Evaluating

TODAY’S STUDENTS TOMORROW’S TEACHERS

Dr. Bruce S. Cooper    Jerry Spielhagen

Fordham University

October 5, 2010

Commissioned by:

JP Morgan Chase
Mentorship & Scholarship

Inspire and Strengthen

TSTT Evaluation, 2010
# TABLE OF CONTENTS

- Executive Summary ................................................................. 4
- Program Description ............................................................... 5
- TSTT Goals .............................................................................. 6
- Research Design ....................................................................... 7
- Findings .................................................................................. 9
- Quality and Usefulness of TSTT Training ................................. 12
- Comparative Class Grades and State Assessments ................. 19
- Recommendations .................................................................. 27
- Addendum: Five Dimensions of the TSTT Program Evaluation .... 28
- Appendix A: High School TSTT Survey ....................................... 32
- Appendix B: College TSTT Survey ........................................... 38
- Appendix C: Graduate TSTT Survey ......................................... 44
- Appendix D: Comments by High School TSTT Students ............ 51
- Appendix E: Comments by College TSTT Students .................. 53
- Appendix F: Comments by Graduate TSTT Students ................ 55

---

**TSTT Evaluation, 2010**

TSTT™ “Strengthening Classrooms and Communities through Mentorship and Scholarship”©
Executive Summary

The 2010 program evaluation of Today’s Students Tomorrow’s Teachers (TSTT) was conducted using quantitative data from online surveys of three TSTT cohorts (i.e., students in high school, college students, and graduates and professionals), open-ended queries on line, and focus group interview feedback, as well as comparative data on student performance in TSTT teacher-led classes.

Key findings, both statistical and qualitative, indicate strong overall support of, and benefits from, the TSTT program, both professionally in terms of completing high school, college and entering the teaching world, and personally, in terms of building a career as a teacher. Respondents indicated clearly that they experienced gains from the tutoring, mentoring, teaching skills, and that the level of their professional confidence to become quality educators was rising. Respondents did indicate four opportunities for TSTT program enhancement:

1. Building upon and extending the support, meetings, and mentoring for the TSTT college students, including regular communications between the students, mentors, and professional experts;

2. Making a special effort in the college transition process to “connect” the high school TSTT experiences and training -- with what happens to students in college and beyond;

3. Increasing contact with and communications among the graduates of TSTT – including, engaging them in preparing the next generation of teachers – in high school and particularly in college, with TSTT mentoring other TSTT participants; and --

4. Organizing and publishing the TSTT training methods and processes, including “manuals” for high school, college students, and graduates, with online materials and activities, and increased interconnectedness both personally, professionally, and electronically among participants and the TSTT staff in the future.
Program Description

No task in education today is nearly as important as preparing and supporting the next generation of high-quality teachers to teach the 54 million school children, in the United States. So why does our educational system wait until college, or graduate school, to start recruiting, orienting, and training the best teachers of the future?

Why not organize preparatory opportunities for high school students, who might want to become teachers, and give them a real-life experience as classroom aides, teacher assistants, and classroom leaders; and support them throughout college as they train to become certified teachers? Why not even follow them into their working years as professional teachers? Teaching can start as an internship, a way to serve the community and the local schools, while teaching students to think and act like teachers.
**TSTT Goals**

* Increase the number of teachers of color.

* Support national and local efforts to recruit talented students into the teaching profession.

* Increase student academic success.

* Prepare talented students for the world of work.

* Develop and strengthen cooperative partnerships between public education, higher education, business, and the community.

Today’s Students Tomorrow’s Teachers (TSTT) has worked for over 15 years to recruit, prepare, train, support and learn from new teachers – starting in the 9th grade. Our goal was to complete a pilot evaluation, to serve as a precursor to a major study of the nation’s only major high-school preparation program for the teaching profession. This pilot study includes the following evaluation processes:
Research Design

First, we designed the evaluation study, building the case for a comparative analysis of the three key TSTT cohort groups, all important to understanding and determining the effectiveness of TSTT:

- High school students who are currently participating in TSTT;
- College students who were involved with TSTT in high school and are now continuing the program while pursuing higher education.
- TSTT alumni who are college graduates and working as teachers in their first through third year in the profession.

Second, we piloted these three surveys on a small group of subjects from these four groups, and analyzed the results as preliminary findings, in preparation for a major regional and national study of the background, interests, longevity, efficacy, and satisfaction of the participants.

Third, we analyzed the surveys and did some limited interviews with participants in the program -- compared to a small sample of traditionally trained (college and post-graduate) teachers – to help determine the differences in teachers’ beliefs and perceptions of the value of this program in helping them become caring, committed, competent, and certified teachers.
We developed three original electronic surveys (see Appendixes A, B, and C) to gather data from TSTT participants online, allowing us to assess the following three areas:

- Who are these participants based on their background, gender, race, age, location, and preparation?
- How do they evaluate the various programs and skills that TSTT has offered them in high school, college, and beyond?
- How do they benefit as teachers training in high school, college, and beyond from the TSTT program?

The instruments made use of hard data (e.g., age, gender, and ethnicity) as well as perceptions using Likert scales. For example, we wondered, “What was the level of helpfulness of Tutoring”.
Findings

A. Ethnicity: The first step in our analysis was to determine the ethnic make-up of the 257 respondents to our survey, separated by the three sub-groups: high school students, college students, and graduates of TSTT. Table 1 indicates that of the 134 high school cohort members, nearly a half are African American (47%), 23 percent are Hispanic, 15 percent are White, and the others (mainly Asian) comprise 14.9 percent of the sample.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>African Am.</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>High School Students</td>
<td>134</td>
<td>63</td>
<td>31</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>College Students</td>
<td>98</td>
<td>41</td>
<td>29</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Graduates</td>
<td>25</td>
<td>14</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>257</td>
<td>118</td>
<td>67</td>
<td>43</td>
<td>29</td>
</tr>
</tbody>
</table>

B. Gender: Next we sought to determine the number and percentage of respondents by their gender. As shown in Table 2, below, of the 255 respondents to the survey, 204 or 80 percent were female, 20 percent male, though we do have an indication that the newer participants, those still in high school, are 30.3 percent male, an increase of over 10% from the total. In fact, the graduate cohort of 24 included only 4 men and the other 20 (83.3%) were women.
Thus, there is a greater balance by gender with the newer recruits into TSTT, therefore more of the graduates and alumni of the program will be men.

C. Grade Level and School of Respondents. The next step in our demographic analysis was to determine the level in school of the respondents ranging from High School (grades 9-12) and College (Freshmen though Seniors, and Graduate Students 1-4). As shown in Table 3, in this study, we had a good balance between high school students totaling 134 or 53% of the participants and 118 college and graduate school participants, representing 47% of the total of 252 respondents).

Table 3: School and Grade-Level of Respondents (53% high school; 47% college through one year of Graduate School)

<table>
<thead>
<tr>
<th>Grade</th>
<th>N (134)</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School 9th</td>
<td>25</td>
<td>9.92 %</td>
</tr>
<tr>
<td>High School 10th</td>
<td>41</td>
<td>16.27 %</td>
</tr>
<tr>
<td>High School 11th</td>
<td>32</td>
<td>12.70 %</td>
</tr>
<tr>
<td>High School 12th</td>
<td>36</td>
<td>14.29 %</td>
</tr>
<tr>
<td>College 1</td>
<td>32</td>
<td>12.70 %</td>
</tr>
<tr>
<td>College 2</td>
<td>25</td>
<td>9.92 %</td>
</tr>
<tr>
<td>College 3</td>
<td>20</td>
<td>7.94 %</td>
</tr>
<tr>
<td>College 4</td>
<td>17</td>
<td>6.75 %</td>
</tr>
<tr>
<td>Graduate</td>
<td>24</td>
<td>9.52 %</td>
</tr>
<tr>
<td>Total College</td>
<td>(118)</td>
<td>(47%)</td>
</tr>
<tr>
<td>Total</td>
<td>252</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Gender of TSTT Respondents

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>High School Students</td>
<td>132</td>
<td>92</td>
<td>69.7</td>
</tr>
<tr>
<td>College Students</td>
<td>99</td>
<td>92</td>
<td>92.9</td>
</tr>
<tr>
<td>Graduates</td>
<td>24</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Total by Gender:</td>
<td>255</td>
<td>204</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

Thus, there is a greater balance by gender with the newer recruits into TSTT, therefore more of the graduates and alumni of the program will be men.
When we looked at the high school respondents by year, just over half were in their first year, 37 percent in the second year of high school, and only 8% and 4%, respectively were in the junior and senior years of high school. See Table 4 below. However, among the college students, the second year was the largest response group, with 49%; and the lowest response rate, as in the high school cohort, were the fourth year students with 10.2% of the total students responding.

