacher)	Mean	SD
2009-10 (Con't)	Special Ed	1,069	8,898	16.91%	6.48%	85	108	18.62%	6.32%
	Minorities	1,069	8,898	73.04%	29.87%	85	108	78.01%	28.64%
5-Year Total	F/R Lunch	1,123	18,093	71.04%	22.02%	195	284	70.23%	25.54%
	Enrollment	1,123	18,093	652	335	195	284	630	358
	ELL	1,123	18,093	13.06%	11.62%	195	284	14.73%	12.35%
	Special Ed	1,123	18,093	15.49%	6.25%	195	284	16.48%	6.44%
	Minorities	1,123	18,093	73.47%	29.74%	195	284	78.24%	27.36%

Note. F/R Lunch = Free or reduced lunch eligibility. Prior to 2009-10, Free lunch percentage was based on percent of students eligible for free lunch; as of 2009-10, the percentage was based on student eligibility for free and reduced price lunch. For the 5-year combined data, the unique total number of schools and teachers across 5 years included in our data analyses was reported.

Table E2: School Summary Data for Non-BSC vs. BSC Graduate Teachers (Math)

Year	Variables	Non-BSC Graduate Teachers				BSC Graduate Teachers			
		N (School)	N (Teacher)	Mean	SD	N (School)	N (Teacher)	Mean	SD
2005-06	Free Lunch	990	8,538	70.53%	22.82%	94	124	69.25%	26.49%
	Enrollment	990	8,538	686	347	94	124	652	365
	ELL	990	8,538	12.17%	10.94%	94	124	15.58%	13.75%
	Special Ed	990	8,538	13.83%	5.80%	94	124	15.42%	5.07%
	Minorities	990	8,538	73.53%	29.71%	94	124	78.86%	25.09%
2006-07	Free Lunch	1,002	8,387	69.27%	22.37%	85	103	67.88%	26.42%
	Enrollment	1,002	8,387	664	333	85	103	680	398
	ELL	1,002	8,387	12.07%	11.01%	85	103	13.89%	11.36%
	Special Ed	1,002	8,387	14.48%	5.87%	85	103	15.55%	5.05%
	Minorities	1,002	8,387	73.39%	29.73%	85	103	76.66%	27.14%
2007-08	Free Lunch	1,043	8,436	68.57%	21.38%	88	104	63.49%	27.17%
	Enrollment	1,043	8,436	644	326	88	104	654	342
	ELL	1,043	8,436	14.19%	12.34%	88	104	16.12%	13.41%
	Special Ed	1,043	8,436	15.52%	6.08%	88	104	15.44%	4.98%
	Minorities	1,043	8,436	73.75%	29.64%	88	104	75.32%	28.15%
2008-09	Free Lunch	1,062	8,547	68.58%	21.90%	75	88	65.21%	27.44%
	Enrollment	1,062	8,547	634	329	75	88	595	336
	ELL	1,062	8,547	12.34%	11.14%	75	88	14.49%	12.72%
	Special Ed	1,062	8,547	16.46%	6.44%	75	88	17.47%	7.44%
	Minorities	1,062	8,547	73.55%	29.68%	75	88	75.26%	29.55%
2009-10	F/R Lunch	1,071	8,642	77.90%	20.15%	65	80	68.69%	30.64%
	Enrollment	1,071	8,642	632	337	65	80	613	328
	ELL	1,071	8,642	14.43%	12.49%	65	80	15.57%	14.99%
	Special Ed	1,071	8,642	16.94%	6.51%	65	80	17.94%	6.09%
	Minorities	1,071	8,642	73.05%	29.86%	65	80	70.57%	31.91%
5-Year Total	F/R Lunch	1,120	17,197	71.02%	22.01%	180	248	68.52%	26.33%
	Enrollment	1,120	17,197	651	335	180	248	656	364
	ELL	1,120	17,197	13.06%	11.66%	180	248	15.33%	12.88%
	Special Ed	1,120	17,197	15.48%	6.26%	180	248	16.14%	6.02%
	Minorities	1,120	17,197	73.45%	29.71%	180	248	77.02%	27.62%

Note. F/R Lunch = Free or reduced lunch eligibility. Prior to 2009-10, Free lunch percentage was based on percent of students eligible for free lunch; as of 2009-10, the percentage was based on student eligibility for free and reduced price lunch. For the 5-year combined data, the unique total number of schools and teachers across 5 years included in our data analyses was reported.