Results of Evaluation of Field Placements

By GC&SU Preservice Teachers

Fall 2002 and Spring 2003 Semesters

Mentor Leaders & Program:

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Karynne Kleine, Middle Grades (Seniors, Main Campus)
Brian Mumma, Middle Grades, (Juniors, Macon Campus)
Nancy Mizelle, Middle Grades, (Seniors, Macon Campus)
Rosemary Jackson, Special Education K-12 (Juniors, Main Campus)
Martha Jones & Heidi Hlawaty, Secondary (MAT, Macon Campus)
Kevin Crabb, Secondary (MAT, Milledgeville Campus)
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Patti Tolbert, Music Education, Main Campus

Date of Report: September 3, 2003

Data Analysis by Sharene Smoot, Assessment Coordinator

With thanks to all mentor leaders and preservice teachers
Summary of Findings from 2001-2002 Evaluations

We received a total of 119 field placement evaluations from GC&SU cohort students in Fall semester 2002 and 237 in Spring semester 2003 for a total of 349. Most of them were completed on line at a university website using Test Pilot software.

77% of the students said that they would recommend another cohort student for their host teacher, 13% said maybe, 8% said that they would not recommend their host teacher for another student, and 2% didn't answer this question. This is an improvement of 3% since last year. There were significant differences by major. Secondary (M.A.T.) preservice teachers were more satisfied than others with their host teachers.

Ratings for the various qualities of host teachers ranged from 87% positive in communication skills to 50% positive for technology use. Cooperation of host teachers with the GC&SU students’ requirements were also highly rated at 86% positive, while behavior management skills were 81% positive, and the host teachers’ ability to bring all students to higher levels of learning was 72% positive. This is about the same as last year.

The “rule of ten” was used to make up a table of results for our partner schools on the lowest rated issue, use of technology in teaching. The top partner schools were Porter Elementary and Mattie Wells Primary.

Ratings of how much the school principals were involved with teachers were 10% better than last year. We have data going back to 1997 host teacher feedback forms that would be a good research baseline for the Educational Leadership M.Ed. and Ed.S. programs here. Comments about the role the principal played in the education of preservice teachers are listed for each major by school in this report.

School acceptance of special education programs was high at 84% positive. More and more of the comments mentioned the inclusion model of teaching students with mild disabilities in the general education classroom. However, only 59% of the preservice teachers reported positive exposure to significant collaboration or team teaching among their host teachers. Comments from the preservice teachers are very revealing of the low ratings and inconsistency of their experiences when the data are examined school by school.

All ratings of school buildings, facilities, and environment were highly positive also. Full accessibility to wheelchair users was present at 88% of the schools. However, the issue of school overcrowding increased from 35% last year to 41% this year.
Results of Evaluations of Field Placements  
Fall 2002 and Spring 2003 School Year

Students are asked to evaluate their field placements during both semesters of their junior year and during the fall semester of their senior year. Each semester, students experience placements with two different teachers, sometimes in different schools or sometimes in different grade levels. Students are asked to evaluate each placement with a questionnaire that addresses three main aspects of a placement. The first and most important is the teacher who has agreed to mentor and help develop this preservice teacher. The second factor evaluated is the presence of desirable social/environmental factors that also help in the growth of our preservice teachers. The last factor is the physical environment of the school. Finally, the student is asked whether or not he or she would recommend this teacher for another cohort student.

Would you recommend another cohort student for this teacher?

![Pie Chart 2001-2002](image)

YES: 74.4%

NO: 6.0%

Maybe: 14.5%

Missing: 5.0%

![Pie Chart 2002-2003](image)

YES: 77.2%

NO: 7.6%

Maybe: 13.2%

Missing: 2.0%

There seems to be some improvement this year over last year. However, the changes are not statistically significant.

<table>
<thead>
<tr>
<th>Count</th>
<th>Recommend this teacher?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO</td>
<td>Maybe</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Special Education</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>47</td>
</tr>
</tbody>
</table>

There were 119 responses collected in the fall semester (2002) and 237 in the spring semester (2003). Preservice teachers were placed in 48 different schools. The differences by major (above) are statistically significant (Chi Square Likelihood Ratio) \( p < .001 \).
Qualities of Desirable Host Teachers (Part 1)

Besides asking the students if they would recommend a teacher, we also asked them to rate their teachers on qualities or skills that we thought were important for a host teacher to possess. Ratings of *Excellent* plus ratings of *Good* were added to get the percent responding positively.

### Results of Ratings from 2002 - 2003 School Year

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Ratings of Excellent or Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Behavior Management</td>
<td></td>
</tr>
<tr>
<td>Cooperation w GC&amp;SU</td>
<td></td>
</tr>
<tr>
<td>Higher Levels</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>

### Results of Ratings from 2001 - 2002 School Year

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>89</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>85</td>
</tr>
<tr>
<td>Cooperation w GC&amp;SU</td>
<td>80</td>
</tr>
<tr>
<td>Higher Levels</td>
<td>60</td>
</tr>
<tr>
<td>Technology</td>
<td>51</td>
</tr>
</tbody>
</table>

Ratings are about the same as last year. Differences are not statistically significant.
The mentor leaders of the GC&SU preservice teachers actively screen out those host teachers volunteers who do not appear to have good communication skills. These skills are prerequisite to becoming a host teacher. Administrators are often consulted in regards to the placements, but the ultimate decision of which host teachers to use for a given academic term rests with the mentor leader.

Newly hired professors in the JHL-SOE are encouraged to consult the files on each host teacher. Evaluations from past years are stored in the office of the public school-university liaison. Lists of teachers by name and school along with the students’ recommendations from the previous year are also available in the beginning of the new academic year when placements are being made.

The host teachers with the most Good or Excellent ratings in technology were in the following schools: Porter Elementary in Macon (87%), Mattie Wells Primary (74%), Putnam County Elementary (61%), Davis Elementary (53%), and Miller Middle School in Macon (50%).

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Ratings</th>
<th>Percent Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter Elementary</td>
<td>16</td>
<td>(87%)</td>
</tr>
<tr>
<td>Mattie Wells Primary</td>
<td>22</td>
<td>(77%)</td>
</tr>
<tr>
<td>Putnam Co. Elem.</td>
<td>34</td>
<td>(59%)</td>
</tr>
<tr>
<td>Davis Elem.</td>
<td>30</td>
<td>(53%)</td>
</tr>
<tr>
<td>Midway Elem.</td>
<td>12</td>
<td>(50%)</td>
</tr>
<tr>
<td>Miller Middle</td>
<td>9</td>
<td>(44%)</td>
</tr>
<tr>
<td>Creekside Elem.</td>
<td>14</td>
<td>(43%)</td>
</tr>
<tr>
<td>Clifton Ridge</td>
<td>13</td>
<td>(39%)</td>
</tr>
<tr>
<td>Gray Elem.</td>
<td>27</td>
<td>(37%)</td>
</tr>
<tr>
<td>Oak Hill Middle</td>
<td>26</td>
<td>(35%)</td>
</tr>
<tr>
<td>Baldwin H.S.</td>
<td>18</td>
<td>(28%)</td>
</tr>
<tr>
<td>Putnam Middle</td>
<td>11</td>
<td>(27%)</td>
</tr>
<tr>
<td>Learning Center</td>
<td>20</td>
<td>(25%)</td>
</tr>
</tbody>
</table>

Only schools that received 10 or more ratings last year were included. The Partner Schools on the bottom of the list might benefit from a GC&SU teacher workshop on including technology in their teaching.
Part 2

Other important aspects of the school climate for the appropriate mentoring of preservice teachers are (a) the influence of the principal, (b) the inclusion of students with disabilities, and (c) the use of team teaching to improve and coordinate instruction.

The number of respondents reporting that the principal visited their classroom often (58%) increased significantly since last year. Last year only 48% said that the school principal visited more than once. There was no significant change in either of the other two aspects of school climate for preservice teachers.
91% rated the atmosphere of the school as student-centered, friendly and appropriate to the age level

88% rated accessibility as completely accessible or having only one or two areas that were not accessible for teachers, students or visitors using wheelchairs.

80% rated the appearance of the school as attractive and well maintained. (Last year 83%)

41% rated the school as overcrowded with divided classrooms or temporary housing such as trailers, see below. (Last year 35%)

These are about the same as last year except where noted.
2002-2003 Results for Early Childhood Education Preservice Teachers

Evaluations of Field Placements (n = 134)

Below shows the counts and the proportions since Fall 2000

The average over these last three years is 77% Yes, I would recommend this host teacher for another preservice teacher.
Qualities of Desirable Host Teachers in Early Childhood Education

Besides asking the students if they would recommend a teacher, we also asked them to rate their teachers on qualities or skills that we thought were important for a host teacher to possess. Ratings of Excellent plus ratings of Good were added to get the percent responding positively.

