Dear Student:

As Governor of the State of California and President of the University of California, we congratulate you on your acceptance into the most outstanding research university in the world, the University of California. We have high hopes for what you will accomplish at the University and beyond.

In fact, the State of California and the University of California have a fantastic opportunity for our students to help pioneer one of the country’s most innovative and enriching educational programs known as California Teach. Our state needs each and every one of you to become leaders in helping California meet the challenges ahead — and it all begins with teachers.

We encourage you to consider becoming a K-12 science or mathematics teacher. The choice to join one of the noblest of professions is an important decision to touch the lives of thousands of California’s future leaders. Job opportunities for undergraduates who have completed a baccalaureate or higher degree in science, mathematics, or engineering and for highly-qualified K-12 science and mathematics teachers are abundant and are expected to remain that way for years to come.

California Teach, the largest initiative of its kind in the nation, is prepared to support you with teaching-related coursework and K-12 classroom experiences while you pursue your bachelor’s degree in science, technology, engineering, or mathematics (STEM) disciplines. Since May 2005, California Teach has succeeded in recruiting exemplary science and mathematics teachers to mentor more than 840 STEM undergraduates considering teaching science and mathematics.

Through California Teach resources and services, you will gain opportunities to develop your professional profile by developing skills needed to be an inspiring and innovative teacher. California Teach brings together UC’s STEM and education professors who are tops in their research fields, along with classroom educators and corporate leaders, to create contemporary resources, services, and support to enable your future career as a science or mathematics teacher.

We need the brightest minds to keep California the national and international leader in science, mathematics, technology, and innovation. You have already shown that you possess the intellect, determination, and drive to join the ranks of some of the most brilliant minds. Now we encourage you to share these qualities by joining those who work to inspire and educate future generations.

The California Teach program varies from campus to campus. You can find information for your campus online at http://www.universityofcalifornia.edu/academics/1000teachers/. We hope you will consider taking part in this exceptional opportunity and becoming part of California Teach.

Sincerely,

Arnold Schwarzenegger  
Governor of California

Robert C. Dynes  
President, University of California
# CalTeach/SMI Student Survey 2008

1. **What is your current academic standing?**

   **Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>9.2%</td>
<td>47</td>
</tr>
<tr>
<td>Sophomore</td>
<td>18.7%</td>
<td>96</td>
</tr>
<tr>
<td>Junior</td>
<td>30.6%</td>
<td>157</td>
</tr>
<tr>
<td>Senior</td>
<td>25.7%</td>
<td>132</td>
</tr>
<tr>
<td>Graduated, not enrolled or planning to enroll in graduate school or get a credential</td>
<td>5.7%</td>
<td>29</td>
</tr>
<tr>
<td>Graduate student</td>
<td>2.5%</td>
<td>13</td>
</tr>
<tr>
<td>Graduated, enrolled or planning to enroll in a teaching credential program</td>
<td>7.6%</td>
<td>39</td>
</tr>
</tbody>
</table>

**Total Respondents**: 513

1.5 **Community College experience**

   **Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am currently a community college student</td>
<td>9.0%</td>
<td>46</td>
</tr>
<tr>
<td>I have never taken a course at a community college</td>
<td>75.0%</td>
<td>384</td>
</tr>
<tr>
<td>I transferred from a community college</td>
<td>16.0%</td>
<td>82</td>
</tr>
</tbody>
</table>

**Total Respondents**: 512

2. **In what CATEGORY is your current or intended major?**

   **Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>31.6%</td>
<td>162</td>
</tr>
<tr>
<td>Science: Biology</td>
<td>32.4%</td>
<td>166</td>
</tr>
<tr>
<td>Science: Chemistry</td>
<td>5.7%</td>
<td>29</td>
</tr>
<tr>
<td>Science: Earth</td>
<td>2.7%</td>
<td>14</td>
</tr>
<tr>
<td>Science: Physics</td>
<td>2.9%</td>
<td>15</td>
</tr>
<tr>
<td>Engineering</td>
<td>8.4%</td>
<td>43</td>
</tr>
<tr>
<td>Other</td>
<td>16.4%</td>
<td>84</td>
</tr>
</tbody>
</table>

**Total Respondents**: 513

2.1 **What is your specific major? (e.g. Electrical Engineering, Microbiology, etc.)**

- Microbiology, Immunology, and Molecular Genetics
- Mechanical Engineering
- Microbiology
Biochemistry
Microbiology, Immunology, & Molecular Genetics
Business Economics, Political Science
Economics
Biology
Biological Sciences
Chemical Physics
Landscape Architecture
Genetics
Ecology and Evolutionary Biology
Physiology
undeclared - Life Science
Human Biology
Public Health, Education
Aerospace Engineering
Math
Electrical Engineering
Mathematics-Secondary Education
environmental resource sciences
Mathematics Secondary Education
Chemistry, Physical
Applied Mathematics
Teaching
Linguistics and German (Mathematics minor)
Cognitive Sciences
Economics
Environmental Science
Chemistry
Ecology and Evolutionary Biology
Physiological Science
Pure Mathematics
Astrophysics
Mathematics
Biology
Ecology and Evolution
neurobio physiology behavioral
Natural Science (biology focus, geology suplement)
Computational and Systems Biology
Math for teaching
Pre-Pharmacy
Mathematics on the education track
None
Human Development
undeclared
Mathematics with an Education Specialization
Molecular Biology
Biological Sciences
Mathematics
Pure Mathematics
Women and Gender Studies
Physics
math
General Biology
Biological Science
sociology
Undeclared
Biological Sciences
earth science
Mathematics (Education Track)
Economic and Legal Studies
B.S. Ecology, Behavior and Evolution Biology; M.Ed Single Subject Credential in Biology/Life Sciences
Biology
Human Biology
Undeclared
Educational Studies
Pharmacology
MCD Biology
mathematics
3. When did you take the California Teach 1 course? (This may be called by a different name on your campus. CaT1 is the first seminar course for potential mathematics and science teachers)

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2006</td>
<td>5.1%</td>
<td>26</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>7.6%</td>
<td>39</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>0.4%</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3.7%</td>
<td>19</td>
</tr>
<tr>
<td>Winter 2007</td>
<td>8.6%</td>
<td>44</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>9.0%</td>
<td>46</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>13.3%</td>
<td>68</td>
</tr>
<tr>
<td>Winter 2008</td>
<td>18.3%</td>
<td>94</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>21.2%</td>
<td>109</td>
</tr>
<tr>
<td>Have not taken this course</td>
<td>12.9%</td>
<td>66</td>
</tr>
</tbody>
</table>

Total Respondents: 513

4. When did you take the California Teach 2 course? (This may be called by a different name on your campus. CaT2 is the SECOND seminar course for potential mathematics and science teachers)

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2006</td>
<td>0.4%</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>1.0%</td>
<td>5</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3.3%</td>
<td>17</td>
</tr>
<tr>
<td>Winter 2007</td>
<td>3.9%</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>6.2%</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>3.7%</td>
<td>19</td>
</tr>
<tr>
<td>Winter 2008</td>
<td>5.7%</td>
<td>29</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>17.2%</td>
<td>88</td>
</tr>
<tr>
<td>Have not taken this course</td>
<td>58.7%</td>
<td>301</td>
</tr>
</tbody>
</table>

Total Respondents: 513

4.5 When did you take the California Teach 3 course? (This may be called by a different name on your campus. CaT3 is the THIRD seminar course for potential mathematics and science teachers)

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2006</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>
### 5. How did you first hear about this program?

