

UNIVERSITY of
NORTHERN COLORADO



Constantin Schreiber
Executive Editor
Current Issues in Education

School of Teacher Education

March 28, 2014

Dear Constantin:

Thank you for the opportunity to address reviewers' comments/suggestions regarding our manuscript, *Preservice Teachers' Perceptions of an Ideal Classroom Environment*.

The following reviewers' comments/suggestions have been addressed:


- 1) Including more details about the actual field experience would strengthen the presentation of the methodology and help in the reading of the discussion. *The last two paragraphs of the procedure section have been revised to address this reviewer's comment.*
- 2) The end of the paper should be revised as well. Rather than ending relatively abruptly with limitations, the study should be briefly summarized and the conclusion should also review implications to provide closure to the paper. *The discussion section was revised; results of the study with implications appear in the first few paragraphs; the section concludes with a brief discussion of the importance of field experiences in preservice teacher preparation. We feel this ending is more suited to this manuscript.*
- 3) One review suggested reflecting the fact that a secondary teacher preparation program was studied more clearly in the title and/or the keywords. *We have added "secondary" to the title of this manuscript, included "secondary" to the keywords, and have inserted "secondary" in various sentences where it seemed warranted.*
- 4) A clearer description of the student population (SES, ethnicity, etc.) beyond stating that this study looks at one suburban district would greatly enhance the manuscript. *A paragraph with this information was added to the participant section.*
- 5) It would also be beneficial to readers to be aware of the type of school in which this placement occurs (public, private, charter, parochial, etc.). *This has been addressed in the participant section.*
- 6) One other notable omission that should be addressed is the lack of a descriptor for the level of teacher candidate involvement expected in the initial field placement. Most initial placements are done in a freshmen year and are largely observational with cooperating teachers adding responsibilities as their comfort level increases. It can be speculated that the level of involvement would directly influence teacher candidate perceptions. *The last two paragraphs of the procedure section have been revised to address this review comment.*
- 7) Finally, potential effects of the different subjects taught by the teacher candidates should be addressed as well. There could be a marked difference between physical education, mathematics, special education, etc. teachers' perceptions. *Content majors and gender of the participants in this study did not yield any statistical differences in the analysis of the data; a statement to that effect has been included at the end of the data analysis and results section.*
- 8) To enhance readability, it would be helpful to consider revising the sentences with parentheses in them containing additional information as some of them might be distracting. Moreover, on line 1 in page 17, it appears that it should be "affects" and not "effects". *Where it appeared appropriate, sentences with additional information within parentheses were revised, removing the parentheses.*

UNIVERSITY of
NORTHERN COLORADO



School of Teacher Education

We look forward to hearing from you soon, and hope that the revisions are sufficient to warrant publication in *Current Issues in Education*.

Sincerely,
Dr. Fred Bartelheim 
Professor, Educational Foundations and Curriculum Studies
School of Teacher Education, University of Northern Colorado
Greeley, CO 80631