Results of Ratings from 2002 - 2003 School Year

Host Teachers in Early Childhood Education placements are rated high in Communication Skills.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>OK/Fair</th>
<th>Good/Fully Satisfactory</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation with GC&amp;SU</td>
<td>2%</td>
<td>14%</td>
<td>24%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication (Listens &amp; Shares)</td>
<td>3%</td>
<td>13%</td>
<td>15%</td>
<td>69%</td>
<td>100%</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>4%</td>
<td>15%</td>
<td>32%</td>
<td>49%</td>
<td>100%</td>
</tr>
<tr>
<td>Technology</td>
<td>7%</td>
<td>35%</td>
<td>32%</td>
<td>26%</td>
<td>100%</td>
</tr>
<tr>
<td>Higher Levels of Learning for all</td>
<td>8%</td>
<td>12%</td>
<td>41%</td>
<td>39%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Parts 2 & 3 Other aspects of field placements for early childhood preservice teachers

![Graph showing percentages of various aspects of field placements.]

<table>
<thead>
<tr>
<th>Percent Excellent or Good</th>
<th>Atmosphere</th>
<th>Wheel Chair Access</th>
<th>Support SP ED</th>
<th>Appearance</th>
<th>Collaboration</th>
<th>Principal involved</th>
<th>Overcrowded</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>82</td>
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</table>

Count

<table>
<thead>
<tr>
<th>Principal visited classroom</th>
<th>Not once</th>
<th>Once</th>
<th>More than once</th>
<th>Several Times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall02</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Sp03</td>
<td>47</td>
<td>16</td>
<td>32</td>
<td>18</td>
<td>113</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>17</td>
<td>38</td>
<td>25</td>
<td>129</td>
</tr>
</tbody>
</table>

Written comments about the principal in response to the question: Was the principal aware of what was going on in the classroom?

Blandy Hills
Mrs. Gnocolose and Mrs. Sammuels knew when I was teaching
Principal or assistant principal has been in classroom during teaching

Creekside Elementary
I don't know. All the teacher said to me was If I did what she did in the classroom I would be fired.
I don't know. I have meet the principal twice and I never saw her come into the classroom. I would assume yes but I'm not sure.
I have seen the principal occasionally have contact with this teacher.
I honesty have no idea.
I never saw the principal have any contact with my teacher.
Only through lesson plans and a few evaluations a year
The principal was never around. She always stayed in the office. I only met her once.
To my knowledge she did.
Yes the principal was aware of the activities that took place in the classroom and seemed very interested in them.
Davis Elementary
I only observed the principal entering the classroom to approve lesson plans.
I only observed the vice-principal checking lesson plans in the classroom. I had no contact with the principal.
I saw the principal come into this classroom several times to check the lesson plans. She sat and observed or participated in songs, etc. with the children.
No, I don't even know what the principal looks like. Mrs. Owens said that the principal doesn't come to look at her lesson plans very often but she always has them done just in case.
only looked at lesson plans
Principal was always visible and occasionally stopped in the classroom.
She was very aware of what was going on in the classroom. The vice principal was very aware as well.
The assistant principal came into the classroom several times, but the principal did not come in the room. I think the assistant principal was wonderful coming into the room, he knew what was going on...
The principal might have known about the lesson plans what was going on the classroom, but I never saw any involvement.
The Principal was very involved in the school. She knew what was going on with almost all her students, in and out of the classroom.
The principal was very knowledgeable of her school. She knew almost all the students and what was going on with them inside and outside of school.
This principal and assistant had open door policies and I usually had contact with my host teacher and the principals on a daily basis. The assistant could be counted on to assist with discipline and the principal was known to have lunch with the teacher.
yes, he always came in on a daily basis to check lesson plans.. also many times he had to come pay the class a visit for behavioral problems.
Yes, my principal was aware of those students who were on academic probation or who were about to lose
Yes, she visited and had many informal meeting with the teacher.
Yes, there were many informal meetings between the principal and teacher. Principal also checked lesson plans.

Gray Elementary
Generally
I am not sure. I have seen him walk around the halls a lot but I am not sure if he ever goes into the classrooms.
I do not believe that the Principal knew what was going on. He rarely came around to visit the teachers or the classrooms. I only saw him come into the classroom 1 time out of both of my placements.
I do not believe the principal knew what was going on. He never came into her classroom, and rarely to that wing of the school.
I do not know if the principal had knowledge of what went on in the classroom because I never saw him visit with this teacher. However, I assume he had copies of her lesson plans and knew what she was teaching.
I guess only through lesson plans
I never really saw the teacher interact with the principal.
I only saw the principal come into the classroom once when I was in this placement. The principal came into the classroom with the vice principal to look at the children’s homework notebook.
I'm not really sure, but he seemed very involved with the school (community, students, and staff). He seemed to enjoy his job. I'm not really sure. I'm not sure. I'm not sure the principal ever spoke to me besides saying hello in the hall a few times. I'm not sure if my teacher talked to him about what went on in the classroom. I know that he reviewed her lesson plans. I'm really not sure but I think the teacher would talk to the principal about their cohort students. No, he did not to my knowledge. Not to my knowledge. The teachers were required to turn in lesson plans to the principal and have them reviewed. The principal was always out walking the halls and I've seen him do observations as well. Very minimal, I did not see the principal in the classroom once. Yes the principal would visit the classroom and observe what was going on. Yes to a certain extent. Yes, he was he in the room at least once a month to hand out prizes for homework. They were also required to hand in lesson plans.

Harrisburg Head Start
I never saw the director of Harrisburg Head Start.

Hubbard Primary
She stopped by frequently
Yes, Mrs. Dillon came in several times and observed

Linwood
Yes, she checks their lesson plans every few weeks, and also makes them get their discipline plans approved before school starts
Yes, the principal was very aware of classroom activities due to structured curriculum procedures

Mattie Wells Elementary
Principal usually visits the individual classrooms daily

Mattie Wells Primary
I am not really sure. I never saw the principal near my classroom. Definitely. Mrs. Childs knows everything that goes on under her roof. She makes sure she knows what is going on in the classrooms. I do not feel like the principal had much knowledge at all of what was going on in the classroom. I believe that only through lesson plans could she know what was going on because she did not come into the classroom. Principal observed the teacher once, while I was present. She did through grade level meetings and lesson plans. The principal required the teachers to meet once a week for lesson plans. The group had to turn in a lesson plan for the next week for her to review. The principal visited the classroom often for observation. The principal was involved with many of the activities. She attended parent-teacher conferences, attended class, and looked over lesson plans. The principal was very well aware what was taking place in the classrooms.
The principal at Wells Primary is extremely involved in the classroom atmosphere. Yes- She would attend EIP meetings when necessary. The principal also checked in on various teachers to observe.
Yes the principal was very knowledgeable about what went on in the classroom. She viewed the teachers lesson plans and came in the room several times to observe. She is very personable and truly cares about her school.
Yes, principal saw the teacher's lesson plans each Monday and made comments. She also was around the school visiting the classrooms.
Yes, she viewed lessons plans and visited the classrooms regularly.
Yes, she was aware of her teachers in many ways. in their classroom, their students, their lessons, etc.. very involved.
Yes, she was very involved in the classes.
Yes, she would stop by every once in a while. She was involved in many classroom activities and discussions.
Yes, they must turn in their lesson plans regularly and she often comes into classrooms.
Yes. Mrs. Turner was always very willing to volunteer information to the principal, as well as ask for help. They had a very positive relationship.

Midway Elementary
I did not personally meet with the principal or see my teacher meeting with her. However, I know my teacher had parent conferences and the principal would be there at the conferences. Also, my teacher would converse with the principal when she needed to
Yes- She did observations and also visited our classrooms at various times.
Yes, the principal is aware of what is happening in the classroom. She is constantly roaming the halls and looking into various classrooms.
Yes, you always saw her walking throughout the school. She was regularly in one area.