<table>
<thead>
<tr>
<th>Source</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMI/California Teach Resource Center</td>
<td>4.7%</td>
<td>24</td>
</tr>
<tr>
<td>Letter from the Governor and UC President</td>
<td>4.5%</td>
<td>23</td>
</tr>
<tr>
<td>Letter, poster or flier from my campus</td>
<td>25.9%</td>
<td>131</td>
</tr>
<tr>
<td>Faculty</td>
<td>22.1%</td>
<td>112</td>
</tr>
<tr>
<td>Another student</td>
<td>15.2%</td>
<td>77</td>
</tr>
<tr>
<td>Academic Major advisor</td>
<td>6.7%</td>
<td>34</td>
</tr>
<tr>
<td>Orientation events</td>
<td>4.7%</td>
<td>24</td>
</tr>
<tr>
<td>Other</td>
<td>16.0%</td>
<td>81</td>
</tr>
</tbody>
</table>

**Total Respondents** 513

### 6. Before participating in CalTeach/SMI, what were your thoughts on becoming a teacher?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely wanted to become a teacher</td>
<td>18.8%</td>
<td>95</td>
</tr>
<tr>
<td>Probably wanted to become a teacher</td>
<td>53.6%</td>
<td>271</td>
</tr>
<tr>
<td>Never thought about becoming a teacher</td>
<td>14.4%</td>
<td>73</td>
</tr>
<tr>
<td>Probably did not want to become a teacher</td>
<td>11.5%</td>
<td>58</td>
</tr>
<tr>
<td>Definitely did not want to become a teacher</td>
<td>1.8%</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Respondents** 506

### 7. Since participating in CalTeach/SMI, what are your thoughts on becoming a teacher?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely want to become a teacher</td>
<td>36.2%</td>
<td>183</td>
</tr>
<tr>
<td>Probably want to become a teacher</td>
<td>29.1%</td>
<td>147</td>
</tr>
<tr>
<td>No change</td>
<td>25.9%</td>
<td>131</td>
</tr>
<tr>
<td>Probably do want to become a teacher</td>
<td>7.3%</td>
<td>37</td>
</tr>
<tr>
<td>Definitely do not want to become a teacher</td>
<td>1.6%</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Respondents** 506

8. Do you plan on continuing your participation in the CalTeach/SMI program?

**Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely yes</td>
<td>29.6%</td>
<td>150</td>
</tr>
<tr>
<td>Probably yes</td>
<td>21.3%</td>
<td>108</td>
</tr>
<tr>
<td>Not sure</td>
<td>27.3%</td>
<td>138</td>
</tr>
<tr>
<td>Probably no</td>
<td>12.3%</td>
<td>62</td>
</tr>
<tr>
<td>Definitely no</td>
<td>9.5%</td>
<td>48</td>
</tr>
</tbody>
</table>

**Total Respondents** 506

9. How valuable were the SEMINARS or COURSES of the CalTeach/SMI program?

**Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely valuable</td>
<td>27.3%</td>
<td>138</td>
</tr>
<tr>
<td>Valuable</td>
<td>45.5%</td>
<td>230</td>
</tr>
<tr>
<td>Moderate</td>
<td>21.8%</td>
<td>110</td>
</tr>
<tr>
<td>Not valuable</td>
<td>2.2%</td>
<td>11</td>
</tr>
<tr>
<td>Waste of time</td>
<td>2.0%</td>
<td>10</td>
</tr>
<tr>
<td>Have not taken any CalTeach course</td>
<td>1.2%</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Respondents** 505

10. How valuable was the FIELD EXPERIENCE part of the CalTeach/SMI program?

**Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely valuable</td>
<td>60.6%</td>
<td>306</td>
</tr>
<tr>
<td>Valuable</td>
<td>30.7%</td>
<td>155</td>
</tr>
<tr>
<td>Moderate</td>
<td>5.9%</td>
<td>30</td>
</tr>
<tr>
<td>Not valuable</td>
<td>0.4%</td>
<td>2</td>
</tr>
<tr>
<td>Waste of time</td>
<td>0.4%</td>
<td>2</td>
</tr>
<tr>
<td>Have not taken any CalTeach course, or there was no field experience component(s)</td>
<td>2.0%</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Respondents** 505

11. How valuable was the ADVISING part of the CalTeach/SMI program?

**Analyze the respondents to this question**
### 13. Would you participate in the program if you did not receive any payment?  
**Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely yes</td>
<td>28.6%</td>
<td>144</td>
</tr>
<tr>
<td>Probably yes</td>
<td>49.3%</td>
<td>248</td>
</tr>
<tr>
<td>I probably would not participate unless I was paid</td>
<td>19.3%</td>
<td>97</td>
</tr>
<tr>
<td>I definitely would not participate unless I was paid</td>
<td>2.8%</td>
<td>14</td>
</tr>
</tbody>
</table>

**Total Respondents** 503

### 14. In your opinion, how many hours per week should students spend in their field placements?  
**Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>0.8%</td>
<td>4</td>
</tr>
<tr>
<td>Two</td>
<td>13.9%</td>
<td>70</td>
</tr>
<tr>
<td>Three</td>
<td>41.6%</td>
<td>209</td>
</tr>
<tr>
<td>Four</td>
<td>22.7%</td>
<td>114</td>
</tr>
<tr>
<td>Five</td>
<td>11.9%</td>
<td>60</td>
</tr>
<tr>
<td>More than five</td>
<td>9.1%</td>
<td>46</td>
</tr>
</tbody>
</table>

**Total Respondents** 503

### 15. How would you rate the logistics (travel, timing, etc.) of your field experiences?  
**Analyze the respondents to this question**

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy, no problems</td>
<td>47.9%</td>
<td>241</td>
</tr>
<tr>
<td>A bit of an inconvenience</td>
<td>41.4%</td>
<td>208</td>
</tr>
<tr>
<td>Inconvenient</td>
<td>8.5%</td>
<td>43</td>
</tr>
<tr>
<td>Difficult, major problems</td>
<td>2.2%</td>
<td>11</td>
</tr>
</tbody>
</table>
16. What has been the best part(s) of the program?