Table 4: TSTT High School/College Respondents by Year, from 1st to 4th

<table>
<thead>
<tr>
<th></th>
<th>High School Respondents</th>
<th></th>
<th>College Respondents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>1st Year</td>
<td>67</td>
<td>51.1 %</td>
<td>18</td>
<td>18.4 %</td>
</tr>
<tr>
<td>2nd Year</td>
<td>48</td>
<td>36.6 %</td>
<td>48</td>
<td>49.0 %</td>
</tr>
<tr>
<td>3rd Year</td>
<td>11</td>
<td>8.4 %</td>
<td>22</td>
<td>22.4 %</td>
</tr>
<tr>
<td>4th Year</td>
<td>5</td>
<td>3.8 %</td>
<td>10</td>
<td>10.2 %</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td></td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

D. TSTT in College: We wanted to determine how many years during college, TSTT students were in the program. Most of the 89 4-Year college student respondents (N=89) were in their first and second year, at 39% and 24% respectively, although no particular grade/class level had a clear majority.

Table 5: 4-Years in College for TSTT College Student Respondents

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>35</td>
<td>39.3 %</td>
</tr>
<tr>
<td>2 Years</td>
<td>21</td>
<td>23.6 %</td>
</tr>
<tr>
<td>3 Years</td>
<td>15</td>
<td>16.9 %</td>
</tr>
<tr>
<td>4 Years</td>
<td>18</td>
<td>20.2 %</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100%</td>
</tr>
</tbody>
</table>
E. Total Years of Preparation. And when we calculated the total overall “years in the TSTT program (see Table 6), including their high school TSTT experience, almost 75% of the participants had spent 4 to 6 years in the Program, which is quite impressive. These data indicate the continuity and involvement of the students in TSTT and that training to become a teacher is a multi-year process.

Table 6: Years in TSTT Program for Current College Student Respondents

<table>
<thead>
<tr>
<th>Years in TSTT Program</th>
<th>N</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>10</td>
<td>11.2 %</td>
</tr>
<tr>
<td>3 years</td>
<td>9</td>
<td>10.1 %</td>
</tr>
<tr>
<td>4 years</td>
<td>29</td>
<td>32.6 %</td>
</tr>
<tr>
<td>5 years</td>
<td>19</td>
<td>21.3 %</td>
</tr>
<tr>
<td>6 years</td>
<td>18</td>
<td>20.2 %</td>
</tr>
<tr>
<td>7 years</td>
<td>3</td>
<td>3.4 %</td>
</tr>
<tr>
<td>8 years</td>
<td>1</td>
<td>1.1 %</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td></td>
</tr>
</tbody>
</table>

Quality and Usefulness of the TSTT Training

At this point, we switch from demographic data, and number of years of preparation in the program, to the perceptions of the participants about the quality and effectiveness of their learning and their preparation to become future teachers. Here a 3-point Likert scale, including 3 = Very Helpful, 2= Helpful, and 1=Not Helpful (3.0-1.0 measures). We then calculated the mean scores and Standard Deviations for each measure. Table 7 shows the levels of beliefs among cohort members about the “helpfulness of mentors” in preparing them and supporting them as teachers.
Table 7: Mentor Helpfulness in Learning to Work with Students

<table>
<thead>
<tr>
<th></th>
<th>While in High School</th>
<th>While in College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean (1.0-3.0)</td>
</tr>
<tr>
<td>High School Students</td>
<td>130</td>
<td>2.42</td>
</tr>
<tr>
<td>College Students</td>
<td>99</td>
<td>2.56</td>
</tr>
<tr>
<td>Graduates</td>
<td>23</td>
<td>2.48</td>
</tr>
</tbody>
</table>

Scale: 3 = very helpful, 2 = helpful, 1 = not helpful

With a possibility of a 3.0, we see that the 130 high school TSTT student respondents, while in high school, indicated a 2.42 (SD=.549), in college at 2.56 (SD=.642) in Mentor Helpfulness, and those respondents who had graduated from college and were teaching, at 2.48 (SD=.673).

Evidently, the mentoring diminished in the eyes of respondents while in college, dropping to 1.91 out of 3.0 for those still in college (SD much higher at .816 meaning that the distribution was spread as some felt well mentored and others did not); and to 1.74 for those who had graduated and were teaching (SD=.851). Thus, TSTT mentoring was most useful, in the eyes of the participants, when they were younger and in high school, dropping lower in their eyes in college and lower yet in their perceptions when they were no longer in school. In part, it may be that as the years pass, mentoring memories dim, and their recollections were less strong. Or perhaps, TSTT participants felt that they needed and got less as they became more senior and experienced in the program and the field of teaching.

Table 8 is the most complex, breaking out the key functional areas provided by TSTT for the three cohorts (High School, College, and Graduates), asking them to indicate where they felt TSTT program areas were useful (Yes), or not (No). In comparing by cohort, we see what the perceptions and recollections were of these areas over time and between groups.
Table 8: Percentage Usefulness of High School TSTT Program in Program Areas

<table>
<thead>
<tr>
<th></th>
<th>High School (n=124)</th>
<th>College (n=88)</th>
<th>Graduate (n=24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic assistance</td>
<td>98.5%</td>
<td>90.7%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Personal counseling &amp; guidance</td>
<td>97.7%</td>
<td>89.4%</td>
<td>83.3%</td>
</tr>
<tr>
<td>College planning</td>
<td>98.5%</td>
<td>89.7%</td>
<td>95.0%</td>
</tr>
<tr>
<td>College visits</td>
<td>97.7%</td>
<td>86.4%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Shadowing teachers</td>
<td>90.2%</td>
<td>94.3%</td>
<td>80.0%</td>
</tr>
<tr>
<td>SAT prep program</td>
<td>97.7%</td>
<td>77.0%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Tutor training</td>
<td>95.5%</td>
<td>85.9%</td>
<td>78.9%</td>
</tr>
<tr>
<td>Tutoring experiences</td>
<td>85.3%</td>
<td>90.6%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Career development workshops</td>
<td>93.2%</td>
<td>97.7%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Annual Recognition Breakfast</td>
<td>54.2%</td>
<td>88.4%</td>
<td>77.8%</td>
</tr>
<tr>
<td>FEA Induction Ceremony</td>
<td>52.1%</td>
<td>88.2%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Student orientation</td>
<td>-</td>
<td>91.6%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Being mentored</td>
<td>97.0%</td>
<td>91.5%</td>
<td>91.3%</td>
</tr>
</tbody>
</table>

1. **Academic Assistance:** We see very high percentages for this service, assisting students in their learning: 97.7% of the high school students agreed that TSTT was useful in this area, 90.7% of the college students agreed, and 89.9% of the graduates did. While all three cohorts were high, we do note a slight decline as the respondents get older (high school, college, and graduates).

2. **Personal Counseling and Guidance:** We see similar results for the three groups around getting personal help/guidance, with 97.7% of the high school students agreeing that TSTT provided real guidance, 89.4% of the college students also agree, while 83.3% of the graduates felt that TSTT counseling was useful. Again, we see a decline by group, perhaps based on recollections or a feeling that older teachers got less assistance on the job from TSTT than high school and college students indicated.

3. **College Planning & Visits:** Next we asked participants what kind of college planning help they got, and most agreed that it was useful for them. Some 98.5 percent of the
high school students were positive, 89.7% of the college students, and a very high 95.0% of graduates attributed high usefulness to the college preparation planning that TSTT gave them looking back 5 or so years. College visits were also given high scores, with 97.7% of high school, 86.4% of college and 95% of graduates agreeing that this was useful.

4. Shadowing Teachers: This function too had support, with 90.2% of high school students feeling that following and observing teachers was useful, 94.3% of college, and 80.0% of graduates. And the order was different, with college students feeling stronger than high school students about “shadowing” as useful. This was unexpected, but makes sense, given that TSTT participants in college were doing student teaching, and preparing for licensing and review.