Porter
Not really
The principal checks the lesson plans weekly and communicates with the teacher via email
The principal wanted to stay informed
Yes, I discussed lesson ideas with her
Yes, she stops by occasionally
Yes, she was involved in decisions that the teachers wanted to make. She had weekly meetings with all teachers as a group

Putnam County Elementary
Because the school is divided into two parts my teacher dealt with the vice principal in charge of her grade all the time. She visited frequently and knew about all the things going on in the classroom.
I am not really sure. Teachers did turn in their lesson plans to the one of the three assistant principals.
I do not believe so
I do not think so
I never saw the principal.
I saw the principal one time the whole semester that I was at Putnam Elementary School. It was in a faculty meeting and I never even spoke to her. I never saw her interact with the students. I am of the opinion that she is not a good principal and should
I think my host teacher managed to seem like she was doing more than she actually was when approached by the principal or other staff.
No I only saw her once and it was at a faculty meeting. I think she should be fired.
Not really
The principal just entered the room to check lesson plans.
The principal seems very involved with the teachers and students. She can be seen in classrooms and walking down the hall during a normal day.
The principal would visit the classroom only to see the teacher’s lesson plans. She did not speak to the teacher, class, nor myself. She just looked at the lesson plans.
Unsure
Yes

Russell
Somewhat
Yes, although very busy he observed once and kept tabs on our special needs students often

Southside Elementary
I assume so. My teacher talked to the principal about some things that were going on in the classroom. (I didn't observe my teacher just told me)
I really do not know, my teacher never took me and introduced me to anyone at the school. I do not think she knew what went on in the classroom.
I'm not sure-I never met her so probably not.
Yes
Yes, she visited the classroom several times while I was there.
Yes.
Yes; the principal sent home weekly letters and visited the classroom occasionally.
I am not really sure. I never saw the principal near my classroom.

Another aspect of school culture that we asked preservice teachers in early childhood education to comment on was how much the special education students are included in the daily activities of the school "Are they isolated from the other students?"

<table>
<thead>
<tr>
<th></th>
<th>School support for special education students</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don't know</td>
<td>Not Often</td>
<td>Regularly</td>
<td>Nearly Always</td>
<td>Total</td>
</tr>
<tr>
<td>YEAR</td>
<td>Fall02</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Sp03</td>
<td>19</td>
<td>1</td>
<td>32</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>1</td>
<td>33</td>
<td>76</td>
</tr>
</tbody>
</table>

Creekside Elementary
No they are throughout the building. They eat lunch with the rest of the school
no, the special education classrooms were located throughout the school and the school does participate in inclusion.
No. The special education classrooms are near the regular education classrooms. They are not clustered together in a secluded area.
No. They are not secluded and clustered by themselves.
the special ed. classes are through out the school. they also participate in inclusion.
The special education classes are located in among the other classrooms along the same halls. Yes and no. They are included by letting them eat lunch with regular ed but they are isolated in the corner of the classroom. I have never seen them in p.e, music or computer. I hardly ever see them in the hall.
Yes and No. They ate lunch in the lunchroom with regular students but I never saw then in classes like PE., music or computer.
Yes, most of the special education classes are located at the front entrance of the school.

Davis Elementary
I am not sure. I do know that several special education students ate lunch separate from the regular ed students.
I saw that the special education staff was on the same hall as my class and I was frequently called upon to assist them with some students. I observed these students with regular ed classes in exploratory classes (art, p.e., music, media center).
No, every special ed student that I saw was in a regular classroom for a little of the day. They ate lunch with the regular class and spent time with their classmates.
No, the classes were near (on the same hall) as all of the other classes.
NO, the special ed classes are on the same hall with the fifth grade.
No, they are on the same hallways as the rest of the classrooms.
No, they have a class on the fifth/pre-K hall.
The special ed. rooms are in the building with the 5th grade and Pre-K classes. This is a new building that had just been finished...
They are in the building with the fifth grade and pre-k classes.
They are in their own classroom but it is not on a hall all by themselves as far as I know. They came in a did a program for the kindergarten placement I am currently in.
They are within the 5th grade building.
Unsure
yes, at the end of a hallway by themselves.
yes.. the only time I saw them was when they were walking to and fro from their end of the hallway.

Gray Elementary
I am not sure
I am not sure.
I am not sure. The students that I have seen with disabilities were usually in inclusion classrooms.
I do not really know if the classes are isolated from the rest of the school. I did see the special education students sorting out the ice cream for each class in the school. In my placement there were not special education students in my classroom. I
I only saw the special education students when they were getting the ice cream available for the other classes. Also I only saw the students when they were going to their buses.
I think so, but I'm not positive.
I'm not sure
I'm not sure
No and yes. The special Education classes were located on the third grade hall, but they were not in line with the rest of the classrooms.
No, for example there was a student in a wheelchair in the classroom I was in.
No, I really never knew where the classes were actually located, but when I did see a few they were located in the buildings and not the portables.
No, they are in the buildings with regular education classrooms.
Special Education was in a building with third grade, I think. They are in a separate building with third grade, I'm pretty sure. They are not isolated in that they are in another building. I didn't see much of the special education classes, but they are on the third grade hall about mid-way down. They were for me, but at Gray it is because we were never in the same building. However, other regular ed classes were in the same building with them. Yes in trailers near the noisy playground yes they are in the same building as some of the other grades

Harrisburg Head Start
The school is basically one long hallway with 3 year olds and Special Ed on one side of the hall and 4 year olds on the other side.

Mattie Wells Primary
EIP teachers came into the classroom for reading and math. I do not believe so. However there are classes I have seen with a few children in special education. If it is a whole class of children in special education, I do not know. I have never seen a special ed program as well planned and not divided as I did at Wells. No- They are on the first room on the right of the second grade hall... not isolated. No, There are special ed classes on each hall. The special ed was mixed with the rest of the school. No, the spec. ed classroom is right next to the second grade classrooms. No, the students are in a variety of classes throughout the day. No, they are in regular classes throughout the day.

Not sure of the entire school, however one student in my class went to a special education teacher for one hour every day. Sort of. In Mrs. Minshew's class, 3 of her students were pulled out first thing in the morning. They stayed in the same school, but went to the second grade hall to the Special Ed teacher's room. The spec. ed. room in right with the second grade rooms. The spec. ed teacher visited our classroom on several occasions to check up on the students in there. The whole school has grade level halls. The special education classes are on each hall according to the student's grade level. There is no inclusion, but the students are not isolated and sent to another building or to the end of the hall. They also eat lunch with the regular ed students. As far as PE and other things I'm not really sure. I never observed that. Wells Primary supports inclusion, however, at certain times during the day special education students might be pulled out of the classrooms for a short period of time. Yes there was a room that the special education students and teachers went. The did each lunch in the lunchroom with other students, but as far as instruction it was isolated. The classroom was not at the end of the hall away from everyone. It was just

Midway Elementary
I have only seen some special education students walking down the hall and have not seen them in any special education students in the classroom I was placed in. I'm not sure where the special education room is in this school. No, their are special education classes scattered through out the school.

Putnam County Elementary
I never saw the special ed classes in the upper grades.
I only knew of one special ed class, and it was in a closet
No
No, not really I talked often with several special ed teachers and saw the kids several times during the day
No, they are not isolated.
No, they seem to want to mainstream special ed. students.
No, they seem to want to mainstream special education students in regular ed. classrooms.
No. Our children had recess with the special ed class, and both it and the EIP classroom were on the same hall as our class.
Special ed students were in a different area, yet they were included in exploratory classes. The classrooms are separated, and the students pulled out of regular classrooms, yet the students are placed together for art, music, PE and other times.
The only special ed class I was aware of was located in a closet as their classroom

Southside Elementary
I don't know where the special education classes were located at Southside.
I guess so. EIP and IEP have to go out to a trailer that is kind of far from the grounds. I didn't see any special ed students.
I'm not sure
No
No
No, Southside uses augmentation(where an EIP teacher comes into regular ed. classes to help the teachers) and pull-out of EIP students.
Yes, there is a pull-out EIP program in the portables.

The final aspect of school culture that we asked preservice teachers of early childhood education to comment on was how much the host teachers modeled collaboration with other teachers for the purpose of planning and improving instruction.

<table>
<thead>
<tr>
<th>YEAR</th>
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<th>Teach Alone</th>
<th>Two Collaborate</th>
<th>Teams of 3 or More</th>
<th>Total</th>
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<tbody>
<tr>
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<td>1</td>
<td>1</td>
<td>12</td>
<td>16</td>
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<td>Total</td>
<td>26</td>
<td>27</td>
<td>14</td>
<td>62</td>
<td>129</td>
</tr>
</tbody>
</table>

Creekside Elementary
I believe the OE teachers do some collaboration.
Two teachers switched classes to teach different subjects.
Three of the third grade classroom collaboration to coordinate the same lessons being taught so they can do extra activities as a whole. There is also planning with EIP teacher.
My teacher mainly did her on thing. She would talk to another teacher about lessons but she really did what she wanted or thought best without the help of other teachers.
My teacher and her neighbor worked together. They talked about lessons and the students. I really wasn't involved in the lesson. When she meet I was left in the classroom. I wasn't involved in what she did.
The host teacher that I was placed with and the teacher next door, switch classes for science and social studies.
Davis Elementary
My host teacher would frequently meet with the other gifted teacher to talk about the students contracts.
My host teacher would frequently meet with the other gifted teacher to talk about the students contracts.
I think so but I do not know the specifics.
It was a fourth grade placement so of course there was a team. My teacher worked closely with the other two teachers to makes sure they were reaching the students. They also checked with the other teachers if they were having problems with a child to see.
My teacher was an OE teacher so she worked closely with the regular ed teacher to make sure she knew what was going on in their rooms and so that they knew what was going on in hers.
The fifth grade teachers would coordinate special programs such as DARE and would collaborate with math, language arts, and science/health lessons. Most of the students were divided among the teachers in the low/average/high in accordance with the teachers' abilities.
She is an OE teacher, so she frequently asked other teachers what they were doing and consulted them for ideas.
I did not observe much collaboration.
They had grade level meetings to plan upcoming curriculum and events for the students.
The teachers collaborated on ideas for lesson plans and activities to extend the classroom learning.
The three fifth grade teachers worked VERY WELL together planning and teaching...
The kindergartners worked together to plan activities with their classes that went along with the other three classes...
I observed the three second grade teachers talk at lunch about different ideas they had about teaching lessons.
None
Each teacher taught English, math, and reading. then one taught science and the classes rotated to her for 6 weeks, another taught social studies, and another taught health. these teachers knew what the other was doing and seemed more aware and involved with the students.
I noticed that teachers had a general idea of what others around them were teaching. Further they were always on the same topic for the majority of the time. But I never experienced any collaboration or team teaching going on.