- field experiences, seeing what it was like to teach different grade levels and what the teachers were given for help, like stipends and how it affects them.
- interesting content.
- The best part of the program is being able to actually experience different aspects of teaching firsthand.
- getting to see different types of classrooms.
- Seeing some of the students. Some of them were comedians. Some of them were curious. Some of them were just plain honest.
- The field experience gave me a better idea of what teaching entails. Talking to a teacher about her experiences and methods gave me good insight into the profession.
- I enjoyed getting the chance to work with students.
- Before becoming teachers, experiment to teach and know what teachers are and whether teaching is suitable or not are really valuable.
- getting the experience, getting paid, getting college credit.
- Visiting the classes and seeing how the students interact, now that I am not a student.
- the field experience.
- Getting real-life experience in a classroom.
- Just being with the kids. I loved it.
- The best part has been getting to know the students and helping them learn.
- I worked with students who were much younger than many I have worked with in the past. Figuring out how to relate to them was definitely a challenge, but I learned a lot about different teaching styles.
- Good lesson ideas and showing misconceptions in the course I took.
- Seeing what a real classroom is like over an extended period of time, and getting information on the process of becoming a teacher.
- Experiencing UCB.
- The best part of the program was the field experience. I have never been exposed to elementary school teaching before and now I have some exposure and have been made aware of various teaching techniques.
- Working in the classrooms!
- An SMI advisor who knows what is going on, what I need to get where I want to go, and how to help me work my schedule so it fits with my home life (I have a husband and two children).
- Interacting with the kids, leading them in a groupwork, working with them one-on-one.
- getting first hand experience with the students.
- Getting to work in elementary class rooms was a blast. I also enjoyed being in the class room with Sue Johnson.
- Being able to create our own lesson plan and actually teach it.
- Interacting with people who are not of an average age of 20, and finding ways to explain things to non-academics. It is a real challenge.
- Being able to sit in on a classroom and observe what I learned in lecture in the classroom of my mentor.
- The best parts of the program in my opinion include the lesson plan, interacting with the students during observations, and lastly the discussion seminars.
- Field Placement.
- The best part was seeing what an elementary science program is like when there is a teacher there specifically to teach science.
- I feel the field experiences have been the best part of the program I have gained a lot of knowledge being able to see the teacher in action and see the behind the scenes.
- Being in the classroom, interacting with students. Learning the complexities of classroom management and lesson planning.
- classroom experience.
- Advising on credential programs.
- Field experience.
- Sharing of the students experiences.
- The actual experience in the classrooms.
- working with students in placement classrooms, and talking to other interns in the class.
- Visiting the high schools and observing the students. Then coming back to class and sharing our different experiences.
- Field Experience.
- Pay and experience and knowledge.
- the field experience.
- Being able to have the field experience and talking with mentor teachers and getting their insight about teaching.
- Being able to have a hands-on experience in an actual classroom and then receive guidance from an actual experienced teacher in the seminar portion of the program.
- I love getting the chance to try out techniques for teaching math and science and understanding how science education works. I think the field experience is crucial, but the knowledge I am learning is wonderful as well. Also, I am enjoying getting to know other future teachers.
- sharing teaching experiences with other students. meeting with teachers from other grade levels.
- seeing kids improve over the year.
- Introducing myself to the possibility of a career in education.
- The seminar/group discussions.
- Actually teaching my own lesson plan was the most beneficial and the greatest learning experience.
- Gaining experience in a classroom setting and having the opportunity to test my strength as a teacher.
- (1) Field experience, (2) Fun, interactive, applicable seminars.
- Learning.
- I really enjoyed the field experience. I feel like that was one of the most beneficial parts of the program.
- Being able to work with the students and help them understand the material. Also, it was useful to have the seminar to talk about any concerns or experiences we had with the others who may have been going through similar situations.
- Working with the students and teachers. I learned a lot from my host teachers; they were very interested in expanding my knowledge of/in the classroom. One of my host teachers would share some of her past teaching experiences with me, which was also cool. She was also.
The students, however, were what made this experience memorable. They gave me a lot of positive feedback when I presented my lesson, and in each of my host classrooms, they were extremely open and always asked for my help. I also developed many relationships with the students, which in the end, made it harder to leave.

Overall, CalTeach is an exceptional program that I would highly recommend for students thinking about teaching as a profession.

- engaging and interacting with students, be able to see the differences in classes (I went from a GATE 6th grade math class to an 8th grade Algebra readiness math class.)
- To go to know different techniques in math teaching.
- being able to learn more about the teaching profession
- Actually experiencing the high school environment from a different point of view.
- The field experience was the best part of the program for me. It provided me an opportunity to be in the classrooms to make observations as well as engage with the students.
- hands on experience
- The best part was definitely having the chance to interact with the kids and watch them progress academically throughout the course of the quarter.
- The best part has been the time spent in the classroom, helping very lovable kids and an awesome teacher.
- The Best part of the program was getting to know the students in the field placement.
- Being paid to see students learn
- I really valued the advisors of the program because they were so insightful in their explanations and extremely dedicated to teaching us how to teach. I had the most fun in the weekly seminar classes sharing my adventures from my fieldwork with other students.
- learning how kids learn
- The first part of the program was good and interesting. I got to do a lot of everything. The second part of the program was more observing and did nothing much. The third program was not helpful that much, all I did was make copies and observed.
- The observations
- Working in the high schools and interacting with the students
- great to be exposed to real experiences along with theory.
- Internship experience
- I, now, know if I have a skill to teach kids.
- I have greatly enjoyed working with Barbara Sorenson here at UC Santa Cruz. I believe that another great part of the program is the actual time that I have been able to spend with students.
- meeting students from other school
- Being in a real classroom, interacting with students
- the opportunities it opened up
- Spending time in a classroom. Also learning how to plan a lesson and just hearing stories of what to expect when you become a teacher.
- Being able to work with the kids and feel like I had a positive effect
- Getting to know the students and the teacher you will be observing.
- Interactions in the classroom.
- visiting the classrooms
- fieldwork. working one on one with the students and actually being able to experience a classroom setting.
- It was really great seeing the impact I’ve made on students who had been discouraged from liking science. I’ve liked my placement so much, that I haven’t stopped going- and it’s summer!
- Working with the teacher in the field component.
- Witnessing what goes on in the classroom and how teachers handle situations but also hearing about other people’s experiences in different classrooms.
- I valued a lot of the information that were discussed in the seminar. It answered a lot of questions I had about teaching and the processes.
- Working with children. They were so much fun and actually learned with what I taught them. I also really enjoyed teaching my own lesson plan.
- I think the best part of the program was just being to go out to the school site. It is the most rewarding because what good is the theory without practice?
- Being able to get into the classroom and teach
- Working with Barbara Sorenson, she was able to provide invaluable knowledge and support. I consider myself extremely lucky to have been in contact with her.
- Being able to observe a wide variety of teachers and learn different things from all of them. Also, my math classes have been very difficult and discouraging, so it helped to have the cal teach program to constantly remind me of my end goal.
- The instructors for the courses were experienced teachers in the grade level that each course focused on. I also really liked the field experience in CalTeach 1 and 2.
- Small class sizes for the seminar. The teachers gave AMAZING tips and lessons on what teaching will require of us. It was more practice than a lot of the other education courses I’ve taken. I loved that we went over how to make lesson plans, what to expect on a daily basis. I also think the field work we did was incredibly helpful and a great hands on experience.
- I thoroughly enjoyed the field experience, and I feel I gained the most from this.
- I really liked the seminars. It gave me information about educational resources and different paths to take on becoming a teacher.
- Creating my own lesson plan and teaching it. It was such a valuable learning experience.
- I think the best part of the program is that I can observe how the student behave in the school and how the teacher teach the kids. Since I never be a teacher, it is really an invaluable chance for me to know more about being a teacher.
- Creating a community with my classmates in ESPM 178B.
- I loved my professor, Sue Johnson, a lot and I really enjoyed working at the elementary school. Working at the high school was not as fun because I wasn’t able to be as interactive since I am only a freshman chemistry student. I felt the elementary school teachers were far happier and more grateful that we were there rather than the high school teachers who I felt thought I was more of a nuisance.
- Getting connections with the teachers and looking at the different strategies that each teacher uses.
- The advising is really solid. And the cooperation between the SMI coordinators and the graduate school of education on my campus is EXCELLENT!
- The field experience was an amazing experience. Nothing is more satisfying than seeing a kid’s face light up when you teach her/him something.
Online System