5. SAT Prep: This function was very highly regarded by high school TSTT students, who obviously must take the SAT to gain access to college; once they get into college and beyond, the usefulness percentage drops to 77.0% in college and 73.3% for graduates.

6. Tutor Training and Experiences: Next we asked about the function of tutoring training and usefulness of their tutoring experiences, where we see 95.5% of high school students giving this work credit, with 85.3% (much lower) appreciating the tutoring experiences. However, the college TSTT students were the reverse, valuing the training less than their experiences of training high school students (85.9% versus 90.6%). Similarly, graduates valued tutor training at 78.9% and the actual experience as a tutor much higher at 90.0%.
7. Activities of Program: Finally, we asked participants to indicate their feelings about various ceremonies and orientations. The FEA ceremony was rated high by only 52.1% of the high school students, 88.7% of the college and only 75% of the graduates gave it a strong positive response. High school students did not rate student orientations, but 91.6% of college and 76.5% of graduates recognized this as useful. Mentorship, however, was a key component of the TSTT program and was rated in the 90% range for all groups: 97.0% agreed among the high school students, 91.5% for the college members, and 91.3% for the graduates.

Thus, these activities were valued as important and useful to all TSTT participants but was rated higher at different levels, with the high school students valuing these the most, in general, and graduates slightly less, but still highly valued.

E. Mentor Helpfulness. The next area using a 5-point Likert scale sought to learn about high school and college students’ perceptions of the helpfulness of their mentors’ work with them.

Again, there was a very high positive perception of the mentor’s support among the high school students, with a mean of 4.43 (SD=.992), dipping to 2.96 mean, out 5.0 (SD=1.485), and to 2.82 (SD=1.29), indicating that students in high school want and appreciate mentoring the most. The high standard deviation indicates a wide range of opinions on this issue of mentoring, with some scoring higher and others lower.

Table 9: My mentor was very helpful:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>While in High School</th>
<th>While in College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>High School Students</td>
<td>116</td>
<td>4.43</td>
</tr>
<tr>
<td>College Students</td>
<td>84</td>
<td>4.74</td>
</tr>
<tr>
<td>Graduates</td>
<td>24</td>
<td>2.82</td>
</tr>
</tbody>
</table>

Scale: 5 = Agree strongly 1 = disagree strongly
Next, we looked at the degree to which participants in TSTT programs felt that their experiences while in high school were beneficial to them, on their road to becoming a teacher. Using a 3.0 scale, we see in Table 10 that the Graduates felt most positively about what they did and learned in high school in TSTT with a 2.61 (SD=.647) out of 3.0; the college cohort was next with 2.41 and the high school was close with 2.40.

### Table 10: Benefits of TSTT Teacher Preparation while in High School

<table>
<thead>
<tr>
<th>Respondent</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>131</td>
<td>2.40</td>
<td>.579</td>
</tr>
<tr>
<td>College</td>
<td>99</td>
<td>2.41</td>
<td>.623</td>
</tr>
<tr>
<td>Graduate</td>
<td>23</td>
<td>2.61</td>
<td>.647</td>
</tr>
</tbody>
</table>

Scale: 1 = did not benefit, 2 = somewhat, 3 = greatly

In Table 11, we queried whether college and post-college TSTT participants felt that they had benefited from the TSTT program while attending college. We see less support at 2.13 (high SD=.731) for college students, and 2.09 (.731) for graduates of the TSTT program. This trend continues, where the services of TSTT seem most well remembered and appreciated at the high school level, where students are given opportunities to tutor and work with younger students (as interns and classroom aides). It is unclear whether this activity is needed less in college or whether TSTT gives less attention and energy to the college students.

### Table 11: Benefits of TSTT Teacher Preparation while in College

<table>
<thead>
<tr>
<th>Respondent</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>99</td>
<td>2.14</td>
<td>.731</td>
</tr>
<tr>
<td>Graduate</td>
<td>23</td>
<td>2.09</td>
<td>.731</td>
</tr>
</tbody>
</table>

Scale

The next area of student and evaluation was the importance of tutoring for TSTT participants, as a key method for helping students to learn. Table 12, based on a three-point
Likert scale, again shows that the high school members were most in agreement with the value, at 2.70 out of 3.0 with a lower SD of .507, while the college students were lower at 2.48 (SD=.678) and TSTT graduates at 2.43 and more diversity with a SD at .739.

Finally, graduates of TSTT scored higher on the survey when recollecting the value of tutoring as helping students learn while in high school was 2.43 (SD=.739) and 2.15 (SD=.928) while in college. Thus, the further one moves from being actively involved in the program and from being in high school, the less one remembers the value of tutoring.

Table 12: Value of Tutoring in Teaching TSTT Participants to Help Students Learn

<table>
<thead>
<tr>
<th></th>
<th>While in High School</th>
<th>While in College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>High School Respondent</td>
<td>131</td>
<td>2.70</td>
</tr>
<tr>
<td>College Respondent</td>
<td>100</td>
<td>2.48</td>
</tr>
<tr>
<td>Graduate Respondent</td>
<td>23</td>
<td>2.43</td>
</tr>
</tbody>
</table>

Scale: 3 = Very Valuable, 2=Somewhat Valuable, 1=Not Valuable

Comparative Class Grades and State Assessments: TSTT Students Compared to Non-TSTT Students
The next step in our analysis was a comparison of the students’ assessment outcomes in classes (by subject) taught by TSTT teacher graduates, compared to a similar sample of teachers who were not in the TSTT program. Tables A through E below show the class subjects, by grade level, and year (2010), with comparisons between TSTT and non-TSTT trained teachers’ outcomes in the same school districts for regular student class grades and state tests by subject. Analyses of these tables include the number of students in each class (n), their mean score on the test, the Standard Deviation (SD), the t-test of significance between the comparison groups, and level of significance (.05 or lower needed to be significant statistically).

As shown in Table A, below, the course was Earth Science, Grade 7, and the comparisons were made for teachers’ Final Grade Average (0 to 100) for the classes that year. We see that the students with the TSTT teacher earned an 87.30 (out of 100) while the non-TSTT teachers’ students had an average for the year in Science of 86.36. So, while the difference was there, with TSTT teacher-led classes doing a bit better, the differences were not significant statistically (significance=.377).

**Between TSTT and Non-TSTT Teachers in Same Schools**

<table>
<thead>
<tr>
<th>Class Grade</th>
<th>Teacher</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Science, Grade 7</td>
<td>TSTT</td>
<td>129</td>
<td>87.30</td>
<td>9.41</td>
<td>.884</td>
<td>.377</td>
</tr>
<tr>
<td></td>
<td>Non-TSTT</td>
<td>248</td>
<td>86.36</td>
<td>9.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table B, below, however, we see in 7th Grade English for both the class grade and the ELA state test given in New York, results showing very different outcomes. When comparing English 7th grade teacher assessments, the TSTT teachers gave their class a 77.65 for the year, while the non-TSTT teachers had 80.56, slightly but not significantly higher for the non-TSTT.

Similarly, when we compare the state ELA test results, students in TSTT teachers’ classes were only slightly lower at about 636 compared to 639 (rounded off) for non-TSTT classes – which was found not to be significant statistically, in part because the comparative sample size (n) is so small (only 17 versus 16 students in TSTT and non-TSTT teacher graduate in these classes in the Ossining Unified School District schools).
Table B: English 7th grade - Final 2010 class grades and ELA scores, Ossining UFSD

<table>
<thead>
<tr>
<th>Class Grade</th>
<th>Teacher</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSTT</td>
<td>17</td>
<td>77.65</td>
<td>7.07</td>
<td>1.231</td>
<td>.228</td>
<td></td>
</tr>
<tr>
<td>NonTSTT</td>
<td>16</td>
<td>80.56</td>
<td>6.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA Score</th>
<th>Teacher</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSTT</td>
<td>17</td>
<td>635.9</td>
<td>10.20</td>
<td>1.015</td>
<td>.318</td>
<td></td>
</tr>
<tr>
<td>NonTSTT</td>
<td>16</td>
<td>638.9</td>
<td>6.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table C, below, does a similar comparison for 8th Grade English and the English-Language Arts state (NY) test results, but with very different results. The difference between the two cohorts (students of TSTT teacher vs. non-TSTT teacher) for both groups was significantly different, with non-TSTT teachers’ students scoring nearly an 83 compared to only a 72 for TSTT teachers’ classes, a difference that was significant on a t-test of .004 (only .05 is needed for significance).