Gray Elementary
I did not see any team teaching
I did not see any team teaching while here at Gray.
The teachers did not do any team teaching in the same classroom. However, the teachers in fourth grade would get together to talk about the lesson plans for the month.
I did not see any teachers teaching together, however, the teachers would all meet to go over their lesson plans for the month.
There wasn't any team teaching that I observed. There was an EIP teacher that pulled a few students out.
There is a paraprofessional in the room and the other kindergarten teachers are usually sharing ideas with each other.
My class had several EIP students so a couple of teachers would come into the room during reading to help Mrs. Hinton.
I observed the kindergarten teachers working together to figure out how to meet certain objectives with specific lessons.
For this grade, I did not see any of the teacher collaborating. Mrs. Garrett was the lead teacher and I observed a meeting she had with the other fifth grade teachers. The only collaboration I remember was with the teacher next door, they did the same activities with their students. The children swapped classes for reading, but even then it is not a joint teaching time. There is a teacher that comes in, but it is mainly an exploratory time for the students. There is the EIP teacher and my teacher coordinated with one another to set up lessons that will benefit everyone. One meeting but the spent the time being told what they have to do not discussing. My teacher did not get along with other teachers in her grade level or the EIP teacher so I don't think much joint planning took place.

Harrisburg Head Start
There were always three teachers in the room because of the age group.

Mattie Wells Primary
Once a week for grade level meetings. My teacher is an EIP teacher that visits six different classrooms each day. Therefore there has to be much collaboration between that of my host teacher and the classroom teacher. In all instances that I saw, the classroom teachers knew what my host teach. All the teachers would met once a week to plan the next week. They worked as a team to plan their activities and gave ideas. I sat in on a team unit planning. The all the second grade teachers planned out the week. The teachers had grade level meetings to discuss what concepts they would address for the week. The teachers had a weekly meeting to plan activities and lesson plans for the next week. They gave each other ideas and materials. Every Wednesday, the second grade teachers meet as a whole and discussed various things to do to excel the students. Worked GREAT together! Work well together, share lesson ideas. On the first grade hall they would teach the same materials around about at the same time so that they could do big group projects. All the teachers in that grade work together. Every week they have grade level meetings. I noticed that all teachers on the first grade hall tried to share all of their resources, ideas, and materials with each other. It was like a group effort. Every Thursday, four of the first grade teachers would meet together to go over lesson plans and give each other ideas. They would also work it out so that they could share the different manipulative and other added things that went along with the lesson. The teachers have grade level meetings in which they plan together the upcoming unit. They also have EIP classrooms in which the EIP and regular teacher meet to plan. There were two teachers, a certified and paraprofessional. Daily, a reading teacher came in and daily the EIP students left the classroom for outside instruction. The entire hall of kindergarten teachers had grade level meetings where they collaborated to form lesson plans for the week. They were very supportive of one another. Well I know they team teach in other classrooms within that school. My placement with Mrs. Dunlap did not include team teaching because the ratio of EIP students was not high in her classroom.

Midway Elementary
The teachers teach their classes by themselves. However, I have sat in on a meeting when the teachers talked about their lesson plans for the month. Most of the teachers would discuss what concepts and activities they would be doing for the week by coming into each others rooms and asking for suggestions, etc. There was no formal grade level meeting. I did not observe any team teaching, but I have observed many teachers doing joint lesson planning.

**Putnam County Elementary**

They meet and might do similar activities or try to stay in about the same area teaching as another they swap activities that are fun and hands on.

None

Some of the teachers had planning time together. My teacher was the lead teacher, therefore; other teachers frequently came to her for advice. My teacher at this time was the gifted teacher. I saw other teachers planning together but she has a different kind of class.

The Kindergarten team of teachers collaborates on ideas for lesson plans. They also share materials such as big books freely. Special units for the entire grade level were planned jointly. The teachers would get together to plan special units such as a unit on Australia. Lesson plans for units, they decided together when they would teach what

**Southside Elementary**

My teacher worked mainly with one of the other three second grade teachers. There was one second grade teacher in particular that she constantly talked about how bad of a teacher she was. My teacher did not seem to want to help her with her teaching. The teachers mainly work alone. They might ask other teachers for ideas but for the most part they don't what the prepared lessons say.

The teachers would meet to discuss grade level matters but not create plans or team teach. They work as a team to develop grade level plans. They all worked cooperatively together and had fun as well as working on lessons and other work. My host teacher and the teacher next door made sure that they were always on the same lesson and using the same worksheets.
2002-2003 Results for Middle Grades Preservice Teachers

Evaluations of Field Placements (n = 49)

- **YES**: 87.8%
- **Maybe**: 10.2%
- **NO**: 2.0%

Below shows the counts and the proportions since Fall 2000
Qualities of Desirable Host Teachers in Middle Grades Education

Besides asking the students if they would recommend a teacher, we also asked them to rate their teachers on qualities or skills that we thought were important for a host teacher to possess. Ratings of Excellent plus ratings of Good were added to get the percent responding positively.

**Results of Ratings from 2002 - 2003 School Year**

![Bar chart showing ratings for Communication, Behavior Management, and Technology]

Host Teachers in Middle Grades Education placements are rated high in Communication Skills.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>OK/Fair</th>
<th>Good/Fully Satisfactory</th>
<th>Excellent</th>
<th>Total</th>
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<td>9%</td>
<td>7%</td>
<td>29%</td>
<td>56%</td>
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<tr>
<td>Communication (Listens &amp; Shares)</td>
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<td>11%</td>
<td>18%</td>
<td>69%</td>
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<td>Behavior Management</td>
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<td>9%</td>
<td>38%</td>
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<td>27%</td>
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<td>100%</td>
</tr>
<tr>
<td>Higher Levels of Learning for all</td>
<td>16%</td>
<td>29%</td>
<td>33%</td>
<td>22%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Written comments about the principal in response to the question: Was the principal aware of what was going on in the classroom?

Califf Middle
Yes, on a daily basis he at least came by the room once. He would usually observe for a few minutes. He was usually in touch with what was going on in the classroom.

Clifton Ridge Middle School
Yes, she stopped by and asked about classroom in the hall.

Davis Elementary
The principal and vice-principal checked lessons plans every Monday, but other visits to the classroom were infrequent
Yes, lesson plans are checked by the principal/assistant principal on a weekly basis
Indian Creek Middle School
No, this principal was very unfriendly. He didn't even speak to the students. He rarely spoke to me, only when I initiated the conversation.
Not really. He did not make himself available.

Oak Hill Middle
Principal's son in classroom. She dismissed me from a meeting
She came in several times to observe what was going on in the classroom
The principal came by the classroom a few times as he walked through the halls, the assistant principal came often passing information back and forth
Yes and no. She came by a few times, but mainly when something bad was going on. She didn't see many of the good things until evaluations came due.
Yes, he came in several times to observe and Mrs. Walker talked to him often
Yes, I saw the principal and assistant principal many times in the classroom
Yes, Mr. Brazil always walked around and observed what was happening in each 6th grade classroom. Students knew that he expected them to learn and he had a strong discipline policy.
Yes, Mrs. Hurley was constantly checking in the classrooms. She also held several meetings to give and take concerns on what was going on in the classroom
Yes, my host teacher kept the principal informed of what was going on in the classroom.
Yes, she had a good understanding of what went on

Putnam County Elementary
He came by one time to deliver my host teacher's paycheck and I was introduced to him. That is the extent of meeting with the principal and him observing what went on in the classroom while I was there.
I am not sure.
I believe so.
When I was there I never saw the principal. I saw the
Yes, at least I believe so.
Yes, he was in and out of the classroom at least once a week because of Americas Choice and held meeting every two weeks
Yes, the principal came in on several different occasions to evaluate the teacher and the principal commented that she was doing an excellent job and the activities that she used to help the students learn fractions was excellent.