The food during the lessons were good. The instructors were friendly and experienced. I really enjoyed going to the school.

Listening to CalTeach instructors (Thomas Azwell, Mark Spencer, Bruce Birkett, yeah, I'm calling you all out!) talk about educational "theory" and how identifying "task-avoiders" and "fostering a community of learners" is going to miraculously get students to care about their education. No offense to those people. They're really sincere, at least (except for Thomas. Just kidding. Or am I?)

The class is fun, and it gives us great ideas on things to try in the classroom to galvanize the students to learn. Mostly, though, getting into the classroom is useful. Observing shows us what to do and what not to do, and getting in front of the class lets us realize the little things that matter. (For instance, I now know where to move my head when I'm using the overhead projector.)

I really liked getting to observe a variety of schools: middle, high, continuation, alternative. It is helpful to see many different types of students and different teaching styles.

The instructors are very experienced and give you clear views on what it is like to become a teacher

hands-on experience

field site was great experience

Interaction with the kids.

The best part was the field experience. I can understand how teachers feel when they try to teach a class.

Interacting with other college students and doing fun activities.

spent enough time in a real classroom environment to get to see the way the teacher takes classroom control

The best parts of the program for me so far have been the fieldwork experiences. Observing both the teacher and the students is very helpful in developing the way I want to teach. Also, the part of the course that requires you to develop a lesson plan and teach from it is very helpful in gaining some experience on the kind of work a teacher has to do. The seminars are quite helpful too in elaborating on topics in the classroom that isn't covered by everything else.

Get hands-on experience in the classroom.

The community we created in our Cal Teach classes. We enjoyed talking about our field placements.

I could hear opinions and experiences from teachers and TAs. I had experienced teaching such as one-to-one, group and whole class.

interacting with the students. My whole reason for doing this was to interact with students and get a better understanding of what it means to be a teacher.

the best part was being able to work with students

Working with the kids.

Working in a classroom was a lot of fun. I liked that experience. Also, I liked seminar instructors that really told me about the possible impact on kids, the best strategies, the pay, and possible ways to get into teaching.

The hands on experience in the classrooms in both the fieldwork classes and the seminar classrooms. I learn better hands on.

Working in the field, being exposed to some great experiences. :) The best part of the program was being in a real classroom and remembering what it is like being in a middle school classroom. More specifically, what I learned most from was teaching a class period of my own.

The field experience

Working with the students directly

the experience of actually teaching a lesson

The best part of the program was the field experience. Actually interacting with the students directly was a really good experience and observing how good teachers teach was also valuable.

spending enough time with the teacher and her insights into the career.

Interacting with the students, getting to know my mentor teacher.

Best part of the program was having a more relaxed environment as our first time teaching, rather than just being thrown into a classroom like we will be when getting our credentials.

Interacting with the students.

Definitely getting to work with the students. Every week I looked forward to going and working in the classroom. Further teaching the lesson was a lot of fun.

This is a no brainer...the kids! Anyone who has taken the time to help a child learn (their niece, cousin, son) shouldn't have a problem helping young students learn, even if their not related to them. This was how I felt.

Getting a feel for what it is like to be inside a classroom as a teacher and not a student. Meeting people in the education community.

the field experience was a lot of fun and it taught you a lot about teaching. I really enjoyed the experience and getting to know the students and my supervising teacher.

Having the kids around wanting your attention and looking forward to see you again.

The Fieldwork Experience

Teaching the lesson was the best part of the program.

The time in the classroom was what made it all worth it. From having that interaction with the kids, developing our own lesson plans, and developing a close relationship with an experienced teacher, the knowledge I gained from my experiences has proved to be invaluable.

I really enjoyed my class was about learning and about science. They were a smart group of kids, so teaching them was fun and easy.

classes and field work

Being able to spend time in classrooms actually working with the students, and having the opportunity to teach a lesson so you can see what it really is like to be a teacher. It is great to take education classes and learn about teaching, but having practice and seeing the reality is extremely valuable.

The classroom experience has been wonderful. It's an open, sharing and supportive environment. I've also enjoyed many of my visits to other schools. It's a real eye-opener to see how different classrooms are run and to see each school's personality. They are all different.

The seminar part was useful in getting insight and knowledge from an experienced teacher that actually cared about being a good teacher

Learning about the theories behind teaching. Getting a chance to be in a classroom with students and both observing how they were taught by the mentor teacher and attempting to teach them myself.

The field experience.

The discussion part of the seminar was the best part of the program. Also, I was able to form a support group of peers and get to know professors in the program.

Field experience, advising by the faculty

To actually teach the children and make a difference in the future.
The experience of seeing different types of school, such as small schools, alternative, and seeing teachers different teaching styles. The fieldwork part of the program is definitely more valuable than sitting in a college classroom talking about different issues of education.

Science education classes have been fun/educational

Field experience was the best, working with the children gave me a unique perspective of teachers and the education system we have in California

experience and the sharing of experiences

Learning about education theory and how science is learned was fascinating.

Working in the classroom was interesting and provided a chance to apply the lecture content.

I really enjoyed having instructors that had at been school teachers in the past because they were able to give me valuable advice. Also, the field experience was something that really let me feel at easy not only in a classroom, but actually teaching a class.