Table C: English, 8th grade, Final 2010 class grades & ELA scores, Ossining UFSD

<table>
<thead>
<tr>
<th>Class Grade</th>
<th>Teacher</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSTT</td>
<td>10</td>
<td>72.30</td>
<td>6.36</td>
<td>3.116</td>
<td>.004</td>
<td></td>
</tr>
<tr>
<td>NonTSTT</td>
<td>21</td>
<td>82.67</td>
<td>9.52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA Score</th>
<th>Teacher</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSTT</td>
<td>10</td>
<td>624.60</td>
<td>14.65</td>
<td>2.570</td>
<td>.016</td>
<td></td>
</tr>
<tr>
<td>NonTSTT</td>
<td>21</td>
<td>637.14</td>
<td>11.72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This same pattern repeats itself for the State ELA (English/Language Arts) tests, with TSTT scoring a 625 compared to a 637 for the non-TSTT teachers’ students; and the difference was significant at the .016 level. See Table C above.

Table D shows data on Living Environment, with the TSTT teachers’ students scoring lower in the Biology classes at 77.05 out of 100 points, while the non-TSTT obtained 82.14 as a mean class grade. This difference was significant at the .034 level (.05 or lower is significant). And on the state Regent’s Biology test, the non-TSTT scored just over an 80 while the TSTT students were just above 75; on the borderline of being significant at the .056 level (.05 is significant). Thus, non-TSTT students did better on both the class grade and the state Regents tests in Biology.
The one real and confusing difference is in the N (number) in Table D above, with TSTT teacher instructing only 19 students, while non-TSTT teachers had 281 students. We are not told how many teachers were working with the 281 students, which may be as high as 10 with 28 in a class.

Table E below compared TSTT and non-TSTT students in Spanish 3, on Class Grades and Regents Scores. TSTT Spanish 3 students got significantly (.025) higher scores in the Class Grade at 83, while Non-TSTT got only 79.

However, on the State Regents Spanish 3 test, also shown in Table E above, the non-TSTT were only slightly, but not significantly, higher than the TSTT students, 84 for TSTT and almost 86 (Significance not near at .391). And in these comparative classes, the cohort size was more similar with TSTT having 55 students, and non-TSTT with 60.

Comparison in Table F, a class called “Participation in Government,” shows that the Class Grades were nearly identical at 87.19 for the TSTT and 87.02 for the non-TSTT, and, obviously, the differences were not significant at a high of .928, although the cohorts were quite different with TSTT having a total of 36 pupils; the non-TSTS, 95 students.
Finally, in Table G, an Advanced Placement “World History” course, the TSTT teacher gave the students an 83 while the non-TSTT teachers’ students received almost an 89, and the difference was highly significant on a t-test at the .005 level. One reason might be the difference in class size, with the TSTT teacher teaching 39 students, compared to only 25 in the non-TSTT teacher’s classroom. Larger class size might account for the lower class score, as we have no data on the background of these students.

Summary: Thus, we have compared the seven subjects and the 11 different scores, and found that TSTT students scored higher on Earth Science and Spanish 3 course grades, but were lower in the other subjects, and other tests and course grades. Several reasons might explain these differences. We have no data on the students’ attainment in prior years, to see if they had actually gained between the year tested in this study and on tests in previous years. Were TSTT teachers providing important real “value added” for their students, a finding that can only be known if we could gather pre-TSTT teacher and post-TSTT teacher data – to see the growth.

We also have no information in this study on the socio-economic levels of the students, which could explain some of the differences and whether class size was a factor, along with the quality of equipment, books, and materials in the classrooms. More data are needed on the way teachers, TSTT and non-TSTT, instruct; the students whom they teach; and the conditions in the schools and classroom.

We should note that while TSTT teachers’ students were not often ahead of the non-TSTT teachers’ pupils, the grades in the courses were still high to adequate, ranging from a low
overall of 72 in an English class, with most grades in the mid-80s, which we have no way of assessing. Is 85 a good grade in that subject for these students in that school and district? There is no real way of knowing without further research and analyses.

**Themes from Interviews**

We also gave TSTT participants several chances to review and comment on their experiences in the program, and to make suggestions for improvement. These open-ended qualitative sessions are a complement to the statistical analysis outlined in the comprehensive evaluation. The comments were gathered from the survey, where we asked for their thoughts. We also held focus groups where we heard and analyzed the following themes:

1. **Special Attention**: TSTT takes students in high school and college, who might have gone unnoticed by the system, and gives them attention, support, help, and opportunities to grow as people – and to become teachers.

   • Interviewee 1: I must say that the [program] . . . is definitively beneficial to me in high school as well as in college. I was one of those who slipped through the cracks . . . to know that some people were looking out for me and had an eye on me and had a plan for me. It was just a blessing.

2. **Preparation for Life and Work**: TSTT bridges the gap between school and life’s work, leading from high school to college to graduation and work. In fact, one TTST respondent found the program to be a link between home, family, school, church, and community – a force for bringing life and experiences together for her. She said:

   • Interviewee 2. I know I am doing exactly what I want to do. I am in a subject that I love. I shop on purpose in the community. I go to the movies, everything in the community to give back, churches. Who can say that they are living what they dreamed to do? Most people go to work
and they hate it. They dread it. I’m there, anything going on I’m there. I’m there because I love it and it’s such a blessing since I started in this program.

Another made a similar comment about how TSTT was a “guiding light” in her life, giving meaning to who she/he will become:

• Interviewee 3. TSTT has been that guiding light in my life, and I wouldn’t be who I am today without the program.

Another student, in a similar vein, explained how TSTT had given her life structure, direction and clarity, from being a college student to becoming a professional teacher, with training, experience, and receiving licensing/certification. He said that the TSTT program had laid out a “path” to his future life – joining school, work, and professional life, in a smooth transition. This finding is important, since so many students are unsure what their lives will hold and “wander around” lost in their post-school futures. As this interviewee explained:

• Interviewee 4. I guess my favorite workshop in college was when we talked about teacher certification because that was something that really wasn’t explained to you in college until you were a senior but you should have been certified at that point, and I felt that with the workshops we had with TSTT, I knew what the path was. I knew what test I had to take, when I should take them. I knew exactly what I had to do. That’s with the guidance of TSTT.

3. Learning the Techniques of Becoming a Good Teacher: Interviewees also mentioned the value of TSTT in learning the methods of good teaching, techniques that require time and patience to know and use. Much of the “work” of teaching is knowing how to keep records, use materials and syllabi, and work well on a daily basis in the classroom. One technique used in TSTT and other professions is called “shadowing,” where the neophytes watch and participate in the “work” of the profession. As one TSTT student explained:
• Interviewee 5: Shadowing was really good for seeing the other side of the teaching experience. You get a different view from when you are sitting in the classroom, then on that other end when you are in high school to see what it really takes to be a teacher. What different things you have to do, the grading, the attendance, and the syllabus. Different things become important and I needed to know about them, and how they work.

4. Strengthening the College Program: We also found that discussions with participants in TSTT were useful in gathering constructive criticisms of the apparent weaknesses of the program [at least for that student] and suggestions for improvement. For example, one TSTT participant who had finished college urged that the program work on “tightening” the college piece – including building up the college mentoring and networking! See below for three concrete examples of suggestions for improvement of TSTT from participants:

• Interviewee 6. Need to really tighten the college piece because you can lose a lot of creative teachers due to lack of motivation, lack of encouragement, and lack of positive surroundings. The college mentor/communication and buddy network needs to be strengthened.

• Interviewee 7. When I joined TSTT SUNY New Paltz was not a school that had signed up yet to the program. As a result there was a big disconnect with the TSTT program being able to contact me and offer me mentorship. Unfortunately, I was unable to benefit from a lot of the services offered in College. I guess one suggestion I would have would be a mentor/ contact person who visits and has communication with students in our TSTT program who attend schools that are not or are not yet affiliated with the program.

• Interviewee 8. There is a disconnect with the high school and college aspect of the program.