Putnam County Middle
Maybe not specifically the principal but other administrators as well.
Perhaps. On several occasions, he visited the classroom I was in and only stayed for 15-20 minutes. Since he is the principal, students are usually better behaved, and with the limited time he spends in each classroom it is very likely that he receives
The principal, Mr. Seymour, is very knowledgeable about what goes on in all of the classrooms on the sixth grade hall. He is very knowledgeable about the classrooms no matter what subject area.
Yes. Mrs. Childs is head for 8th grade language arts and the principal always walks around to observe
Yes, he came into the classroom and immediately asked the students what they were learning. He also came in to just observe and listen.
Yes, he is in the unique role as serving as a facilitator of the America's Choice program.
Yes, the principal watched a variety of my lessons. He responded and offered feedback on the lessons and was very supportive.
Yes, the principal and vice principal observed the classroom many times throughout the semester. Other teachers were also in the room to be involved in lab days.

Another aspect of school culture that we asked students to comment on was how much the special education students are included in the daily activities of the school "Are they isolated from the other students?"

<table>
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<td>3</td>
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<td>34</td>
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<td>2</td>
<td>4</td>
<td>20</td>
<td>21</td>
<td>47</td>
</tr>
</tbody>
</table>

Califf Middle
No, on a regular basis I had contact with special education staff.

Clifton Ridge Middle School
No, they have inclusion classes.

Davis Elementary
Some were in the main building, and others were in trailers behind the school.

Indian Creek Middle School
Yes, I believe so. I never saw a special education teacher while I was doing my teaching. I wanted to ask them about how best to reach a particular student.
Yes, I do not know why but everyone knows that they are separate.

Oak Hill Middle
No, the inclusion and resource teachers were very involved in the students learning.
No. Each grade is in a school by itself and its inclusion/special education students are in the same hallway.
Somewhat....there are some special education classes that are set aside in one section of the school, however, there is a great deal of inclusion and mainstreaming.

Putnam County Elementary
For students with severe problems they are but for the most part the special education students are in the regular classrooms and they may leave for a specific subject to work with their special education teacher and then come back to the class.
no - they are in several different hallways (each hallway is assigned to a specific grade)
No they are mixed around the school.
Not from my experiences. I was in the fifth grade and had an inclusion class for part of the day.
They students were always encouraged to participate in class activities and other activities in school.
Yes, I mean for the most part students go to other classes for some subjects or activities.
yes, the special education children in my class went to other classes for help
Yes, there a few students in my class who leave to attend their special classes. These special teachers teach the students how to read.
Putnam County Middle
I am unsure about that. I know that the special ed. classes came to look at the animals in our classroom and Mr. Claxton and myself informed them about how to handle animals and some interesting facts about them. Our students also helped with the explanations. My classroom is an inclusive classroom and has an inclusive paraprofessional within the classroom. However, their are separate classrooms for those with LD, BD, and other disabilities.
No. Inclusion teachers assist throughout the day. They also work with regular education teachers closely.
Some but not all of the members of this staff.
Yes, special education classes are located on a hall by themselves. These classes were clustered together and classes traveled together.
Yes, the special education classrooms are on a hall by themselves. The only interaction that this hall experiences with regular education students is when they go to the library. The library is on the same hall way.
Yes, they have their own hall off the back of the school. However, a lot of special education students are mainstreamed into the classes.

The final aspect of school culture that we asked preservice teachers of middle grades education to comment on was how much the host teachers modeled collaboration with other teachers for the purpose of planning and improving instruction?

<table>
<thead>
<tr>
<th>Count</th>
<th>Did you observe any collaboration or team teaching?</th>
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<tr>
<td></td>
<td>Don't know</td>
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<td>YEAR</td>
<td>Fall02</td>
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<tr>
<td></td>
<td>Sp03</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Califf Middle
I saw teachers working together in things such as reading. They would plan using collaboration to create lessons.

Clifton Ridge Middle School
My team had three teachers and we all worked together.

Indian Creek Middle School
They met together to decide when to allow the students to go to the restroom. They met very little. The teachers supported each other with behaviors and curriculum. The teachers worked together to bring integrate ideas.

Oak Hill Middle
I did not observe any teaching collaboration, but I did notice team discipline policies. They work together on teaching targeted students. However, they do not plan units together.

Putnam County Elementary
The lead teacher and my teacher worked together to plan the lessons for their classes (they changed classes) and they would both incorporate themes in the subjects that each of them taught. For example, the lead teacher teaches reading and English and ....

I did not personally participate in team teaching or collaboration. I have seen a lot of team teaching and was impressed by it. As far as I know I did not witness any teaming; however, the teachers who share students do discuss strategies and sharing what they believe works with certain students. As far as planning curriculum around each subject, I did not witness any of this.

a few of the teachers on our hall, do this and change classes. my particular class does not change
There were teams present at PCES. However, the team that I was on did not plan activities and objectives together. They met to talk about student's grades and behaviors, but not about the curriculum.

Putnam County Middle
Weekly literacy teacher meetings are conducted to meet the America's Choice requirements. Teachers collaborate on what is and is not working in their classrooms. Collaboration exists between teachers of the same content area, but that is the extent of team teaching.

There is no team teaching at PCMS but I have personally spoken with the principal and there will be team teaching next year. Although, subject area teachers do have meetings to coordinate and assess their subject area but there is not team teaching with
The teachers don't really worked together and collaborate. There is no integration going on.
**2002-2003 Results for Special Education Preservice Teachers**

**Evaluations of Field Placements (n = 137)**

- YES: 73.9%
- Maybe: 18.3%
- NO: 4.2%
- Missing: 3.5%

Below shows the counts and the proportions since Fall 2000
Qualities of Desirable Host Teachers in Special Education

Besides asking the students if they would recommend a teacher, we also asked them to rate their teachers on qualities or skills that we thought were important for a host teacher to possess. Ratings of Excellent plus ratings of Good were added to get the percent responding positively.

Teachers in Special Education placements are rated high in Communication Skills.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>OK/Fair</th>
<th>Good/Fully Satisfactory</th>
<th>Excellent</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Cooperation with GC&amp;SU</td>
<td>1%</td>
<td>11%</td>
<td>28%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication (Listens &amp; Shares)</td>
<td>1%</td>
<td>9%</td>
<td>18%</td>
<td>72%</td>
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<tr>
<td>Behavior Management</td>
<td>1%</td>
<td>21%</td>
<td>42%</td>
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<td>Technology</td>
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<td>40%</td>
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<tr>
<td>Higher Levels of Learning for all</td>
<td>7%</td>
<td>24%</td>
<td>35%</td>
<td>34%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Written comments about the principal in response to the question: Was the principal aware of what was going on in the classroom?

Baldwin High School
He could have if he tried
He never came into the class while I was there but we saw him in the front office.
I am not sure because I hardly saw the principal
I don't believe so I had the impression that he did not care what was going on in any of the PEC classroom as long as he did not have to deal with the students or teachers
I know he did in one BD class but not mine that I know of
I never saw the principal in any of the classrooms
No, I never saw the principal walk down the hall
Not really. The only punishment for Disruption were Detention and going to student center
Only when there was a fight.
The principal appeared to have limited knowledge with regard to classroom situations
The principal at this school did not seem to work well with his teachers or students
The principal did not have a clear understanding of what went on in classrooms. In the IEP meeting he was somewhat unprepared and unknowledgeable about students classroom behavior
The principal never came into the classroom while I was there, but we ran into him in the office and talked with him.
The principal seemed to be aware of the classroom. He always adds meeting pertain to classroom situations
Well Ms. Salad the assistant principal knew more of what was going on in the classroom.
Yes
Yes. My host teacher and I visited the principal's office on three different occasions.
Yes. We were in the self contained trailer and all the students in there were very bad.