The actual experience in the classroom, particularly teaching our own lesson.

I loved the fact that everyone was so outgoing and we understood each other if we got nervous during a presentation or something. A lot of helpful tips were given on how to improve also.

Field Experience

I enjoyed breaking the organizational aspects of teaching down into simpler applicable theories and plans.

Learning various ways of how to teach and help students.

Actually being in a classroom and working with the students. This let me apply what I was learning in class to actual students and real scenarios. Plus, it prepares you for what is going to happen when you are a real teacher.

Doing fun math problems and working with other students.

the classes on Friday nights...very fun and informative

Interacting with the kids and viewing teaching from a new perspective.

I really liked going out into the classroom and seeing what it takes to be a teacher. I also like all the reading that was given to us. It lets you see firsthand a glance of the work that goes into being a teacher.

I learned how teaching life is like and I made some friend with the student.

Field Experience

Being in the classroom and seeing first hand the way students learn and interact with the teacher.

interacting with the students.

The field experience was the best.

I really enjoyed the field experience and the strong discussion groups by subject area.

I like working with students

Being able to actually be in the classroom was amazing! Working with the students, actually observing what a school day is like from a teacher's point of view, teaching a full lesson, are all such valuable experiences.

Getting experience with dealing directly with teachers, students, and learning tips when teachings students from elementary to high school.

Learning different methods of teaching, finding out what worked and what didn't. The material they gave us to 'learn to teach' from is invaluable in the classroom.

The field work and valuable discussions in the classroom.

Working in the classroom and gaining hands-on experience.

Learning new ways of seeing things I already know.

Both the field experience and the seminars were priceless.

The experience. It has given me a chance to reassure that this is what I want to do. I can say that I know that this is what I want to do because I have experienced it.

In particular, I found 2 parts of the program I liked best. First was the experience itself; I thoroughly enjoyed the time I spent inside the classroom (whether I'd be actively participating or just taking notes in the background). And secondly I had the pleasure of sharing the experience with other students. Such ventures are more valuable when doing it with another, and it was great to see the high turn out the program had.

Observing my middle school mentor and how she handles her class. Many kids show attitude and disrespect in the classroom, and my mentor teacher was strong and was able to handle her class, so I have learned from watching her.

In-class teaching experience

fieldwork

Working with students and getting the experience of a high school environment. Also, working with the teacher and learning from her was great!

Observing the children was the best part. I enjoyed teaching them or helping them understand concepts. I felt useful.

The best part of the program would have to be actively assisting students who are struggling with important material. Teaching is one of the ways you can directly affect your community.

Being able to work with the children, which allowed me to change my perspectives on how many children in America are being educated today.

working with the students

Actually observing interactions between a teacher and his/her students in a real life situation and interacting with the students yourself to gain a little bit of insight into the job.

Gaining experience in the classroom, first hand, to see what it takes to manage and teach a class at all levels within the education system.

I liked the field experiences. It was a good opportunity to walk around the class and see how different kids think and reason. Also, I learned a lot about legistical things about being a teacher and got to know where the days of teaching is.
The seminars were extremely useful, and the teacher I interned for gave me positive, useful feedback.
- Being able to interact with the student has been the best part of the program. As I progress in the program, I get to observe how students change and become unique individuals. Observing the students and helping them will help me determine which grade level I want to teach.
- Teaching my own lesson to the students at the end of the program.
- Getting to see how teachers control and motivate their class.
- Getting the in classroom experience and actually interacting with a teacher in a low income school.
- Field Experience was great, Seminar was OK, program logistical management was great.
- The hands on the program provides and the opportunity to learn from other students, mentors, and faculty members.
- Working with the students.
- I enjoyed the field experience.
- Having the opportunity to work with students who had academic needs and seeing them excel.
- The chance to be in different classrooms and observe different teachers and also a chance to interact with the students. I also liked that the course was very interactive with the teacher and our fellow classmates through WebCT (online program).
- Meeting people who are interested in the same field and talking about possible solutions in changing the system. I also got many connections to educators who gave great advice.
- The best part of the program has been being able to teach a lesson, because you are able to actually play the role of the teacher. Which makes you realize if this is what you really want to continue doing.
- Meeting the students and interacting with them. watching them learn and grow.
- The kids were wonderful. I enjoyed conducting my science lesson and witnessing the learning process. Also, the program directors and my mentor teacher were very helpful in helping me decide whether teaching is really for me.
- In field teaching and the great support from the program organizers. Nicki Nunes and Whinnie Froelich are so nice and very involved in the program. In a big, impersonal university, they really care about all participants in the program.
- It provides me the potential I need to become a teacher.
- I loved getting field experience. It wasn't my first time in a classroom, but the setting/environment was completely different than any time I've ever been in a classroom. It was great to observe teachers that I've never worked with, or been taught by personally.
- advices from the faculty, interaction with peers who are interested in the teaching field.
- seminar part...learning the different ways to teach negative numbers and multiplication of fractions.
- Working with children.
- one-on-one advising.
- Meeting my host teacher and the time spent in the classroom learning how to teach topics that are like second nature to me.

The best part of the program was probably working in the classroom with the students. Although interaction with the students didn't happen very often, it was valued when it happened.
- The best part of the program was the mini lecture I was to give as part of the co requisite course.
- The advising was extremely important.
- gaining insight of what teaching is like.
- Being able to be present in a real classroom is invaluable experience. As well as the excellent guidance provided by the course for those who want to navigate through the process to become a teacher.
- teaching kids at school.
- s.

Field Work.
- The field experience and getting to know teachers and students of all sorts.
- Working in a high-school classroom with the teacher and the students, being the "bridge" between them by not being really either one.
- the teacher is very friendly and she is willing to explain everything to me.
- The field experience.
- The field experience really exposes you to teaching.
- Getting to work with the kids.
- The field experience especially in a public school setting. I have a much better understanding of the factors that are leading to scientific illiteracy and apathy at a social level.
- Being able to watch teachers and analyzing their techniques.
- Interacting with the kids and watching their learning process during field experience. Also, learning different techniques the teacher had to guide her students and help them excel. Lastly, the speakers that visited the school were a great asset to the program.
- My Professor at De Anza.
- Having the opportunity to get into a classroom and see what it is like.
- The field part of the program was by far the most informative.
- The actual class and the discussions.
- Being in the classroom helping the students.
- Working with the students and writing our own lessons.
- It has allowed me to work in the classrooms and see that teaching is something that I really do want to do.
- Lectures/discussions were helpful and good way for students to debrief their experiences in the classroom.
- Gaining experience in the classroom, especially in my intended area of interest. It was definitely rewarding to be working in a high school physics classroom.
- The teacher that was "teaching" us about becoming teachers was passionate AND realistic; which really was a great impact on how we viewed the profession.
- classroom experience.
- Field experience in the classroom...
- Working with students one on one and helping them start to think about things like college.
- Working in my placement with students.
- The ability to see what it was like to be in a classroom before starting a credentialing program. It was very beneficial to ensure that it was something I was interested in. Getting exposure to what is involved in being a teacher and getting lessons on the proper way to handle...
situations and to teach are a true benefit that helped prepare me better.