• Interviewee 9. I need more support while in college.
Thus, we see that interviews and statements by participants in TSTT were fundamentally positive, as were the survey results; however, the program could benefit from more attention to college TSTT students, and mentoring them, and conferring with them to keep them involved and focused on becoming “Tomorrow’s Teachers.”
Recommendations

We worked to determine the best research design and methods, to help develop the surveys for the current, past, and non-members of TSTT, and to improve on the surveys and the analysis. The next step, after refining the Pilot, would be to administer the surveys, and conduct some interviews, with the four populations of the study – the (1) current TSTT students in high school, (2) current TSTT students in college, (3) a cross-section of recent graduates of the program who are now teaching, and (4) a similar matched-sample group of new teachers who did not have the TSTT experience.

We see that the program appears most effective for high school students, while in high school, and drops off a little in college and beyond. We would suggest that TSTT take a hard look at its college and post-college contacts and programs, to see if they could do more to help these trainees and teachers, although the need may be less after that.

It is recommended that TSTT seek significant funding for a major study and evaluation of the program, using a larger sample of current, past, and non-graduates of TSTT. In addition to interviewing groups of respondents to get their views of the program, colleagues and administrators who supervise these TSTT teachers should be interviewed as well.

Bruce S. Cooper, Ph.D.
Professor
175 Riverside Drive, #2F
New York, NY 10024
TEL: 212 875-9371
Email: bruce.cooper@mac.com
Addendum:

**Five Dimensions of the TSTT Program Evaluation**

Bruce S. Cooper, Ph.D.

December 8, 2010

Today’s Students, Tomorrow’s Teachers (TSTT) is working on a major program evaluation, to understand the effects and effectiveness of the program on a variety of participants groups, over a long period of training and working in schools as teachers.

The TSTT evaluation, to be effective and complete, should consider these *five dimensions* of the program, including the (1) **Longitudinal** (2) **Pedagogical**, (3) **Sociological-Demographic**, (4) **Professional**, and (5) **Institutional** Dimensions.

Together, these five foci define and delineate the structures and functions of the program and give meaning to the process of evaluating TSTT, as explained below:

(1) **Longitudinal Dimension** tracks the flow of training and placement for the three participant cohorts – (a) current high school TSTT students, (b) current college students, and (c) a group of TSTT graduates covering a range of years as professional full-time teachers. This dimension allows us to find and compare differences among the groups by their stages of training and work, longitudinal changes and development. For example, by comparing the demographics (another dimension) of the groups, we can note changes *over time* in the participants and graduates: their background, age, progress, and beliefs.

Also, the program is critically staged, so students are *learning* a set of skills (tutoring and mentoring) in high school, *reinforcing* and *refining* these skills in college, and then *applying* them in their work as teachers and graduates of the program. These comparative-developmental qualities allow us to see what is used and what needs reinforcement over the six to eight years of participants’ involvement in TSTT. What’s working, and similarly what needs changing or
reinforcing becomes obvious as we track these developments and evaluate them at different stages and years. For example, what skills, taught in high school (e.g., mentoring), are refined and used in the college component of the program, and how well are these skills and techniques of teaching implemented in the classroom when TSTT graduates actually become teachers?

(2) Pedagogical Dimension: The avowed purpose of TSTT is to prepare the next generation of outstanding teachers, who are masters of classroom management, curriculum development, instructional techniques, student and curricular evaluation, and student progress. Whether TSTT participants are learning to teach and tutor in high school, college, or while practicing the art and science of teaching, these pedagogical elements are critical and should be evaluated in assessing the qualities and quality of TSTT.

How well are participants learning to adopt and modify their classroom curricula, master and teach their disciplines and subjects (such as mathematics, science, foreign languages, reading and language arts -- like writing and analyzing literature), and evaluate students’ performance in their subject areas? Pedagogy is the real art (and science) of teaching, and TSTT seeks to master and evaluate these teaching skills.

(3) Sociological-Demographic Dimension: TSTT is designed to bring more children of color, Latino/a, Asians, and males into the teaching ranks, while also giving these groups the chance to get a college education, and the training and certification of teachers. This effort to provide these groups needed educational and financial support is critical – and an evaluation of TSTT involves tracking the make-up of these students. This dimension seeks to measure cohort make-up of Latino/a and students of color and those from other nationalities (e.g., Asians, West Indian, Eastern European).

And this sociological will see how and why these key groups are able to complete high school, attend college, graduate and enter the teaching ranks – or not. Black male teachers are particularly in demand; and the TSTT is seeking to meet this need successfully.

(4) Professional Dimension: Teaching is the largest, and among the most critical professions in the USA – with nearly 6 million teachers in K-12 schools, teaching over 54 million students. TSTT seeks to spur young people, starting in the 9th and 10th grades, to join the TSTT Evaluation, 2010
ranks of teachers, by learning the ethics, instructional skills, procedures, and content of teaching, and thus assuming the roles and responsibilities of the profession. Becoming a professional, with the skills, ethics, and commitment, is a long, important process; and TSTT seeks to start the professionalization early and be able nurture students into teaching and becoming respected participants in the nation’s educational system.

(5) Institutional Dimension: Finally, TSTT works with a range of institutions, including recruiting students from local public schools (in NY, Boston), with regional colleges to help students get into a college of their choice; and with schools that hire TSTT graduates. These institutions are local, regional, statewide, and national – as the message and contributions of Today’s Students, Tomorrow’s Teachers become well-known, national, and famous. Research-evaluations are one important vehicle for analyzing, improving and then expanding the reputation, programs, and methodology of TSTT.

Conclusions

These five dimensions can thus reinforce and explicate each other. The time-dimension (longitudinality) provides a developmental sense of change over time, among the high school, college and graduate cohorts, and measures/statistics for looking at the pedagogical progress of students and graduates. The TSTT program seeks to bring young people of color, of different language groups, of a ranges of cultural upbringing, together—including a means to increase the number of men joining the field of education, comprising only 17% nationally—but growing.

Working to build a profession and sustain it, TSTT is striving to find and increase the quality and number of teachers—improving nationalized standards. TSTT is there at the institutional level, collaborating with local school districts and colleges, state programs, and the nation’s leaders concerned with improving the teaching force into the 21st century.

Working around all five dimensions, we see a longitudinal evaluation, investigating the skills of teacher pedagogy while seeking a socially diverse group of students and professional educators, collaborating with a range of institutions at many levels. This work is important; and this evaluation seeks to help Today’s Students, Tomorrow’s Teachers to grow and improve its
work in this diverse field: i.e., education at all levels and locations for all children in the United States.

Bruce S. Cooper, 212 875-9371.

Fordham University, 113 West 60th St. 2F, NY, NY 10024

Email: bruce.cooper@mac.com
Appendix A: High School TSTT Survey
Dear Student:

Please take a few minutes and check off your responses to these important questions; this survey is part of the Pilot Evaluation of the high school program for future teachers. Thank you.

Drs. Bettye Perkins & Bruce S. Cooper

1. What grade are you in this year? (Please check one):
   1. 9th grade ___
   2. 10th grade ___
   3. 11th grade ___
   4. 12th grade ___

2. How many years have you been in the TSTT program in your school?
   1. One year ___  2. ____ Two years   3. ____Three years   4.____ Four years

3. My gender:
   1. Female ____  2. Male ______

4. My ethnicity:
   1. ___ African American   2. ___ Hispanic   3. ___ Asian
   4. ___ White   5. ___ Other

5. What level of school are you preparing to teach?
   1. Pre-School/Kindergarten ____
   2. Elementary School ____
   3. Middle School ____
   4. High School ____
   5. Not sure yet ____
   6. What subject(s) would you like to teach? ____________________, ________________

TSTT Evaluation, 2010

TSTT™ “Strengthening Classrooms and Communities through Mentorship and Scholarship” ©
I. Please give your response to these statements:

6. I am enjoying the Today’s Students Tomorrow’s Teachers program this year.

   (3) ___ Greatly enjoying   (2) ___ Enjoying a little   (1) ___ Do not enjoy

7. *Shadowing* a teacher has helped me to learn about the role and skills of being a good teacher:

   (3) ___ Greatly helped   (2) ___ Helped a little   (1) ___ Has not helped

8. My *tutoring* is valuable in teaching me to help students to learn:

   (3) ___ Highly valuable   (2) ___ Some Value   (1) ___ Does not help

9. About how many students do you tutor yearly in TSTT? ________

10. My *teacher mentor* helps me learn to work with students:

    (3) ___ Helps a lot   (2) ___ Helps a little   (1) ___ Does not help

II. How important are these TSTT programs to you?

    Very-- - - Not important

11.  4 3 2 1 ___ Mentoring for me
12.  4 3 2 1 ___ Counseling and preparation for college
13.  4 3 2 1 ___ Training to be a tutor
14.  4 3 2 1 ___ Access to SAT Prep program
15.  4 3 2 1 ___ Helping me grow and develop as a person
16.  4 3 2 1 ___ Future 50% collective tuition scholarship
17.  4 3 2 1 ___ The opportunity for future employment as a teacher

III. How effective were these TSTT activities, (did they work for you?).

    Very-- - - Not effective

18.  4 3 2 1 ___ Helping me to learn by shadowing a teacher
19.  4 3 2 1 ___ Allowing me to tutor 2 hours per week during the school year
20.  4 3 2 1 ___ Helping me with my writing skills by keeping a journal
21.  4 3 2 1 ___ Assisting me in exploring future jobs

*TSTT Evaluation, 2010*
22. 4 3 2 1 ___ Helping me to complete my 20-hour summer internship
23. 4 3 2 1 ___ Being active in regional activities of TSTT
24. 4 3 2 1 ___ Helping me with academic career planning
25. 4 3 2 1 ___ Learning lesson planning
26. 4 3 2 1 ___ Building instructional skills like tutoring, co-teaching
27. 4 3 2 1 ___ Learning to use educational technology
28. 4 3 2 1 ___ Introducing classroom management skills (conflict and diversity management)
29. 4 3 2 1 ___ Learning to be a professional (resumes and portfolio)

Indicate your attendance and how much you benefited from the activities listed below:

30. The January TSTT Career Development Workshops:
   You attended? 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   You benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

31. The TSTT College Fair:
   You attended? 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   You benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

32. The “Recognition Breakfast”?
   You attended? 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   You benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

33. The TSTT Technology Conference?
   You attended? 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   You benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

34. The Future Educators of America (FEA) ceremony for induction into FEA?
   You attended: 3. ___ More than one 2. ___ One 1. ___ Did not attend
   You benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

35. The “monthly meetings” of TSTT at school, if offered:
   You attended? 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   You benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit
<table>
<thead>
<tr>
<th></th>
<th>5 = Agree Strongly</th>
<th>4 = Agree Somewhat</th>
<th>3 = Neither Agree Nor Disagree</th>
<th>2 = Disagree Somewhat</th>
<th>1 = Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Mentoring:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. My mentor-teacher is concerned and helpful.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>37. My mentor-teacher is always available</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>B. Scholarship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. The TSTT program has motivated me to study and do better in my classes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>39. I have daily opportunities to interact with my teachers.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>C. Supportive:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. The Program is there for me when I need help.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>41. I can contact TSTT staff when I have questions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>D. My tutoring students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Students have opened communications with me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>43. Students seek me out to assist them with problems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>44. Students seek me out to help a friend in trouble.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>45. I believe that my tutoring is having a positive effect on my students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

46. I feel that teaching is a good career for me as a result of my TSTT experience:

(4) ___ Agree Strongly (3) ___ Agree Somewhat (2) ___ Disagree Somewhat (1) ___ Disagree Strongly
47. How many hours per week are you doing the following and with how many students:
   47a. Tutoring: ___ hours per week? ___
   47b. Mentoring: ___ hours per week? ___
   47c. Number of students that I TUTOR per week? ___
   47d. Number of students that I mentor per week? ___

48. I have benefited from my work as a TSTT student and intern:
   (3) ___ Greatly Benefited  (2) ___ Benefited a little  (1) ___ Did not benefit

49. I will benefit from receiving a TSTT college scholarship:
   (3) ___ Greatly benefit  (2) ___ Benefit a little  (1) ___ Will not benefit

50. TSTT has helped me maintain good academic standing in high school:
   (4) ___ Agree Strongly  (3) ___ Agree Somewhat  (2) ___ Disagree Somewhat  (1) ___ Disagree Strongly

51. I would recommend the TSTT program to a friend or relative:
   (3) ___ Strongly recommend  (2) ___ Recommend a little  (1) ___ Not recommend

52. I would suggest a few changes or improvements to the TSTT Program as presented below:

__________________________________________________________________________

Thank you. Please return to Dr. Bruce Cooper:
Dr. Bruce S. Cooper
Professor
Fordham University
113 W. 60th St. Room 1119
New York, NY 10023
Appendix B: College TSTT Survey
Dear Student: Please take a minute and check off your responses to these few questions as college students participating in the TSTT program.

Thank you. Dr. Bruce S. Cooper, Professor Fordham University

1. **What year are you now in college?** Check off below:

1. ____ Freshman (1<sup>st</sup> year)
2. ____ Sophomore (2<sup>nd</sup> year)
3. ____ Junior (3<sup>rd</sup> year)
4. ____ Senior (4<sup>th</sup> year or more)
5. ____ Other (which level?  

_________________________________________________________

2. **My gender:** 1. ____ Female  2. ______ Male

3. **My ethnicity:** 1. African American___     2. Hispanic ____     3. Asian ____     
   4. White ___      5. Other ____

4. **How old are you?** ____________ years.

5. **What is your major in college, in addition to your training as a teacher?**

__________________________________________________ if any? (none ________) 

6. **What level of school are you preparing to teach?**

7. ____ Pre-School/Kindergarten          Concentration _______________
8. ____ Elementary School              Concentration _______________
9. ____ Middle School                  Concentration _______________
10. ____ High School                   Concentration _______________
11. ____ Not sure yet

7. **Which college are you attending this year?**

_________________________________________________________

8. **Are you receiving a TSTT college scholarship?** ___ 1. Yes  ____ 2. No
Please give your response to these statements: Check one for each statement –

9. How much have you benefited from your TSTT high school experiences?
   (3) ___ Greatly Benefited  (2) ___ Benefited Somewhat  (1) ___ No Benefit

10. How important was a TSTT tuition scholarship to help you afford to go to college?
    (3) ___ Helped greatly  (2) ___ Helped somewhat  (1) ___ Was really no help

11. I feel that teaching is going to be a good career for me as a result of my TSTT experience:
    (4) ___ Agree Strongly  (3) ___ Agree Somewhat  (2) ___ Disagree Somewhat  (1) ___ Disagree Strongly

12. I have benefited from my work as a TSTT student and intern in high school and in college:
    (3) ___ Greatly benefited  (2) ___ Benefited somewhat  (1) ___ Did not benefit

Indicate the extent of your participation in the following activities during your 5 to 8 years in the TSTT Program:

High- - - Low
14.  4 3 2 1 ___ Academic career planning
15.  4 3 2 1 ___ Learning to do well in college
16.  4 3 2 1 ___ Learning how to manage my money
17.  4 3 2 1 ___ Lesson planning and unit planning
18.  4 3 2 1 ___ Instructional skill-building (tutoring, co-teaching)
19.  4 3 2 1 ___ Using educational media and technology
20.  4 3 2 1 ___ Using classroom management skills (conflict and diversity )
21.  4 3 2 1 ___ Job readiness training (resumes, portfolio, & interview skills)
22.  4 3 2 1 ___ Preparation for future employment as a teacher
<table>
<thead>
<tr>
<th>Intervening:</th>
<th>5 = Agree Strongly</th>
<th>4 = Agree Somewhat</th>
<th>3 = Neither Agree Nor Disagree</th>
<th>2 = Disagree Somewhat</th>
<th>1 = Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Mentoring:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. My college mentor is concerned and helpful to me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24. My college mentor is very dependable.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>B. Scholarship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. The TSTT program has motivated me to study and do better in my college classes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>C. Support:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. The Program is there for me when I need help.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27. I can contact TSTT with questions and concerns at any time.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Indicate your participation and attendance in these TSTT activities and their level of benefit to you:

28. The January and June TSTT Career Development Workshops:

   I attended: 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

29. Mock Interviews for Jobs:

   I attended: 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

30. The “Recognition Breakfast” in high school or college:

   I attended: 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
   I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit
31. College Mentoring and Guidance Program:

I attended: 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

32. Buddying with another TSTT student?

I was a “buddy” to a student: 3. ___ More than one 2. ___ One 1. ___ Not a buddy
I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

33. I received or provided others with “peer guidance”.

Got/gave peer guidance: 3. ___ More than once 2. ___ Once 1. ___ None
I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

34. I attended “monthly meetings” of TSTT on campus, if offered:

I attended: 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

35. The college education department provided an advisor or mentor who helped me:

Advisor was provided: 3. ___ Regularly 2. ___ Occasionally 1. ___ Not provided
I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

36. I have experience “shadowing” a teacher as part of the TSTT program and/or the college program.

I shadowed: 3. ___ Regularly 2. ___ Occasionally 1. ___ Did not attend
I benefited: 3. ___ Greatly 2. ___ Somewhat 1. ___ Did not benefit

37. Does your tutoring and mentoring of students in K-12 schools have an effect on the students?

3 ___ Yes, a strong effect 2 ___ Yes, some effect 1 ___ No, not much.
0 ___ I am not mentoring or tutoring at college.