Blandy Hills
Yes the principal was aware of what went on the classrooms. However, she seemed to have her favorites and was not very supportive in those classrooms she did not favor. I was lucky in that she liked me and was constantly asking me what I was doing.
Yes, the principal was involved in my unit. She made several positive comments to me and came to our play
Yes, we had a few meetings wit her and she stopped in a couple times

Centerville Elementary
He was very aware of classrooms proceedings
The principal was aware of our classroom activities. We communicated frequently with him so he could come and observe and to get permission for field trips off school ground.
Yes, the principal was very involved with all students

Clifton Ridge Middle School
I am not sure the one time we talked to her it was so that my teacher could ask her to leave early from school that day
The principal was very knowledgeable of the classroom.
The principals often visited the classroom. They also came to the class parties
Yes because of some of the students' health issues she was frequently informed of activities in our class and very on top of things
Yes, he was always kept informed and was always available if we needed him.
Yes, If we had questions or concerns about any students we were free to consult the principal
Yes, she is interested in what was going on in each class and was very supportive of projects that the class participated in.
Yes, the principal, vice principal and counselor came into our room all the time
Yes, they seemed concerned about the issues in the class

Creekside Elementary
To some extend yes. The classroom was next to office

Davis Elementary
The principal did have knowledge of what went on in the classroom because of frequent visits
Yes, Ms Sheppard checked lesson plans weekly. I also spoke with her often about my unit. If she was needed she always seemed to make time for her staff
Yes, she checked in classrooms at least once a week
Yes, the principal visited classroom at least once a weak to check on a certain couple of students
I had meetings with Ms. Sheppard occasionally. She visited the class and was always willing to help me get projects together and answered any questions. I really enjoyed working in her school.
Mrs. Sheppard was always visiting the classroom and had knowledge of what was going on in the room. She was also very supportive of the senior cohort students.
Yes. Our classroom was located on the hall with the assistant principal, Mr. Edmond. He was constantly roaming the halls and checking in the classroom when he passed. Mrs. Sheppard also peeked in frequently. Both of them were always kept posted on the
Yes. The principal is very aware of what is going on in the classrooms. She visits the room on a weekly basis.

Gray Elementary
Do not know, never officially met him and rarely saw him.
The principal was kept abreast of lesson plans and made two quick visits to the classroom during my placement.
Yes the principal came by the room several times while i was at my placement.
Yes, he was already aware of all concerns with specific children and their family situations. He was willing to help with anything and was understanding of the teacher's position.
Yes, he was involved in some activities and visited a few times
Yes, we had one parent write a nasty note in their child's agenda, thanking us for the

Hancock Central Middle School
I rarely saw the principal, but I think he had an idea of what went on in the classroom.
The principal often came into the classroom to observe or often just to stop by and make sure learning was going on.
The teachers had to turn in their lesson plans for each week. This is pretty much the only way that he knows what is going on in the classroom. He has his expectations yet he does not come in the classroom to observe.

Harrisburg Head start
I never saw the principal come into our classroom, but I would occasionally see her in the hall
We saw her at meetings and in the conference room at lunch but only once one on one with her.
Yes, she did. Mrs. Whipple is a model teacher
Yes, The principal knew the kids and what was going on. I met the principal one time

Jasper County High School
The principal is very involved in classroom activities throughout each school day. He makes frequent visits to classrooms.

Jones Co. Preschool
The principal never came to the room while I was there

Jones County High School
The principal often communicated with the teachers and was aware of what went on in the classrooms. He has a very open relationship with the faculty and the assistant principals communicated with the teachers as well.

Mattie Wells Primary
I am not sure, if the principal is familiar with the classroom
Yes, she visited in the classroom several times
McKibben Lane Elementary
Principal is aware of most things in the classroom. She is a well known face among teachers and students.
The principal at this school is an excellent example of how a principal should interact with teachers and students! She is incredibly compassionate and understanding towards the children with disabilities in the school.
Yes, during my placement the principal visited the room to observe the classroom.

Midway Elementary
Not really. Mrs. Brooks' classroom is on the other end of the school and the principal rarely visited the hall.
The principal was great about coming to different classrooms including special educating
Yes she asked questions and came by a few times.
Yes, she frequently came into the classroom and spoke with the teachers
Yes, she was very involved with everything that went on in the school
Yes, the principal very interested in our student, their welfare and progress
Yes, we were constantly meeting and discussing, she also attended several IEP meetings.
Yes, She is aware of what goes on in the classroom

Midway Head Start
Yes, she came around every so often to check on the students.
Yes, she was very involved and always asked how the class was what was going on.

Miller Middle
She looked in on one occasion to see what was going on
The school received a new principal about half-way through my time at Miller. The previous principal was fairly well informed and would check in periodically. The new principal spent most of her time getting acquainted with the staff and students.
Yes, she visited the classroom on several occasions.

Northwest Laurens Elementary
Yes the principal visited our classroom several times and we had frequent contact with him.
Yes, he came in often and comes to many classroom functions

Oak Hill Middle
A little
He came in and observed her once while I was there. From that I would think that he had some kind of knowledge of what went on in the classroom.
I never experienced the principal in our classroom.
I think he had knowledge of the behaviors of certain students who were constantly in trouble, but that's it. He never came to our class just to observe and see all the students.
I think he had knowledge of the behaviors of certain students who were constantly in trouble, but that's it. He never came to our class just to observe and see all the students.
The principal never came to any of the classrooms that I was in. I did have a staff meeting that he was in where we talked briefly.
Yes he frequently stopped by.
Yes, Mr. Ingram visited the classroom quite often and always made sure he knew what was going on in the school, cafeteria, and classroom.
**Perry Middle School**
I am not sure
Not really. The principal was not involved much with teachers or students.
Yes, in several occasions the principal would step by to see what was going on

**Putnam Elementary**
I believe she did, I am not sure
I met her the first day and never saw her again
I never saw her in the classroom so I do not know
Many of students visited with the principal on a regular basis
My host teacher and I were constantly in contact with the principal and even more with the assistant principal. They are very informed of what goes on with our students and we are consistent in letting them see more positive than negative.
N/A
No, I had contact with the principal several times. However they were not friendly or welcoming. And she had no idea what was going on in the classrooms
The principal knew what went on in the classroom, however she did not go out of her way to come and visit, nor did she speak to me.
The principal observed one day while I was there. But other than that I never saw her
The principal was mean
Yes- they seemed to share ideas with the principal frequently
Yes, for the most part

**The Learning Center**
After I talked to you and you talked to the principal other than that I do not really think so
I never saw the director of the learning center in any classroom. I saw her on one occasion when we attended an IEP meeting.
Only if something had happened
She did. I would hope she would make some changes
She had an idea but disciplinary is what the institution has to concern and emphasis itself with
Some knowledge however there is definitely a lack of communication through out the learning center somewhat
Somewhat, my host teacher and the principal did not have a good relationship, therefore I heard a lot of complaints and gripes from my teacher concerning the principal and how she ran the school.
The Principal was Mrs. Wolfe and she monitored the halls. She seemed to be aware of the problems that occurred.
yes- helped me when I needed supplies. Always willing to help
Yes, knows every student
Yes, most of the time. The students were constantly monitored
Yes, Pat Wolf is always aware of what is going on at The Learning Center. She has good rapport with the staff.
Yes, she did
Yes, she knows every student by name and constantly was checking on their progress
Yes, She took deep interest and asked questions
Yes, she visited every classroom in the school on a regular basis
Yes, she was very involved in what went on with students
Yes, she would weekly check in on the classroom
Westside High School
Not really, she broke her leg so she was out for the last several weeks. She had some questions about the collaboration between regular teacher and special teacher. She also wanted to know how the special ed. students respond in mainstream. somewhat, she recently had an operation so she has been out for a while.

Wilkinson Co. Middle School
Yes, since the principal was my brother, he checked on us regularly. Dr. Geter knew what was going on in every classroom. Yes came in to see how I was doing and to see how the students were taking to me. Yes, Dr. Geter was very aware of everything that went on in Coach Horne's classroom. Yes, he came and observed one day during one of her lessons.

Wilkinson County Elementary
He was very aware of the goings on in our classroom. Mrs. Gibbs was able to discipline her students independently for the most part, but when actions needed to be taken elsewhere, he was available. Mr. Rickerson, the principal, never came to visit our classroom. I did see him in the lunchroom during the day. On our last day of placement he came to a luncheon held for the student teachers. Not really I did not see him visit the classrooms at all. The principal and vice principal kept up with what was going on in all the classes. There were grade level meetings once a week. The vice principal ran them. The principal was at lunch everyday. The vice principal was the one my teacher kept most in contact with...she was very involved and knew what went on all over the school. Yes, a little, but we did not see him that much when I was there.

Another aspect of school culture that we asked preservice teachers in special education to comment on was how much the host teachers modeled collaboration with other teachers for the purpose of planning and improving instruction.

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Baldwin High
I really didn't see any collaboration My host teacher and the three teachers that we visited during the day planned with one another. Most days the regular ed teacher taught the lesson, but my host teacher would do the demonstrations. When there is an inclusion teacher in the classroom. In the inclusion class, there was good collaboration between Mr. Davis and the regular ed teacher. However, the other teacher (for another class) didn't seem too happy having him in there.

Blandy Hills Elementary
There really is not a designated team. However the teachers tend to work together to complete tasks because of the lack of support from the principals.

**Centerville Elementary**
I collaborated with regular ed teachers as well with other special education teachers for special events, research projects and curriculum development.