- talking to the teachers
- Structure of the classroom and the professors
- Learning different techniques of teaching a diverse group of students.
- I thoroughly enjoyed being able to have field experience. It was wonderful being able to see what it's like to be a teacher and work with the students.
- Exposure to the classroom
- Working with the students, and seeing them excited when they finally understand a concept that they previously didn't get.
- Learning about teaching methods and how they work in the classroom. Speaking with the students about how they view their teachers.
- Learning about how to properly carry out lesson plans.
- Being able to spend time with students in the classroom during school hours.
- the experience
- teaching my kids =)
- talking with other SMI students about their experiences in their classrooms
- Interacting with the students and receiving feedback from mentor teacher and staff
- field experience was great
- The field experience. This is a very rare and valuable opportunity!
  The mentor teachers were very knowledgeable.
  The seminars with Terry and Karajean were most helpful in preparing us.
- experience, without question
- the field experience, learning from my mentor teacher
- Guest lecturers
- The best part of the program was working with other people who are also excited and interested in the field that we are looking into. It has been a great experience working with a mentor teacher and the students.
- Being able to learn about the different programs that schools offer after undergraduate degree and how to get into credential/masters programs. Also, good for experience, working with teacher and kids as well.
- I learn a lot from Math 151~math153
- Going to the school to observe and participate in teaching.
- interacting with the students
- Being able to interact with the students and have a hand on experience.
- The best part of the program is being able to interact with the students. It helps me understand how they feel about what they're learning, whether they're comfortable or having difficulty with the subject.
- The field experience. Hands down.
- Being able to get long-term experience in classrooms allowed me to really see what classes were like.
- I liked teaching my own science lesson to the kids in my class.
- I liked learning about different teaching/learning styles, hearing from guest speakers and visiting classrooms.
- being able to experience the real-time classroom with real students. That was such an invaluable experience for me. Also, being able to present a lesson on your own gave me an insight of how the real teaching would feel like.
- It informed me about things I would not have put the effort in to find out for myself.
- Talking with Teachers from the high school district. Just what kind of work they have to prepare for their students each day.
- The availability of tutoring programs that qualified
- being in the elementary classroom
- Learning from the Brad Butcher. He was the best. He really taught us what we needed to know and was there as a friend if we were having trouble throughout the course. He made a lot of things easier for the students in terms of being organized. He always knew what we had to accomplish and because of this, we knew what was expected from us.
- I really loved the field experience part of the program, because it gave me an idea what teaching will be like. I even got to experience teaching some of the classes and "try out" other schools (middle versus high school was my dilemma) in different districts.
- The exposure to the classroom setting and I definitely appreciate the need for good teachers is struggling schools much more.
- learning about different school settings
- I enjoyed working in the classroom because experience is what helps you make decisions, the students and teacher were friendly but now I know that I'm not completely cut out to be a secondary level teacher.
- Being able to help the children in the classroom. It is too hard for one teacher to teach children that are at very different academic standings.
- The field experience was definitely the best part. I really enjoyed working in an environment that was so different from where I went to school, and I think it gives me more of an idea of what to expect as a teacher.
- Field experience
- teaching
- The experience with the kids. I learned a lot from the kids and the teachers. It was great to see how the classroom was through a different perspective. Also, the weekly seminars are very beneficial. I learned some things on what to do if there was a power struggle in the class and I also got to hear other people's experiences.
- Interaction with the students and immersion in the classroom.
- the students
- Just getting the experience in a classroom without being a student myself.
- My mentor at my field placement involved us in many different aspects of teaching so we would get a well-rounded view of teaching.
- The best parts were definitely going the field experiences. The students and the teacher made the experience so fun.
- The best parts were the discussions in class about methods to teaching and the other borderline philosophical topics that arose. I was in a sense discussing teaching with other future peers. My contemporaries and receiving guidance from my teacher.
- The field experience and seminars help me reassure myself that I want to be a teacher.
- The advising and offer of opportunities/field experience
- learning math from Prof. Wu and Prof. Gomez.
- and I was able to sit in a several high school math classes and learn about the students.
- it really educated me on the education system.
- Helping students that really needed help. It teaches you to handle them better. While I was doing the internship at a middle school, I
realized how important it was to learn Spanish. Not being able to help the kids that speak another foreign language is disappointing and I almost feel like I was wasting their time.

- practicum in classes
- The best part of the program was getting a 3rd party feel for the classroom. Interactions between students and the teacher are very important educational tools.
- Interacting with the elementary students.
- The field experience.
- Understand the education field a little more and be able to communicate with those who have been in this field and other fellow peers who want to enter this field.
- Getting to know the students, Getting advices from adviser and from teachers.
- Gaining real exposure to classroom dynamics, connecting with students.
- Being in the classroom with the kids.
- The field experience and the discussions in seminars that we had about teaching methods.
- The field experiences were the most rewarding for me. I gained first hand experience working in classroom environments that I've never thought I could experience at this time. I even got to talk to the teachers and gain insight on how they create their lessons and run their classes.
- I got to see teaching first hand and also help out a bit in the classrooms.
- Knowing that I will be prepared for a career in education.
- I felt it was valuable to learn about my classmates' experience at different grade levels and different schools in the same district. I appreciate having a picture of what goes on from K through 12.

My classmates have diverse backgrounds, ethnicities, and work experience. Many of them are very highly educated. Several immigrated here as adults.

I feel I have an exciting community of peers with similar interests, questions, and concerns about working in K-12 education.

- Teaching the children a lesson at the end was by far the best part of the experience.
- The instructors were enthusiastic, facilitating the learning. Their level of motivation in turn motivated me, as well. The field experience component is the most intriguing of the program.
- Being placed into the classroom and actually being able to work with the students is the best part.
- The best part of the CalTeach seminar was the field experience because I was able to apply what I was taught and had learned in the classroom.
- My mentor teacher at Lincoln Middle School; he made me think that UCLA graduates really CAN be teachers, and that they're not all lawyers/doctors/etc. He also gave me advice on how to manage the kids, etc.
- -being able to apply what we learned in the Cal Teach class to the classroom we are shadowing.
- Getting to know other students.
- Faculty advisors are helpful in guiding our process.
- Working with students.
- Teaching a lesson.
- Mentor teacher - working with kids - monetary compensation.
- Meeting new people and feeling inspired to teach after being able to give back to my community.
- Being with children.
- Teaching the lesson was very helpful; we were actually doing what we have been taught.
- Its valuable experience.
- Being able to work side-by-side with the kids AND get support from veteran teachers at the same time. You never feel like you were left hanging.