38. How many hours per week are you doing the following and with how many students:

41a. Tutoring: ___ hours per week?
41b. Mentoring: ___ hours per week?
41c. Number of students I TUTOR per week? ___
41d. Number of students I MENTOR per week? ___
39. I would recommend the TSTT program to a friend or relative:

(3) ___ Strongly recommend   (2) ___ Recommend   (1) ___ Not recommend

40. I would suggest a few changes or improvements to the TSTT Program at high school and college levels, stated below:

________________________________________________________________________
________________________________________________________________________

Thank you.
Please return to:
Dr. Bruce S. Cooper
Professor
Fordham University
113 W. 60th St., Room 1119
New York, NY 10023
Appendix C: Graduate TSTT Survey

SURVEY
Today’s Students Tomorrow’s Teachers
November 3, 2009

Survey of TSTT Graduates

Copyright Dr. Bruce S. Cooper

Dear Teacher:

Please take a few minutes and check off your responses to these important questions; this survey is part of the Pilot Evaluation of the TSTT program for future teachers. Thank you.

Dr. Bruce S. Cooper

1. What grade level(s) are you teaching this year? ________________________________

2. What subject(s) are you teaching?
________________________________________________

3. How many years were you in the TSTT program before graduating college ______

4. My gender:
   2. Male ____         2. Female ______

5. My ethnicity is:
   1. ___ African American   2. __ Hispanic
   3. __ Asian        4. __ White        5. ___ Other

6. What level of school did you prepare to teach?

   12. Pre-School/Kindergarten _____
   13. Elementary School _____
   14. Middle School _____
   15. High School _____
   16. Other ________________

Please give your response to these statements:

TSTT Evaluation, 2010

TSTTTM “Strengthening Classrooms and Communities through Mentorship and Scholarship”©
7. I **enjoyed** and **benefited** from my preparation through the Today’s Students Tomorrow’s Teachers program, during my years in high school and college.

   (3) ___ Enjoyed very much   (2) ___ Enjoyed a little   (1) ___ Did not enjoy

   (3) ___ Benefited greatly   (2) ___ Benefited a little   (1) ___ Did not benefit

8. I had experience “**shadowing**” a teacher as part of the TSTT program.

   I shadowed: (3) ___ Regularly   (2) ___ Occasionally   (1) ___ Did not shadow

   I benefited: (3) ___ Greatly   (2) ___ Somewhat   (1) ___ Did not benefit

9. I **tutored** students in high school and/or college as part of the TSTT program:

   I tutored:   (3) ___ Regularly   (2) ___ Occasionally   (1) ___ Did not tutor

   I benefited: (3) ___ Greatly   (2) ___ Somewhat   (1) ___ Did not benefit

10. My tutoring experiences in high school and/or college were valuable in teaching me to help students to learn.

     (3) ___ Very valuable   (2) ___ Somewhat valuable   (1) ___ Not valuable

11. My **mentor(s)** in high school and/or in college helped me learn to work with students:

     (3) ___ Helped a lot   (2) ___ Helped a little   (1) ___ Did not help

12. TSTT in high school and/or in college prepared me for my transition into teaching as a professional.

     (3) ___ Agree strongly   (2) ___ Agree somewhat   (1) ___ Disagree

Evaluate the usefulness of these TSTT activities, with 4 for VERY useful and 1 for the NOT useful, during your high school and college years:
**VERY<----NOT useful**

13.  4 3 2 1 ___ Academic assistance
14.  4 3 2 1 ___ Being mentored (in high school and college)
15.  4 3 2 1 ___ College counseling
16.  4 3 2 1 ___ Preparation for employment as teacher
17.  4 3 2 1 ___ Job readiness training
18.  4 3 2 1 ___ Shadowing teachers
19.  4 3 2 1 ___ 50% collective tuition scholarship
20.  4 3 2 1 ___ Access to SAT Prep program
21.  4 3 2 1 ___ Being training as a tutor

**How strong is your commitment to the following, on a 4 to 1 scale:**

**VERY<----NOT Committed**

22.  4 3 2 1 ___ Continuing to grow as a teacher
23.  4 3 2 1 ___ Remaining in teaching as my career
24.  4 3 2 1 ___ Getting a master’s degree in education
25.  4 3 2 1 ___ Acting as a mentor for new teachers
26.  4 3 2 1 ___ Continuing to teach in the community

**How active are you in these ongoing programs designed for teachers?**

27. Attending meetings for TSTT alumni/ae:

   I attended: (3) ___ Regularly   (2) ___ Occasionally   (1) ____ Did not attend

   I benefited: (3) ___ Greatly   (2) ___ Somewhat   (1) ____ Did not benefit

28. Participating in TSTT alumni/ae networks:

   I participated: (3) ___ Regularly   (2) ___ Occasionally   (1) ____ Do not participate

   I benefited: (3) ___ Greatly   (2) ___ Somewhat   (1) ____ Did not benefit
<table>
<thead>
<tr>
<th>Mentoring:</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. My mentors in high school</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>and college were concerned</td>
<td></td>
</tr>
<tr>
<td>and helpful to me.</td>
<td></td>
</tr>
<tr>
<td>30. I would be willing to serve</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>as a mentor for TSTT students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarship:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31. The TSTT program has</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>motivated me to continue</td>
<td></td>
</tr>
<tr>
<td>learning as a teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32. The Program is there for</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>me when I need help.</td>
<td></td>
</tr>
<tr>
<td>33. TSTT provided professional</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>development for me in high</td>
<td></td>
</tr>
<tr>
<td>school and college.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My work:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>34. I do well maintaining</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>classroom discipline.</td>
<td></td>
</tr>
<tr>
<td>35. I have learned good</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>teaching methods from the</td>
<td></td>
</tr>
<tr>
<td>TSTT program that I</td>
<td></td>
</tr>
</tbody>
</table>

TSTT Evaluation, 2010
36. I have a good relationship with students in my classes.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

37. My principal values TSTT for training and supporting teachers:

4___ Yes, greatly  3___ Yes, somewhat  2___ A little  1__ No, not much

38. I had a mentor who worked closely with me when I first started teaching:

4___ Yes, worked closely  3___ Yes, worked together somewhat  2___ A little together  1__ No, not much together

39. My mentor in my school district when I became a teacher was available and effective for me.

39a: AVAILABLE:

4___ Yes, greatly  3___ Yes, somewhat  2___ A little  1__ No, not much

39b: EFFECTIVE:

4___ Yes, greatly  3___ Yes, somewhat  2___ A little  1__ No, not much

40. I feel that teaching is a good career for me as a result of my TSTT experience:

(4) ___ Agree Strongly  (3) ___ Agree Somewhat  (2) ___ Disagree Somewhat  (1) ___ Disagree Strongly

41. I would be willing to share my knowledge of good teaching methods and professional development with new teachers.

(2) __ Yes  (1) __ No

42. I would be willing to provide professional development training to mid-career teachers.

(2) __ Yes  (1) __ No

43. I received the TSTT college scholarship:  1. ___ Yes  2. ___ No

44. I believe that without the TSTT scholarship, I would not have been able to attend college:

*TSTT Evaluation, 2010*
45. How many students do you teach daily? __________

46. Do you feel that as a teacher you have an impact on students other than the ones in your classroom?
   3 ___ Yes, much   2 __ Yes, some   1 __ No, not much

47. Approximately how many? ________

48. Do you feel that you have a special impact on students because you are a minority teacher?
   3 ___ Yes, much   2 __ Yes, some   1 __ No, not much