**Clifton Ridge Middle**
I observed inclusion and EOL(extension on learning). Mrs. Walker is a great inclusion teacher and works with the regular education teacher.

**Davis Elementary**
I have seen regular education teachers work together for their classrooms. My teacher worked mostly alone with her plans but she also requested information from different grade levels and talked with them about where the children should be in the curriculum.
I was able to collaborate with a second grade teacher to help students in her class who were falling behind. We worked together to develop a curriculum for those students and instruct them.
I mainly just collaborated with my teacher and parents.
I observed the regular education fifth grade teachers collaboratively teaching all areas of the curriculum, with one teacher teaching one subject to the students and another teaching another subject to the students.

**Gray Elementary**
They split the subjects and were assistants while the other was teaching.
I was in an inclusion placement where there were two teachers at all times, the regular ed teacher and the special ed teacher.
I did not observe any collaboration except for my host teacher (inclusion) and the regular ed first and second grade teacher. I believe that all inclusion teachers that this school collaborate with the regular ed teachers that they are with.
The PEC and the regular ed. teacher took turns and rotated every other lesson. This seemed to work extremely well with the students.
Mrs. MacMillan and Mrs. Tyre (1st grade) collaborated and team taught the subjects of reading and math. Likewise so did Mrs. MacMillan and Mrs. Wright (2nd grade).

**Hancock Central Middle School**
Ms. Bundrage, Mrs. Woods, and Mrs. Jones collaborated only one time while I was there but they said that they usually collaborated on a regular basis.
The three special education teachers, collaborate sometimes. There was once when they planned a theme for lessons before going on a field trip, but only two of the teachers taught on the theme.

**Head Start Pre-K, Hancock County**
Each pre-k classroom always has one lead teacher and a paraprofessional. In addition to these two, each of rooms has a

**Jasper County High School**
I worked with another teacher in the school to plan and implement a service learning project of planting a garden. I also worked with a representative in the community from Lowe's who assisted the student with planting the garden.
Jones County High School
One collaboration was with a resource teacher and a regular ed social studies teacher. They collaborated for 3 periods a day. Also, the two MOID teachers team taught on a daily basis and combined some of their classes.

McKibben Lane Elementary
I collaborated closely with my host teacher on different curricular and behavioral goals. I also worked with a regular education teacher to set up a trip to visit an assisted living home. The special ed staff is aware of all regular ed activities and teachers collaborate together in order to create affective activities. Teachers were very willing to work with one another on any work or problem. Collaboration didn't occur daily, however I observed it. My teacher visited her students' regular ed. classrooms and discussed with the teachers what was going on in the classroom.

Midway Head Start
The teacher and paraprofessional work wonderfully together.

Miller Middle
I was able to work in a collaborative setting with a special ed teacher in an 8th grade language arts class. All roles were equally shared. My host teacher participates in a team teaching situation sharing her room with another teacher. She also collaborates with two regular education teachers.

Northwest Laurens Elementary
The collaboration mostly included our class and the LD class. We had some joint lessons but mainly field trips and special projects were done collaboratively.

Oak Hill Middle
The teachers worked in clusters depending upon the students and their needs. I did not observe any. There were only two teachers collaborating to begin with. Before I left another teacher joined the team, so there is now a team of three. Instead of Mrs. Stevens teaching social studies twice, she only teaches it once. She teaches language arts twice a week. They work great together. I can only hope that I get a great team teacher when I teach. The teachers that were part of the team that my host teacher was had meetings every week to discuss students and what is working and what is not. The students were in a team with two, then later three teachers, but each taught independently. They discussed students, but never really any teaching ideas or coordinating of instruction. The students were in a team with two, then later three teachers, but each taught independently. They discussed students, but never really any teaching ideas or coordinating of instruction.

Perry Middle School
The teachers would meet once a week at least to discuss how to best meet student needs.

Putnam Elementary
The students teachers are always working together to improve the progress of the students- working together with assignments etc.
I did not witness any collaboration between my teacher and a regular ed teacher.

The Learning Center
One teacher did social studies and one did science
For two of our classes during the day (Social Studies and Science) Mrs. Davis and Mrs. Ray collaborated because they would switch students. It takes a lot of collaboration at this school not only for instruction, but also for behavior management.

Westside High School
Regular teacher and special teacher work as co-teachers. The teachers plan together and work with all students in the classroom. The special ed. teacher make the appropriate modifications. They use their planning period which equals an hour and a half to collaborate. It seems to be working effectively at Westside there are a couple of minor problems.

Wilkinson Co. Middle School
Well I counted the paraprofessional as part of a team with the regular ed teacher because she was good with the students. Teachers worked together to plan for classes. There was team teaching between my host teacher and I.

Wilkinson County Elementary
In my placement I experienced 3 inclusion classes during the day. Two of the three classes were pretty good. However, one of the regular ed teachers really did not share responsibilities with us and does not like giving modifications to students with special needs. The Special Education teacher would do what the regular education teacher told her to do. It was not really that noticeable The forth grade teachers plan together every morning. The MOID teacher shared her ideas and tribulations with a child they shared who had Downs syndrome. Weekly grade level meetings, weekly SST meetings (SST did not always meet every week, but have a day set aside each week to use if necessary)

A final aspect of school culture that we asked preservice teachers of special education to comment on was how much the special education students are included in the daily activities of the school "Are they isolated from the other students?"

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<td>Total</td>
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Baldwin High School
All PEC are in trailers!
I was in an inclusion class, so not for myself. Other classes were in the trailers outside. Kind of, the special education classes are located in the vocational building. No, they are included with all the regular classes NO, they are mixed in with all the regular classes.
The staff seemed to be spread out. The self contained class was located outside in a trailer. The students in that class weren't able to communicate/socialize with other students. I didn't like that.

**Blandy Hills**
No, the classes are mixed in among the school based on grade levels.

**Centerville Elementary**
Yes, All the special education, self-contained and the resource rooms are located in separate portable buildings on the school grounds.

**Clifton Ridge Middle**
No, all classrooms are mixed in. The students do not know what teachers are PEC.
No, all of the classes are in the regular education hall ways.
No, except for the MOID class, everyone is on the regular halls.

**Davis Elementary**
My class was the only special education class on the third grade hall. As far as I could tell they were not isolated. Students participated in non academic classes with their regular education peers.
No, the classes are spaced out throughout the school.
No. They are all over the school.
Not completely. However, the old Boddie Middle School hall has been remodeled for Davis, and that is where the majority of special ed classes are located. The fifth graders are also located on the hall though. Although essentially special ed is isolated

**Gray Elementary**
All inclusion, just two self contained rooms and they did seem to be isolated.
no, classes are spread through out the school.
Not really, this school practices close to full inclusion. My host teacher and another inclusion teacher share a trailer because they don't need a classroom since they are always in someone else's room.
The classroom that I was in was an inclusion class. This classroom was in the 3rd grade hall.
Yes. Mrs. MacMillan was housed in a portable classroom isolated from the rest of the school. Mrs. MacMillan had little to no contact with general education teachers outside of the collaborative setting.

**Hancock Central Middle School**
No, the classrooms were sometimes in the middle of the hallway and not back in a corner.
No, there are three special education classes and each one is on a different hall in the Middle school.
There are three different special education classes and they are all on the regular halls. One on 8th grade, one on 7th grade, and one on 6th grade.

**Head Start Pre-K, Hancock County**
Mrs. Brake is the only special education teacher at Head Start. All of the teachers welcome her into their classroom. However, Mrs. Brake has a very small therapy room which she must share with the occupational and speech therapists.

**Jasper County High School**
Some special education classes are separate from the school. The class that I taught in and one other special education class is in a building with the art class, below the gym.
Jones County High School
No, some of the special ed rooms are in trailers, but so are some of the regular ed classes. Other special ed classes are in the main building with the other classrooms. Everyone, even students, in the school are supportive and involved in special ed.

McKibben Lane Elementary
The special education staff is located on the same hallway. Even though the classrooms were grouped together, the students were not isolated. The overall feeling of the school toward special education students and teachers is excellent to some degree. They are on a hall together, but they are not isolated from the school.

Midway Elementary
no they are in there with the rest of them
No, each grade level SPED class is located on the hall for that grade level
No, it is hard to tell which classrooms are special ed. and which classes are regular ed.

Midway Head Start
No, classrooms are throughout the school
No, they are children included in regular ed and the classes are next to all the other classes.

Miller Middle
No, all special ed classrooms are mixed throughout the school.
no, the classrooms are mixed in with the others fairly well with the others. the students were also included in the connection classes

Northwest Laurens Elementary
No the classrooms are all mixed in with regular education classrooms.