I also like the tangibility of the support the veteran teachers gave us. Physical demonstrations, handouts, and exercises were invaluable; PowerPoint presentations and the like would have been disastrous.

- it was tons of fun. it was great having a hands on and great atmosphere class in my day.
- The weekly discussion.
- working with the kids.
- I think it was a bunch of fun spending time in a middle school classroom. Initially I thought I would hate it but it turned out to be a lot of fun.
- The field experience! I only wish I could've worked with younger kids... my interest was with K-2 grade, and I would've liked the opportunity to make my grade preference known.
- The information that was provided to us about the diverse community that is out there.
- Networking and experiencing classrooms from a different perspective.
- working with the kids.
- fieldwork.
- The seminar and the field classroom are both valuable experiences.
- Actually being in the classroom and interacting with the students. Also, both Cal Teach course I have been in, my classmates and I became very close.
- The discussions that came from that class about the nature of math were enlightening. I especially appreciated Prof. Stevens style of teaching the class because it was good for stimulating appropriate discussion.
- Going into the classrooms and being able to see first hand how teachers manage their classes and deal with the situations as they come up.
- The ability to see the classroom from a teachers perspective.
- Field experience shows what it is like. There is NO substitute for hands on, immersion study.
- Learning things about teaching I have never thought of. I could never imagine that a student's prior knowledge would make it so difficult for them to learn.
- Meeting new people and developing relationships with the students while in the classroom.
- Meeting other potential teachers, observation and the stipend.
- The support of the UC Berkeley Program Advisor/Director Winnie Froehlich.
- The best part of the program is the field experience.
I think the best thing about this program is that we get to actually go to the actual classes and learn from real life classrooms, which is a great experience.

The experience of being in a class, especially presenting the lesson plan to the class.

Getting to know other students who are considering becoming science teachers and hearing their experiences and reactions.

Being in the classrooms (field work) and have lectures to relate the two.

The seminars were very informative. I learned a lot about what to expect in a classroom full of kids, and how to lead certain math/science activities.

field experience

In my experience, there has been two parts of the program that has made it very worthwhile for me. One of them is simply getting the opportunity to see our target students grow in the field of academics. The other part would be building bonds with the students as well. It really gave me a little sneak peek at what it takes to become a teacher.

the visiting of the middle schools, high schools

Being able to impart the little knowledge I know to the amazing students I had, and to learn from them.

working with the kids and realized that I have the gift to inspire them to become great

Being in the classroom to observe and interact with the students

Meeting with actual teachers... seeing controlled classrooms as well as more difficult ones.

Interact with students and know the way the think and behave

working with the students

Learning so much from my Placement.

The field experience. Being able to work in an actual classroom with actual students rather than study the theory of teaching.

Spending time with the sixth grade science teacher I had, she was amazing and I liked talking to her about why she did what she did.

Field experience. Getting to see the classroom from a teacher's perspective.

The UC faculty and the field experience.

The lessons and insight from Bradley Butcher. Field work definitely gave me insight into what it is like to be a teacher and was often enjoyable.

The field experience.

Being able to see that a lot of my teaching ideas were idealistic and not realistic.

Experiencing how it is in the field.

My professor for the course was outstanding. I would have liked to meet more than once per week with him because the learning was so valuable and unlike any other course I have taken at my university. The field experience was great too! My cooperating teacher was happy to have me around and I'm taking a lot away from this experience.

field experience

Being able to be in the classroom working with kids and teaching lessons has given me a real feel for being a teacher.

Working with the children. Working closely with the teacher.

Getting to interact with the students as their teacher and not as a peer has been a very enlightening experience. I've been able to see and learn things that I did not know about before and helping the students understand math better is a really great feeling.

Spending time in the classroom and tutoring one on one.

Being able to see firsthand the preparation involved in everyday lessons, as well as getting the opportunity to interact on one on with students.

Getting to mingle with other students that plan to become teachers and to hear different perspectives.

Working with students

working with children.

The ability to go back into the classrooms and think about the teaching aspect of it rather than worrying about learning.

Knowing that I was able to teach kids and be a role model in any form possible.

Getting to work with the kids and to get expert advice on how to deal with children.

The teaching seminar was really helpful and a great experience.

Working with the teachers and students at my placement school.

Knowing if I have what it takes to be a teacher

Networking with peers interested in becoming teachers, gaining experience through fieldwork

working at the schools and getting paid

Support and guidance. The people I talk to know what they are doing and it really helps me make decisions.

working with the students and learning from veteran teachers.

the field experience. working with the students.

The hands on experience in the classroom.

Getting to know the students.

Getting to go into a classroom and see what it's really like from the teacher's perspective.

The field placement has been the best part.

The time spent observing in the classroom.

Talking to the mentor teacher about her experiences as a teacher.

The field experience and lesson planning has definitely given me insight on the work that teachers have to prepare.

hands-on teaching experience and observe instruction in the classroom

The field experience and being in the classroom with the kids. The teacher gave me a lot of small group work and it was really neat being able to teach in that setting.

not sure

Field Work

Being exposed to all the elements of the classroom not usually discussed in our education classes such as students struggling in school due to issues at home and that often times students don't do well in class simply because one reason or another, they just don't turn in their completed homework.

Getting to work in a middle school was a great learning experience for me. I learned so much about the education process and its rewards and challenges.

The best part was my professor Susie Hakanssen. She provided great support, motivation, and math problems. She helped us to think critically and conceptually about mathematics, teaching, and educational issues.

Field Experience
The Classroom learning

- The kids. The kids were by far the best part. And being paid made it easy to spend so much time with them. The money is important because otherwise it would be difficult to get a student to honestly commit to 50 hours of class time.
- Seeing other teachers in action.
- Getting to know other students who want to become teachers.
- The field experience was the best.
- Meeting the teacher and interacting with them and students
- I saw how it really is in the classroom and learnt many useful information
- The teachers definitely. They ROCK!
- Support from the students and teachers; both in the actual class and the placement teachers. We got to experience other people's perspectives and experiences.
- 1) I had a competent teacher at SJCC (Mrs. Soman).

2) The teachers to whom I was assigned were great. They were very accommodating and flexible.

3) They allowed me to have direct teaching/tutoring time with individuals and groups during class. They provided a very open class (with me). I could interject any ideas or additional thoughts and comments to support the current topic throughout class time.

4) Best part: I met with the teachers and asked what their pain points were and how I could make a difference in the lives of their students.

Observations:

- Students were short-sighted and need to look to the future. Math/Science classes relevant to everything they will do later in life. (This seemed too big to tackle.)

Narrowed down analysis:

- I proposed creating, developing, and delivering a "career day" for the students, complete with handouts and a worksheet.
- Teachers loved it! They gave me all their periods for one whole day to develop and foster an appreciation of what it takes to make it in life: an education!!