49. I would recommend the TSTT program to a friend or relative:
   (3) ___ Strongly recommend   (2) ___ Recommend a little   (1) ____ Not recommend

50. I would suggest a few changes in or improvements to the TSTT Program below:

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Thank you. Please return to Dr. Bruce Cooper via Survey Monkey
Appendix D: Comments by High School TSTT Students

Suggestions for changes and improvements to the TSTT Program

1. lower tutoring hours
2. My teacher mentor is amazing. I would suggest that as much as possible, the students at other schools will be offered a mentor as passionate as mine.
3. no
4. Not having to do tutoring every week maybe like 1 or 2 hours every or every other month.
5. N/A
6. There should be more interaction amongst TSTT students from other districts.
7. Have more student interaction.
   More classroom preparation
8. Wells I think the program staff should meet up with every one of his or her participating students to talk about how this and the next years of how things are going to go and what we need to do. Last, most of all talk to them if we understand what the program is for. : )
9. AS A SENIOR, I WOULD LIKE TO VISIT SOME OF THE TSTT SCHOOLS THAT I HAVE BEEN ACCEPTED TO BECAUSE MY PARENTS ARE NOT NECESSARILY INVOLVED WITH MY FUTURE/COLLEGE DECISIONS
10. no
11. N/A
12. shadowing and tutoring during the school year isn't always possible with extracurricular activities and advanced classes
13. I wish that we have more meetings in our school then in Ellenville
14. More College Tours, Information about Colleges
15. better organization for conferences
16. more educational information in our local TSTT meetings
17. We should have better locations for the meeting's, have some teachers from different schools that are now teachers because of the TSTT program and tell us how they like it, how helpful etc..
18. Change weekly tutoring hours to monthly hours instead. And give TSTT more money over the summer depending on how many hours you volunteered (for example it starts at $200 for 20, then $300 for 30, etc. etc. so for every ten hours after 20 hrs is 100 more dollars!!
19. No Mar 18, 2010 11:49 PM
20. no
21. Try and widen up the possible schools that the kids can go into.
22. No.
23. more Mentors would be very helpful
24. larger selection of TSTT colleges
25 no everything is good
26 no
27 More meetings and college visits
28 Less Tutoring hours!!!!!!
29 More high-school meetings that just once a month. Maybe twice a month.
30 Keep up the good work!!!
31 We have more tutorials and the sessions be a little shorter
32 no
33 MORE STUDENTS IN THIS PROGRAM.......TOO MAKE THERE LIFE EASIER
34 No
35 Well I have just started this program. I feel that there is a comfortable aura
   working with kids and TSTT has made a door open for me to teach at a higher
   level. I really enjoyed the program but next year I will be in another school most likely in
   Manhattan. My problem is that I want to work with TSTT but they are not in
   my school. I suggest if I or anyone else faced with the similar problem, if we could
   work with them and attend a monthly meeting. We could track our hours tutoring
   hours and send them in via e-mail. We could also use the software program like
   Skype to keep in contact with fellow members or mentors.
36 I have no suggestions
37 none it's great!
38 To have better ways of contacting me about the upcoming meetings.
39 no
40 I think we should go all out and get all kids involved
41 TSTT is a great program for students who want help in achieving their goals.
42 none I think it is a great program and is doing great
43 No
44 n/a
45 more specific training
46 no
47 There should be more options for the schools in which you could get the TSTT
   Scholarship. There should be more variety.
48 no
49 No I don't
50 Make the program more interactive
51 try to get my high schools in this program state or countrywide
52 No
53 No
54 we should not have to tutor so much because it’s hard for me to stay after school when
   I have practice and homework.
55 No changes needed
Appendix E: Comments by TSTT College Students

Suggestions for changes and improvements to the TSTT Program

1. I do not have any benefits in college. Every event I have been invited to at home has been at a time where it is impossible for me to come because it is during my class time at college. I would like to come to some events if it were possible for me to attend, for example, on the weekends.
2. I would love more contact with TSTT also more opportunities for networking. A master’s assistance scholarship with cooperating schools.
3. Better communication
4. More mandatory meetings
5. I like the program very much, but unfortunately I feel as though the TSTT mentors (Prudence Wilson & Nidia Montalvo) were very unhelpful and unorganized.
6. Different workshops in how to become an effective teacher
7. I feel that the communication needs to be stronger. I feel that people try to make programs towards student to student communication and it is not there with the program. I feel that the communication needs to be stronger. The communication within the workshops could be more interactive and fun in order for us to grow stronger as teachers. I feel that some of the strings with the program also need to be outlined in order for students to understand what they are getting themselves prepared for.
8. The coordinators were not always very organized and instead of giving us advice on how we could improve our program, they simply took notes at TSTT meetings. They were often late to meetings and I felt that they were too "Type B" to be leaders and coordinators of our Monroe County chapter of the TSTT program.
9. yes
10. Nope
11. n/a
12. To keep the program at East Ridge.
13. Scholarships for students that do not go to a TSTT college
14. The TSTT program needs to keep in touch more with the participants
15. Now that I'm in college, I feel completely disconnected with the program.
16. Each campus should have contact person through TSTT to make sure the mentoring is still occurring. TSTT should help students with graduate schools as well such as how to search for graduate schools.
17. It might be very helpful to get actual college students to come now and then and talk to TSTT members about their college experience and studying to become a teacher.
18. More college options to choose from with the TSTT program
19. It would have been nice if the mentor would have given us more information about the scholarship program and how it works, and who would be paying for it exactly.
20. Keep it in schools and continue to incorporate more schools into it.
21. I guess I didn't benefit from this program due to the fact that I was only in it for my senior year. So to me, it was kind of a waste of time for me. Sorry.
22. get students more involved tell them what it is that they should accomplish while being in the program. more information before actually joining program.

23. The college mentor at Pace University, perhaps at others too, should be more involved with the students. I think it would make some college experiences easier to handle.

24. I think TSTT has a great possibility to be more effective if it gets a little more organized in the way it presents its information. I feel like a lot of the workshops are somewhat repetitive.

25. keeping up to date with participators

26. Manage college mentoring

27. I would have liked for them to be more involved in high school, I have no involvement with them or communication in college because I am not at a partner school and I did not receive any financial help

28. I think it's necessary on college campuses for TSTT students to be aware of the programs available on their campus!

29. Let me know when the workshops are. I never get any e-mails or information from anyone and I do not know who my mentor is in college.

30. Extend more guidance to new TSTT college students

31. Have the schools and their college mentors more informed about the TSTT students attending that college and their need.

32. All the colleges included in the TSTT program were too expensive for me to attend so I had to go to one not included. After I went to college, I did not receive any help and all the hard work I put into the program for 3 years did nothing for me. I was very disappointed.

33. Have College mentor way more involved with students

34. Please keep a record of who has confirmed to attend these workshops so that TSTT students who have already confirmed do not keep getting the same mail in their inbox. Highly unnecessary.

35. Maybe provide a way of transportation for students who are unable to get to workshops

36. Improve workshops.

37. More scholarship opportunities

38. more college choices that students can use their scholarship at

39. contact with students

40. A college mentoring program for us

41. the workshops are getting better, however the dates for the breakfast was not accommodating for finals week at my school. For this reason I was never able to attend.
Appendix F: Comments by Graduates of the TSTT Program

Suggestions for changes and improvements to the TSTT Program

1. I do not how much it has changed since I first began but there could be more mentoring in college and follow up on the members
2. The college scholarship made it all worth it.
3. Keep better contact with college students of TSTT.
4. Having consistent college mentors, I had none.
5. I love TSTT. I am extremely grateful to Dr. Perkins for initiating this organization. I am definitely using my skills as a teacher to give back to the community. TSTT helped me to achieve opportunities that I would have never been able to do without them.
6. Need to really tighten the college piece because you can lose a lot of creative teachers due to lack of motivation, lack of encouragement, and lack of positive surroundings. The college mentor/communication & buddy network needs to be strengthened.
7. When I joined TSTT SUNY New Paltz was not a school that had signed up yet to the program. As a result there was a big disconnect with the TSTT program being able to contact me and offer me mentorship. Unfortunately, I was unable to benefit from a lot of the services offered in College. I guess one suggestion I would have would be a mentor/contact person who visits and has communication with
students in our TSTT program who attend schools that are not or are not yet affiliates with the program.

8. There is a disconnect with the high school and college aspect of the program

9. Need more support while in college