Oak Hill Middle
No, our class was located on the 6th grade hall.
No, the classes are all located together.
No, they are all together, yet with the rest of the grade
No, they are mixed with regular ed. classes. Regular ed. classes and special ed. classes are on the same hall.
not at all. they have great facilities.
The classroom that I was in was an inclusion classroom in the accelerated school, so everyone was mixed in quite well. The special education students were not treated any different than the regular education students.
Yes, the only time the majority of the special education students were able to be involved in the regular curriculum was during exploratory. I met only two inclusion teachers while I was there. Most of the interrelated students were in a self-contained class,
Yes, the only time the majority of the special education students were able to be involved in the regular curriculum was during exploratory. I met only two inclusion teachers while I was there. Most of the interrelated students were in a self-contained classes.

Perry Middle School
No. Seventh grade special ed classes are on the seventh grade hall.
Putnam Elementary
no- their classes are in the same halls as the grade level
Our classroom and the mild classroom are at the end of the wing. I also know that one other special ed classrooms is in a trailer.
Yes, either they are in trailers or in small classrooms with only a door.

The Learning Center
n/a
n/a the entire school is SEBD
The Learning Center is a Psycho educational Center. So, the whole school serves students diagnosed SEBD.
The whole school is for SEBD.
This is a psycho educational center and the entire school is special ed.

Westside High School
NO
No, inclusion works well at this high school.
No, you can't tell most of the sped classes from the other classes.

Wilkinson Co. Middle School
No, not really because the school is small and most of the classes was on the same hall.
NO, the special education classes are on the hall with all the other classes.
NO, they are located on all halls.
Not really, there is one resource/self-contained class and a few other classes as well.
Not really, they are on different halls with different grades but some students are not included in regular classrooms.
Most of the special ed classrooms are at the front of the hall. My teacher's room was at the very end of the hall and is much smaller than the other rooms. She was given that room because she was told that even if she was in a regular size classroom she

Wilkinson County Elementary
No
No, everything is in the same building and the classes are mixed on different halls.
No, they are located on the same halls as the other classes.
Not that I noticed, but I did hear the comment from a special education teacher that they are the ones in the school system that are the first to be moved to another location when new teachers come.
This is the first year that Wilkinson County has had inclusion classes and Mrs. Marchman is the only inclusion teacher. They are making progress, but have a way to go in developing this program.
Results of Ratings from 2002 - 2003 School Year

Evaluations of Field Placements in Secondary Education (n = 33)

Below shows the counts and the proportions since Fall 2000

Placements have improved over the past three years.
Qualities of Desirable Host Teachers in Secondary Education

Besides asking the students if they would recommend a teacher, we also asked them to rate their teachers on qualities or skills that we thought were important for a host teacher to possess. Ratings of *Excellent* plus ratings of *Good* were added to get the percent responding positively.

![Bar chart showing ratings of Communication, Behavior Management,和技术, and Cooperation with GC&SU]

Host Teachers in Secondary Education placements are rated highly in Cooperation with GC&SU assignments for preservice teachers.

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<th>Good/Fully Satisfactory</th>
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<td>21%</td>
<td>73%</td>
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<tr>
<td>Communication (Listens &amp; Shares)</td>
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<td>67%</td>
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<tr>
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<td>27%</td>
<td>30%</td>
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<tr>
<td>Higher Levels of Learning for all</td>
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<td>15%</td>
<td>33%</td>
<td>39%</td>
<td>100%</td>
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Written comments about the principal in response to the question: Was the principal aware of what was going on in the classroom?

Bonaire Middle School
Yes, the principal seems to be extremely involved with the daily activities of the classroom.

Career Center
I am unsure. Students could easily be sent out of the classroom if disruptive, but I am not sure if the principal understood that sometimes this was a teacher problem rather than a student one. The principal was made aware of failing scores and poor behavior though I never observed Mrs. Sirmans having to resort to this.

Central/Westside
I’m not really sure.
yes, she even came in to observe
Yes, she has knowledge of what goes on in the classroom and will hopefully come and observe my teaching.
Yes, The Administration made frequent visits to the classroom for brief observations.
Yes, this principal is very involved.

Clifton Ridge Middle School
Yes, through talking with my host teacher and myself about various projects taking place in the classroom.

Georgia Military College
I doubt it, but I can't know for sure.
Principal visited room often during class but tended to stay out of the teachers curricula as much as possible. This was excellent for teachers who were motivated to try new things without being punished but was bad for the lazy teachers who almost never
Yes. Colonel Lebrun makes frequent visits around the high school and into various classrooms.

Jones County High School
As for what goes on in the classroom, in general, I believe that he does have an idea. I have noticed that at faculty meetings that he asks questions as teachers share their experiences.
The principal did not have contact with me, nor did he visit the classroom; however, I suppose he had a vague knowledge of classroom activity according to the lesson plans turned in weekly.

Miller Middle
The classroom was visited by the principal briefly one time during my time in this classroom.
The principal circulated in the classrooms often but I never spoke or was spoken to by her.
The principal ran the school through e-mails mostly. I thought the principal was not very personal, she also berated teachers in front of the students.
To my knowledge, I never met the principal.
Yes, she stopped by all the time and stuck her head in.
Yes. The principal came to observe my host teacher twice-- and I have only been here six weeks.

Northside High
Yes, he is wonderful.
Yes, the principal was aware of what was going on in the classroom.

Oak Hill Middle School
Not really. The assistant principal would occasionally come in and looks at lesson plans but that's it.

Putnam County High School
Acting principal is inquisitive about classroom situations and always is prompt to take care of any discipline problems in the classroom.
The principal visited classroom numerous times.

Union Grove Middle School
The principal is very involved in all aspects of the school.

Weaver Middle
The Principal was very aware of the goings-on of her school. She was a vocal, visible member of the staff who seemed to be well-liked and fully supported by her staff. Yes! Very involved in school activities.

**Westside High School**
Not to my knowledge, I never saw or meet the principal

**Another aspect of school culture that we asked preservice teachers of secondary education to comment on was how much the special education students are included in the daily activities of the school "Are they isolated from the other students?"**

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**Baldwin County High School**
o

**Bonaire Middle School**
Most special education students attend some regular education classes. Those that do not have classrooms on the same hall as the regular education classrooms.

**Central High School**
No, I have 7 inclusion students in one of my classrooms and the inclusion teachers are excellent at coming in and helping these students, as well as others.

**Clifton Ridge Middle School**

**Georgia Military College**
GMC does not have a special education department, program, or staff, as it is a private school in most respects.
GMC does not have special education classes that I know of.
There are no special education facilities at this school. It is a private school and does not recognize students with special needs.

**Jones County High School**
I am not too familiar with these classes and students since Spanish is a college prep. course and there are no disabled students in my classes. But I do know that there are classes that are specially for the learning disabled, however the classes are not
The only special education class that I am aware of is located in a trailer, isolated from the rest of the school. I am not aware of the location of full inclusion classrooms.

**Miller Middle**
No. This cluster has several deaf and/or have cochlear implants. An interpreter accompanies the students to regular education classrooms.

Northside High
Most of the special education classrooms are on a separate hall.

Oak Hill Middle School
Yes. They are in their own hallway on the main level of the school. The rest of the classes are on the basement or second floor.

Putnam County High School
No, special ed. classrooms are intermingled within the school. Special education students are included in some mainstream classes yes. There is a special education hall.

Union Grove Middle School
I have witnessed both inclusive and isolated settings for special education. The school is in strict adherence with special education laws.

A final aspect of school culture that we asked preservice teachers in secondary education to comment on was how much the host teachers modeled collaboration with other teachers for the purpose of planning and improving instruction.

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Baldwin County High School
My overall experience has been enlightening. Mr. Dockery has been wonderful. We have collaborated on various lessons and are currently collaborating on cooperative learning projects. We have team taught a unit and the students just tested out on it today.

Central High School
The team teaching here is average. They don't do as many interdisciplinary units as I hoped. They also don't always have the same time of rules and expectation which makes it hard for the students to adjust.

Georgia Military College
I didn't observe or participate in any collaboration with teachers of other subjects, but my host teacher and I occasionally team taught.
There was not any team teaching or collaboration. Teachers tried to not have more than 2 tests a day for several classes.

Jones County High School
Teachers mostly work on their own classes. But the teachers in Foreign Language try to stay together as far as curriculum. The teachers typically coordinate by department. The English department, with which I worked, does collaborate on grade levels on curriculum, as well as assessment instruments, but there isn't collaboration across subject areas.

**Miller Middle**  
Currently working on aligning the language arts research paper requirements with social studies.

**Oak Hill Middle School**  
The teachers would mostly talk about discipline or how to use AR in their reading classes. NO real collaboration of teachers went on.

**Putnam County High School**  
There is much collaboration among the mainstream teachers and the special ed. teachers.

**Union Grove Middle School**  
The team maintains close contact regarding concerns about individual students. Regular team meetings and parent conferences reveal the magnitude of their collaboration.