Students quickly understood living on min wage was NOT the answer to how they projected their lives to be. Their own conclusion based on topics introduced was to stay in school, get educated, get a higher paying job, and then go out and make a difference in the community.

This was truly moving for me. Kids are kids. If I was able to "reach" one kid, it was all worth it. Today, they have already forgotten about me. But, hopefully, sometime in the future they will reflect and say, there was this "man" that came to class and he talked to us about things that I will always remember!! Just the way I remember my 8th grade Math teacher! (That would be the greatest compliment.)

- The field experience
- Discussion based.
- I get to observe how different teachers teach mathematics so I can see what works best and know how I want to run my own classroom once I become a teacher. Also, the students socioeconomic backgrounds were quite different than the middle school that I attended so it was nice to be able to observe the differences between the two.
- Working with the students--especially the ones who were kicked out of school, or pregnant, etc.
- Working with the students. You forget what elementary school and its students are like.
- Working with the students and teachers in an interactive classroom setting.
- I liked learning about the different types of schools and programs- continuation school, honors programs
- Teaching the class was the best part of the program because it really showed me how much I had learned throughout the quarter and it gave me a nice sense of accomplishment.
- The field experience. I loved it
- 1) Fieldwork: I had great time at my fieldwork with students. Students were really open and willing to listen to my teaching. My mentor teacher also gave many great advise to help whenever I was in trouble with teaching as well as life lessons as well.

2) Seminar: Whenever I took a class during Fridays, I felt so happy. I loved how instructors made us love learning again by providing games, rather than throwing us lessons for us to learn.

- Meeting people with similar goals and interests and learning more about the issues surrounding teaching.
- The field work.
- field experience
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- field experience, some had opportunities to actually work with the students- unfortunately i did not because my teacher did not make an effort and only suggested i bring outside work to work on while she was busy teaching.
- Student interaction.
- Leading a sheep brain dissection in class.
- In-class experience with students and teachers.
- Getting hands on experience with kids
- Getting to visit various teachers the first couple of weeks to get different perspectives.
- My mentor-teacher was really supportive and helpful. She assigned productive projects that gave me a better feel for the job of being a teacher.
- Getting that extra reassurance that my aspirations for teaching were valid and the field work
- Being able to see theory put into practice
- Working with the kids, especially running our own lesson.
- Not sure. I don't know what the SMI program is...

My best experiences with preparing for the EDS program at UCSD have been the field experiences, though. I would recommend doing as much time in the classroom as possible.
• working with the students
• going to the classroom
• The field experience: working at Oakland Technical High School with the 9th grade remedial physics students. It was an environment that I had never been in before but that was an extremely valuable experience in which I learned a lot about the students, teaching, as well as about myself.
• the interaction with the students in the individual schools
• experiences, field exploring
• I enjoyed having the opportunity to work in the classroom, especially the sixth grade class, and talk to the teachers about their experiences.
• Realizing the difficulty of teaching to a heterogeneous crowd was rewarding in that I saw what it takes to become a teacher.
• The field work has been very rewarding. I love working with the students and getting feedback on how to approach different situations from the advisers.
• I really enjoyed working with the students and getting to know an elementary teacher on a more personal level instead of one of teacher to student.
• The field experience and the small community of students that can share their experiences. Also, just being able to learn and apply the education theory we learn in the lectures.
• Getting to be in the classroom and trying to get the kids excited about math.
• The field experience, it really wouldn't be much without it. Even though the seminar gives more insight to the classroom setting, actually being there is what makes it all worth while.
• The best part of the program was definitely the field experience. Without the field experience, I would not have solidified my goal in becoming a teacher after rejection from the program.
• Teaching the students.
• I realized that the problems we observed at the different schools are fixable if we have the right attitude, knowledge, and continuous research on our sides.
• The community and working with children
• Just exploring the teaching field was a valuable experience.
• The best part of the program was working with the kids. I helped teach life science lab to first graders, and it was really cool to see what kind of input they had.
• --with a partner, developing and teaching an entire day's lesson
• --one girl told me a concept finally made sense after I explained it
• Learning and growing with the kids.
• Working with students. It was nice to see them understand the things you explained to them. Also, I really liked teaching my lesson in CalTeach 2. It showed me what its like to be at the front of the class and what it takes to create and carry out a lesson. It was a lot of fun.
• I truly enjoyed my tenure in Ms. Allingham's Algebra 1/2 Class at Santa Barbara High School.
• Observing that many different locations have similar situations that could be worked out.
• I like it best when the class prepared and presented, in groups, the lesson plans to the rest of the class. This allowed us to experience and learn about the elements and approach of teaching a class, especially receiving the feedbacks based upon the presentations.
• The field experience was extremely helpful in actually placing me in a classroom and giving me a taste of what teaching is really about. I was placed with an amazing teacher and we complemented each other extremely well, and I know we both learned new things through this program. I can't wait to continue next year with classes 2 and 3.
• The best part is that it open my eyes to experience this new field that I never thought about and was able to determine that being a teacher was not right for me.
• I really appreciated the great mentor teacher that the program set me up with.
• Interacting with the kids, and realizing my feelings toward teaching
• The best part is growing as a person in the classrooms with the students. The classroom experience has pushed me into defiantly becoming a teacher!!
• Interacting with the children, learning new ways to explain and handle educating children
• The interaction with the students and the advice given to me by the teacher whose class I was placed in.
• The advising when I need help
• I like that it is a very small and intimate group where everyone knows you and can effectively help you make the decisions that are best for you.
• - Gaining valuable experience working with children in a classroom.
• The in class learning
• sense of community provided within the seminars through class discussions. Advising for credentials was also important.
• doing the fieldwork and the activities we did together in the discussion classroom.
• The weekly group talk about our own experiences in the placement. Being able to share our in-class experiments with other students was a lot of fun and a very important learning experience.
• Actually meeting the students and teaching them.
• Being in the classroom.
• The field experience has been very rewarding.
• Learning how students/people learn
• My field experience. It was very valuable to me to have the opportunity to be in the classroom and teach the students. It allowed me to feel what it would truly be like to be a teacher.
• It was a gateway to more teaching opportunities
• The field experience. Actually working with the kids really opened my eyes as to what teaching was really like no book or lecture could ever do as good a job.
• being in the classroom.
• Getting to see the different kinds of interactions between students and teachers. And also the different atmospheres on each campus
• Seeing the students smile and recognizing you each time they enter the classroom makes being in Cal Teach a very valuable experience. It is one of the best feelings in the world when you’re in the classroom and having students call your name from all directions because they want you to help them. I’ve learned so much about myself, teaching, and social skills that I treasure a lot because it’s a once in a lifetime experience that not many undergraduates undergo during their years in college.